World Bulletin of Social Sciences (WBSS)
Available Online at: https://www.scholarexpress.net
Vol. 17, December,2022
ISSN: 2749-361X

METHODS OF IMROVING THE STUDENT'S PERSONAL COMPETENCE THROGH EDUCATIONL TECHNOLOGIES

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Article history:

Received: 6th October 2022
Accepted: 6th November 2022
Published: 11th December 2022

Abstract:

In this article, the training of informatics teachers is considered as a module in the process of integrating pedagogical and information-communication technologies

Keywords: : package of practical applications, text editors, individual, group, educational technologies competence, the task of training teachers of informatics, theory, technology, practice, module of training of the teacher of informatics in the process of integration of pedagogical and information-communication technologies

Competence, being professional and personal qualities and features
person, combine knowledge, skills and the ability to apply them in practice, as well as
ability to work independently and creatively
1. Having deeply studied the knowledge of the specialty of a computer science teacher, to achieve an understanding of the role and place of pedagogical and information technologies in the educational process;
2. The use of modern educational and technical means, basic concepts, laws and rules that must be mastered by the teacher when creating didactic environments, taking into account the mental state of students
3. Application of the integration of pedagogical and information and communication technology requires pedagogical design in the organization of learning, attention pedagogical design, formation and systematic development of knowledge, skills and competencies in this area
4. Having carefully analyzed a number of research works on the preparation teachers of computer science, we believe that the training of a computer science teacher in The areas of Pedagogy and ICT can be subdivided into specific modules: "Theoretical", "Technological" and "Applied"
In the "Theoretical" training module for computer science teachers, we define the degree knowledge of the basic concepts of special knowledge, algorithms, knowledge, principles, theory the use of pedagogical and information and communication technologies in the study special disciplines. Degrees of learned knowledge are included from basic data to information, having studied the information, transform it into knowledge and bring them to scientific knowledge (data → information → knowledge → scientific knowledge)

The "practical" module contains the readiness of the computer science teacher for practical activities: designing the organization of the educational process and organizing the educational project-based process.
These modules, in turn, are subdivided into smaller modules, which include
1. Pedagogical and information and communication technologies, their integration, deep specialization, professional knowledge, skills, abilities and personal qualities;
2. Introduction of the use of pedagogical and information and communication technologies in the study and teaching of special disciplines;
3. Implementation of the use of the integration of pedagogical and information and communication technologies and feedback in the study of disciplines, organizations independent work, monitoring and evaluation;
4. Creation of multimedia electronic didactic tools for special
disciplines;
5. Development of a curriculum, technological maps, analysis of lessons on special disciplines;
6. Analysis of pedagogical and information and communication technologies, used in the teaching of the discipline: knowledge of the methods and time of application pedagogical and information technologies;
7. Be able to effectively organize lessons using the integration of pedagogical and information and communication technologies;
8. Research work and participation in projects using integration pedagogical and information and communication technologies;
9. Carrying out spiritual and educational work, work in cooperation with parents based on the integration of pedagogical and information and communication technologies.

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In order to better understand the connection of the smaller modules above, it is advisable to represent them in graphic form. Here the "theoretical" modules are represented as a circle, "technological" in the form of a quadrilateral, "Applied" modules in a professional computer science teacher activities in the form of a polygon.

We have models of the readiness of informatics teachers prepared in the system higher education, fulfill the requirements set out in the "Theoretical", "Technological" and "Practical" modules.

New education standards imply a competency-based approach, which means project-based teaching methods, approbation of various forms of work, which are based on autonomy and responsibility for learning outcomes students. At the present stage of development of higher education, change in approaches to determining its content, based on lies the idea of developing the student's personality. Integration of the Russian education into the European higher education system exacerbates the problem of training specialists. While studying at a technical university students form a mindset that characterizes professional orientation of the individual. To train engineers traditional understanding of higher professional education as learning a certain amount of knowledge based on teaching fixed objects, is generally accepted, but insufficient. The future process engineer should develop a productive novelty-oriented thinking, search, problem-solving, related to personality traits.

Technologization of the competence-oriented educational process involves a special design of the educational text, didactic material, guidelines for its use, types of educational dialogue, forms of control over personal development of the student in the course of mastering knowledge. Available only didactic support that implements the principle of subjectivity education, we can talk about building a competence-oriented process.

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