

THE SIGNIFICANCE OF TECHNICAL AND TECHNOLOGICAL COMPONENTS IN THE PROCESS OF STUDENTS' EDUCATION IN THE CONDITIONS OF THE CREDIT-MODULE EDUCATIONAL SYSTEM.

In this article. Under the conditions of the credit-module system, in order to expand students' information acquisition, build educational activities based on interdisciplinary integration with the main educational subjects. The formation of information competence includes the following. Informatics and information - acquisition of knowledge and skills in the field of communication technologies, development of communication skills, ability to act in the information field, analyze data. The fact that a future teacher should acquire a number of skills, information technologies, the selection of electronic educational products, their use in professional activities, their adaptation and even their improvement is explained in terms of pedagogical expediency.

Key words: Terminological competence, modernization, environment, student, summary, skill, communication, modeling, assimilation, cognitive, information culture, synthesis, forecast.

In the 21st century, the development of Science and technology requires a high level of cultural and intellectual intelligence in order to harmonize the interaction of Social Development and a favorable tabby environment by a person in a period of rapid development with images, to maintain balance in the interaction of a person and society.

Theoretical foundations for the formation of information competence of students in the conditions of a credit-module system. In modern conditions, the change in computer and information supply, the renewal of which increases the requirements that employers impose on graduates of higher professional educational institutions. One of the most important requirements is the ability of a graduate of a university and institute to know Information Technology, which is very necessary today. In the intellectual labor market, professionals with a high Information Culture and qualifications are in great demand. A modern specialist should be able to receive, process and use information using computers, telecommunications and other tools, and form as a person ready to update knowledge directed at an increasing flow of information with the ability to select, systematize, master the necessary information at a high level. In this case, the specialist must have a certain competence.

Competence is the holistic quality of a person, which is formed on the basis of knowledge, skills, a set of experience, manifested in theoretical and practical readiness, and their implementation in activities at the level of functional literacy.

Perfection is considered as a synthesis of cognitive, subjective-practical and personal experience, and is seen as the ability of an individual to realize his qualifications in a certain practical activity (competence in action). Special attention should be paid to the formation and development of information competence among students of pedagogical higher educational institutions. As you can see, it is necessary change the content of classes to ensure that the future teacher does not only general education and professional knowledge, but also a sufficient level of information competence and, as a result, Information Culture computerization has set before pedagogical universities the task of training specialists who will effectively use computer technology in their future professional activities. The success that can be hoped to achieve in the Information Society of the 21st century, only specialists who have mastered the basic courses of the Institute's programs, learn to put into practice the knowledge gained, and most importantly, university graduates develop the skills of independent work with information.

Modern society needs this teacher who knows how to constantly replenish his knowledge, improve his skills and qualifications, is important not only for those of other professions. Practice shows that students are not given enough attention to educate independently and rationally their educational and cognitive activities are not organized. Therefore, university graduates cannot quickly adapt to constantly updated innovations.

By Information Technology, first of all, it is not the awareness of the student, but the ability to solve the problems that arise, the transition to the competence of one of the cognitive paradigms of Education. Currently, the development of information technology is providing users with qualitatively new opportunities, which in turn leads to the development of information competence. The formation of information competence among students is one of the first places even during study at the University, which ensures the entry of graduates into the Information Society [3].

In an Information Society, a person must receive and process a large amount of information collected not only by himself, but also by other people. One of these types of activities is fast and high - quality work with information based on computers and information technology, that is, a person should strive to rationalize his activities in solving the tasks set before him, choosing the methods of action that he considers acceptable.

The student's information competence consists of three components: knowing, being able to apply in education and future professional activities, working independently with information and communication technologies.

As signs of information behavior that characterize the information competence of an individual, the following stand out:

content of information needs and interests; reasons to refer to different sources of information and the assumptions associated with them;

degree of satisfaction of information needs; methods of searching, storing, processing data;

the process of mastering and applying the information obtained in various areas of its activity;

methods of dissemination of new information; the channels used are professional communication, their intensity, efficiency and advantage;

the variety of materials used in Russian and foreign languages, the breadth of their topics, etc.

The content of the concept of "information competence" is closely related to the concept of "Information Culture". There are different definitions of the latter, the purpose of which is to correlate knowledge models and information, to assess their own level of knowledge and to stimulate the processes of obtaining new knowledge.

