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A creative approach to the creation of didactic support

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Abstract: In the processes of globalization and integration of education in the world, the issue of developing the professional training of future specialists is defined as one of the urgent tasks. To increase the quality level of personnel training in Uzbekistan, to create the necessary conditions for the training of qualified specialists based on international standards, to introduce advanced pedagogical technologies, educational programs and issues of wide introduction of teaching and methodical materials, development of modern professional knowledge and creative abilities of students, scientific-pedagogical personnel were defined as the main tasks of quality improvement and fundamental improvement of the level of higher education in accordance with the priorities of the action strategy.
Key words: Dictation support, creative approach, educational and methodological materials, international education, creative thinking, pedagogical technologies.

Today, in the world, on the basis of a competent approach to education, it is necessary to increase the competitiveness of graduates, to develop the creative competence of pedagogical staff, to create modern methodological support for the design of the creative educational process, to develop creative abilities of students directed to the fields of professional activity, as well as the education of higher education. Issues of increasing the social role in the process of ensuring the quality of glue are being researched as one of the current trends. From this point of view, it is important to modernize the content of modern professional education on the basis of advanced foreign experiences, create an innovative educational environment, and further improve the pedagogical mechanisms of developing students' creative abilities based on the wide application of interactive teaching methods and technologies. In the scientific researches of the pedagogic scientists O. Jamoliddinova, O. Musurmonova, M. Urazova, N. Egamberdiyeva, E. Yuzlikayeva, Sh. Sharipov, Sh. Shodmonova, the development of creativity skills in students is unique in the formation of professional and innovative preparation of future specialists aspects, social factors affecting the development of creativity qualities, individual activity, as well as ways and forms of forming critical, creative thinking in students, existing pedagogical conditions, didactic support, as well as the content of pedagogical creativity are highlighted.

Organization of a free educational environment that serves the creative development of students, creation of creative developments (products) by means of innovative education and information and communication technologies , J. Yoldoshev, Y. Kruglova, I. Ridanova, V. Slastenin, N. Sayidahmedov, O'. Tolipov, G. Chizhakova, B. Khodzhayev. Although pedagogic scientists have conducted scientific research in connection with the problem of the use of innovative educational technologies in the formation of professional training of students, increasing the effectiveness of teaching, the research of pedagogical and psychological aspects and factors of the development of students' creativity, interactive education Improvement of the pedagogical mechanisms of development of students' creative abilities by means of lim technologies and methods, development of creatively oriented educational programs, determination of the level of development of students' creativity potential are among the current scientific-theoretical and practical issues.

In recent years, in the educational system of leading foreign countries, special and serious attention has been paid to the issue of forming the qualities of creativity in pupils and students. Bronson, Merryman (2010), Ken Robinson (2007), Fisher, Frey (2008), Begetto, Kaufman (2013), Ali (2011), Treffinger (2008), and b. According to Patti Drapeau, creative thinking is, first of all, comprehensive thinking about a specific issue. Multidisciplinary thinking requires students to rely on multiple ideas when completing assignments, problems, and tasks. In contrast, one-sided thinking is based on only one correct idea.

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In observation, it is impossible to deny one of the one-sided and multi-sided thinking on the issue. Therefore, one and all-round thinking is equally important in the formation of creativity. That is, when completing a task, solving a problem, the student looks for several options for a solution (multidirectional thinking), and then stops at the only correct solution that guarantees the most optimal result (unidirectional thinking). Patti Drapeau “If you think you're not creative, I suggest that you start organizing creative thinking classes right now. In fact, it's not about whether or not you are creative and creative, but about organizing classes in the spirit of creativity and trying new ideas in practice," he says. According to Ken Robinson, "creativity is A set of original ideas with a value of z. And Gardner explains the concept in his research: "creativity is a practical action performed by a person, which should reflect a certain novelty and have a certain practical value." Based on the above-mentioned ideas, the concept of "creativity" can be interpreted as follows: creativity (lat., ing. "create" - creation, "creative" - creator) - describes the readiness of an individual to produce new ideas and is an independent factor in the composition of talent according to E.P. Torrens, the concept of "creativity" covers the following:

- to put forward a problem or scientific hypotheses;
- checking and changing the hypothesis;
- identifying the problem based on the formation of decision results;
- sensitivity to the conflict between knowledge and practical actions in finding a solution to a problem.

As already mentioned, creative qualities do not develop in pedagogues as in all individuals. According to this research, a number of ways to successfully develop creative qualities in a person (including pedagogues) are highlighted. Patti Drepeau also suggests four ways to successfully develop creativity in individuals (including educators):

Formation of creative thinking skills. Development of practical creative movement skills. Organization of creative activity processes. Use of creative products (developments).

The essence of these roads will be discussed below.Way 1: formation of creative thinking skills. In this, the main emphasis is on the formation of creative thinking skills, and learners are directed to express the essence of creative actions with the help of verbs. In particular, in order to effectively form the skills of creative thinking, teachers pay attention to the presence of necessary verbs in the questions that encourage students to think. If this situation is explained with examples, the control question "describe the relationship between the heart and circulatory system" does not form creativity in students. After all, the concept of "describe" in the question is equivalent to saying "tell your existing knowledge one by one". Using words (verbs) that encourage students to think when asking control questions makes it easier for them to think creatively. Therefore, according to the first way of forming creative qualities in a person, it is appropriate for pedagogues to use words (verbs) that force different, antique, unconventional and thorough answers. M: The use of words (verbs) such as "find the connection", "create", "predict", "explain the idea logically", "imagine" is considered effective from a practical point of view. Instead of asking learners to "describe the relationship between the heart and the circulatory system," the teacher should ask them to "state all kinds of relationships between the heart and the circulatory system." As a result, learners will have the opportunity to generalize existing knowledge and to put forward new thoughts and ideas. It is appropriate for pedagogues to use the first method - to use the "Creativity Map" of young teachers in the formation of creativity skills in students.

