THE IMPORTANCE OF INFORMATION COMMUNICATIONS IN THE FORMATION AND DEVELOPMENT OF COMPETENCE IN STUDENT-YOUTH

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Abstract

In this article, we will talk about the self-development of the pedagogue in educational activities and the improvement of students' language competence. In doing so, we will also consider the approaches of the pedagogue in the system of improving language skills. The role of information and communication in the.

Keywords: Competencies, self-development, pedagogical process, educational material, practice, student

The role of information and communications in the development of competence in students. Today, there is no sphere left in each process where information technology did not penetrate. In the chapter of convenience, transparency, transparency and speed on which we will not get a facade, modern information technology is becoming an important factor in updates. Therefore, special importance is attached to the expansion of information and communication technologies in all areas in order to further increase economic stability, Social Security and living standards of the population.[1-54] in this regard, the focus is on the formation of the legal framework of the industry. In particular, confirmation of our opinion that a number of laws on telecommunications, electronic document management, electronic digital signature and Electronic Government have been adopted in the past time. It is worth noting that the development and widespread use of Information Technologies is among the important strategic tasks of our state for the near and long term. The implementation of such activities is a period necessity. It is known that information technology is an important tool in ensuring the openness of the reform process, establishing an effective information exchange mechanism between the state and society. Such changes, in turn, lead to a change in the understanding of the effectiveness of training, the development of new content, technologies and methods of its implementation. In the context of an increase in the volume of information, the development of information and communication technologies and the expansion of information

networks, the transfer of knowledge remains the main goal of the educational process. For successful self-knowledge and self-realization, a person must be ready to intensively exchange information with the outside world. This means that the graduate must prepare for the effective solution of the tasks facing him on the basis of independent selection, development of the necessary information and practical use. Therefore, the formation of competence in this area makes it possible to avoid problems associated with difficulties in the application of theoretical knowledge acquired by students in practice in order to solve certain life problems. The need to implement a competence-based approach as stated in the decree of the president of the Republic of Uzbekistan "on approval of the concept of development of the higher education system of the Republic of Uzbekistan until 2030":" introduction of methods and technologies aimed at strengthening competencies in the educational process,orientation of the educational process to the formation of practical.

G.K.Selevko describes the essence of the competence - based approach as follows: "a competence-based approach means the gradual reorientation of the dominant educational paradigm with a superior transfer of knowledge, the creation of conditions for mastering a set of competencies, meaning, the ability of a potential, graduate to survive, the formation of the ability and skills to live a stable life in the conditions of [2-68] in this definition, two dominant directions can be distinguished: the formation of a new model of life activity aimed at the development of educational abilities, and at its center is a person who is able to actively Act, which intensively affects a person in the information and communication space. Initially, the competence-based approach was applied in the theory and practice of vocational education. For example, it is established that the competence of a specialist with higher education implies the desire and ability to realize his potential (knowledge, skills, experience, personal qualities, etc.) for successful creative (productive) activities, the professional sphere and the social sphere, the awareness of social significance and personal responsibility for the results of these activities, the need (readiness) for its continuous improvement. Pedagogical research notes that the basis for achieving competence in the professional sphere is the ability of a specialist to find, critically evaluate, assimilate and use information that allows him to successfully solve problems of the corresponding level and profile. At the same time, the readiness to solve such problems can be judged primarily by the speed of the product created in the activity and the external signs of productivity, which are manifested as.

A competence-based approach is required, taking into account the fact that it is laid in the period of competence fundamentals as a set of abilities, knowledge and methods of practical activity that ensure successful functioning in important areas of human life. [1-76] competence-based approach terminology is based on two basic terms: " competence " and "competence". Let's consider each of them in more detail. G.K. According to selevko, the term" competence "not only defines the highest level of

