

**TOOLS AND FORMS OF DEVELOPMENT OF INFORMATION
COMMUNICATION COMPETENCE OF FUTURE PRIMARY SCHOOL
TEACHERS**

<https://doi.org/10.5281/zenodo.10275341>

Meliyeva H.H

Lecturer at the Kokand State Pedagogical Institute

husnida0809@gmail.com

<https://orcid.org/0009-0002-7858-8599>

Abstract

The competency-based approach puts its own requirements, which are put primarily on other components of the educational process – content, pedagogical technologies, control and assessment tools, with a focus on the new vision of assessing the goals and results of professional education. the main requirement for the implementation of a competency-based approach in the professional training of primary school teachers in the field of Information Communication Technologies is the development and implementation of teaching technologies that create conditions for attracting students to various types of activities (communication, problem solving, training, discussions, debates, project implementation, etc.).

Keywords

education, information, competence, competence, teacher, informatization, integration, technologization.

In order to ensure the implementation of PQ-350 of August 12, 2022" on additional measures to expand the possibilities of modern knowledge and professional development", the Cabinet of Ministers of the Republic of Uzbekistan on February 27, 2023" on the regulation of educational credit for the education of young people in the field of Information Technology in the training courses of non-governmental educational organizations of the Republic". This decision will have great effect in the training of personnel who are able to freely use information technology in our society.

The competency-based approach puts its own requirements, which are put primarily on other components of the educational process – content, pedagogical technologies, control and assessment tools, with a focus on the new vision of assessing the goals and results of professional education. the main requirement for the implementation of a competency-based approach in the professional training of

primary school teachers in the field of Information Communication Technologies is the development and implementation of teaching technologies that create conditions for attracting students to various types of activities (communication, problem solving, training, discussions, debates, project implementation, etc.).

In our opinion, when a student who is “just stepping on” the future profession uses the tools of Information Communication Technology in the performance of professional tasks and does not perceive these tools only as a weapon of learning, in creating conditions of real professional activity, pedagogy becomes a necessity for scientifically based educational technologies that can be implemented in higher educational institutions in the educational process.

It is no secret that information communication tools are becoming our daily routine in a time when the time is booming to this day. It can be noted separately that in the age of technology and technology, a number of new knowledge is being mastered, new inventions are being discovered thanks to human intelligence. Having studied the feedback and achievements of scientists, we studied the future penetration of such disciplines as robotics, nanotechnology, artificial intelligence and space imagination and thinking into the main disciplines. This is responsible for achieving many achievements in any field, in particular in the scientific field, and educating the future generation in a hammered form with time.

At this point requires a special approach to the concept of artificial intelligence.

In the scientific work “artificial intelligence in Human Resource Management”, the authors argued that artificial intelligence is the ability of a digital computer or computer-controlled robot to perform tasks that are considered the authority of an individual. Currently, the term is applied to a project for the development of systems endowed with intellectual processes inherent in human intelligence (reasoning, generalization, gaining experience, analysis). In other words, artificial intelligence is a huge number of algorithms and mechanized training tools that can quickly receive information, identify certain patterns, optimize or predict trends. Who introduced the term artificial intelligence? The concept of artificial intelligence was first discussed after Alan Turing's “computing machines and intelligence”, published in 1950. In this article, Turing wrote “Can cars think?”, He asked. Six years later, in 1956, John McCarthy introduced the term “artificial intelligence” at the first artificial intelligence conference at Dartmouth College.

In the age of intelligent technology, the introduction of these technologies into the educational system is required. Especially in the process of using the means of Information Communication Technology, the relevance of intelligent technologies

is great. The implementation of intelligent educational and activity experience is separated as conditions for the formation of competence in working with the means of Information Communication Technology, and the mastery of the skill of working with the means of general-purpose information communication technologies by the teacher indicates that the training of didactic means should be carried out in the process of modeling and designing

It is based on this cited opinion that this study considers the possibilities of future primary school teachers to use a SMART approach to increase their competence in working with the means of Information Communication Technologies.

According to the given approach, while Intelligent Education does not belong to educational technologies, its main task is to further improve learning and teaching, based primarily on creative, effective thinking, behavior and communication, and not on the processes of perception or memory. Therefore, in the SMART approach, the methods and forms of active and intensifying education, and even whole technologies that ensure the intensive development of the student and the personality of the teacher, are of particular importance. With the help of active teaching forms and methods, not only the content of professional activity is modeled, but also the social relationships in which it is carried out.

The main trends in SMART teaching are the need to work on modern versions of iPads, Iphone telephones, develop new ones, research tablets, nootebooks, smartphones of the new version with SMART Textbooks. These technologies are entering not only the educational Ridge, but also the economy and are becoming our way of living. This stream also enters our Uzbekistan, and we are also accelerated by the creation of the Artel company and the creation of smart technologies, tablets on its ground.

The issue of ensuring the release of training-related technical means for the development of SMART training: the development of computers, mobile phones, tablets based on modern and advanced techniques, the placement of SMART books, SMART training courses in them is one of the most fundamental and pressing issues. A smart book is being placed on modern iPads, iphone tablets, SMART mobile telephones.

Various software tools and distance learning systems that shape the electronic learning environment are known to us various software tools and distance learning systems that shape the electronic learning environment:

1) to distance learning systems: moodle (reference to literature, moodle, opinion of asadulina, scientific dissertation), Atutor, Ilias, Chamilo. Efront et al.

2) software tools: courseLab, articulate storyline (reference to literature), adobe captivate, lectora, adobe present, etc. We understand the process of working in educational content and courses created in these programs and streaming platforms, that is, working in a training environment created in these software tools on a computer, and working in an electronic environment.

At this point, let's consider methods of a contextual approach in education. A. On the basis of the theory put forward by Verbitsky, the concept of "context" (in psychology) [from Latin, context – solid communication, connection] lies.

