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METHODOLOGY FOR THE FORMATION OF INFORMATION AND COMMUNICATION COMPETENCIES OF STUDENTS BASED ON E-LEARNING TECHNOLOGIES

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Annotation. This article analyzes the methodology for the formation of information and communication competencies of their students on the basis of e-learning technologies.

Key words: communicative competence, future teacher, communication, higher education.

INTRODUCTION

The formation of comunicative competence of students of a higher educational institution occupies a special place among the complex problems in the training of educators. Especially at the current stage of reforms related to the modernization of education, the problem of adaptation to professional pedagogical activity is more evident. Future teachers are becoming richer with the formation of professional competence of the teacher, along with practical, psychological, methodological, research types.

"Competence" and "competence" are key concepts of competency approach in education. Source analysis, on the other hand, shows that they are complex, multicomponent and interdisciplinary concepts that do not have a one-value definition in the scientific literature. According to the researchers, they can be distinguished by size, category, semantics, and logical structure and considered as a description of a competently defined person (characteristics, habits, etc. Competency can be expressed as a personality description (trait, personality quality, its component), holistic education in the personality structure, a system of personality traits, situations resulting from the acquisition of knowledge, skills and qualifications (preparation, orientation, etc.), often equated with competency knowledge and experience.

In pedagogical literature, today, the terms "competence", "competence" are widely used and stabilized. However, so far there is no single and clear definition of the concept of "competence", which can be applied to the optimal image of a graduate of one stage or another of Education.

The sources used the terms "competence" and "competency" to refer to the qualities of an individual, such as Knowledge, Skills, Qualifications, ability, hard work, professionalism.

DISCUSSION AND RESULTS

"Competentia "is a Latin word, and the dictionary meaning of Uzbek means" one who knows well","" one who has experience". Therefore, a person with competence in a field is considered to have the appropriate knowledge and ability to reason reasonably about this field and conduct effective activities in it.

In scientific sources, the following definitions of competence and competence can be found: motivated ability; personality traits and qualities, personal drawing; criterion for preparation for activity; ability necessary to solve an issue and obtain its results; activity-related knowledge, skills, qualifications and experience (solving a human-mastered issue, combining methods and paths into one whole), while being a motivated and emotional-volitional

Competencies are divided into backbone and core competencies. Base comepetency is mass in terms of its description and degree of application, while basic competence is competency corresponding to the specialty being considered in terms of its description and degree of application. It can also be called professional competence.

Base competence is determined at the level of educational blocks and educational disciplines for each stage of higher pedagogical education. In determining the basic competency procedure, the essence of social and personal experience in accordance with the main goals of professional pedagogical education, the main types that allow you to acquire life skills in the process of organizing professional activities in a social society are important. In this view, they are divided into the following competency types:

1.   Holistic-meaningful competence. This is due to the valuable directions of the student, his ability to feel and understand social being, to find an independent way of life, to realize his role and place in social society, to set a specific goal in organizing actions and competency related to decision-making skills, worldview competence, which provides a mechanism for the student to identify himself in The individual educational direction of the student and the general program of his life activity depend on this competence.

2.   Socio-cultural competence. The student's deep mastery consists in the framework of the necessary knowledge and experience of activity, features of national and universal cultures, spiritual and moral foundations of human and human life, cultural foundations of family and social traditions, the role of Science and religion in human life, their influence on material existence, knowledge about living and leisure, for example, knowledge of ways

3.   Educational-cognitive competence. It is a set of competencies of independent thinking, consisting of elements of logical, methodological and social activity of the student in relation to specific objects under study, which includes knowledge and qualifications in terms of ability to see a goal, planning an activity, analyzing its content, reflection, personal assessment of activities. In

relation to the objects studied, students acquire creative skills, that is, the acquisition of knowledge directly from being, methods of action and heuristic methods of solving the problem in non-standard situations.

4.   Competence in obtaining information. With the help of Audio-video broadcast media and information technology, the skills of independent research, analysis and selection of the necessary information, their analysis, transformation, storage and transmission are formed. This competence ensures that the student Masters the basics of the Educational Sciences on the basis of important information.

