

**DIDACTIC ASPECTS OF TEACHING STUDENTS OF THE SERVICE DEPARTMENT
BASED ON A CREATIVE APPROACH**

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Annotation: Having creative qualities of the educational process creates a basis for quality and effective organization of his personal abilities and professional activities. Organization of didactic support of teaching based on a creative approach guarantees the effectiveness of the teaching process. This scientific-theoretical, analytical article describes the ideas about the mechanisms of creating didactic support of teaching based on a creative approach.

Key words: didactic support, private methodology, teaching methods, educational materials, teaching principles, creativity.

INTRODUCTION

The primary basis of formal education is the lesson. The lesson, in turn, is a whole and consists of the following parts: educator; learner; program and textbook, teaching-methodical manual and didactic materials; pedagogical methods and methods, technical means of teaching. Mechanisms for creating didactic support of teaching are also important to achieve teaching efficiency. The organization of a creative approach to the mechanisms of creating didactic support makes students acquire critical, analytical or creative thinking and knowledge based on accurate information.

What is creative itself? Creato is a Latin word that means creativity, creativity. At first glance, the organization of the educational process based on creative ideas gives the impression of deviating from the requirements set in the curriculum. However, creativity, creative approach, adaptation of training sessions to existing State Education Standards (DTS), as well as methods, methods and tools that serve to ensure a creative approach from teachers to the teaching process ensures that training is carried out methodically efficiently and correctly. From a pedagogical point of view, the formation of educational content is carried out in the following stages [1]:

- general theoretical stage;
- study phase;
- stage of mastering educational material.

METHODS

State educational standards – is a regulatory document that defines requirements for the content and quality of general secondary, secondary special, vocational and higher education. The curriculum is a normative document, in which the content of each educational subject is revealed and the amount of knowledge, skills and qualifications that need to be mastered during the academic year is indicated. Educational content is covered in more detail in educational programs.

Curriculum – is a normative document that illuminates the content of knowledge, skills and abilities in a specific subject, general time, distribution of important knowledge according to study, determining the sequence of topics and their level of study. Full mastery of the knowledge, skills and abilities specified in the program by students is considered a criterion that determines the success and efficiency of the teaching process [2].

Full manifestation of creative qualities in pedagogues is also noticeable in working with educational programs.

Authorship curricula:

1) a curriculum aimed at in-depth study of a specific topic (problem) or finding a solution to a certain problem within the educational module (science), taking into account the needs, interests, and desires of students;

2) a type of educational programs.

These types of programs also differ from other educational programs in that the construction of the subject takes into account the requirements of DTS in a special form, and the author's point of view on the studied events and processes is reflected. These types of programs must have external reviews of pedagogues, psychologists, methodologists working in the relevant field of science and be approved by the pedagogical councils of educational institutions. In the development of author's educational programs, the pedagogue has the opportunity to fully demonstrate his creativity in a free, independent manner. Usually, author's educational programs are effectively used in the organization of free (mandatory or special) courses for students, in the activities of clubs, scientific societies, «Science clubs», technical and artistic creative centers. In addition, each pedagogue has the opportunity to make changes to the content of the educational subject with a creative approach of 15 percent. Consequently, the innovative, creative nature of educational programs increases students' interest in learning and ensures the activation of their educational activities. Educational content and curricula are designed in educational literature. Such literature includes textbooks and study guides. Among educational literature, the textbook occupies a special place.

