



PEDAGOGICAL PROBLEMS OF DEVELOPING STUDENTS' INFORMATION COMMUNICATION COMPETENCIES

Jumankuziev Uktamjon

*Kokand State Pedagogical Institute
Teacher of the Department of Informatics*

Kamalov Azamat

*Kokand State Pedagogical Institute
Teacher of the Department of Informatics*

Abstract

This article explores pedagogical problems and methods of solving them to improve students' information communication competencies, pedagogical problems, such as the relationship between teachers and students, the quality system of learning, and individual characteristics of students. Also, the article presents independent teacher experiences and scientific research on information communications and their development. These are important for students' spiritual development, learning, and professional development, and offer good skills and guidance for teachers and education professionals.

Key words

Information communication, Competences, Pedagogical problems, Development, Students, Teaching methods, Independent teacher, Scientific research.

Under the influence of information, fundamental changes are taking place in all aspects of people's life and professional activities: economy, science, education, transport, technology, household sphere. These changes are so extensive and their impact on society is so great that, theoretically, the new information environment - the automated infosphere remains one of the most relevant topics today. The process of modernization of education requires the introduction of a competency-based approach to education and the implementation of ways to further improve professional training in higher educational institutions.

Professional competence, the growth of social and professional mobility, on the basis of modern information and communication technologies, should meet the level of world standards. We need specialists who are able to solve professionally important issues in a new format.

It is necessary to modernize education, train specialists who can meet world standards based on modern information and communication technologies, take into account international experience, ideas of Bologna education, and fundamental reforms in the field of education of our republic.

The Bologna process is the educational system of the new decade in the European higher education system. This includes the creation of a system of levels (qualifications) that are easy to understand and comparable, the transition to a credit system of education, free academic movement to ensure the quality of education, and educational cooperation in Europe. In short, this is the process of harmonizing the higher education systems of European countries, providing equal education for everyone, forming and strengthening intellectual, cultural, social, scientific and technological potential, and improving the quality of education.

For example, if the employing organizations in our country, including the state, cannot provide the working conditions of graduates as in the West, our experts will leave even if we do not join the Bologna process. On the contrary, joining Bologna will allow us not only to reduce the outflow of local specialists, but also to

attract foreigners to the educational process, which will increase the competitiveness of Uzbekistan's higher education institutions. Of course, the Bologna Process is not without flaws. For example, it is difficult to train a research scientist capable of innovation within a three-year bachelor's degree. Realizing this, instead of reducing the number of subjects in some CIS countries, they try to hold old classes and exams in a shorter period of time. This causes legitimate objections among students and teachers.

The next problem is that not all countries participating in the Bologna process can provide sufficiently high-quality education services, many students complain about limited mobility (when moving to another country, a student usually has a certain amount of money in their bank accounts have to show that they exist, which is expensive in some countries - for example, 9.5 thousand euros per year for Norway), there is passivity of students, there are misunderstandings in the interpretation of new rules. Education is the process of assimilation of achievements of worldly scientific-intellectual, artistic-aesthetic and spiritual-ethical culture, and the fact that real education is based on world experiences without recognizing national-state boundaries is a strong factor for the future of any country.

In general pedagogy, the competence-based approach to professional education, the essence of competence and competence was considered as the qualifications and qualifications of a specialist, reflecting his knowledge, skills and abilities, as well as the methods of their implementation.

Informatization of modern education is of particular importance. The development of the educational system is characterized by the active use of information and communication technologies (ICT) in the pedagogical process. In recent years, scientific-production and educational technologies created on the basis of (ICT) are constantly developing. In the conditions of the transition to the information system, the requirements for the professional training of future engineers are increasing, because in order to ensure the formation of information communication competencies necessary for working in the field of their professional activity, it is necessary to take into account the social activity in demand of the time.

The main competencies of a modern person include information and communication technologies (ICT-competence), which are manifested in activities to solve various problems with the involvement of computers, telecommunications and the Internet. In this regard, in the modern world ICT competence is defined as a universal competence necessary in all spheres of human self-determination and self-education. It is the basis for combining all competencies, ensures professional mobility of a person and relies on the ability to work with various sources of information.

Taking into account the above, the following should be taken into account in the formation of information and communication competencies in students (AKK):

- competence is often understood as an integral part of a person, it is manifested in his general ability and readiness for activities, it is based on the knowledge and experience gained in the educational process, successful participation in independent and independence-oriented events;
- competence is a broader concept than training and competence;
- the content of competence is considered in the context of functional tasks and obligations describing future professional activity;
- the competence structure is distinguished by the diversity of personal relationships (mental and practical skills, skills, knowledge, intuition, motivation, orientation values, ethnic principles, behavioral component, attitude, etc.);
- acquisition and development of competencies is formed during life;
 - active student, i.e. "student-oriented education";
- the presence of competence in real activities performed in a specific situation, which helps to effectively implement professional activities, is determined.

In the last decade, issues of informatization of education, development of information and communication technologies (ICT), information and communication competences have been actively discussed at scientific and practical conferences and considered in dissertations.

Based on the above opinions, information activities can be divided into the following types:

- registration, collection, storage, processing and transmission of sufficiently large amounts of information about the studied objects, events, processes, including the information used in practice;
- real-time management of real and virtual objects and processes reflecting learning objects, situations or models of studied phenomena;

- managing display of both virtual and real models of various objects, events, processes on the screen;
- information production (creating an information product with certain important features that describe its quality or relevance to a specific field of use);
- formalization of information (formal presentation of information in the form of a symbolic record or a certain formalized structure that adequately reflects the characteristics of this information and forms it with important symbols);
 - information processing (analysis, systematization, selection or according to certain signs);
- receiving and sending textual, graphic, audiovisual information presented in the most diverse form;
- search for information and interaction with information and use of Internet information resources.

Transition from classic textbooks and problem books to interactive e-textbooks and practical exercises, presentations and video lectures on course topics, e-tests, including self-monitoring, placed in open educational resources. additional study materials. Thus, electronic content is formed, which is understood as the content of the curriculum and information content of these subjects. Creation of electronic content, the main task of which is to produce electronic courses, scan full-text educational materials, search for open educational resources on the Internet, and ultimately place all these materials and links in a single information environment (for example, the educational process in HEIs organization).

Educational sites: (ZiyoNET Distance education <http://sites.ziynet.uz>, <https://uzsmart.uz/>, <https://arxiv.uz>, <http://aim.uz>, " Consider the problems faced by students in viewing and downloading electronic versions of scientific publications, textbooks, training manuals, methodical instructions and journals in "Continuous professional education" <https://onlinedu.uz> the problem of developing information communication competences in them remains relevant today.

Thus, information communication competencies (ICC) are necessary in the information activities of undergraduate students - for the development of the information environment and the use of information processes and technologies.

Taking into account the above, it can be concluded that it is necessary to clarify the content, structure and essence of the concept of "information communication competences". We believe that the following working definition developed by us is appropriate for revealing the meaning of the concept of "information communication competences".

(AKK) Information communication competences are competences in the field of information communication technologies, formed in modern ICT tools, which enable the implementation of pedagogical goals in the electronic education system.

The formation of ICT competences serves as the basis of the future bachelor's professional activity in self-education, the successful development of the information environment and the use of information processes and technologies through the use of electronic educational tools are of particular importance.

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