PREPARATION OF FUTURE IT TEACHERS FOR PROFESSIONAL ACTIVITY ON THE BASIS OF ORGANIZATIONAL AND PEDAGOGICAL COMPETENCES

Navrozov Bakhtiyor Ikhtiyorovich
Teacher of Navoi State Pedagogical Institute

Annotatsiya
This thesis describes the preparation of future informatics teachers for professional activity on the basis of organizational and pedagogical competencies.
The content, form, tools and methods of developing organizational-pedagogical competencies in students have their own characteristics. In order to study these features, we turned to a number of scientific sources, scientific researches and developments within the framework of the dissertation work.

Key words. pedagogical competence, professional competence, professional activity, organizational-pedagogical competence.

Khimmataliev Dostnazar Omonovich's thesis on "Integration of Pedagogical and Technical Knowledge in Diagnostics of Preparation for Professional Activities" for the Doctor of Science (DSc) degree, optimized design, organizational, From the content of communicative, evaluation-analytical and gnostic components and the organizational-functional capabilities of expert assessment criteria such as objectivity, integrativeness, feedback, psychological flexibility were studied. According to the author, the set of competence requirements and quality indicators of the future vocational education teacher and the structure of professional activity, based on ensuring their interrelationship by integrating pedagogical diagnostic criteria and tools, will be used in future vocational education. in the process of teacher training, it is possible to improve the knowledge of general and specialized subjects based on an integrative approach.

Agreeing with the author's thoughts on the organization of professional pedagogical activity, it can be noted that "based on the integration of the organizational functions of pedagogical diagnosis of the levels of professional and pedagogical training of graduates of higher education and the classification of the stages of formation of personal and professional qualities, future teachers will be professionally trained the content of the concept of preparation for activity needs improvement". In this regard, during our research, we studied and analyzed the qualification requirements for

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graduates of higher education institutions. As a result of our analysis, the process of preparing students for future professional activity through the development of algorithmic competences is objectivity, integrative, feedback, "psychological flexibility, analytical, design and prognostic components of professional-pedagogical training levels Higher and secondary special education incorporated into the content of the decision of the special board meeting on the organizational issues of the implementation of innovative cooperation between higher education, science and industry dated November 18, 2015 No. 49. However, when this issue is studied in pedagogical practice, it becomes clear that the mechanism of development of professional competencies such as mobility, reflexivity, innovation and integrativeness of higher education graduates by ensuring the integration of pedagogical and informatics knowledge is not fully improved.

In the monograph entitled "Methodological foundations of professional pedagogical training of future labor education teachers" prepared by Ahmadaliev S.Y., Boltaboev S.A., J.E. , creating pedagogical and psychological conditions to ensure the professional and personal development of future teachers in higher education institutions, modernizing the content of the process of training teachers of vocational education based on the competency approach, the characteristics of the formation of professional competence and creative activity Issues such as "place" are analyzed in depth. Agreeing with the opinion of the authors, it is worth noting that the monograph is intended for pedagogic staff, graduate students, senior research staff and researchers engaged in pedagogical and "scientific-pedagogical activities in the continuous education system, and future work in it the problems of formation of professional competences of labor education teachers necessary for their activities have been studied. However, it should be recognized that until now, the content, form and methods of preparing graduates for their future work during the development of algorithmic competence of higher education graduates have not been clearly described and scientifically substantiated.

By the present time, getting quality education and improving computer literacy through wide use of information and communication resources, innovative educational technologies for students of educational institutions all over the world is of particular importance.

On the basis of the decree of the President of the Republic of Uzbekistan (PF-6079, 05.10.2020) on the basis of the approval of the "Digital Uzbekistan - 2030" strategy and its effective implementation, "active development of the digital economy in our country, all sectors and sectors, first of all, comprehensive measures are being

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implemented for the wide introduction of modern ICT in public administration, education, health care and agriculture. In particular, the implementation of more than 220 priority projects aimed at improving the electronic government system, further developing the local market of software products and information technologies, establishing IT parks in all regions of the republic, as well as providing the sector with qualified personnel has begun.

The "Digital Uzbekistan - 2030" strategy, developed on the basis of the presidential decree, calls for the complete elimination of digital illiteracy, the formation of a technological base and the establishment of skills training in the coming years.

And in the decision of the President of June 5, 2018 PQ 3775 "On additional measures to increase the quality of education in higher education institutions and ensure their active participation in comprehensive reforms implemented in the country" a number of tasks on the formation and development of creativity, innovative competence in the teaching staff were defined. "On the basis of this relevance, the continuous education system of our country, including the higher education system, is to introduce advanced innovative technologies and information and communication tools into the educational process, to increase the intensity and efficiency of education, and to adapt it to world standards. large-scale reforms are being implemented." The quality of education in the field of change and high efficiency and its compatibility with the world education demand, the participation of students in PISA international studies and the achievement of positive results, the formation of competences in the successful use of the acquired knowledge in practice, the development of their abilities, creativity , is important in introducing an educational environment that creates conditions for the implementation of initiatives.

Today, a number of concepts have been developed to improve the integration of educational levels and develop the necessary thinking skills. One of these is STEM. "STEM training is aimed not only at forming theoretical knowledge, but also at forming students' practical skills in working with complex technical and informational objects, as well as developing critical and creative abilities, computational thinking."

As a result of the reforms aimed at ensuring the development of modern competence approaches in the general secondary education system, which provides for the formation of learning-cognitive competencies in our country, based on advanced foreign experiences, for the continuous education system, students' learning "a number of works are being carried out on the creation of an educational environment

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aimed at creating the necessary conditions that allow the realization of their internal capabilities, modernizing the content of modern education" of forming cognitive competencies. Since computer science and computer literacy occupy a special place in the continuous education system, the main focus on teaching these subjects always remains relevant.

Competencies formed in students of computer science: "ICT competence is the ability of students to acquire, search for, process, evaluate, create and transmit information in order to take their place in the information society and engage in successful work. the ability and ability to effectively use information and communication technologies in implementation".

Formation and development of ICT competence in students - includes the formation and development of computer science competence and user competence, i.e. cooperation and communication, independent acquisition of knowledge and their practical application using ICT.

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