

**MECHANISMS OF CREATING DIDACTIC SUPPORT OF TEACHING BASED ON A
CREATIVE APPROACH FOR STUDENTS OF CREATIVE SCHOOL**

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Annotation: The presence of creative qualities of a teacher creates the basis for the qualitative and effective organization of his personal abilities and professional activities. Organizing didactic support of teaching based on a creative approach guarantees the effectiveness of the teaching process. This scientific-theoretical, analytical article presents ideas on the mechanisms of creating didactic support of teaching based on a creative approach.

Key words and concepts: didactic support, special methodology, teaching methods, teaching materials, teaching principles, creativity.

The primary basis of formal education is the lesson. The lesson, in turn, is a whole, consisting of the following parts: the educator; the learner; the program and textbook, teaching and methodological manual and didactic materials; pedagogical methods and techniques, technical means of teaching. In order to achieve the effectiveness of teaching, the mechanisms for creating didactic support for teaching are also of great importance. Organizing a creative approach to the mechanisms for creating didactic support enables students to think critically, analytically or creatively and acquire knowledge based on accurate information.

What is creativity? Creato is a Latin word that means creativity, creativity. At first glance, organizing the educational process based on creative ideas gives the impression of going beyond the requirements set out in the curriculum. However, creativity, creative approach, adaptation of training sessions to the existing State Educational Standards (SES), as well as methods, techniques and tools that serve to ensure a creative, creative approach from teachers to the teaching process, ensure the methodologically effective and correct conduct of the sessions. From a pedagogical point of view, the formation of educational content is carried out in the following three stages: ● general theoretical stage; ● educational stage; ● stage of mastering educational material. At the stage of mastering educational material, the educational content is reflected in regulatory documents such as SES, curriculum and curriculum created for educational modules (subjects), as well as educational resources (textbooks, educational and methodological manuals, instructions, recommendations, etc.). The content of education is reflected in the content of the following state educational standards, curricula. State educational standards are a regulatory document that establishes requirements for the content and quality of general secondary, secondary specialized, vocational and higher education. The curriculum is a normative document that describes the content of each academic subject and indicates the amount of knowledge, skills and qualifications that must be mastered during the academic year. The content of education is covered in more detail in the curricula. The curriculum is a normative document that describes the content of knowledge, skills and qualifications in a specific academic subject, the total time, the distribution of important knowledge by study, the sequence of topics and the level of their study. The full mastery of the knowledge, skills and qualifications specified in the curriculum by students is one of the criteria for determining the success and effectiveness of the educational process. The full manifestation of creative qualities in teachers is also evident in working with curricula. Authored curricula: 1) a curriculum aimed at in-depth study of a specific topic (issue) or finding a solution to a specific problem within the framework of an educational module (subject),

taking into account the needs, interests and desires of students; 2) a type of curriculum⁴. These types of programs also differ from other curricula in that they have a special form of construction of the subject, taking into account the requirements of the State Standard of Education, and reflect the author's point of view on the phenomena and processes being studied. These types of programs must have external reviews from teachers, psychologists, and methodologists working in the relevant field of study and be approved by the pedagogical councils of educational institutions¹. When developing author's curricula, the teacher has the opportunity to fully demonstrate his creative abilities in a free, independent approach. Usually, author's curricula are effectively used in organizing courses of students' free choice (compulsory or special), in the activities of circles, scientific societies, "Science Clubs", technical and artistic creativity centers. In addition, when forming the content of the subject, each teacher has the opportunity to make changes to it with a creative approach of 15 percent. Therefore, the acquisition of an innovative, creative character of educational programs increases students' interest in learning, ensures the activation of their educational activities. Educational content and curricula are designed in educational literature. Such literature includes textbooks and study guides. Textbook has a special place among educational literature A textbook is a source of scientific information determined in accordance with the educational goals, curriculum and didactic requirements of a particular subject, which, in terms of its content and structure, corresponds to the curriculum created for the subject². A textbook that is ideologically and methodologically complete should be able to meet all the requirements for educational content, satisfy the needs of students, increase their interest, enrich their knowledge, skills and qualifications. The educational information presented in the textbook should be clear, understandable and visual, and meet the aesthetic needs of students. The textbook should have a stable, well-founded structural structure. Although the requirements for textbooks are different, there are many common requirements among them. In leading foreign countries, special attention is paid to the publication of alternative textbooks. The reason for this is to create an opportunity for teachers and students to choose from among them the most suitable and practical ones for themselves. While the activity in creating alternative textbooks in our republic is somewhat slow, teachers are actively working on creating alternative auxiliary literature (educational, methodological and teaching aids). The educational content is revealed at the level of educational material, along with textbooks, in various educational aids: literature and history readings, reference books, problem sets in mathematics, physics, chemistry, geography, biology atlases, language exercise sets, etc. Educational aids expand some aspects of the textbook and have the purpose of solving specific problems (information, practice, verification)³. Creativity can also be analyzed as a learning and cognitive activity. Therefore, some students prefer critical, analytical or creative thinking, while others prefer to acquire knowledge based on specific data, and representatives of the third group are naturally inclined to creative and critical thinking. In modern conditions, the creativity of the teacher is clearly manifested in another case - in the creation of electronic information and educational resources (EIR). EIR is a set of electronic publications, formed on the basis of systematization, consistency, mutual compatibility and integrity in educational disciplines (modules), fully or partially covering educational materials and placed on a special (separate) site in the computer technology or Internet information network, which creates the necessary conditions for the effective use of the following opportunities in the educational process¹: 1) formation of educational tasks; 2) presentation of the content of educational materials; 3) organization of knowledge acquisition; 4) feedback; 5) control of students' cognitive activity; 6) preparation for the next stage of organizing students' educational and cognitive activity (directing students to independent learning, independent reading of additional educational literature). Creativity in the educational process is reflected in actions such as formulating creative questions that increase students' interest in learning, using various pictures,