Context is understood as a system of internal and external conditions of behavior and activity that determines the content and significance of a particular situation as a whole and its components, affecting the characteristics of the perception, understanding and reshaping of a masked situation by a subject.

Accordingly, the internal context reflects the complex of knowledge and experiences, psychophysiological and personal characteristics of the current subject; and the external context reflects the practical, socio-cultural, spatial and spatial and other features of the situation.

The harmonization of contexts with a number of meanings in human activity, consciousness and psyche (mental forgetfulness, mental state, formed from the reflection of objective events in the mind) reflects the unique image of the universe at its disposal and acts as a mechanism for the formation of individual human characteristics in the processes of life, professional activity and education. According to the contextual approach, a person cannot master the desired professional activity outside the context of a life situation, which includes not only himself, but also external circumstances, other people with whom he is in a relationship. This complex of all aspects mentioned constitutes a context that adds personal meaning and content to this situation.

Modeling of situations related to professional activity in the educational activities of students allows you to introduce the meaning of kelagusi Labor into the context of real educational and life relationships, therefore, contributes not only to the assimilation and use of knowledge, but also to their perception as a means of activity of professional and personal importance. Thus, training is carried out simultaneously in a two-way context: in the context of the professional and the student's life situation, together they help to ensure the professional and social competence of the future specialist. A.A. According to Verbitsky, the basic principles of contextual education are described by the following rules [106; P.43.]:

- the principle of pedagogical support for the inclusion of personal positive characteristics of the student in educational activities;

- the principle of joint activities of subjects of the educational process, interpersonal interaction and the leading role of dialogical communication (teachers with students, students with students);

- the principle of pedagogical justification of the combination of new and traditional pedagogical technologies;

-the principle of harmony of training and upbringing of a specialist personality. The compatibility between the forms of Organization of educational activities of the future elementary school teacher and the forms of professional activity that he is studying is one of the central problems.

Thus, according to the results of theoretical analysis and observation of the process of professional training in the field of Information Communication Technologies in pedagogical higher educational institutions, interviews with students and teachers, we identified the following problems of professional preparation of the future primary school:

1. There is no strict continuity in the professional training of future primary school teachers for working with the means of Information Communication Technologies.

2. The goal of professional training of future primary school teachers for working with the means of Information Communication Technologies is not to comply with the modern requirements for professional training of future specialists, which dictate the integration, technology and informatization of Education.

4. The goal of the future primary school teachers from their professional training in working with the means of Information Communication Technologies and the incompatibility of the curriculum.

5. Failure to take into account the professional direction of the activities of the future specialist in determining the goals and content of the study of subjects of professional training in the field of Information Communication Technologies.

6. Pedagogy is a low desire among teachers studying in higher educational institutions to use the means of Information Communication Technologies in science classes.

7. Not all diverse organizational forms of Education have been adequately used to carry out the professional training of future primary school teachers in the field of Information Communication Technologies. Teaching methods are more passive than active.

Participation of students in Olympic competitions, conferences, seminars, webinars, on-line master classes on the problems and issues of informatization of

education, workshops, competitions and low level of use of Information Communication Technologies in the professional activities of the teacher. Opportunities for problem groups, further education courses and other innovative learning methods and forms are not fully utilized. In the course of active pedagogical practice, the means of information communication technologies are rarely used to carry out real professional assignments. The first chapter developed a system that could be applied in a lesson process based on the considerations, problems and competitional approaches studied.

REFERENCES:

1. Nazarov Q. G'arb falsafasi. – Toshkent: «O'zbekiston Faylasuflari milliy jamiyati», 2004. – 719 b.
2. Nazirova G.M. Maktabgacha ta'lim muassasalarida pedagogik jarayonlarni takomillashtirish. Ped. fan. bo'y. ... (PhD) diss. avto. – Toshkent, 2018. – 46 b
3. Otepbergenov J.S. Axborotlashgan ta'lim muhiti sharoitida talbalarda kognitiv kompetentlikni rivojlantirish texnologiyasi. Ped.fan.bo'y.fal.dok. diss. T.: 2020
4. Papert S. Mind storms: Children, computers, and powerful ideas / Seymour Papert.N.Y.: Basic Books, 2018. VIII. 230 p.
5. Qo'chqorova F.M. Yangi avlod darsliklarida taqdim etiladigan o'quv materiallarini konsentrizm prinsipi asosida strukturalashtirishning didaktik parametrlari. Ped. fan. fal. dok. (PhD) ... diss. Toshkent. 2018. – 7-b.
6. Raven J. Competence in modern society: its identification, development and release / J. Raven.H.K. Lewis & Co.London, 1984. 251 p.
7. Raximov A.K. Talbalarda tabiiy-ilmiy dunyoqarashni rivojlantirish metodikasini takomillashtirish («Evolyutsion ta'limot» fanini o'qitish misolida). Ped. fan. dok. (DSc) ... dis. – Toshkent, 2019. – 296 b.
8. Melieva, H. H. (2023). Computerization and Informatization of Primary Education. *INTERNATIONAL JOURNAL OF LANGUAGE LEARNING AND APPLIED LINGUISTICS*, 2(2), 39-44.
9. Мелиева, Х. (2023). Axborot-kommunikatsiya texnologiyalarini qo'llash orqali o'quv jarayonida maktab o'quvchilarining o'quv faoliyatini faollashtirish. *Общество и инновации*, 4(3/S), 64-69.
10. Мелиева, Х. Х. (2023, February). РАЗВИТИЕ ИНФОРМАЦИОННО-КОММУНИКАТИВНОЙ КОМПЕТЕНТНОСТИ УЧИТЕЛЕЙ НАЧАЛЬНЫХ