O.B.Zaitseva identifies two approaches to determining the level of information competence. The first is based on the analysis of the structural composition of this concept. Its supporters distinguish four main levels:

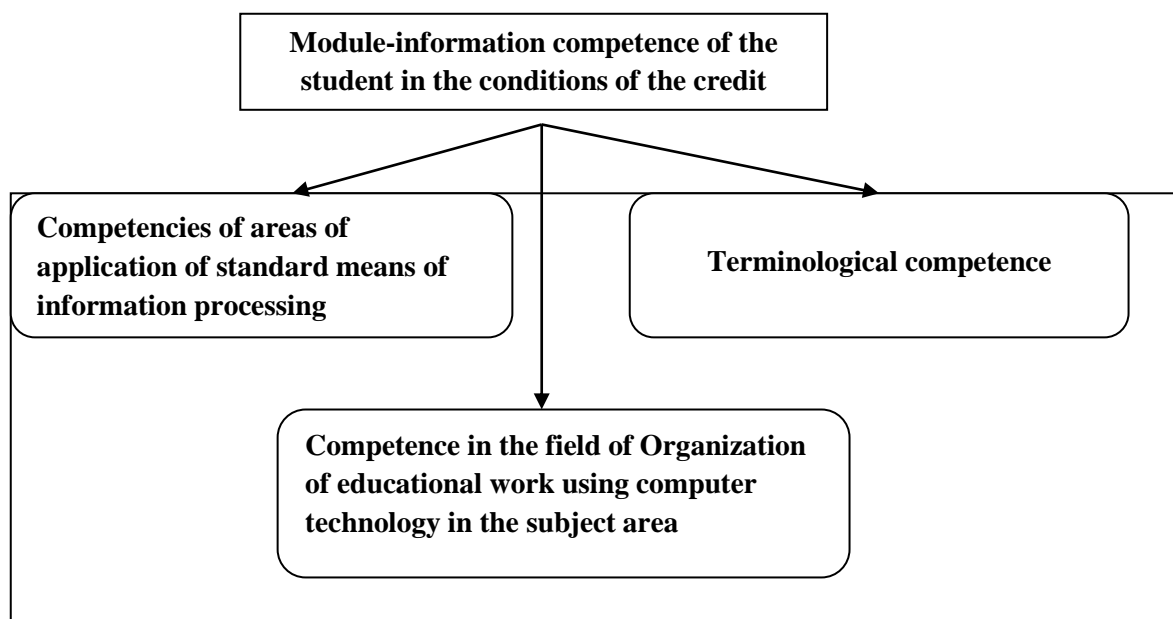
worldview-professional self-awareness, self-worthy assessment, professional knowledge and the presence of a worldview;

professional knowledge of a theoretical – technological nature;

practical-professional skills and skills (conducting and carrying out business documents, skills of effective communication, etc.);

The second approach to determining the level of information competence is based on step-by-step development analysis (from knowledge of various elements to creative mastering of computer technology and Information Technology in the system of professional activity).

Step-by-step development can be presented in the following sequence: familiarity, awareness, mastery of elementary competence, followed by functional and systematic competence. One of the conditions for the formation of information competence is the expansion of educational opportunities through the use of information and communication technologies, that is, the development of the educational system, ensuring its advanced nature.



The idea of advanced education is A.D.Ursul belongs to and the educational system is one of its priority goals, in which it must set the task of forming qualities that allow people to successfully adapt, live and work. a rapidly changing world. E.N.Strukov believes that information competence is a complex individual psychological state achieved as a result of combining theoretical knowledge and practical skills to work with various types of information using new information technologies. Yu.Tairova defines information competence as a holistic person, which is the result of the transformation of the processes of selection, assimilation, processing, transformation and creation of information into a special type of knowledge that allows you. Development, adoption, prediction and implementation of optimal decisions in various areas of activity.

Identifying the importance of information competence in the process of modern educational space, we note that it is part of the general informatization process, which is an "objective process", inextricably linked with the development process of information competence. informatization of Education. The essence of this process is S.A.Abramov, G.A.Bordovsky, Ya.A.Vagramenko, A.A.Verbitsky, A.G.Gein, W.M.Glushkov, S.G.It is revealed in the works of Grigoriev. Having studied the genesis of fundamental concepts in the field of the subject of research, we came to the conclusion that, in our opinion, the main basis for combining research on the formation of information competence is the concept of "Information" [8]. Data is of public importance-these are huge repositories that contain knowledge about the achievements of scientific thought about literature, education, technology; video and audio libraries, etc.

