



MECHANISMS OF CREATION OF DIDACTIC SUPPLY OF TEACHING IN HIGHER EDUCATION SYSTEM ON THE BASIS OF CREATIVE APPROACH

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Abstract

Possessing creative qualities of a teacher 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 mechanisms of creation of didactic support of teaching based on a creative approach.

Keywords: didactic support, special methodology, teaching methods, teaching materials, teaching principles, creativity.

Introduction

Official of education primary basis lesson is considered Lesson, own in turn, one wholeness is the following from parts organize found: education giver education recipient; program and textbook, educational and methodological manual and didactic materials; pedagogical method and methods, technical means of teaching. In order to achieve the effectiveness of teaching, the mechanisms of creating didactic support of teaching are also important. The organization of a creative approach to the mechanisms of creation of didactic supply enables students to acquire knowledge based on critical, analytical or creative thinking and concrete information[1].

Discussion and Results

What is creative itself? Creato is a Latin word that means creativity. At first glance, organizing the educational process on the basis of creative ideas gives the impression of a deviation from the requirements set in the curriculum[2]. However, creativity, creative approach, adaptation of educational activities to the existing State Education Standards (DTS), in addition, methods, methods and tools that serve to ensure a creative, creative approach to the teaching process from teachers, ensure that the activities are carried out methodically effectively and correctly. From the pedagogical point of view, the formation of educational content is carried out in the following stages:





- general theoretical stage;
- educational stage;
- the stage of mastering the educational material.

At the stage of mastering the educational material, regulatory documents such as DTS, curriculum and curriculum, as well as educational resources (textbook, educational and methodical manual,

Education content the following state education standard , training plans in the content manifestation will be

State educational standards are normative documents that define requirements for the content and quality of general secondary, secondary special, vocational and higher education[11]. Curriculum is a normative document, which reveals the content of each educational subject and indicates the amount of knowledge, skills and competencies that need to be mastered during the academic year. The educational content is covered in more detail in the curriculum.

Curriculum is a normative document that describes the content of knowledge, skills and competencies in a specific subject, the total time, the distribution of important knowledge, the sequence of topics, and the level of their learning. Full mastery of the knowledge, skills and abilities specified in the program by the students is considered the criteria determining the success and efficiency of the teaching process[12].

The full expression of creative qualities in pedagogues is also evident in working with educational programs.

Authorship Training Programs:

- 1) a curriculum aimed at in-depth study of a specific subject (problem) or finding a solution to a specific problem within the framework of an educational module (subject), taking into account the needs, interests, and wishes of students;
- 2) a type of educational programs.

These types of programs also differ from other educational programs by having a special form of construction of the subject, taking into account the requirements of DTS, reflecting the author's point of view on the studied phenomena and processes. Programs of this type must have external reviews of pedagogues, psychologists, and methodologists working in the relevant field of science and be approved by pedagogical councils of educational institutions. In the development of authorship educational programs, the pedagogue has the opportunity to fully express his creativity in a free and independent manner[13]. Usually, the author's educational





programs are effectively used in the organization of free choice (compulsory or special) courses of the students, in the activities of circles, scientific societies, "Science clubs", technical and artistic creativity centers. In addition, each pedagogue has the opportunity to make changes to the content of the subject with a creative approach of 15 percent. Consequently, 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. Study literature between textbook separately place holds[14].

textbook is a source of scientific information determined in accordance with educational goals, curriculum and didactic requirements of a specific academic subject, and according to its content and structure, it corresponds to the curriculum created for the subject. It is necessary that a textbook that is ideologically and methodologically perfect can meet all the requirements for educational content, satisfy the needs of students, increase their interest, and enrich their knowledge, skills, and abilities. The educational information presented in the textbook should be clear, understandable and visual, should correspond to the aesthetic needs of the students[15]. The textbook should have a stable, well-founded structural structure. Although the requirements for textbooks vary, there are many common requirements. 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 from among them the most appropriate and practical ones. While 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). The content of education is revealed at the level of educational material, along with textbooks, in various teaching aids: literature and history chrestomaties, reference books, sets of problems in mathematics, physics, chemistry, geography, atlases in biology, sets of language exercises, etc. Study guides expand some aspects of the textbook and have the purpose of solving specific problems (information, practice, examination).

Creativity can also be analyzed as a learning activity[16]. Consequently, some students prefer to think critically, analytically or creatively, while others prefer to acquire knowledge based on specific information, and representatives of the third group are naturally inclined to think creatively and critically. In modern conditions, the creativity of the pedagogue is clearly manifested in another case - in the creation of electronic information-educational resources (EATR).





