



## Individual Features Of Development Of Information And Communicative Competence In Masters Of Higher Pedagogical Education

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### ABSTRACT

The article discusses some issues of the development of information and communication competence of masters of pedagogical sciences, modern methods of effective use of computer technologies and information, the use of programs for the use of information materials based on intellectual abilities in social and personal activities.

### KEYWORDS

Information and communication technology, information and communication competence, the Internet, effective use of information.

### INTRODUCTION

In the age of information and communication technologies in the Republic of Uzbekistan, the development of information and communication competence in the system of higher pedagogical education is one of the most pressing problems in the field of

education. In recent years, information and communication competence in higher pedagogical education is to some extent covered in the scientific and pedagogical literature and legal regulations. Information-communicative competence is used by modern

teachers, students, masters of higher pedagogical education in confusion with the concept of information and communication technologies. From a scientific point of view, the two concepts are fundamentally different.

Information and communication technology is a general concept that includes mechanisms, algorithms, and methods for generalizing information. Modern information and communication technologies receive and send information using computer software and telecommunications.

Information-communicative competence is the ability to use information and communication technologies for the effective use of information, search, creation, processing, evaluation and transmission in the effective and successful operation of the information society.

## MATERIALS AND METHODS

Information-communicative competence is defined by skilled educators of their time as follows:

A.A. Elizarov: information - communicative competence - is the sum of knowledge, skills and abilities, the presence of experience, which is very important in the performance of professional duties [3].

L.N. Garbunova and A.M. Semibratov: information - communicative competence - is the readiness and ability of the teacher to use information technology independently and during their professional activities [2].

V.B. Burmakina: information-communicative competence - the ability to apply all the skills acquired in the field of information and communication technologies literacy in solving

problems that arise in the process of education and other activities [2].

In 2008, UNESCO developed the System of Information and Communication Competence of Teachers.

As noted in the UNESCO Recommendations on the System of Information and Communicative Competence of Teachers, it is not enough for a modern teacher to be literate and develop students' skills and competencies in the field of science. The task of a modern teacher is to acquaint students with modern information technologies, to teach them to use information and communication technologies in solving problems, mastering the subjects specified in the program. According to the recommendations of UNESCO, in the structure of competence, the teacher's competence is divided into 6 aspects:

- To understand the role of information and communication technologies in education;
- Development and evaluation of educational programs;
- Pedagogical practice;
- Knowledge of hardware and software of information and communication technologies;
- Organization and management of the educational process;
- Professional development [1].

Based on the recommendations developed by UNESCO, it serves as a program for the development of information and communication competence of masters of higher pedagogical education.

One of the priorities of modern higher pedagogical education is the effective use of information and communication competencies in the development of social and personal

activities in masters of higher pedagogical education of the Republic of Uzbekistan. We can say that in the pedagogical master's degree of information-communicative competence effective use of computer technology and literacy in other technologies on the basis of intelligence and knowledge, skills. That is, information-communicative competence requires the study of both large and small problems that are relevant in the field of education.

In the current process of globalization, masters of higher pedagogical education use not only the use of the Internet and computer technologies, but also pedagogical and didactic approaches from a pedagogical point of view. We can introduce 3 main important directions of development of information-communicative competence in masters of higher pedagogical education:

1. Adequate information - theoretical knowledge and practical skills in communicative competence;
2. Information - the solution of general, social, personal problems in higher pedagogical education on communicative competence;
3. Acceptance of the concept of information-communicative competence as a leading concept in higher pedagogical education, reliability of information and effective delivery of general information and achievement of results in scientific-theoretical activity [7].

In the development of information and communication competence in masters of higher pedagogical education, it is important that masters know the following information.

- Access to available information sources (Internet, television, radio (audio-video recording), telephone, computer, e-mail, etc.);
- Adherence to media culture in the search, sorting, processing, transmission, storage, security and use of necessary information in the media;
- Be able to create a database, select the main ones and analyze them;
- Ability to work with documents encountered in everyday life (educational, methodological and research work).