It is necessary for us to know that in the conditions of the credit-module system, the didactic and technical-technological components of the formation of information competence of students are very important. Credit-module we need to

understand the relevance of the methodology, forms and tools for the formation of information competence of these students.

For the formation of information competence in the modern educational system, it is necessary: to ensure a holistic information and development educational environment by combining the skills of pedagogical, managerial, technical, medical and psychological personnel.

Construction of training sessions based on interdisciplinary integration with the main subjects of study in order to expand information teaching. The formation of information competence includes: the acquisition of knowledge and skills in the field of Informatics and information and communication technologies; the development of communication skills; the ability to act in the information field, analyze data. The future teacher should master a number of skills - the choice of information technology, e-learning products; it is pedagogically advisable to apply them in their professional activities, adapt them and even improve them.

Information competence is covered on the basis of a profессиogram corresponding to the professional and pedagogical competence of the teacher. For the activities of the teacher, the following components are distinguished: cognitive, value-motivational, technical and technological, reflective, communicative.

The cognitive component reflects the processes of data processing based on microcognitive actions (analysis of incoming information, formalization, comparison, generalization, synthesis with an existing knowledge base, development of options for using information and predicting the results of solving a problem situation, predicting the production and use of new information and its interaction with the existing knowledge base, organizing storage and recovery of [6].

The value-motivational component consists in creating conditions that contribute to the entry of the future teacher into the world of values, which help in the selection of important value directions, characterize the level of motivational impulses that affect the attitude of the individual towards work and life in general, four pillars of motivation - achievements, group affiliation, authority and qualification include the work, capabilities and limitations of fixed technical services for automatic search and processing of information, knowledge of the difference in automatic and automatic execution of Information Processes, the possibilities of classification according to the types of tasks, control and adjustment of technical means depending on its management system.

Understanding the essence of the technological approach to the implementation of events, knowing the features of information technology tools for searching, processing and storing information, as well as the ability to identify, create and forecast possible technological stages of processing information flows, work with technological skills and information flow (in particular, using information technology tools). The communicative component reflects the use of knowledge, understanding, languages (natural, formal) and other types of sign systems, technical means in the process of transferring information from one person to another using various forms and methods of communication.

The reflexive component consists in the awareness of the level of self-control of an individual, in which an important task of self-awareness is self-control of an individual's behavior, as well as self-awareness, expansion of self-awareness.

All components of the information competence of the future teacher are interconnected. Based on theoretical analysis, on the basis of a combination of different stages of mastering information competencies, we have determined the degree of formation of information competence. Teacher, we distinguish the following components: cognitive, value-motivational, technical and technological, reflective, communicative. Let's consider the essence of each component of information competence.

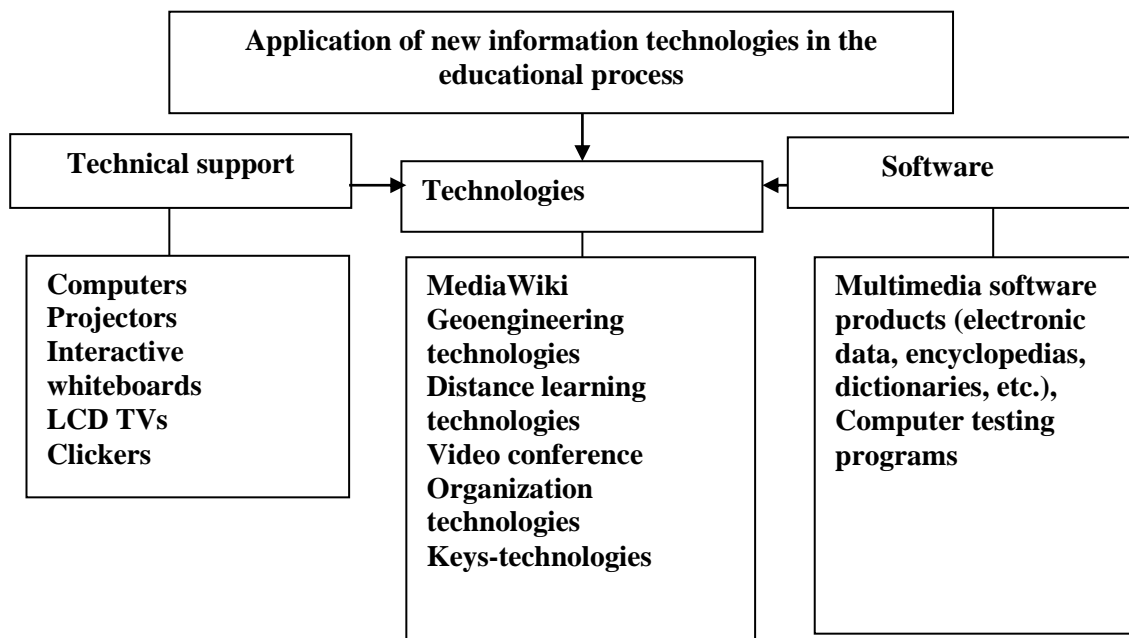
The cognitive component reflects the processes of information processing based on microcognitive actions (analysis, formalization, comparison, generalization, synthesis with an existing knowledge base, development of options for using information and predicting the consequences of solving a problem situation, predicting the production and use of new information and its interaction with the existing knowledge base, organizing storage and recovery of information). The value motivational component consists in creating conditions that contribute to the entry of the future teacher into the world of values, which help in the selection of important value directions; characterize the level of motivational motives that affect the attitude of people to work and life in general, are divided into four main types of motives-achievements, belonging to a group.

