

THE IMPORTANCE OF INDIVIDUAL TESTS IN THE DEVELOPMENT OF CREATIVE ABILITIES IN STUDENTS

Umarova Malika Hisabitdinovna Nizami TSPU

Associate Professor, Department of Social Pedagogy, Candidate of Pedagogical Sciences,

Abdusharipova Shaydo Bakhtiarovna

2nd stage Master

Annotation: Individual testing is extremely important for enhancing the students creativity that is widely accepted as being an important outcome of schooling. Yet there are many different views about what it is, how best it can be cultivated in young people and whether or how it should be assessed. And in many national curricula creativity is only implicitly acknowledged and seldom precisely defined. This article discusses the efficacy of cognitive ability tests in the identification of subject specific abilities and creativity of the students. And suggests a theoretical underpinning for defining and assessing creativity along with a number of practical suggestions as to how creativity can be developed and tracked for students..

Keywords: Individual tests, development, creative abilities, students, creativity

Integrating creativity into science classes may pave the way to tapping complex scientific phenomena. Although not yet conclusively defined nor assessed using standardized measures, creativity is understood to support cognitive learning in formal and informal settings. However, the successful integration of creativity in educational modules depends on many factors. As our knowledge of how to identify these factors is still limited, teachers may have difficulties effectively monitoring and fostering creativity. Consequently, a valid means to measure creativity would help teachers to identify creativity and its influencing factors within the limited scope of science lessons. Testing is a part of learning, and lets students “show what they know” and what they can do. Individual tests results show student strengths. You will learn what subject areas your student excels in. Tests results show student weaknesses. You will learn what your student needs to learn. Testing each year helps a student become a strong test-taker. The more tests students take, the more familiar and comfortable they will feel, and test performance will improve. Performing well under pressure is a skill students will need and will use often as an adult. All students take tests. We can’t avoid them. People of all ages must sometimes take tests. Annual assessment is a requirement of ALE law, and state tests fulfill this requirement in grades 3-11. Test results are important indicators of academic progress and students creativity. Tests help educators with determining student grade level placement, designing specialized instruction, setting learning goals and monitoring progress. Test results in grades 3-8 help teachers (and parents) address student learning needs early in areas in which the student did not meet standard, and focus instruction to build success leading into high school and beyond. If you or your students are reluctant to participate in state exams, seek to understand why and determine if this is an opportunity for personal growth.

Help your students work through anxiety about testing. Let your student vent and listen. Learn more about current state assessment processes and separate concerns and inaccurate concepts about testing from other issues at home or school. Discuss with your student the reasons he/she might fear tests or feel pressure to do well. Support and encourage personal goal setting and reward achievement. Help your student relate assessment outcomes to his/her future success and career options. As professionals and parents, we share the duty and responsibility of ensuring our children are educated, skilled and contributing citizens, and realize their potential as lifelong learners. Earning a high school diploma is an important step towards becoming a self-sufficient adult. The test effect, the boot practice, the way to save more and more time compared to restudying information, the idea that knowledge is a solid finding in science. However, not all students experience a benefit in booting practice. Many manipulations affecting the test effect have been investigated. However, there is still much to learn about potential individual differences. As the impact of the test has

grown in popularity, it is important for students to understand how individual differences, knowledge and skills contribute to strength. While the episodic memory skills and general fluid intelligence are not, the data from the two new pre-listed studies find that the strategies change as students use the effects they receive from the boot practice. The use of more specific, less useful, or no memory strategies shows the greater benefit of the practice of loading more students using useful memory strategies. Individual differences in the boot practice 3 Additional analysis was included by combining data from previously published papers. The results are important to determine how the mechanisms of testing influence both existing theories and the practice of loading into most class settings.

In conclusion, testing alone and allow teachers to individually test their students on their growth and intellectual ability, allowing the student to be free from the stress and the shackles on creativity.

References:

1. Aldous, C. R. (2007). Insights from history, cognitive psychology and neuroscience. *International Education Journal*, 8(2), 176–186.
2. Barron, F., & Harrington, D. (1981). Creativity, intelligence, and personality. *Annual Review of Psychology*, 32, 439–476.
3. Charyton, C., & Snelbecker, G. E. (2007). General, artistic and scientific creativity attributes of engineering and music students. *Creativity Research Journal*, 19(2), 213–225.
4. Field, A. (2012). *Discovering statistics using IBM SPSS statistics* (4th ed.). London: SAGE.