

## SOCIO - PEDAGOGICAL NEED FOR THE DEVELOPMENT OF COMPETENCE IN WORKING WITH INFORMATION IN STUDENTS.

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### **Abstract**

*The development of education on the basis of the requirements of the Times assumes fundamental changes, new approaches. Therefore, finding ways and opportunities for the effective use of information is considered one of the important tasks of Education, which should teach learners to assimilate, interpret, process information, create their images, at the same time develop information based on new ideas, integrate acquired information, and increase the competence of students to use information in educational and vital activities.*

### **Keyword**

*seducation, information, competence, competence, teacher, informatization, integration, technologization.*

As a result of an analysis of the impact of information resources on the Global network on the formation of a growing young generation lifestyle, the idea is derived that the internet, which is considered the most popular of them, has now become a kind of environment of social relations. This requires that it is important to create information training resources on the national network, which, taking into account the psychological characteristics of young people, cover the interests and problems of the younger generation directly, taking into account their worldview, interests, at the same time, modern topics. Thus, the creation and introduction of an informed environment of an educational institution in the preparation of students for active social activities is a requirement of today [31; p.48].

As a result of the rapid progress of information and communication technologies, the term "media" appeared. The term "Media" is derived from Latin (from the word media, medium) to mean guide, mediator [89; P.14].

Media is a system of correct and circular communicative communication in society, a space that creates temporary interaction with people and interests them, distracting them.

The term "Media" -originally applied in the 20th century to media that shape popular culture [84; P.34].

Media education refers to the process of development of an individual through the media in the current period.

As described in EU documents, media education – (media education) is an education aimed at developing mediacompetency that should be understood as critical and deliberate treatment of the media in order to educate responsible citizens capable of expressing their opinion on the basis of information received. It allows citizens to use the necessary information, analyze it, identify the economic, social and cultural interests associated with it.

Improving the quality of professional training of future primary school teachers in the field of Information Communication Technologies has necessitated the re-functioning of the educational system throughout the country due to the emergence of trends that have arisen in the educational system in the last decade:

- loss of cohesion and reliability of educational systems, formation of the labor market and The Associated educational services market;

- variability and alternatives to educational programs and increased commercial factors and competition in the activities of the educational system;

In the context of the "knowledge economy", there was a need to understand the peculiarities of the professional educational process. The specificity of this can be seen in:

- teaching as a "knowledge creation" based on a research approach instead of information-based learning;

- \* joint activities of the teacher and the student in creating a system of knowledge instead of a strictly oriented teaching method;

- rather than the teaching method in the mood" maybe, it may become necessary in the future, just in time and topical teaching methodology;

- using different educational methodology instead of emergency formal education;

- initiative learning, taking into account personal goals and experiences, instead of teaching based on guidelines;

- Organization of continuing education instead of marking the completion of education by a certain age period.