Textbook – is a source of scientific information defined in accordance with the purpose of education, curriculum and didactic requirements in a specific subject, which is based on the content and structure of the curriculum created in the subject corresponds to the program. It is necessary for an ideologically and methodologically perfect textbook to be able to meet all the requirements for the content of education, to be able to meet the needs of students, to increase their interest, to enrich their knowledge, skills and abilities. The educational information presented in the textbook should be concise, understandable and visual, and should correspond to the aesthetic needs of students. The textbook should have a stable, well-founded structural structure. Although the requirements for textbooks vary, there are many general requirements among them. Special attention is paid to the publication of alternative textbooks in leading foreign countries. The reason for this is to create an opportunity for pedagogues and students to choose the most suitable and practical ones among them. While the activity in the creation of alternative textbooks in our republic is somewhat slow, pedagogues are active in creating alternative auxiliary literature (educational, methodical and teaching-methodical manuals). In addition to textbooks at the level of educational material, the content of education includes various training manuals: literature and history chrestomathies, references, collections of problems in mathematics, physics, chemistry, atlases in geography, biology, language exercises are revealed in collections, etc. Tutorials expand some aspects of the textbook and have the goal of solving specific problems (information, practice, checking) [5].

RESULTS

Creativity can also be analyzed as learning activity. Consequently, some students prefer to think critically, analytically, or creatively, while others prefer to have knowledge based on accurate data, while members of the third group tend to think creatively and critically by nature. In modern conditions, the creativity of the pedagogue is evident in the creation of – electronic information-educational resources (EATR).

EATR – is formed on the basis of systematicity, consistency, interoperability and integrity of educational subjects (modules), covering educational materials in whole or in part, on a special (separate) site in computer technology or on the Internet information network a set of electronic

publications placed on the site. creates the conditions required for effective use of the following opportunities in the educational process:

- 1) formation of educational tasks;
- 2) explaining the content of the educational material;
- 3) organization of knowledge reception;
- 4) feedback;
- 5) control of students' cognitive activity;
- 6) preparing for the next stage of organizing students' educational activities (directing students to independent education, independent study of additional educational literature.

Creativity in the educational process is the creation of creative questions that increase students' interest in reading, the use of various pictures, images, tables, diagrams, symbolic expressions, ideas that have absolutely nothing to do with the educational information presented to learners. It is reflected in actions such as giving tasks such as finding interdependence between them, ensuring that they work in small groups. What results would teachers' encouragement and encouragement to achieve students' creative thinking, to ensure that they create creative products in educational activities have led to? Wouldn't the same situation be what teachers are looking for? It is known that educational materials aimed at revealing the content of education are divided into several types.

They :

- text printed educational information;
- visual print learning information;
- text e-learning information;
- visual electronic learning information;

printed educational information expressed in ●working papers;

electronic educational information expressed in ●working papers.

Along with enriching the general and professional knowledge of students, educational materials should also serve to enrich their worldview, expand their imagination, and form a positive attitude to social and natural existence. Therefore, pedagogues should follow certain principles along with a creative approach to the preparation of educational materials:

- ideality;
- scientificity;
- visuality;
- systematicity;
- practical significance ownership;
- net goal orientation;
- compliance with aesthetic requirements

SUMMARY AND DISCUSSION

We conclude the following in the implementation of didactic support mechanisms for teaching service students based on a creative approach:

In the preparation of didactic materials for –training sessions, pedagogues use educational resources (textbook, educational, methodical and teaching-methodical manual, instruction, recommendation letter, dictionary, encyclopedia, atlas, work book, printed publications such as chrestomatiya, as well as Internet materials, targeted and effective use of information obtained from electronic information sources such as EATR; that they pay attention to the reliability of educational information in the preparation of didactic materials;

–should pay special attention to the formation of creative thinking skills in students, and in the course of the lesson, «will create an environment of creativity in the teacher's classroom;

–creative approaches to the creation of educational programs and educational resources, creating question assignments related to the intellectual development of students;
–to take into account the interrelationship between ideologicallity, scientificity, visuality, systematicity, consistent presentation of educational information, educational information in the effective formation of didactic educational materials;
–quality, methodologically correct organization of the educational process to take into account principles such as suitability of students' age characteristics, practical importance, orientation to a specific goal and compliance with aesthetic requirements. The mechanism of formation of students' creative opportunities in the lesson. Mechanism of formation of creativity in students.

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