



THEORETICAL AND PRACTICAL PRINCIPLES OF IMPROVING THE CONTENT OF THE PEDAGOGICAL ACTIVITY OF ICT TEACHERS OF PROFESSIONAL EDUCATIONAL INSTITUTIONS IN THE CONDITIONS OF INFORMATION OF EDUCATION

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Article history:	Abstract:
<p>Received: 6th July 2022 Accepted: 6th August 2022 Published: 16th September 2022</p>	<p>This article discusses the theoretical and practical basis of improving the content of the pedagogical activity of ICT teachers of professional educational institutions in the conditions of informatization of education, as well as the state of professional training of teachers of informatics and information technologies in the professional education system, existing problems and solutions, the principles and content of the ICT.</p>
<p>Keywords: Information, Informatics, ICT, methodological support, principles, competence, professional training, trend, research.</p>	

INTRODUCTION

In recent years, improving the quality and effectiveness of the education system in the country, forming modern knowledge and skills in kindergarten students, pupils and students, close cooperation between educational systems and the field of science and systematic work is being carried out to ensure integration, integrity and continuity of education. The current national education system is to modernize it based on the requirements of the times, to educate young people to be highly educated, physically and spiritually healthy people, to strengthen the authority of the leaders and pedagogues of educational institutions. Increase, requires the implementation of consistent measures to create the necessary conditions for their effective operation. Decree No.6108 of the President of the Republic of Uzbekistan on measures to develop the fields of education and science in the new development period of Uzbekistan on November 7, 2020, Decree No. 5812 of the Cabinet of Ministers of the Republic of Uzbekistan on additional measures to further improve the professional education system on September 6, 2019, Resolution No. 187 on approval of state educational standards of general secondary and secondary special, vocational education on April 6, 2017 and the Decree No. 466 of the Cabinet of Ministers of the Republic of Uzbekistan on the approval of normative legal documents regulating the system of continuous primary, secondary and secondary special professional education in the Republic of Uzbekistan on August 7, 2020 are the documents to develop the professional training of ICT teachers based on modern requirements and revealing the meaning and essence of increasing students' interest in computer science is one of the urgent issues of the present day.

MATERIALS AND METHODS

The experience of developed countries shows that as a result of the rapid development of society, the information environment and the labor market, the system of reproductive education did not meet the requirements of the time. Due to the sharp increase in the amount of information received, the knowledge that needs to be passed on to the younger generation in order to process and use this information is also increasing. Today's teacher is faced with the problem of delivering the latest information and information to the students along with pre-planned knowledge without increasing the class hours. Education focused only on knowledge remains a thing of the past.

Education based on the competence approach is the education given from the point of view of being able to apply the knowledge, skills and abilities acquired by the student in his personal, professional and social activities. The goal of education based on the competence approach is to make the student a well-rounded person who can think comprehensively and communicate, and who can use the knowledge, skills and abilities acquired during the education process in his personal, professional and social activities. To the pedagogues of professional educational institutions, on the one hand, a well-rounded intellectual person who correctly understands the processes taking place around him, and on the other hand, who can actively participate in the life of society and exert his positive influence the task of educating.

Therefore, ICT teachers in professional educational institutions are given an important task - to form an independent thinker with the potential of self-perception and a new intellectual level. Such trained personnel should have the ability to think theoretically, carry out creative activities, independently manage their actions and activities, and be skilled specialists in their professional activities[5].

A student who receives education based on the traditional teaching method often hears, sees, remembers, repeats, works out other types of examples and problems based on examples, problems and exercises. Strengthens his knowledge, skills and competence by supporting his theoretical knowledge in a practical way [6]. In the educational process, it is almost impossible to put forward a problem situation, put forward a hypothesis and its solution, find optimal ways to solve problems, establish communication and relationships. That is why it is necessary to skillfully use active forms and methods of teaching students in the teaching of ICT subjects. In some cases, professors and teachers lack leadership skills in this field or cannot be role models for students and youth. One of the most important strategic directions of modernization of the educational system of our country is the introduction of information and communication technologies (ICT) into the educational process, which is the formation of a new type of education that meets the needs of development and self-development provides conditions for the development of a person in a new socio-cultural situation.[3]

Historically, education is one of the first directions of informatization of society, aimed at introducing a new human information culture - information technologies, forming a person who knows how to work in the conditions of informatization of all areas of human activity.