The technical and technological component reflects an understanding of the principles, capabilities and limitations of the operation of technical devices designed for automatic search and processing of information; knowledge of the difference in the automated and automatic execution of Information Processes; the ability to classify tasks by type, which then involves the selection of certain technical tools based on its main characteristics: understanding the; knowledge of the characteristics of information technology tools for searching, processing and storing information, as well as identification, creation and forecasting of possible technological stages of processing information flows; technological skills and the ability to work with information flow (in particular, using information technology tools). The communicative component reflects the use of knowledge, understanding, languages (natural, formal) and other types of sign systems, technical means in the process of transferring information from one person to another using various forms and methods of communication.

The information competence of the teacher is an important component of his professional skills, which gives the skills of the future teacher in the fields of academic science and education, as well as in relation to the information available in the surrounding world. Information and pedagogical competence of a teacher is a component of the general pedagogical culture of a teacher, the most important indicator of professional skill and compliance with world standards in the field of Higher Education. It turns out that in order to carry out the professional execution

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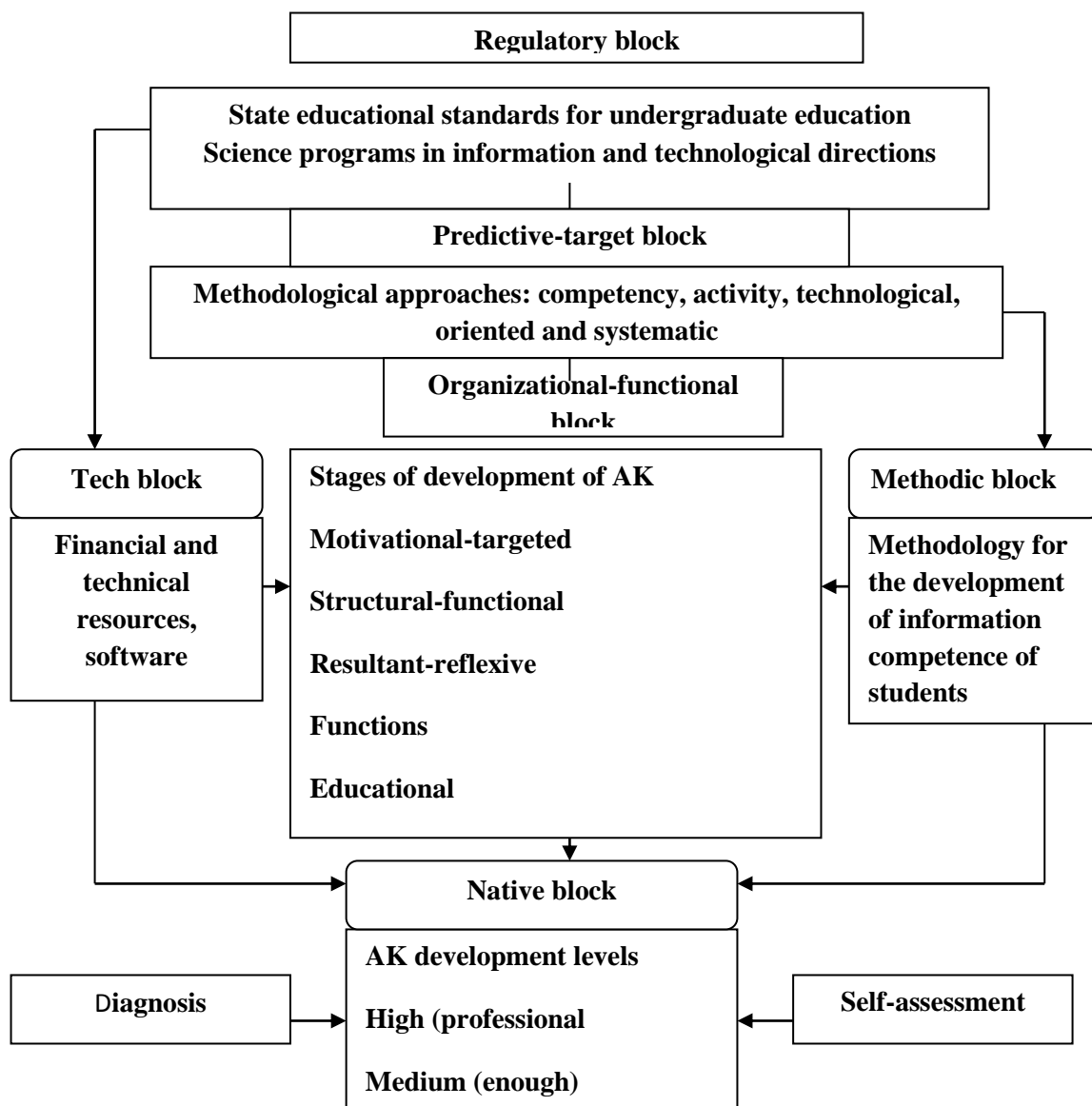


According to foreign experience, the educational process in the credit-module system will consist of up to 2-4 modules per semester. The disciplines concentrated in the module are formed from easy to complex, from theoretical-methodological disciplines to Applied Sciences, and logically on the principle of continuous complementarity. In order for a student to become a specialist, it is required to have not only information, but also the qualification of being able to process, put into practice.

Module-based curricula are developed under a special scheme and include: training goal as well as full disclosure of tasks;

these are the requirements for the qualification that the student will have to start the subject (course) and gain after graduation.

