

Increasing the information competence of students

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Abstract: The article discusses the organization of all levels of higher education based on information competence, teaching young people complex thinking while providing deep and fundamental knowledge, the formation of students' ability to acquire independent knowledge in the process of education and upbringing. The issues of organizing training based on innovative technologies, activating schoolchildren and students in learning, optimizing education based on the principles of a technological approach are comprehended.

Key words: Communication, competence, goals of modernization, information, preparation for activity, ready knowledge, scientific and pedagogical literature, activity, communicative activity.

As a result of a deeper study of scientific research, it was shown that the problem of using the terms "competence" and "activity" also appeared in the existing options regarding which concept - "competence" or "activity" - should be considered broader. . . In the set of competencies proposed by the Council of Europe, competence is understood as a certain area of the surrounding reality or activity in which a person must have competence (competence). PI. As Tretyakov said, "qualifications are competencies proper", that is, "the competence of a particular group creates competence". He put forward the idea of competence as a link between knowledge and practical actions in solving problems.

An analysis of the scientific and pedagogical literature showed that the names "competence" and "factoriality" are often called by researchers as having the same meaning. In this case, the term "activity" is interpreted as primary in comparison with competence. But the morphological analysis and functional meaning of these names show that they should be distinguished. That is why it is necessary to study

the terms "competence" and "agency", reflecting the essence of the agency-oriented approach.

For the first time, the concept of "factor" (competence) appeared, and later the concept of "competence" was introduced. Scientists began to distinguish between these concepts in the 60s of the 20th century. At the same time, the terms "competence" and "competency", as well as the quality "competent" derived from them, were used in everyday life before.

Some foreign scientists on the problem of distinguishing between the concepts of "factoriality" (competence) and "competence": V.I. Baidenko, G.E. Belitskaya, L.I. Berestova, N.A. Grishanova, I.A. Winter, N.V. Kuzmina, A.K. Markova, J. Raven, G.K. Selevko, Yu.A. Tikhomirov, P.I. Tretyakov, R. White, O.N. Ushakova, B.I. Hassan, N. Chomsky and A.V. This is explained in the works of Khutorsky. Based on the analysis of the works of these scientists, I.A. Zimnyaya proposed to divide the formation of a factor-based approach in the education system into three stages.

The first stage - 1960-1970. - characterized by the introduction of the concept of "competence", the creation of conditions for distinguishing between the concepts of "competence" and "competency". From the point of view of transformational grammar and the theory of language learning, the study of various types of language competencies begins, and the concept of "communicative activity" is introduced by D. Hymes.

The second stage - 1970-1990. - related to the use of the concepts of "competence" and "efficiency" in the practice and theory of language teaching, training in professionalism, communication in management. During this period, the essence of the concept of "social competencies / factors" was developed.

The third stage - 1990. and until now - is characterized by the creation of scientific works on the general topic of labor psychology, which have become the subject of a comprehensive special study. Competences that should be assessed as the expected result of education at this stage in the development of an outcome approach.

Uzbek researchers O.N. Ushakova says that the terms "competence" and "activity" should be used not as synonyms, but as interrelated concepts, that is: she

defines the formation of competence as the formation of a certain part of the knowledge and skills that must be acquired. , and agency is embodied as the degree of formation of certain knowledge and skills, as things that a person has mastered well enough.

The main content of the differences proposed by Ushakova B.I. I agree with Hassan. B.I. Comparing the terms "competence" and "agency", Hassan explains the differences between them as follows: competence is something that is stated or defined as something to be achieved (what the learner should strive for), while agency is something that is desired or defined by a certain person, are achieved by We need more B.I. Hassan and O.N. The views of the Ushakovs are closer, because the definitions proposed by them seem to be the most accurate and correct.

In our opinion, the concept of “factoriality” by A.V. The definition proposed by Khutorsky is one of the most controversial, but the majority of Russian theoretical and practical educators agree with his definitions. AVERAGE. Khutorskoy emphasizes that "activity, in addition to possessing a certain set of knowledge ..., must include a personal attitude both to competence and to the subject of activity." That is, A.V. According to Khutorsky's interpretation, a person may or may not want to demonstrate his personal attitude, acquire competence, engage in one or another type of activity. At the moment, the analysis of the goals of the development of education in our republic shows that the formation of a certain set of competencies is determined by the time and requirements of the development of economic, social and social institutions. Therefore, the reluctance to engage in the type of activity necessary for a certain profession implies the need to change the type of activity, that is, a change in profession.

We are E.F. We agree with the views of Morkovina, according to which the main difference between the concepts of “competence” and “agency” is that competence is a sufficient set of requirements necessary for a person to be able to resolve issues in this area, and agency is or other. is the level of mastery of the type of competence.

Study of approaches to the definition and differentiation of the terms "competence" and "activity" The concepts of "competence" and "activity" are diverse, systemic and multifaceted in their content. They describe a number of

specific organs and processes, are carried out at different levels, that is, they include various mental operations (analytical, critical, communicative), as well as practical skills, sanity, and have a meaning associated with motivation. The general factor of personality can be expressed as a complex consisting of cognitive (cognitive), activity (behavioral) and relational (affective) components. "Agency" can also be understood as the fact that a person has the appropriate competence, including his personal attitude to the competence and the subject of activity.

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