



## **COMPETENCES IN INFORMATION AND COMMUNICATION TECHNOLOGIES (ON THE EXAMPLE OF UNIVERSITY PROFESSORS)**

**Askarov Abror Davlatmirzaevich,**

Republic of Uzbekistan.

Termez State University,

Doctor of Pedagogical Sciences (PhD), Associate Professor

<b>Article history:</b>	<b>Abstract:</b>
<b>Received:</b> 6 <sup>th</sup> October 2021 <b>Accepted:</b> 7 <sup>th</sup> November 2021 <b>Published:</b> 15 <sup>th</sup> December 2021	The article provides theoretical observations on the specifics of the development of competencies in information and communication technologies for professors and teachers of higher education institutions, the need for high competence, intensive work in the field of informatization and communication to recruitment requirements.
<b>Keywords:</b> Professors and teachers, information and communication technologies, competence, recruitment requirements, informatization, communication, intensive work.	

### **INTRODUCTION.**

While society emerged on the basis of people's natural needs to live as a community, the uniqueness of the development of modern society is seen in its connection with the process of informatization, including education informatization, which has global information and communication technologies.

### **LITERATURE ANALYSIS AND METHODOLOGY.**

A number of scientific researches on the development of professional and pedagogical activity of professors and teachers of higher education institutions have been conducted in our country. In particular, R.H.Djuraev, O.Musurmonova, S.T.Turgunov, J.G.Yuldashev, F.R.Yuzlikaev, M.Mahmudova, E.Ishonkulov, U.Sh.Begimkulov, L.T.Akhmedova, J.Z.Qosimova, R.Mavlonova, A.A.Abdukodirov, M.Tojiev, B.X.Khodjaev, G.U.Axmedova, K.Riskulova

Researchers have conducted research on the informatization of the higher education system, the application of advanced pedagogical technologies in the process of training teachers.

In the researches of foreign scientists ANShimireva, M.I.Gubanova, Z.V.Kretsan, E.Fromm, J.Mariten, J.Furaste, S.Frene, J.Bruner the acmeological, edukological aspects of professional and pedagogical training of teachers are studied [1].

### **RESEARCH METHODOLOGY.**

The main purpose of informatization of education in the sources is to prepare participants of the education system (teachers, students, technical engineers, administrative staff, etc.) to participate fully and effectively in the domestic, social and professional spheres of life in an informed society. It is noted that a comprehensive solution to the problems of educational development in the field of technology will ensure the replenishment of staff with highly qualified specialists, professional development of staff [2].

From this it can be concluded that in order to effectively introduce information and communication technologies in the educational process, it is necessary to focus it on the needs of the subjects of the process, including professors and teachers.

### **DISCUSSION.**

Based on the factors directly related to the efficiency and effectiveness of our research, it was shown that there is a structure of competence requirements for information and communication technologies for professors and teachers of higher education institutions.

The competence of professors and teachers of higher education institutions in the field of information and communication technologies is a component of the competence necessary for the integration of information technology in the organization and implementation of the activities of professors and teachers [3]. Its function is to set requirements for the policy of information and communication technologies, basic methods of working with computers, the use of educational resources in pedagogical activities, the ability to effectively collaborate in a virtually virtual way.

It is expedient to divide this competence into 4 areas, namely:  
 understanding of information and communication technology policy;  
 know the basic methods of working on a computer;  
 use of e-learning resources in pedagogical activity;  
 ability to collaborate on virtual pedagogy.

Competence structure for understanding the policy of information and communication technologies  
 Description and analysis of the principles of use of information and communication technologies in education (informatization, informatization of education, effectiveness of information and communication technologies, State policy on information and communication technologies, general requirements) and description of computer and its devices , safety, ergonomics and other requirements).

The ability to know the basic methods of working on a computer can include the following:

description and demonstration of common hardware and software tools of information and communication technologies (computer and its devices, start-up and shutdown, operating systems, software, etc.);

description and presentation of common e-learning resources (e-textbooks, simulators, multimedia resources);

describe and demonstrate the capabilities of text and tabular, presentation editors (for text and tabular editors, creation, editing, formatting, saving, printing, and other basic functions);

description and display of the Internet and its operation (related to the Internet, browser, page, site, portal, link, etc.), description and display of search engines (related to search engines, functions, the most common search engines);

description and rendering of e-mail (e-mail service, e-mail opening, information exchange, etc.);

be able to describe different databases and their functions (relating to databases, functions, common ones);

description of means of communication over the network (common text messaging, video conferencing, social networking, network environments, their advantages and disadvantages).

Ability to use e-learning resources in pedagogical activities:

describe and demonstrate the importance of using e-learning resources, ready-made software products related to their activities (content, systematization, assessment of the need, targeted use, importance, experience, effectiveness, results);

search, use of partners and resources using search engines, websites, e-mail, network database (search engines, websites, e-mail, network database use purposes, experience, efficiency, results);

explain the importance of various e-learning programs and simulators in educating students (related to goals, importance, experience, effectiveness, results);

to improve the productivity of teachers, to know the use of information and communication technologies in professional development (organization of multimedia lessons, preparation of materials, use of text and spreadsheet editors, electronic source of subject knowledge and teaching methods, integration, experience, efficiency, results).

Virtual pedagogical collaboration is a virtual collaboration with others to solve a pedagogical problem and achieve an educational goal (common text message, work on social networks, goals, experience, effectiveness, results) and to describe the reliability and usefulness of information in web resources, virtual communication, discrimination (reliability of web resources and web communications, sorting of unreliable and malicious information, etc.) [4].

Thus, the amount of indicators related to the competence of professors and teachers of higher education institutions in the field of information and communication technologies can be expressed in the form of the following table.

**Competence and indicators of professors and teachers of higher educational institutions on information and communication technologies**

Direction	Number of indicators
Understanding ICT policy	2
Know the basic methods of working on a computer	7
Ability to use e-learning resources in pedagogical activities	4
Virtual communication capability	2
6	21

Through such a separation of indicators, professors have the opportunity to pre-measure, evaluate, understand the requirements for information and communication technologies for the successful organization of the educational process. Assessment of the competence of professors and teachers of higher education institutions in the field of information and communication technologies, along with information about the strengths and weaknesses of the general level of pedagogical competence, serves to improve self-development through continuous correction.

**LITERATURE:**

1. Azizova G.G. Improving the professional and pedagogical activity of teachers of higher education institutions (on the example of English language materials) 13.00.01 - Theory of pedagogy. History of pedagogical doctrines. Author's abstract of the dissertation of the doctor of philosophy (PhD) on pedagogical sciences. Samarkand - 2019.
2. Aripdjanova A.R. Development of creative potential of teachers of higher education institutions in the context of informatization of education 13.00.01 - Theory and history of pedagogy. Management in education. Author's abstract of the dissertation of the doctor of philosophy (phd) on pedagogical sciences. Tashkent – 2017.
3. Sanakulov S. The need to highlight "soft" competencies in professional education. vocational education. Scientific-methodical, practical, educational magazine.2020, issue 1.
4. Kodirov N. M. Socio-philosophical analysis of the formation of information culture in the youth of Uzbekistan 09.00.04 - Author's abstract of the dissertation for the degree of Doctor of Philosophy (PhD) in social sciences. Samarkand - 2021.