5.   Communicative competence. Interaction with learners, their methods, mastery of the language that occupies a priority in the process of communication, skills in working in groups, knowledge of the organization and conduct of various spiritual and educational activities in the team.

6.   Socio-activity competence refers to the acquisition of knowledge and experience in determining citizenship (citizen, Observer, voter, acting representative), socio-labor sphere (consumer, buyer, client, producer Rights), family relations and obligations, issues of economy and law, professional, as well as personal position (in particular, analysis of the current situation in the labor market, skill of acting in the interests of

7.   The competence of self-improvement of an individual is aimed at self-development, volitional and emotional self-control in spiritual, motivational, intellectual and practical terms. The student acquires methods of activity according to his personal interests and capabilities, which helps him develop personal and professional qualities inherent in him in a modern specialist, form his thinking, culture and behavior.

There is a concept that is closely related to the concept of" communicative competence " – " communicative nucleus of personality". The concept of" communicative core " has recently appeared, and in the work of scientific research, the modern psychologist A.A.It was first applied by Bodalev. The consideration of the communicative nucleus of an individual as a psychological phenomenon has a basis that allows each person to more successfully carry out communication. Such a basis is also present in any adult person, in the person of children, and the communicative nucleus can include personal characteristics and qualities.

The formation of professional competence of students of higher education is carried out not only through a list of educational subjects, but also through professional skills and knowledge that are formed in the process of mastering the subject, as well as educational content consisting of the student's active place in social, political and cultural life. All this, in a complex way, educates the personality of the future educator in such a way that he acquires methods of self-development and being able to work on his own perfection, which, in due course, provides the educator with an effective activity as a master-subject of the profession in the "human - human" system. There are

different approaches to describing professional competence of higher education students. For Example, N.F. Talizina's view is that it must correspond to the three main components (qualities, knowledge, skills).

They include:

Qualities: expressing attitude to work: hard work, attentiveness, creative approach; hatti-characterizing the General Ma'ram of movement and activity: executive, independence, loyalty to the word, prestige, activity and diligence; mental abilities: flexibility, ingenuity, farsightedness; administrative-organizational: skills to create a working environment, skills to lead people, team protection, ability to distinguish people, be able to convince them; descriptive of attitude to people: truthfulness, upbringing; characterizing self-attitude: demanding, humility, boldness, perfection.

Knowledge: awareness of professional, universal, professional activities in their specialty.

Skills: solving issues posed, working with literature, planning activities.

This list can be completed or reduced depending on the type of activity.

The following main competencies of a graduate of a higher educational institution are distinguished: educational-cognitive, informative, communicative, socio-useful, personal self-improvement. All this allows the graduate to consciously apply professional knowledge, skills and a complex of methods of activity in later life.

Competence is an active description of a person, so his classification must, first of all, correspond to the classification of activities. In general, these are labor, training, play and communicative competencies. Further to these can be added the following:

- classification of competence by the directed object of activity, it gives competence in the areas of" human-human"," human-technical"," human-artistic image"," Human-Nature"," Human - marked System;

- professional competence in the field of individual classes and groups of professions;

- subject competence in specific activities (expertise).

And in different areas of society, the following special competencies are also required: in the field of household service, in the field of art, in the field of sports, etc.

Pedagogical monitoring can serve as the creation of Information conditions in order to have a holistic idea of the state, qualitative and quantitative changes in the formation of a professional competence system. Pedagogical monitoring combines sociological, psychological and performance monitoring in order to get a complete picture of the student's personality.

CONCLUSION

In conclusion, it should be said that the goal of communicative self-improvement is clear, but the motives can be different. For a humanely oriented teacher, communicative self-improvement should be accompanied not only in self-improvement for oneself, but also as a basic condition for the implementation of an effective interaction, which contributes to the development of children, their individuality and originality. Therefore, practical training is of great importance in communicative self-development. The mechanisms for the development of communicative competence of future teachers necessitated the development of a methodological provision for the organization of professional-pedagogical activity through a practical approach. It is advisable to build a training session in three blocks, such as information, self-awareness and practical.

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