The decisive role in the implementation of educational informatization belongs, first of all, to the teacher of "Informatics and information technologies". Currently, there are many pedagogical studies aimed at developing certain aspects or components of the system of training teachers of "Informatics and information technologies" and other specialties [2]. However, there are almost no systematic studies that cover the main components of professional training of future teachers in the field of ICT application in educational practice in the context of informatization of education from a single point of view.

The goals of education are based on the priority of human personality, and its development should become the main value and the most important result of education. These new features of the education system are manifested in the construction of a continuous education system, the emergence of alternative forms of education, the development of new approaches to the formation of educational content, new information and educational environments, and other directions of development [1]. In such conditions, the issue of improving the content of methodological training of ICT teachers is becoming more and more urgent. In addition, there are unsolved problems that reduce the effectiveness of ICT introduction, among them, first of all, the need to improve the content of training of the teacher of "Informatics and information technologies", to revise the existing technologies of methodical training in the pedagogical higher educational institution. Confirms. In addition, modern approaches aimed at organizing the content of higher pedagogical education and training in a new way raise the issue of the criteria of a person's readiness for pedagogical activity.

RESULTS AND DISCUSSIONS

The analysis of the development trends of the methodical system of teaching ICT in the pedagogical higher educational institutions of our country, reflected in these works, makes it possible to describe the main shortcomings of the modern computer methodical training system in the followings:

- the incompleteness of methodological preparation, the presence of certain deficiencies in it;
- the "recipe" nature of teaching in the field of using ICT tools in education, the fact that this process is not fully based on methodological, psychological, pedagogical and didactic foundations;
- formation of ICT skills, as a rule, outside the context of future professional activity;
- an undifferentiated approach to the use of ICT in teaching according to its tasks in the educational process, using them for educational purposes without relying on the basic typology of software.

Therefore, it can be noted that there are a number of factors that indicate the need to improve the content of the professional training of "Informatics and information technologies" teachers, including:

- inconsistency between the level of training of the teacher of "Informatics and information technologies" and the requirements of the modern society for the education system;
- the lack of comprehensive psychological and pedagogical research that substantiates the pedagogical possibilities of ICT in teaching and the need for comprehensive use of ICT in teacher training;

The absence of a system of objective criteria and methods of monitoring and evaluation, the quality of professional training and the diagnostics of the readiness of the computer science teacher for pedagogical activity are among such factors. For this reason, it is necessary to solve a set of tasks on improving the methodology and strategy of choosing the content, methods and organizational forms of the teacher of "Informatics and information technologies". There is a need to adapt the content of the system of subject-related and methodical training of ICT teacher according to which the effectiveness of the system of subject and methodical training of the ICT teacher will increase:

- if the teaching content is built on the basis of methodological, psychological and pedagogical principles of using ICT tools in education;

-normative documents on the development of the teaching content are the main components of the professional activity of ICT teacher and the prospects for the development of knowledge in ICT and the trends in the modernization of the educational system based on consideration;

-if the formation of skills and competences in the use of ICT tools is carried out in the context of the future professional activity of the teacher;

-if the structure of the teacher's methodological preparation for using ICT tools is based on the typology of these tools according to their methodological functions in the educational process;

-if the teaching technology is built taking into account the new role and appointment of the teacher in the developing information-educational environment;

-if the content of future professional activity is directed to new organizational forms and teaching methods introduced into the educational process with the help of ICT.

Analysis of the main directions of modernization of education in the conditions of informatization and identification of the most important factors affecting the improvement of the content of ICT teacher training is considered.

It is necessary to determine the components and structure of the professional training of ICT teacher based on the competence-based approach by justifying the methodological basis of the content development of the professional training system of ICT teacher.

Designing an information-educational environment for teaching ICT based on a modular-integrative approach, justifying the principles and requirements of the content and implementation of the subject, as well as the conditions for changing the teacher's functions and professional activities in this environment, "Informatics and changes the structure and content of "information technology" subject, develops its software, develops content and methodology of training based on new aspects of pedagogue activity related to the use of new methods and organizational forms of education [4].

CONCLUSION

It is required to pay more attention to practice than theory when organizing ICT lessons and to some extent abandon the approach based on providing students with ready-made educational materials. It is recommended to use more interactive methods such as cases, research, projects, and small learning discoveries in computer science classes. It is necessary to use scientific research methods such as observation, experiment, measurements, analysis and synthesis, induction and deduction, comparison and analogy in the formation of minor research skills in students. It is important not only to form knowledge and skills in students, but also to acquire competencies to apply them in life situations.

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