

Technological Methodological Basis for Developing Creative Activities of Students in A Distance Learning Environment

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Abstract

In the vocational education environment, there are suggestions on the development of creativity and technological methodologies for improving students' creativity. In the vocational education environment, the emphasis is also placed on the significant components of the development of creative activities of the students.

Keywords: Vocational education, creativity, ability, pedagogical foundations, methodological foundations, environment.

INTRODUCTION

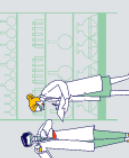
In the 21st century, it involves dynamic changes in primary education, science and education and relies on the integrative role of a prospective specialist, including: understanding the teaching process as an integrated process; analytical thinking; a set of skills; critical assessment of problems; contextual understanding of the industry and the situation; the ability to fill their knowledge and adapt to educational changes, educational requirements throughout their work; the ability to design innovations and synthesize them in academic stages, etc.

The pedagogical process is a complex, versatile, constantly changing integrated event in which the processes of human formation, development, upbringing, education, as well as all the conditions of this process are combined.

In a pedagogical fan, conditions are viewed as external and internal situations that contribute to or hinder the influence of individual development factors, such as readiness for activities, environmental promotion, support for material, educational resources, and so on. It is interpreted as broadly meaning conditions, causes, development factors, technologies, methods, teaching tools, education, management support, pedagogical support and interaction, and so on.

There are the following basic pedagogical conditions for successfully developing the creative professional competence of students of higher education institutions:

1. The positive attitude toward the chosen profession and the constant need for professional self-improvement (a clear opinion on the content of future professional activities; strengthening professional motivation; incorporating students into active professional activities; and reflecting professionalism).
2. Activate vocational training and self-discipline (targeted independent work of students in self-improvement; vocational self-education; implementation of curriculums for teaching at the university; professionalization of student training).



3. To engage students in real practical activities in future specialization (professionalism of high school teachers; effective management of students' academic, scientific and professional activities; creating a creative environment; teacher coaching function; positive moral and psychological climate of the educational institution.

For our study, it was important to identify the essence, components and characteristics of pedagogical conditions that simulate real professional activities outside educational conditions, allow students to enter into it, develop their individual qualities, and ultimately form their professional competence based on a creative approach.

the humanitarian indicators of edagogic activity in the development of creativity of students in the distance learning environment serve as its "permanent" guide, and allows you to record the level of difference between existence, reality, and ideal, which encourages creative defeat, awakens the desire for self-development, and leads to a teacher's self-determination of the worldview.

In this regard, the development of the teacher's professional and ethical competence should rely on his or her axiological model as the teacher's professional and personal development and self-development.

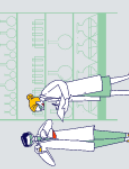
Thus, we identified the characteristics of integrated relationships in pedagogy, in order to strengthen their role in the development of the professional and ethical competence of a primary school teacher in the training system within an integrated approach, which undoubtedly included a competent approach with its own independent methodological position, a competent approach on the one hand, and an aesthetic approach on the other. Thus, we represent the position of the research and, accordingly, understand the process of developing the vocational and ethical competence of the primary school teacher as a result of the pedagogical integration process and outcome of the professional and valued organizers of the professional-pedagogical competence structure.

Such a methodologically important task of integration allows us to distinguish between the basic possibilities of taking an integrated approach in our research work. This process allows elementary school teachers to view different aspects of their professional development as a general holistic one, providing a new quality result, a new systematic and holistic harvest.

An integrated approach to developing the professional and ethical competence of a primary school teacher in the improvement process is carried out in didactic integration events by solving a number of tasks:

- 1) systematical integration of predictive elements within the framework of training courses;
- 2) use common knowledge methods for all subjects of primary education in advanced education, methodological, psychological-pedagogical, etc.;
- 3) the organization of relations in the training process and the integration of methods, methods, tools for teaching on a public basis in the development of elements of professional and ethical competence;
- (4) Develop a single professional and ethical concept of teacher competence in teaching.

We believe that the development of vocational and ethical competence of a primary school teacher aims to develop integrated elements within the traditional approach to building the



content and structure of the training course, and to supplement the content of fundamental academic subjects for a primary school teacher with integrated relationships as intended.

Integrative relationships include ethical, ethical, valuable organizers, which means that the training process determines the emphasis on developing the content of courses that optimally direct the teacher to develop his or her professional and ethical qualities.

An integration of the meaningful elements of the primary school teacher training process is as follows:

- the harmonious relationship between academic subjects and ethics;
- to consider the problems of pedagogical communication and speech culture in the development of a morally balanced image of the teacher;
- to express the generality of the issues of teacher communication and professional and ethical culture;
- to implement the internal communications of the subject through the study of professional and ethical culture, various moral collections (discussions), life and pedagogical situations;
- to implement a valued approach to education;
- formation of cultural science, spiritual and aesthetic, civil competencies;
- development of motivational, cognitive, functional components by revealing the content and socio-pedagogical significance of professional and ethical competence;
- formation of an apparatus of the necessary scientific moral concepts of the content of improvement);
- to learn the skills to form them;

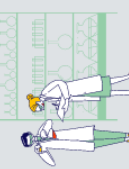
It should be noted that in modern pedagogical research, there is a great deal of emphasis on the study and formation of various types of teacher professional competence as the creators of a relatively independent system of professional competence. Through the openness of the dialogue entity-entity relationship environment of andragog and course calmer, you can establish business communication and collaborative creativity .

The integrated approach to the development of the vocational and ethical competence of a primary school teacher in the improvement process allows you to distinguish between general tamoiils: variability, an underlying valued destination, aesthetic reflexes, reliance on professional and ethical experience, individual consultation, self-organization and self-improvement, activities, and personal relationships.

Variability tamoiili directs each teacher to develop his or her own program and strategy for the development of professional and ethical competence, individual direction of his or her professional and personal-ethical development, as well as to develop holistic perceptions of the qualities of the teacher.

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Axiological reflexes imply an individual-valued approach to learning with the use of modern teaching technologies and requires the selection of an individual but criterion-valued style of activity, not the formation of a certain abstract system of knowledge and action methods as a reflexive goal of professional activities. The primary part of such activities should be an



analysis of specific professional-ethical difficulties and problems. Separating these difficulties, analyzing their characteristics and causes allows you to choose the content and forms of future development of professional and ethical competence in the conditions of pedagogical work and in the process of training, in accordance with the needs of each teacher.

The reliance on professional and ethical experience, which serves as one of the sources of full teaching and independent learning, implements the idea of using and re-understanding the existing professional and ethical experience of teachers, as well as defines the interrelationships of the processes of knowledge and the logic of the formation of an expert person in a specific structure of activity.

Instead, the methodological basis for developing creative activities of students in the distance learning environment encourages them to engage in practical and professional processes faster. This is one of the achievements of modern education in our country.

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