In the system of higher pedagogical education, masters of master's specialties do not have the opportunity to increase the effectiveness of their knowledge without the use of modern computer technology. In the field of higher education in developed countries, each master has the ability to effectively and efficiently use independent computer technology and has the skills to use them in other areas. Masters of higher pedagogical education will have to acquire knowledge and skills, first of all, to develop information and communication competence.

During the course, you will need to use computer programs MS Office Word, MS Office Excel, MS Office Power Point, MS Office Publisher, that is, a clear, high-quality pedagogical use of these programs. These programs should not be misunderstood. Programs need to be organized with a high level of understanding by the learner. Another important tool in the organization of information-communicative competence in higher pedagogical education is the Internet. Using the Internet makes it easier to work on information. Masters of higher pedagogical education can work independently on the

popular sites google, yandex, amazon. For example, they need to know how to create a page for themselves on the sites available on the Internet, search for information on the Internet, and even open websites for themselves. Nowadays, the search for reliable information on the Internet is a topical issue. In the organization of information and communication competence via the Internet, masters will be able to open personal e-mails for themselves, with the help of which they will be able to communicate with each other in teaching and research work.

Research on the development of information and communication competence among masters of Fergana State University, Chirchik State Pedagogical Institute of Tashkent region, Tashkent State Pedagogical University named after Nizami showed that masters of higher pedagogical education do not have sufficient knowledge and skills on effective use of computer technology.

31% of masters of higher pedagogical education have the ability to identify and search for information on the organization of information-communicative competence;

Information management integration accounted for 23%;

The rate of information creation and evaluation using the Internet was 22%;

Full delivery of data using Internet sources, ie e-mail and other programs, accounted for 19%.

Research has shown that the following theoretical and practical recommendations for the development of masters of higher pedagogical education at a high level of knowledge on the Internet should be followed.

#### **To identify and search for information:**

- Interpret the question correctly and study the question in detail;
- Find textual information;
- generalization of clear and vague appearance of tasks;
- Identification of concepts and terms;
- Selection of search terms taking into account detailed information;
- Search results in accordance with the requested conditions and the formation of a search strategy;

#### **On information management and integration:**

- Development of a classification scheme for compiling information;
- Use of recommended classification schemes;
- Comparison and collection of information from different sources;
- Separation of information that is not useful for learning;
- Concise and logical generalization of information;

#### **On the creation of information and their evaluation:**

- Development of recommendations for solving a particular problem on the basis of the received information, including contradictory information;
- Draw conclusions based on the available information in solving a particular problem;
- Balancing the problem in case of conflicting data;
- Classification of data created in order to substantiate the conclusions and increase the reliability of the conclusions.

#### **On the delivery of information materials:**

- Tailoring information to a specific audience via the Internet (selection of appropriate tools, language and visual aids);
- Accurate indication of sources of information;
- Ensuring the confidentiality of information, if necessary;
- Not to use provocative statements about cultural, racial, ethnic or gender origin.

Based on the above recommendations, the information-communicative competence of masters of higher pedagogical education will gradually develop. These recommendations will increase the literacy of masters of higher pedagogical education in computer programs and information, and their exemplary use of information in the future pedagogical profession will be organized at a high level.

### CONCLUSION

In conclusion, it can be said that the development of information and communication competence in masters of higher pedagogical education requires a scientific and theoretical approach. The XXI century is the age of information technology, which will be the main basis for the development of information and communication competence of future teachers, independent seminars, trainings on computer technology programs, special courses, the development of their knowledge, skills and abilities.

The use of modern technological knowledge plays an important role in the development of information and communication competence of masters of higher pedagogical education. The fact that masters receive information via the Internet, create a database at a high level and send it to the specified, expected e-mails

or programs will further increase their information literacy.

The development of information and communication competence at any level of education will have a positive impact on the rapid and effective learning of innovative computer technologies in the future and the development of their field.

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