Didactic Factors in the Development of Students' Creative Communicative Abilities

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Abstract. *The modern education system aims to develop students' creative communicative abilities through didactic factors, methods, principles, and tools. These factors shape students' ability to express thoughts, communicate effectively, and solve problems. The educational process should focus on developing students' creative thinking and communication skills, using multimedia, interactive materials, and online platforms. These didactic factors influence students' motivation, creative thinking, and communication skills, making them essential for success in any field.*

Key words: *Didactik factors, communication skills, creative thinking.*

Introduction

The development of students' creative communicative abilities in the educational process is one of the most important goals of the modern education system. Today, communication and communication skills are necessary for successful work in any field. Creative communication skills include the ability to clearly express students' thoughts, effectively communicate in various situations, and creatively solve problems. Didactic factors, i.e., methods, principles, and tools used in the educational process, play an important role in shaping these abilities. The educational process should be aimed at further developing students' thoughts and ideas. Through the educational process, students will have the opportunity to develop their creative thinking skills and improve their communication skills. The teacher must also use various didactic principles and methods to reveal the creative potential of students. In addition, didactic tools are also important in increasing the effectiveness of the educational process. Through multimedia, interactive materials, and online platforms, students will have new opportunities to express their opinions. This introductory part demonstrates the role and significance of didactic factors in the development of creative communicative abilities, which are important in shaping students' skills that meet modern requirements. This section thoroughly examines the role of didactic principles, methods, and tools in developing students' creative communicative abilities. The goal is to analyze how didactic factors influence the motivation of students to be active in the educational process, the development of their creative thinking abilities, and the formation of their communication skills.

Didactic principles and communicative skills: didactic principles determine the main directions in the effective organization of the educational process. The role of didactic principles in the development of students' creative communication skills is very important. They offer unique approaches to building students' reading, writing, and communication skills. The following didactic principles are of primary importance in the development of students' creative and communicative abilities. 1.1. The principle of activity and independence Activity and independence of students are important in the educational process. It is necessary for students to express their opinions independently and actively participate in the topics being studied. This principle helps to increase students' creative thinking skills. By creating problem situations, conducting group discussions and encouraging students to express their

opinions in the educational process, they can develop their self-expression skills. For example, by offering students problem situations that allow them to interact creative thinking can be developed. Students will have the opportunity to express their thoughts and share with other students in the process of solving problem situations. This process encourages a creative approach and strengthens students' communication skills. 1.2. The principle of consistency and systematicity The educational process should be consistent and systematic. In the process of mastering new knowledge, students need to connect with old knowledge and understand their interrelationship. This principle plays an important role in the development of students' communication skills. Giving students the opportunity to repeat and connect the topics covered will ensure consistency in their learning process. For example, students can be shown the connection between new information and old knowledge by asking questions. This process helps to develop students' logical thinking. By bringing their knowledge into a system, students give it more clarity and understand its interconnectedness. 1.3. The principle of interactivity in the educational process Students need to communicate and actively participate in the lesson. Through interactive lessons, students will have the opportunity to exchange ideas, discuss and develop creative thinking skills. The teacher can increase students' participation in communication by using various interactive methods in the lesson, for example, group work, discussion and role-playing. In interactive lessons, students will have the opportunity to use a creative approach by expressing their thoughts. They strengthen their communication skills by asking each other questions, sharing ideas and discussing. For example, students will have the opportunity to evaluate each idea and express their views by holding a mutual discussion. 1.4. Development of creative and communicative skills It is important to correctly apply didactic principles in the development of students' creative and communicative abilities. Each principle plays a key role in developing students' ability to express their thoughts, think creatively, and communicate. These principles encourage students' self-development and active participation in the educational process. Applying these principles to the educational process will help students to increase their creativity and develop the skills they need to function successfully in the modern world. All these are important for personal and social development of students. Thus, didactic principles play a key role in the development of students' creative communication skills. Activity, consistency, interactivity and other principles in the learning process are important in forming students' thinking and communication skills. Teachers should help students learn successfully using methods and tools that support these principles. 2. Didactic methods and tools Didactic methods and tools are important in the formation of students' knowledge and skills in the educational process, encouraging them to self-development, creative thinking and communication. These methods and tools help teachers to effectively organize the educational process. Didactic methods are the approaches and strategies of teachers in their interaction with students. Didactic tools are materials, equipment and resources that facilitate the educational process. 2.1. Didactic methods Didactic methods are approaches used to organize and manage the educational process. These methods help students to express their thoughts, communicate and develop creative thinking skills. Didactic methods are divided into the following types: Traditional methods: Traditional teaching methods represent the active role of the teacher in imparting knowledge to students. These methods include lectures, explanations, and teacher-directed instruction. Traditional methods can be effective for imparting theoretical knowledge to students, but have limitations in stimulating creative thinking and independent activity.

