

BRITISH VIEW

MULTIDISCIPLINARY JOURNAL



www.britishview.co.uk

Anthropologie, Applied Linguistics, Applied Physics, Architecture, Artificial Intelligence, Astronomy, Biological Sciences, Botany, Chemistry, Communication studies, Computer Sciences, Computing technology, Cultural studies, Design, Earth Sciences, Ecology, Education, Electronics, Energy, Engineering Sciences, Environmental Sciences, Ethics, Ethnicity and Racism Studies, Fisheries, Forestry, Gender Studies, Geography, Health Sciences, History, Interdisciplinary Social Sciences, Labour studies, Languages and Linguistics, Law, Library Studies, Life sciences, Literature, Logic, Marine Sciences, Materials Engineering, Mathematics, Media Studies, Medical Sciences, Museum Studies, Music, Nanotechnology, Nuclear Physics, Optics, Philosophy, Physics, Political Science, Psychology, Publishing and editing, Religious Studies, Social Work, Sociology, Space Sciences, Statistics, Transportation, Visual and Performing Arts, Zoology and all other subject areas.

Editorial board

Dr. Marcella Mori Agrochemical Research Centre, Sciensano, Brussels, Belgium.

Dr. Sara Villari Istituto Zooprofilattico Sperimentale della Sicilia, Palermo, Italy.

Dr. Loukia V. Ekateriniadou Hellenic Agricultural Organization, Thessaloniki, Greece.

Dr. Makhkamova Feruza Tashkent Pediatric Medical Institute Uzbekistan

Prof. Dr. Xhelil Koleci Agricultural University of Tirana, Albania.

Prof Dr. Dirk Werling The Royal Veterinary College, London, UK.

Dr. Otabek Yusupov Samarkand State Institute of Foreign Languages

Dr. Alimova Durдона Tashkent Pediatric Medical Institute

Dr. Jamol D. Ergashev Tashkent Pediatric Medical Institute

Dr. Avezov Muhiddin Ikromovich Urgench branch of Tashkent Medical Academy

Dr. Jumaniyozov Khurmatbek Palvannazirovich Urgench state university

Dr. Karimova Aziza Samarkand Institute of Economics and Service

Dr. Rikhsikhodjaeva Gulchekhra Tashkent State Transport University

Dr. David Blane General Practice & Primary Care, University of Glasgow, UK

Dr Raquel Gómez Bravo Research Group Self-Regulation and Health, Institute for Health and Behaviour, Department of Behavioural and Cognitive Sciences, Faculty of Humanities, Education, and Social Sciences, University of Luxembourg, Luxembourg

Dr. Euan Lawson Faculty of Health and Medicine, University of Lancaster, UK

Dr. Krsna Mahbubani General practice, Brondesbury Medical Centre/ University College London, UK

Dr. Patrick Redmond School of Population Health & Environmental Science, King's College London, UK

Dr. Lecturer Liz Sturgiss Department of General Practice, Monash University, Australia

Dr Sathish Thirunavukkarasu Department of Global Health, Population Health Research Institute, McMaster University, Canada

Dr. Sarah White Department of Biomedical Sciences, Macquarie University, New Zealand

Dr. Michael Gordon Whitfield NIHR Health Protection Research Unit in Healthcare-Associated Infections and Antimicrobial Resistance, Imperial College London, UK

Dr. Tursunov Khatam Andijan State Medical Institute Uzbekistan

Manuscripts typed on our article template can be submitted through our website here. Alternatively, authors can send papers as an email attachment to editor@britishview.co.uk

Editor Multidisciplinary Journals

IMPROVEMENT OF INFORMATION TECHNOLOGIES IN THE FORMATION OF PROFESSIONAL COMPETENCE OF A FUTURE SPECIALIST

Narimova Gulnara Abdurahmonovna

Associate professor, Tashkent State Pedagogical University

Oybekov Muhammadali Olimjon ugli

Student, Tashkent State Pedagogical University

Abstract In the article analyzes the issues of using information technologies that create a new quality of the educational process with less effort and time spent by both teachers and students in the educational process. Since training in the pedagogical system of general training of future teachers occupies an important place for pedagogical activity to be effective, really meet its tasks, and contribute to the formation of certain skills and abilities.

Keywords: information technologies, informatization, information society, general and professional competencies, software, Internet, specialized software.

At present, a new education system is being formed in Uzbekistan, focused on entering the world information educational space. This process is accompanied by significant changes in the pedagogical theory and practice of the educational process.

The process of informatization of society led to significant changes in the professional sphere and, accordingly, required the development of new approaches to vocational education, due to the social need to prepare the young generation of specialists for new professions, as well as for the new information content of existing traditional professions. In the conditions of informatization of all spheres of public life, the level of information and computer training becomes an important component of the professional education of a modern specialist [1]. The younger generation, choosing a future profession, must have a high information culture and have high-quality skills in information and computer training.