images, tables, diagrams, symbolic expressions, giving students tasks such as finding the relationship between ideas that are completely unrelated to the educational information being presented, and ensuring that they work in small groups. What results would teachers achieve if they encouraged and encouraged students to think creatively, create creative products in their educational and cognitive activities? Wouldn't this be exactly what teachers are looking for? .

As is known, educational materials aimed at revealing the content of education are divided into several types.

They are: ● text printed educational information;

● visual printed educational information;

● text electronic educational information;

● visual electronic educational information;

● printed educational information expressed in worksheets;

● electronic educational information expressed in worksheets. Educational materials, along with enriching students' general and professional knowledge, should also serve to enrich their worldview, expand their imagination, and form a positive attitude towards social and natural existence. Therefore, teachers, along with a creative approach to the preparation of educational materials, should adhere to certain principles:

● ideologicallity;

● scientificity;

● visuality;

● systematicity;

● consistent presentation of educational information;

● interrelationship between educational information;

● relevance to the age characteristics of students;

● practical relevance;

● clear goal-orientedness;

● compliance with aesthetic requirements .

Educational materials prepared in accordance with these principles can fully satisfy the needs of all students, regardless of their specialization and field of specialization. In order to develop creative thinking skills in a person, it is first of all necessary to form critical thinking skills in them. When presenting educational materials to students, the question should be "What if ...?" This ensures that students effectively develop both objective and subjective thinking skills while completing assignments. Creativity is a "benefit" for students. The teacher should not only be able to put forward new ideas, but also be able to form the skills of making decisions on educational issues, analyzing them. The creative process includes developing initial ideas, researching and analyzing them, and, if necessary, abandoning them. At the same time, it is worth noting that the creative approach to the educational process is used not only to work with students who have lost

interest in learning and mastering the basics of academic subjects, but also to enter into a lively, interesting, and energetic dialogue with all students, encouraging them to be active. In addition, creative activities can be equally effectively organized not only in the areas of art and culture, but also in the process of working with students studying in any field (business, economics, law, pedagogy, psychology, construction, agriculture, engineering, industry, etc.). Teachers, in a creative approach to the educational process, should pay equal attention not only to students who achieve high results in mastering academic subjects, who record positive situations in creative thinking, but also to students who require more attention, who do not have the ability to think creatively.

1. The work of pedagogues in accordance with the following modern requirements in the preparation of didactic materials for training sessions creates the necessary conditions for obtaining the expected educational result.

2. to be focused on a specific goal; - preparation according to the needs and interests of students; - validity of educational information; - the ability to activate students' learning activities; - creating conditions for students to work actively in pairs and small groups; - development of independent, creative, critical and - creative thinking abilities of students; - gaining modern importance; - to be of aesthetic quality; - to be free of vague concepts and expressions; – guarantee a specific result; – have the ability to apply in various situations; – serve to strengthen existing knowledge, skills, and qualifications. When preparing didactic materials for learning activities, teachers can purposefully and effectively use educational sources (textbooks, educational, methodological and educational-methodical manuals, instructions, recommendations, dictionaries, encyclopedias, atlases, workbooks, reading lists, as well as information obtained from electronic information sources such as Internet materials and EATR). The reliability of the information obtained is important here. Therefore, teachers should pay attention to the reliability of educational information when preparing didactic materials. Therefore, didactic materials enriched with scientifically based evidence are of particular importance in ensuring the general and professional development of students. Thus, teachers' creative approaches to creating curricula and educational resources are of great importance in the general development and professional formation of students.

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