Way 2: development of practical creative thinking skills. Educators use instructional methods and methods to form and develop creative thinking skills in students. In this case, the use of questions can only help in the short term, but it does not develop interactivity and engagement in learners. In her work, Patti Drapeau presents a number of ways and methods that are effective in developing interactivity and creative thinking skills in learners. In particular: - Working with websites; - visualization; - taking into account all points of view; - appropriate application of important ideas in different situations (transferring the idea to another situation - transformation); - such ways as symbolization; - "Brainstorming"; - Methods such as "Case-study".

Way 3: organization of creative activity processes. This path emphasizes creative, creative thinking in the process of solving problems and promoting innovative ideas. Although creative methods and methods are not actively used in these processes, creative thinking occurs. While completing the task, students analyze various

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problems related to the human circulatory system. As a result, multifaceted thinking and observation takes place in this process.

4th way: use of creative products (developments). In this way, the pedagogue can give students the task of creating a presentation using Power Point or multimedia. Students actively develop creative thinking skills during the preparation of the presentation. Learners can fully express their creative thinking skills in a comfortable environment. If learners have a feeling of fear of failure, if they hesitate to express their thoughts incorrectly, if they face criticism, in such a situation, it will not be possible for them to effectively form or develop creative thinking skills. It is possible to successfully form the skill of creative thinking only by turning creativity into a habit in learners.

In this process, the methods and tools used by them to assess the content of the subject and creative thinking skills are of great importance. Certain factors prevent the development of creative qualities and skills of pedagogues. Therefore, in the pedagogical process, teachers should focus on eliminating these factors. The following factors hinder the development of creativity in a person:

1) avoiding risk;
2) allow rudeness in thinking and behavior;
3) underestimation of personal fantasy and imagination;
4) subordination to others;
5) thinking only about success in any case.

The creative potential of the teacher is reflected as his general characteristic. It is the first condition and result of creative activity. This quality represents a person's ability and readiness to express himself. In addition, on the basis of creative potential, the personal abilities, natural and social strength of each specialist are manifested as a whole. Creative potential is closely related to creativity focused on the cognitive process. The creative potential of a teacher, in contrast to traditional thinking, is manifested in the following:

- speed and flexibility of thinking;
- the ability to create new ideas;
- not thinking in one way;
- originality;
- initiative;
- tolerating uncertainty.

In order for a teacher to have the potential of creativity, it is necessary to pay attention to the following in his professional activities:

- creative approach to professional activity;
- show activity in creating new ideas;
- independent study of advanced pedagogical achievements and experiences;
- sharing ideas with colleagues about pedagogical achievements.

Self-development and self-expression of each pedagogue is directly related to his creativity. Usually, the ability of pedagogues to be creative is ensured by striving to solve pedagogical problems, carrying out scientific research or scientific projects, and achieving mutual creative cooperation.

According to the results of the research, it is important to use the following forms of work in the development of students' creativity:

- organization of trainings that serve to develop the skills of data analysis, quick decision-making, and creative thinking;
- performing creative exercises and tasks aimed at forming imaginations and imaginative views;
- working with cases;
- organization of group work forms and debates;
- preparation of educational projects;
- formation of portfolios;
- organizing castings;

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- establishing the activities of clubs.

Factors that develop students' creativity:

- development of creative thinking skills, formation of creative activity, tracking of the educational process and problematic research directions

strengthening;

- organization of situations for creative problem solving and development of creative activities of students;
- achieving students' approach to the experience of creative activity as a professional necessity and a component of the content of professional activity in the future;
- directing the process of development of students' professional skills and abilities to development based on working on interactive methods and technologies, showing independent creative activity, independent learning, self-education, self-knowledge, self- to have z status, to activate students' abilities to work independently, to achieve their creative thinking in the process;

it was found that it consists of creating a favorable creative cooperation environment for students to show their creative abilities.

Conclusion:

Based on the above, it can be concluded that it is necessary to systematically study the pedagogical needs, interests, directions of special importance of students, in which it is necessary to define effective ways to eliminate the countersuggestive, thesaurus and interactional barriers encountered in the organization of their creative activity . Also, organizing the teaching process on the basis of ideas, concepts and advanced pedagogical experiences that serve to satisfy the creative interests and needs of students serves to form a meaningful and active approach to the development of creativity. Based on the development of students' creativity skills, it is appropriate to pay special attention to the development of their specialized, i.e., pedagogical creativity competence, in which it is appropriate to make extensive use of modern information and communication technologies, innovative strategies, interactive educational methods and technologies. According to experts, the development of creatively oriented educational programs that serve to ensure the effectiveness of the reproductive, creative-research and innovative stages of the development of students' creative abilities in higher education institutions and the change in the development of students' creative skills and skills should be assessed. Improvement of teaching programs and technologies aimed at continuous development of creative competence of pedagogic personnel of higher education institutions, as well as creation of modern informational and methodical support that serves to develop students' creative abilities, serves to increase the efficiency of the process.

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