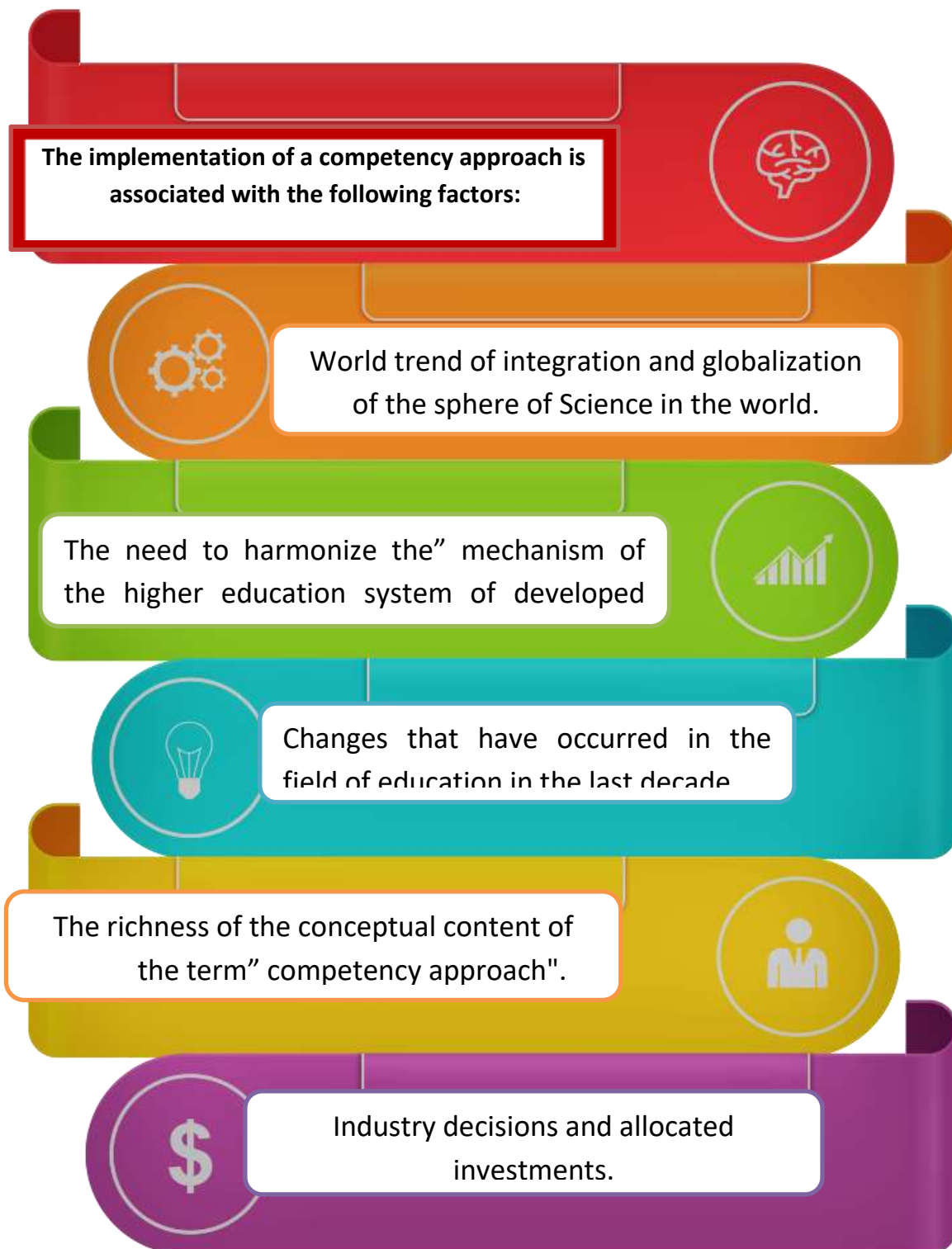


Figure 1.3. Factors for the implementation of a competency approach.

The main distinguishing feature and important aspect of the use of a competency approach in the implementation of the educational process is the transition from knowledge-giving technologies to active technologies aimed at an effective and creative process.

The competency approach reflects a type of educational content that does not directly correspond to the knowledge-oriented component, but involves a huge experience in solving life problems, performing basic functions, social tasks and competencies.

The basis of the competence paradigm is the concepts of "competence" and "competence", the interpretation of which has one meaning does not exist at the present time.

First introduced the concept of "competence" to linguistics in 1965, N.Chomsky (University of Massachusetts) introduced in relation to language theory and Transformational Grammar.

In 1984, J. Raven gave a detailed interpretation of competence in his work "competence in modern society", defining competence as a specific ability necessary to effectively perform a certain action in a particular subject area, including highly specialized knowledge, individual skills, ways of thinking, as well as understanding responsibility for one's actions. [127; 32 p.].

From the author's opinion, it can be concluded that competence is a person's ability to solve a certain problem, relying on existing knowledge and life experiences.

Our author's tariff is as follows: also competence is the sum of the abilities that a person needs not only professionally, but throughout his life. No specialist can successfully conduct his pedagogical activity without fully occupying them.

From this it can be concluded that each type of competencies is the sum of knowledge, skills and abilities that ensure the continuous development of professional education teachers.

A modern elementary school teacher is at one time both a teacher and a Educator, an organizer of children's activities, an active communicator with students, their parents and colleagues, a researcher of the pedagogical process, a consultant, an educator and a socially active person.

There are a number of professionally important qualities established on the basis of the qualification requirements for the training of students of the primary education direction:

it is the orientation towards pedagogical work that is carried out with students of the bogshlanguage class;

interest in educational subjects taught in Primary Information Communication Technologies;

professional training aimed at educational programs in the primary branch;

the ability to explain learning material in an understandable and simple form for elementary school students;

bright expressive thinking;

taking into account the age and individual characteristics of Primary School students, their development opportunities and reserves;

the ability to communicate with young readers, support their sincerity and feelings;

sympathy;

pedagogical intuition;

pedagogical brilliance, observability;

special warmth and kindness towards students;

colloquial rhubarb;

being able to apply a teaching methodology using games, etc.

The most important professional feature of a primary school teacher is “being attentive to the child.” The teacher's pedagogical attention to the child helps to develop the student's motivation to learn, to explore the world around him, people and himself.

On the basis of the above, the competence of primary school teachers to work with the means of Information Communication Technologies is understood as a personal feature that reflects the abilities and training of primary school teachers in order to develop the personality of young schoolchildren for the better in an informed society, using the means of Information Communication Technologies to achieve the main goals

Our definition is as follows: iashlash competence with the means of Information Communication Technologies is understood as the sum of knowledge, skills and experience, and the presence of exactly such experience in the teacher is decisive in the performance of the tasks assigned to it.

The competence of working with the means of information communication technologies can be described very clearly and simply, which creates the necessary conditions for coordinating the professional training of elementary school teacher-specialists in working with the means of Information Communication Technologies.

Considering that competence includes “relational” aspects in addition to the sum of knowledge, skills and qualifications, we analyzed various approaches to considering the essence and structure of competence working with the means of Information Communication Technologies.

Based on the research carried out by the scientists analyzed above, the following components of the competence of the elementary school teacher to work with the means of Information Communication Technologies and criteria for assessing indicators were identified:

- Motivational and value components that reflect the determination of the position of the primary school teacher professionally and personally in terms of the use of information and communication technologies in the educational process of a modern elementary school (assessment criteria: teranity and meaningfulness of understanding).

- \* Cognitive and operational components that represent the level of knowledge of information and communication technologies and the scientific and methodological foundations of their use in solving professional tasks in the educational process of the primary school by a primary school teacher. (evaluation criteria: the factor defining the cognitive component is a deep and robust appropriation indicator, the factor defining the operational component is freedom and the quality of task performance);

- reflexive-project component (assessment criteria: awareness and holism of assessment), which determines the ability of an elementary school teacher to assess his level and the conditions that increase this ability.

The composition of the cognitive and operational components (indicators) of competence in working with the means of Information Communication Technologies was determined taking into account the requirements for the professional training of a future primary school teacher in the field of Information Communication Technologies at the pedagogical higher educational institution.

In addition, when determining the composition of the cognitive and operational components of the competence of a primary school teacher working with the means of Information Communication Technologies, specific features in the activities of a primary school teacher were taken into account, these features are the state educational standard of Higher Education, the state educational standard of primary education, as well as psychological and pedagogical literature,- It was manifested through interviews with students studying the qualification requirements of the primary education direction, as well as by monitoring the professional activities of primary school teachers in school practice.

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