Methods based on the principle of activity: These methods are aimed at ensuring the active participation of students. Group work, discussions, and role plays can be used to encourage students to actively participate in the learning process. These methods are effective in developing students' creative thinking abilities, as well as in strengthening communication between them. Problem-based learning method: This method encourages creative thinking by giving students the opportunity to solve real-life problems. By creating problem situations, students develop the skills to analyze, evaluate, and use a creative approach. Interactive teaching methods: These methods help to increase communication between students. Students develop self-expression skills by asking each other questions, sharing ideas, and discussing with each other. Interactive methods increase student interaction and help creative thinking. 2.2. Didactic tools Didactic tools are materials and resources that facilitate the educational process, increase the interest of students and help to master knowledge

well. They play an important role in strengthening the relationship between the teacher and students and making the educational process more effective. Didactic tools are divided into the following types: Visual aids: Diagrams, graphs, pictures, slides and other visual materials help expand the students' imaginations. They make it easier to understand theoretical material and increase students' interest. Multimedia tools: Video lessons, interactive presentations and educational programs create an interesting and effective learning environment for students. Multimedia tools help to convey complex topics to students in a simple and understandable way. Study Guides and Resources: Books, articles, online resources, and more allow students to study and research independently. Study guides help to strengthen students' knowledge as materials used in the educational process. Experimental tools: Laboratory equipment, experiments and practical work allow students to apply theoretical knowledge in practice. Experimental tools develop students' creative thinking and encourage them to apply their knowledge in practice. 2.3. The role of didactic methods and tools in the educational process Didactic methods and tools play an important role in increasing the effectiveness of the educational process. Their correct selection and use will help to develop students' creative and communicative abilities. Teachers need to determine what tools they use in their lessons, taking into account the diversity of didactic methods. Didactic methods and tools should be used together to develop students' creative and communicative abilities. For example, when using the interactive teaching method, the use of visual and multimedia tools increases the interest of students and makes the lesson process more interesting. It is also important for teachers to choose didactic methods taking into account the individual characteristics, interests and needs of students. Students' interest in different approaches and motivation to learn is directly related to the correct selection of didactic methods and tools. Thus, didactic methods and tools are one of the main elements of the educational process. They play an important role in student activation, development of creative and communicative abilities. Taking into account the variety of didactic methods and the effectiveness of tools, teachers can organize the educational process of students more successfully by using them in their classes. Creative communication skills are important factors that determine the success of students in the educational process. These skills include students' ability to communicate, express themselves, generate ideas, and solve problems. Assessment of creative communication skills is necessary for students' self-awareness, development and effective use of their abilities. 3.1. The importance of evaluating creative communication skills. Assessment of creative communication skills creates an opportunity for students to apply their knowledge in practice. This assessment process helps students strengthen and develop their skills and express themselves clearly and clearly. Important advantages of evaluating creative communication skills: Self-awareness: Students will have the opportunity to identify their strengths and weaknesses in the process of evaluating their creative and communicative skills. It encourages them to work on themselves and develop their skills.

Increase motivation: Recognizing and encouraging students' success during the assessment process helps to increase their motivation. This helps students continue to develop their creative thinking and communication skills. Information for teachers: Assessment of creative communication skills can help teachers determine student development and educational success. Teachers can use this information to plan lessons and target students more effectively. 3.2. Methods of assessment of creative communication skills There are several ways to assess creative communication skills: Self-awareness: Students will have the opportunity to identify their strengths and weaknesses in the process of evaluating their creative and communicative skills. It encourages them to work on themselves and develop their skills. Increase motivation: Recognizing and encouraging students' success during the assessment process helps to increase their motivation. This helps students continue to develop their creative thinking and communication skills. Information for teachers: Assessment of creative communication skills can help teachers determine student development and educational success. Teachers can use this information to plan lessons and target students more effectively. 3.2. Methods of assessment of creative communication skills There are several ways to assess creative communication skills. These methods allow to evaluate students' abilities from different aspects. Teacher Assessment: Teachers use their own assessment criteria to assess students' creative thinking, communication and teamwork skills. In this method, teachers determine the abilities of students by observing and evaluating their activities during the lesson. Student Self-Assessment: Giving students

the opportunity to self-assess their creative and communicative skills helps them work on and develop themselves. In self-assessment, students identify their successes and failures. Group Assessment: Divide students into small groups and encourage them to work together. In this way, groups have the opportunity to evaluate each other and exchange ideas. This encourages students to support and evaluate each other. Projects and creative works: When students are asked to prepare different projects or creative works, practical processes can be used to assess their creative communication skills. Teachers should take into account students' creative thinking, communication and cooperation skills when evaluating projects. 3.3. Evaluation criteria When evaluating creative communication skills, the following criteria should be taken into account: Expressing ideas clearly: How students can express their ideas clearly and clearly. Creative approach: Students' ability to think creatively and create innovations. Communication Skills: Students' communication, exchange and discussion skills. Cooperation: Students' teamwork and cooperation skills. Problem Solving: Students' ability to solve problems and make decisions. According to the opinion of most scientists, there are several teaching strategies and didactic factors in improving students' creative communicative competence: The views of scholar on didactic factors for ESl students are as follows:

1. Building Confidence and Reducing anxiety.	- Focus on communication , not perfection -Positive Reinforcement and Error -Correction strategies -Celeberating of diverse voices and cultures
2. Fostering Diverdent thinking.	-visual aids and brainstrorming techniques - Collaborative Brainstorming -Cultural relevant topics
3. Integration of technology and multimedia.	Digital storytelling tools Interactive games and activities Multimedia resources
4. Project – based learning with a creative twist.	Open- ended projects with creative outputs Choice and collaboration Integration with arts and media
5. Promoting self –directed learning and study agency	Differentiation and choice boards Student –led presentations and research projects Peer review and self reflection

MacIntyre et al. emphasize the importance of creating a supportive environment for students to develop creativity. They suggest shifting focus from perfect grammar to clear communication, allowing students to express their thoughts and ideas freely. Error correction and positive reinforcement strategies are also suggested, such as scaffolding and receiving positive feedback. McDononough & Shaw (2020) suggest using visual aids and brainstorming techniques to bridge language barriers. Wang (2018) suggests collaborative brainstorming, allowing students to work in pairs or small groups to generate ideas. Gu (2022) suggests choosing ideas for creative projects and brainstorming activities relevant to students' cultural education.

Technology and multimedia integration (2023) are also suggested as useful tools for elementary students to learn creative communication. These strategies help students develop divergent thinking skills, bridge language barriers, and stimulate their interest in cultural education. Overall, creating a supportive and anxiety-reducing environment is crucial for fostering creativity and innovation in the ESl classroom. Stoller, Warschauer and McPherson, Liu & Liu, and Bension have all highlighted the importance of digital storytelling tools and multimedia resources in ESL education. Digital storytelling platforms, such as online storyboards and comic book creators, encourage creativity and language skills development. Fun games and activities, such as those by Liu & Liu, promote communication and problem-solving. Multilingual resources, such as online dictionaries and translation tools, help students learn terminology and express themselves freely. Project-based learning (PBL) offers an innovative approach, allowing students to demonstrate their learning through creative means like multimedia presentations, podcasts, or short films.

Differentiation and Choice Boards: Students can learn communication tactics that match their interests and strengths when given access to a variety of creative projects and choice boards with personalized instruction (Tomlinson, 2019). Dooly & O'Neill, Bergman et al. Sawyer, Kim & Kim, Benson & Krashen, and Tomlinson have all contributed to the understanding of effective teaching methods for ESL students. They emphasize the importance of collaboration, choice, and teamwork in fostering creativity and communication skills. They also highlight the role of art and media in PBL lessons, such as theater, music, and visual arts, in enhancing students' creative communication abilities. They also highlight the role of drama and role-play in fostering confidence in using English in creative contexts. Music and multimedia projects are particularly beneficial for ESL students, as they can overcome language barriers and aid in understanding. Kim & Kim suggest using visual art as a starting point for storytelling, encouraging students to explore creative narrative structures and develop visual language skills. Benson & Krashen emphasize the importance of fostering student agency and self-direction, while Tomlinson highlights the importance of differentiation and choice boards in enabling students to learn communication tactics that match their interests and strengths.

Conclusion

The development of creative communication skills among ESL high school students is a complex pedagogical task that requires a multifaceted approach. Although the development of such skills is inherently complex, this study has a significant impact on their acquisition of the necessary skills. tries to illuminate the main didactic factors that show. By creating a supportive and stimulating learning environment that relieves anxiety and builds confidence, teachers can create the right conditions for ESL students to experiment with language and explore their creative potential. The integration of different methodologies, such as media-based learning, project-based learning, and creativity-based approaches, opens up many ways for students to engage with language in a meaningful and creative way. - the promotion of self-management requirements allows them to be competent in their communicative development, thereby increasing their ability to be independent and innovative language users. Ultimately, the goal is to enable ESL students to express their ideas and is to provide them with the necessary skills and confidence to express their ideas creatively and effectively. By implementing the strategies outlined in this study, teachers can create a dynamic and inclusive learning environment that nurtures the creativity of ESL students and prepares them to excel in an increasingly interconnected world. While this research provides useful ideas, it is important to determine the long-term impact of these strategies on the development of students' creative communication, as well as to explore the impact of cultural factors and individual differences in this complex interconnected world. further research is needed. This study highlights the possibility of seeing ESL students not only as language learners, but also as creative and critical thinkers with unique perspectives and talents. By providing them with opportunities to develop creative communication skills, teachers contribute not only to their academic success, but also to their overall personal and social development. strategies are needed. By applying the didactic factors discussed in this dissertation, teachers can create a safe, fun, and stimulating learning environment that builds students' self-confidence, reduces anxiety and worry, and increases student interest. Integrating technology, multimedia learning, creative project-based learning, and encouraging independent learning help ESL students discover their voices and engage in an increasingly interconnected global community. allows for successful communication.

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