DEVELOPMENT OF PERSONAL COMPETENCE OF STUDENTS IN THE INTEGRATION OF PEDAGOGICAL AND INFORMATION-COMMUNICATION TECHNOLOGIES

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ABSTRACT. This article examines the development of personal competence in the process of integration of pedagogical and information and communication technologies.

Keywords: competence, module of training students in the process of integration of competence, personal competence, theory, technology, practice, pedagogy and information and communication technologies.

PEDAGOGIK VA AXBOROT-KOMMUNIKATSIYA TEXNOLOGIYALARI INTEGRATSIYASIDA O'QUVCHILARNING SHAXSIY KOMPETENTSIYASINI RIVOJLANTIRISH

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Annonatasiya. Ushbu maqolada o'quvchilarni tayyorlash pedagogik va axborot-kommunikatsiya texnologiyalarini integratsiyalash jarayonida shaxsiy kompetentsiyasini rivojlantirish ko'rib chiqiladi.

Kalit so'zlar: kompetentsiya, shaxsiy kompetentsiyasini rivojlantirish, nazariya, texnologiya, amaliyot, pedagogik va axborot-kommunikatsiya texnologiyalari integratsiyasi jarayonida o'quvchisini tayyorlash moduli

РАЗВИТИЕ ЛИЧНОСТНЫХ КОМПЕТЕНЦИЙ СТУДЕНТОВ В УСЛОВИЯХ ИНТЕГРАЦИИ ПЕДАГОГИЧЕСКИХ И ИНФОРМАЦИОННО-КОММУНИКАЦИОННЫХ ТЕХНОЛОГИЙ

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Анномация. В данной статье рассматривается развитие личностной компетентности в процессе интеграции педагогических и информационно-коммуникационных технологий.

Ключевые слова: компетенкция, личностная компетенция, теория, технология, практика, педагогика и информационно-коммуникационные технологии, модуль подготовки студентов в процессе интеграции компетентности.

Introduction. The development of education, as well as all spheres of public life, is relevant today and is one of the priority tasks that determine the future of our country. These tasks are reflected in the legislation and normative documents of the republic. In particular, in accordance with clause 4.4 of the Decree of the President of the Republic of Uzbekistan "On the Strategy for Actions for the Further Development of the Republic of Uzbekistan" dated February 7, 2017 PQ-4947. ensures the development of education and science in priority areas of development of the social sphere. Further improvement of the system of continuous education and continuation of personnel policy, training of highly qualified personnel that

meet the requirements of the modern labor market (1).

Materials and Methods, Results and Discussion. A person has competence, professional and personal qualities and characteristics, combines knowledge, skills and the ability to apply them in practice, and also develops the ability for independent and creative work (2). The professional competence of a teacher has been studied in many research papers, on the basis of which we focus on the tasks of forming the professional competence of a qualified computer science teacher. Currently, pedagogical and information and communication technologies (ICT) are used in education for integration (interaction, support, etc. (3)). In the process of integrating pedagogical and information and communication technologies, an informatics teacher's main tasks of training are:

1. The place and role of pedagogical and information technologies in the educational process, in order to gain understanding through a deep study of knowledge in the specialty of an informatics teacher;

2. The use of modern educational and technical means that need to be mastered, the basic concepts, laws and rules for taking into account the mental state of students in the creation and adoption of didactic environments;

3. The use of pedagogical and information and communication integration in the organization of learning technology requires pedagogical design, attention to pedagogical design, the formation of knowledge, skills and the systematic development of competencies in this area;

4. After carefully analyzing a number of studies on the training of computer science teachers, it is possible to divide the areas of pedagogy and ICT into separate modules: «Theoretical», «Technological» and «Practical».

In the «Theoretical» training module for computer science teachers, we determine the level of special knowledge, algorithms, knowledge, principles, basic concepts of theory, the use of pedagogical and information and communication technologies in teaching. Assimilated knowledge levels, starting with basic information, study the input data, turn them into knowledge and bring them to the level of scientific knowledge (data → information → knowledge → scientific knowledge). The «technological» learning module includes the following technological processes of a computer teacher: the ability to create multimedia didactic tools, professional activities, the organization of pedagogical technologies and information, their integration, use, application of all knowledge, skills, learning environment, competencies. in educational design. The «Practical» module includes activities to prepare an informatics teacher for practical classes: designing the organization of the educational process and organizing the educational process based on design.

These modules, in turn, are divided into smaller modules, which include (3):

1. Pedagogical and information and communication technologies, their integration in the formation of deep specialization, professional knowledge, skills, abilities and personal qualities;

2. Technologies for introducing the use of pedagogical and information and communication tools in the study and teaching of special subjects;

3. Implementation of the use of pedagogical and information and communication technologies and the integration of feedback in the teaching of subjects, independent work, monitoring and evaluation;

4. Creation of multimedia electronic didactic tools for special subjects;

5. Curriculum for a special subject, development of technological maps, analysis of a lesson on a subject;

6. Analysis of pedagogical and information and communication technologies, methods of using pedagogical and information technologies in teaching science and knowledge of the

place of use;

7. The ability to effectively organize lessons through the integration of pedagogical and information and communication technologies;

8. Participation in research work and projects using the integration of pedagogical and information and communication technologies;

9. Carrying out spiritual and educational work, work in cooperation with parents is based on the integration of pedagogical and information and communication technologies.

Conclusion. We have models of «Theoretical», «Technological» and «Practical» modules, prepared in the system of training university informatics teachers.

Deep study of pedagogical and information and communication technologies, the main components of their integration. In this case, the teacher of computer science should know the following:

«What is pedagogical technology?»,

«What types of pedagogical technologies exist?»,

«How to use pedagogical technologies in teaching computer science?»,

«How to use interactive methods?»,

«What is ICT?»,

What are the benefits of using ICT?

«What is integration?»,

"Why should I combine pedagogical and information and communication technologies?",

"How is the integration of pedagogical and information and communication technologies in the teaching of special subjects carried out?

«What can be done for this?».

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