The result of the informatization of society was the active introduction of information technologies in all spheres of human activity.

The modern model of training specialists is focused on the ability to master information and communication technologies, to have creative thinking [2]. The graduate must be "information-adapted".

The content of the discipline "Computer Science and Information and Communication Technologies in Professional Activities" is based on the knowledge and skills previously acquired in the course of mastering the discipline "Computer Science and ICT" and is closely related to other disciplines and professional modules included in the curriculum for the specialty.

The process of studying the discipline "Computer science and information and communication technologies in professional activities" conditionally includes two stages. At the first stage, students master general-purpose application software: MS

Word, MS Excel, MS Power Point, a graphics editor, as well as Internet skills. At the second stage, specialized software tools used by technologists in their professional activities are studied: Coiffeur, Salon Styler Pro, skills and experience in working with them are formed.

In the process of teaching the discipline "Informatics and information and communication technologies in professional activities", students of technologists form professionally important skills:

- comply with safety regulations and hygiene recommendations when using information and communication technologies in professional activities;
- edit, arrange, save, transfer information objects of various types with the help of modern information technologies;
- use the services and information resources of the Internet to solve the problems of professional activity [1].

It should be noted that the study of the discipline "Informatics and information and communication technologies in professional activities" contributes to the personal growth of students, their intellectual development, self-improvement. The acquired knowledge, skills, and abilities of students can be used in their professional activities. Information technologies (IT) should become an integral part of a holistic educational process, significantly increasing its efficiency.

Speaking about the possibilities of IT for the educational process, many researchers cite the following aspects (L. Bosova, V. Krasilnikova, E.I. Mashbits, I.V. Robert, etc.):

- ✚ unlimited opportunities for collecting, storing, transferring, transforming, analyzing and using information that is diverse in nature;
- ✚ increasing the accessibility of education, with the expansion of forms of education;
- ✚ development of student-centered learning, additional and advanced education;
- ✚ significant expansion and improvement of the organizational support of the educational process (virtual schools, laboratories, universities, etc.);
- ✚ increasing the activity of subjects in the organization of the educational process;
- ✚ creation of a unified information and educational learning environment and not only one region, but the country and the world community as a whole;
- ✚ independence of the educational process from the place and time of training;
- ✚ significant improvement of the methodological and software of the educational process;
- ✚ ensuring the possibility of choosing an individual learning path;
- ✚ development of independent search activity of the student;
- ✚ increasing the motivational side of learning, etc.

Since the use of information and communication technologies in the educational process is predetermined not only by the actual development of technical devices, programming tools, the development of new multimedia technologies, but also by the formation of a holistic process of informatization of society, the entry of Uzbek education into the world information and educational space.

The effective use of computer educational technologies in the information and educational environment of educational institutions is possible with effective information support, which is implemented through a system-organized set of data transmission tools, information resources, interaction protocols, hardware, software and organizational and methodological support focused on the provision of educational services.

Modern information and telecommunication means provide:

- ✚ providing students with the studied material in the form of text, presentations, using graphic, animation and video objects;
- ✚ the work of students with educational and reference materials hosted on the educational institution's own server;
- ✚ interactive interaction between teachers and students in the process of learning and research work;
- ✚ providing students with the opportunity to work independently with various external information resources;
- ✚ providing an opportunity to assess the knowledge and skills acquired in the learning process through test systems presented on the server of the educational institution.

Such an attitude of an educational institution reflects the implementation of a new paradigm of education, which is characterized by the transfer of the leading direction in the development of education from the assimilation of significant amounts of information, with the aim of accumulating it for the future, to mastering the methods of continuous acquisition of new knowledge and the formation of the ability to learn independently; acquiring the skills to work with any information, with heterogeneous, conflicting data, the formation of a critical, rather than a reproductive type of thinking; orientation on the principle of "forming professional competence" [3], expanding the traditional triad of education knowledge-skills-skills.

At the same time, professional competence includes, as an integral part, computer competence, which includes a combination of the following parameters:

- a qualified approach to the search for new information;
- functional literacy (culture of reading and perception of information);
- ability to cultivate arrays of information;
- information literacy (knowledge of various sources of information (textual, machine-readable); knowledge of the causes and methods of using various sources of information; critical evaluation of information);
- the ability to effectively present the results of their own activities;
- knowledge of the rules for the use of intellectual property.

In turn, these parameters impose on the results of the formation of computer competence such requirements as the ability to formulate an information need and the ability to produce information requests; the ability to find and effectively use information resources; knowledge of the capabilities of the library as an information system and the ability to maximize its potential in educational and scientific activities; the ability to independently conduct information search and critically

evaluate the information received; find extraordinary creative solutions through the use of information and communication technologies.

Unfortunately, most modern students consider themselves "advanced users" and experts in the field of computer technology, but practice shows that a significant part of them do not even know the basic foundations of computer competence, disclosed in the factors listed above.