EATR is a set of electronic publications created on the basis of systematization, consistency, compatibility and integrity of educational subjects (modules) and placed on a special (separate) site in the computer technology or Internet information network, covering the educational materials in full or in part . creates the necessary conditions for effective use of the following opportunities in the educational process[17]:

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

Creativity in the educational process includes creating creative questions that increase students' interest in reading, using various pictures, images, tables, diagrams, symbolic expressions, giving students tasks such as finding correlations between ideas that are completely unrelated to the educational information being presented, and ensuring that they work in small groups. reflects. What would be the results of encouraging and encouraging students to achieve creative thinking, to create creative products in learning activities? Wouldn't the same situation be the phenomenon that teachers are looking for?

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

They are :

- printed educational information with text;
- visual printed educational information;
- electronic educational information with text;
- visual electronic educational information;
- printed educational information expressed in working papers;
- electronic educational information expressed in working papers.

should also serve to enrich their worldview, expand their imagination , and form a positive attitude towards social and natural existence. Therefore, pedagogues should adhere to certain principles along with a creative approach to the preparation of educational materials:

- idealism;
- scientificity;





- **visuality;**
- **systematicity;**
- **consistent presentation of educational information;**
- **interdependence between educational information;**
- **compatibility with the age characteristics of students;**
- **practical significance;**
- **focus on a specific goal;**
- **compliance with aesthetic requirements**

Educational materials prepared in accordance with these principles can fully satisfy the needs of all students, regardless of the field of specialization and specialization. In order to develop creative thinking skills in a person, first of all, it is necessary to develop critical thinking skills in them. When presenting educational materials to students, the question "If ...?" It ensures that they effectively acquire both objective and subjective thinking skills during the execution of tasks[18]. Creativity in students should "require not only the promotion of new ideas, but also the ability to make decisions and analyze educational issues. The creative process includes developing initial ideas, researching and analyzing them, and rejecting them if necessary. At the same time, it is worth mentioning that a creative approach to the educational process is used not for the purpose of working with students who have lost interest in learning and mastering the basics of academic subjects, but to engage in lively, interesting, enthusiastic communication with all students, to encourage them to be active. In addition, creative activities are carried out not only in the fields of art and culture, but also in the process of working with students studying in any field (business, economy, law, pedagogy, psychology, construction, agriculture, engineering, industry, etc.) can be organized equally effectively. 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. 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:

- to be focused on a specific goal;
- preparation according to the needs and interests of students;
- validity of educational information;
- learning activities of students
- ability to activate;
- creating conditions for students to work actively in pairs and small groups;





- development of students' independent, creative, critical and creative thinking skills;
- gaining modern importance;
- to be of aesthetic quality;
- to be free of vague concepts and expressions;
- able to guarantee the exact result;
- ability to apply in different situations;
- serving to strengthen existing knowledge, skills, and qualifications.

When preparing didactic materials for training sessions, pedagogues use educational resources (printed publications such as textbooks, educational, methodical and teaching-methodical manuals, guidelines, recommendations, dictionaries, encyclopedias, atlases, workbooks, chronostomies, as well as Internet materials, electronic information sources such as EATR they can use the information purposefully and effectively. The reliability of the information obtained at this point is important. Therefore, pedagogues should pay attention to the reliability of educational information when preparing didactic materials. Consequently, didactic materials enriched with scientific evidence are of special importance in ensuring the general and professional development of students[19]. Therefore, the creative approach of pedagogues to the creation of educational programs and educational resources is important for the general development and professional formation of students. also depends on trickery. Because of this pedagogues study materials creative approaches to preparation demand will be done. In this they are educational materials efficient in formation ideological , scientific, visual, systematic, educational of information consistent statement education information between mutually dependence, of students young feature suitability, practical important possession, obviously to the goal orientation and aesthetic requirements compliance like principles in consideration take study of the process qualitatively, methodically right organize to be done provides. Study training for (ie lesson for) didactic developments in preparation too pedagogues the following creativity mechanisms in consideration take necessary.

CONCLUSION

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

- in the preparation of didactic materials for training sessions, pedagogues use educational resources (printed publications such as textbooks, educational, methodological and educational manuals, guidelines, recommendations, dictionaries, encyclopedias, atlases, workbooks, chrestomataries, as well as Internet





materials, electronic information sources such as EATR purposeful and effective use of the received information, pay attention to the reliability of educational information when preparing didactic materials;

- that special attention should be paid to the formation of creative thinking skills in students and that the teacher should "create an atmosphere of creativity in the classroom" in the course of the lesson;

- creative approaches to the creation of educational programs and educational resources, creating questions and assignments related to the intellectual development of students. - to take into account ideological, scientific, visual, systematic, consistent presentation of educational information, interdependence between educational information in the effective formation of didactic educational materials;

- qualitative and methodologically correct organization of the educational process, taking into account such principles as appropriateness to the age characteristics of students, practical relevance, specific goal orientation, and compliance with aesthetic requirements. The mechanism of formation of students' creativity in the lesson. The mechanism of formation of creativity in students.

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