In order to effectively carry out these tasks, higher education institutions are allowed to make independent decisions on academic and organizational management. In other words, from now on, the university council will follow the decisions of the curriculum and literature, the implementation of scientific projects, the workload of professors and teachers and the determination of teaching forms. It is indicated that the activities of each department are assessed on the basis of its potential and the involvement of young people in scientific work.



Functional-structural model of the formation of information competence of students in the conditions of a credit-module system.

summary (syllabus) of each subject that is part of the module, that is, topics of lectures, a plan of seminars and practical classes, assignments designed to evaluate Independent Education;

summary of teaching: methods and means of teaching; consists of methods and forms of knowledge assessment.

Let us dwell on the pedagogical effectiveness of the formation of information competence of students in the conditions of the credit-module system.

One of the main factors that ensure the development of the preparation of students for the formation of information competence in the conditions of the credit-module system is the promotion of work beyond the audience and audience, which is organized in a higher educational institution, to a higher level.

GENERAL CONCLUSIONS

Taking into account the above and based on the results of the work carried out on this article, the following conclusions were presented:

1. The disclosure and development of the processes of pedagogical foundations of the formation of information competence of students in the conditions of the modular-credit educational system are presented and improved.

2. It has been determined that the assessment of the pedagogical foundations of the formation of information competence of students in the conditions of the modular-credit educational system in the pedagogical, psychological, historical, scientific literature on the basis of the results of educational quality is considered as an important factor in the educational process.

3. The pedagogical foundations of the formation of information competence of students in the conditions of the modular-credit educational system have been identified by scientists from the world and Uzbekistan as scientifically and practically substantiated in interpreting the scientific research carried out in modernizing the educational process.

4. In the conditions of the modular-credit educational system, scientific and theoretical recommendations have been developed aimed at using the processes of pedagogical foundations for the formation of information competence of students in the educational process.

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