So, the search for information of future professional specialists is limited to using one single "favorite" search engine using a query of no more than one or two words. At the same time, the check of the result obtained is carried out no deeper than the first few pages, that is, no more than the first twenty links are viewed, which are not at all the most relevant. Moreover, the main preference is given to the popular Internet encyclopedia "Wikipedia", as well as sites containing databases of abstracts.

Modern students, when preparing for seminars, tests and exams, in about 80% of cases prefer the Internet, rather than the traditional library, thereby deliberately reducing the level of reliability of the information retrieved. Moreover, not having a developed level of information culture, most of them do not pay attention to sources of information, intellectual property rights.

Thus, a new intellectual information object of rather low quality is created, which can potentially be placed on the Internet and be a source of disinformation for a new user. Speaking about the general approaches of computer competence, it is necessary to note the problem of the technical use of software. Unfortunately, the full breadth of possibilities of modern widespread programs is studied and applied by a very small circle of student users. Modern "future specialists" often refer to the latest computer technology and technology as an element of prestige: having, but using at an elementary level. In this regard, the task of the teacher of information disciplines is expanding - it is necessary not only to teach your subject, but also to reveal the possibilities of at least traditional software.

References:

1. Пащенко О.И. Реализация инновационного потенциала программы Intel «Обучение для будущего» в подготовке будущих педагогов к использованию современных ИКТ в профессиональной деятельности // Инновационные технологии в образовательном процессе вуза / отв. ред. Петрова Г. А. – Нижневартовск: Изд-во Нижневарт. гуманит. ун-та, 2007. – С. 26-35.
2. Симоненко В.Д. Профессиональная ориентация учащихся в процессе трудового обучения: Книга для учителя. – М.: Просвещение, 1985. - 223 с.
3. Зинченко, В.П. О целях и ценностях образования / В.П. Зинченко // Педагогика. – 1997. - № 5. - С.3-18.
4. Акрамов М.Р. (2016). Психологические особенности развития экологического сознания. Фундаментальные и прикладные исследования в современном мире, (16-3), 32-34.
5. Акрамов М.Р. (2014). Психологические свойства формирования экологического сознания студентов. Наука и Мир, (1), 365-367.
6. Акрамов М.Р. Шахс ички зиддиятларининг табиатга бўлган муносабатидаги ифодаси //Современное образование (Узбекистан). – 2015. – №. 10.
7. А.А. Abdullayev. System of information and communication technologies in the education. Science and world International scientific journal 2 (№ 5), 19-21

8. Акрамов, М.Р. (2013). Психологические аспекты формирования экологического сознания личности. SCIENCE AND WORLD, 80.
9. Акрамов, М.Р. (2020). ТАЛАБАЛАРДА МАТНЛАРНИ ИДРОК ЭТИШДА ПСИХОЛИНГВИСТИКАНИНГ ЎРНИ. Сўз санъати халқаро журнали, 3(3).
10. Norkulov D.T., Narkulov S.D., Iskandarov Sh.A. Alimova S.G., Pardayev A.A. Umarova F.S., Khudoykulov A.B. THE LANGUAGE CHARACTERISTICS AND ETHNOLINGUISTIC CHANGES OF THE ARABS OF UZBEKISTAN. ASEAN Journal on Science & Technology for Development Vol 39, No 4, 2022, 597-604.
11. Norkulov D.T., Narkulov S.D., Iskandarov Sh.A. Alimova S.G., Pardayev A.A. Umarova F.S., Khudoykulov A.B. THE ROLE OF PHILOSOPHICAL THINKING AND PHILOSOPHICAL KNOWLEDGE IN UNDERSTANDING NATIONAL IDENTITY. ASEAN Journal on Science & Technology for Development Vol 39, No 4, 2022, 605-613.
12. Yusupov O.N. Subtleties of literary translation. İlköğretim Online (IOO) - Elementary Education Online 4 (4), 2021.
13. Yusupov O.N. Teaching language using communicative and cognitive methods. Science, technology and higher education. Materials of the II international research and practice conference. Volume 2, 2013. P 705-708.
14. Юсупов О.Н. Коммуникативно - когнитивный подход обучению иностранному языку. Педагогика и современность 6 (6), 2013. с 46 - 49
15. Юсупов О.Н. Трансформационный метод при переводе художественного текста (на материале английского и узбекского переводов). Вестник НУУ 4 (4), 2013. С 253-256.
16. Юсупов О.Н. Новые переводы узбекской литературы в английском языке. Ўзбек тили ва адабиёти 4 (4), 2013. С. 71-74.
17. Юсупов О.Н. Ўзбек поэзия намуналари таржимасининг инглиз тилидаги интерпретацияси. Бухоро давлат университети илмий ахборотномаси, №1, 2015. Б. 56-60.
18. Yusupov O.N. Cognitive semantics in context. Wschodnioeuropejskie Czasopismo Naukowe 7 (2), 84-87.