mastery of knowledge and skills, but can also be used to refer to the result of education with defined tasks, which also mean the"real possession of methods and means of activity" of this kind, which allows you to cope with success. At the same time, competencies in pedagogy are considered not as traditional knowledge, but as cross -, complementary and meta-subject forms that embody various generalized intellectual, communicative, methodological, worldview and other skills, and, considering competence as a social requirement of the student's educational and educational training, it is a combination of semantic directions, knowledge, it is expressed as a set of skills and is a product of its manifestation in activity through the implementation of effective production actions in a particular area. Such an approach, linking the possibility of carrying out effective activities not only with the availability of knowledge and skills, but also with an understanding of its personal meaning, draws attention to the value property of competence. The meaning of activity for each person is determined by the system of ideals and values that he learns from the environment and manifests itself in the system of his motives. It is also worth noting that in education it is more legal to talk about the educational competencies necessary to carry out activities of personal and social importance related to the assimilation of the content of the main educational areas and disciplines. Thus, competence can be considered as a given standard of the student's training for Education, which includes the skills, motivational and semantic training necessary for the implementation of effective activities in the process of solving certain problems, as well as knowledge, skills and experience.

The term "competence"is considered as a second-order derivative from "competence", since the suffix" lik " denotes the degree of assimilation of quality. The difference between competence and competence lies in the fact that competence is said as a norm, a requirement of the student's preparation for education, and competence, together with a certain experience in this area, is told about the already existing personal quality of competence concept traditional - knowledge, skills, features that distinguish it from experience, includes:

- integrative property of competence;
- its relationship with the value-semantic characteristics of the individual;
- practice orientation.

Competence characterizes the ability to "apply its potential (potential-knowledge, qualifications, experience, personal qualities, etc.)" for successful activities in a particular area. All of the above approaches to determining the nature of competence indicate that it has the basis of activity, that is, it is formed and manifested only in activity. At the same time, as noted in the work of domestic educational researchers, for the formation of competence, it is important to look for ways to ensure the active position of students in the learning process, to expand their activity in solving problems and tasks. Thus, competence can be considered as an integral (integrative)

personality quality based on abilities, value-semantic orientations, knowledge, skills, experience, which is formed in the process of solving problems and tasks and determines the readiness for self-realization in certain areas. [1-92] in pedagogical research, special attention is paid to the consideration of basic competencies, that is, they are universal competencies that are used in different situations where it is important for each person to have. They are necessary for the development of any future professional activity and are based on the successful adaptation of the individual, in a context in which today's globalization processes are taking place. Basic competencies " are based on the characteristics of the personality and are manifested in certain methods of behavior based on its psychological qualities, are characterized by the fact that they contain a wide practical context with a high degree of universality. Information competence is associated with the student's ability to work with all types of information: independently search, analyze, select, process, transfer and store, and is also a source of creating products of personal importance as a result of cognitive activity.

Communicative competence includes the following abilities:

- effective implementation of oral and written communication, which means obtaining and providing the necessary information;

- knowledge of the necessary foreign languages and methods of interaction, work in a team on the basis of acquiring various social roles-understanding people among themselves, effectively building relationships with people.

It is permissible to associate the need to form information and communicative competencies in students, first of all, with the social order of society. The exponential increase in the volume of information produced and transmitted leads to the fact that the competitiveness of enterprises and territories is largely determined by their ability to create, process and effectively use information. In this regard, new requirements are being imposed on specialists who are busy in any branch of the economy, including their readiness and ability to receive Continuing Education, the ability to collect, process and store a large amount of information, effectively use it in written and oral communication. Consequently, the comprehensive acquisition of information and communication competencies allows the graduate to meet these requirements, successfully solve emerging life problems. Allows you to identify information and communicative competence as an integral quality of personality, expressed in the student's ability to assimilate information in order to effectively communicate, solve educational, cognitive and other personal problems and tasks. [2-88]

In many psychological and pedagogical studies, the main attention is paid to the relationship between the information and communication component of human activity and the implementation of the mechanism of intellectual activity. Intelligence is considered to be the ability to perceive information, use it to encode and decode, assimilate and adapt to life. Thus, in order to effectively communicate and master the

methods of working with information, it is possible to take into account information and communication competence, taking into account the Integrative nature of the individual. It is a complex multi-component structure, the formation of which occurs in the process of solving the tasks of mastering educational information by the student and is based on the development of his intellectual abilities.

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