

CREATIVE APPROACH TO CREATING DIDACTIC SUPPORT

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Annotation: This article provides information on the creative approach to creating didactic support and the importance of textbooks in the educational process.

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In today's era of globalization and rapid development of digital technologies, the education system requires students to acquire not only traditional knowledge, but also creative thinking, independent analysis, creation of new ideas and modern competencies. Didactic support plays an important role in the effective organization of the educational process. Along with traditional approaches, methods and tools based on creativity are of great importance in improving the quality of education and forming students as active participants.

Didactic support is a set of methodological resources and materials that ensure the acquisition of knowledge, skills and competencies in the educational process. It is considered not only the main guide for the teacher, but also a tool that helps students become active participants in the learning process. Didactic material is important not only for imparting knowledge, but also for developing independent thinking, creative approach and analytical skills in students.

The main tasks are:

- effective organization of the educational process;
- management of student activity;
- formation of knowledge, skills and competencies;
- orientation of students to independent study and research;
- improvement of the quality and efficiency of education.

A creative approach means the use of new, innovative and unusual methods in creating didactic materials. In this case, in addition to traditional methods, the teacher uses interactive technologies, digital resources and approaches based on creative activity.

Types of didactic material created based on a creative approach

Didactic materials developed based on a creative approach make the learning process interesting and effective. They are divided into the following groups:

- Visual aids (diagrams, infographics, pictograms, animation);
- Interactive tools (Kahoot, Quizizz, online forums);
- Innovative methodological guides (case studies, project assignments, simulation exercises);
- Tools created based on game technologies (role-playing games, simulators);
- Resources prepared based on virtual and augmented reality (VR/AR) technologies.

Stages of a creative approach to creating didactic materials

1. Analysis stage.

The process of creating didactic materials begins, first of all, with a thorough analysis. At this stage, the age characteristics, level of knowledge, interests and needs of the student audience are studied. The content of the topic, the requirements of the curriculum, and the general goals of education are also taken into account. On this basis, it is determined what types of didactic tools

can be effective. For example, if more visual materials are needed for primary grades, then case studies, problem assignments and independent research tasks are suitable for students in higher education. The analysis stage also takes into account the available technical capabilities (multimedia devices, Internet resources, platforms).

2. Project stage.

At this stage, a general concept of didactic material is developed. The form of the created material (slides, video lessons, interactive tasks, tests, case studies, etc.), the style and mechanism of working with students are determined. At the same time, it is clearly planned at which stage of the lesson this material will be used, with what methodological approaches it will be combined. For example, game tasks can be effective at the motivation stage, and infographics and schemes at the stage of explaining new knowledge.

3. Creation stage.

At this stage, the designed ideas are put into practice. The teacher or methodologist creates didactic material using multimedia tools, graphic design elements, interactive programs. Modern programs (Canva, PowerPoint, Prezi, Genially, Moodle, Google Classroom, etc.) are widely used in the creation process. It is important that the prepared tools increase the activity of students and encourage them to independently search for knowledge.

4. Testing stage.

The prepared didactic material is tested in practice during the lesson. At this stage, it is observed how effective the material is, how it is perceived by students, and whether it arouses interest and activity in them. Students' feedback and the teacher's. Based on the results of the tests, the strengths and weaknesses of the material are identified. For example, if students like interactive tests, but the level of difficulty is not selected correctly, the result may not be as expected.

5. Improvement stage.

At the last stage, changes are made based on the test results. In this process, didactic tools are further improved: unnecessary elements are removed, new additions are introduced, and they are adapted to the needs of students. It is also recommended to use best practices and innovations in the improvement process. Thus, the final product - didactic material - is formed as a methodological tool that is effectively used in the educational process, attracts students to creative activities, and is convenient for the teacher.

Didactic tools created on the basis of a creative approach further enrich the educational process.

Its main advantages are:

- Encourages students to actively participate;
- Increases the level of mastery;
- Develops independent thinking and creativity;
- Makes the educational process interesting;
- Forms modern competencies.

In conclusion, the creative approach to creating didactic support is of great importance in improving the quality of education, increasing students' interest in the learning process, and developing their creative potential. Through this approach, the educational process becomes a means of not only imparting knowledge, but also of forming modern competencies.

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