

## Theoretical Basis for The Development of Creative Activities of Students in The Distance Learning Environment

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### Abstract

Views on the pedagogical and theoretical foundations of the development of creative activity of students of advanced training in the context of distance education are presented. Attention is also paid to the important aspects of the development of students' creative abilities in distance learning.

**Keywords:** Distance education, creative activity, abilities, pedagogical foundations, theoretical foundations, environment.

### Introduction

(Matthew 24:14; 28:19, 20) Since the formation of a k-working society among the peoples of the world, improving the quality of distance learning has been the theoretical basis for developing the creative activities of the audience. Later, in the distance learning environment, the theoretical basis for the development of creative activities of training listeners deepened, and gender psychology was developed as a new direction.

Under the teacher's professional and pedagogical competence, we understand the integrated qualities of a teacher created in the teaching process and developed during professional activities, improving professional qualities, and successfully implementing pedagogical work. In the development of creativity of students in the distance learning environment, experts will include the following general components:

- the axiological component is expressed in universal values that are selected, discussed, critically evaluated, appointed, and become the organizers of the human spiritual world;
- a component of cultural science - reflecting a variety of cultural areas where a person's life's activities take place (academic, health, creative, etc.); public characteristics necessary in professional activities; actions to preserve, restore, express the values and traditions of national culture;
- preparation for changing and improving the living conditions of life, changing the microscope, which involves the organization and experience of real events;
- spiritually-aesthetic - which is understood as a collection of experience: experiencing emotionally rich situations;
- humanitarian behavior; organizing acts of affection, caring about loved ones; tolerance of other people; self-adequate assessment;
- civilization is the participation in socially beneficial activities, the expression of civil feelings, the protection of human rights, and the development of civil behavior [7].



The theoretical basis for the development of creative activities of students in the academic environment are skilled components of k asphyactic competence, as well as basic, basic, and special competencies.

Basic competencies are expressed primarily in the ability of a teacher to solve professional tasks based on information, communication, including the use of socio-legal foundations in a foreign language, a person's civil society. Basic competencies represent the uniqueness of a particular professional activity. Professional pedagogical activities are the competencies necessary to "build" professional activities in the context of requirements for the education system at a certain stage of society's development.

Analyzing the theoretical basis for developing creative activities of students in a distance learning environment at a modern stage, you can distinguish five main groups of tasks, and the experience of solving them describes the basic competence of a modern teacher:

- to be able to see the child (the reader) in the educational process;
- building an educational process aimed at achieving the objectives of the information phase of education;
- establishing relationships with other subjects of the educational process, school partners;
- establishment and use of the educational environment (school district) for pedagogical purposes;
- design and implementation of professional independent education [1].

Special competencies represent the uniqueness of professional activities in a specific predictive or predictive field. Special competencies can be viewed as the implementation of basic and basic competencies in the field of education and in the specific field of professional work.

It is known that all three types of competencies are interconnected and develop simultaneously, forming an individual style of pedagogical work, forming a holistic image of an expert, and finally ensuring the development of professional competence as an integrative personal description of an expert. Basic, basic and special competencies, "ingressing" each other, using a certain educational environment, are expressed in the process of solving life-important professional tasks of different levels of complexity in a variety of ways.

The April 29, 2019, issue of the United Nations Declaration on the Elimination of All Forms of Discrimination against Women and the Elimination of All Forms of Discrimination against Women and the Elimination of All Forms of Discrimination against Women and the Elimination of All Forms of Discrimination against Women and the Elimination of All Forms of Discrimination against Women, The educational process is aimed at introducing innovative forms and methods of education [2].

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. The criteria for their separation are the types of teacher activities that require specialized efforts in modern conditions and the accumulation of specialized knowledge, skills, skills, and individual qualities. For example, the separation of research activities required the teacher to base his research competence, monitored activities and monitoring competence, information activities—information competence, technological activity—technological and information and technological



competence, and so on. This situation is due to the objective processes of complicating the structure of pedagogical professional activities in legal and modern conditions, as well as the multifacetedness of the concept of "professional-pedagogical competence"[3].

In the context of what is said, it should be noted that many researchers do not pay enough attention to ethical content in determining the content of professional competence in categories. This contradicts the idea of a publicly accepted teacher's special task as a conveyor of universal and professional values.

Based on the theoretical basis for developing the creative activities of students in the academic environment, we think that the gap associated with insufficient emphasis on the moral content of professional competence can be filled by separating and establishing the concept of "professional and ethical competence." Determining its essence, structure and content and place in the system of professional-pedagogical competence allows us to solve the tasks set out in our poor research work, but also to deepen our understanding of the event of the vocational competence of a primary school teacher in his or her traditional and modern multilateral imagination.

We believe that the first aspect of the foundation of professional and ethical competence is pedagogical professional culture, which is considered to be a component of general culture and represents the art level of professional work [4]. It is characterized by an individual's morality, as well as emotional expression. Professional culture will undoubtedly play a special role in the activities of a primary school teacher. Working with children of junior high school requires that a teacher remember not only the need for education and training for children of this age, but also, first and foremost, the need for attention, love, human participation and direct assistance.

All basic moral concepts apply in the pedagogical hierarchy (including on good and evil, justice and honor). However, individual concepts represent the qualities of pedagogical worldliness, activities, and attitudes that distinguish the professional and ethical competence of a primary school teacher into an independent understanding. The practice of a primary school teacher's activities indicates that the success of the teacher's work depends primarily on the level of professional and ethical competence. This is determined by a number of characteristics of the pedagogical process.

The theoretical basis for developing the creative activities of students in the academic environment teaches students a lesson in cooperation with qualified local teachers, as well as in teaching them. The recruitment of highly qualified specialists is carried out in cooperation with Teachaway (Canada) and TIC Recruitment (UK) recruitment companies with many years of experience in these areas [5].

Instead, the theoretical basis for developing the creative activities of students in a 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.

## List of Available Publications



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