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METHODOLOGICAL APPROACH TO THE DEVELOPMENT OF COMPETENCE IN DIGITAL TECHNOLOGIES IN STUDENTS

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Annotation. This article analyzes the issues of the methodological approach to the development of competence in digital technologies in students.

Keywords: digital technology, competence, methodology, education, flexible education.

According to the analysis of scientific and methodological sources, the implementation of digital technologies in higher education institutions is scientifically based, both theoretically and practically, but so far insufficient attention has been paid by teachers. One reason for this is that teachers perceive ICT as an additional burden on their daily practices, and this increases the complexity of their roles. Therefore, teachers are often cautious and skeptical about the introduction of ICT. Because it is often not properly connected with the structure of a deeply rooted educational institution. Flexible educational tools provided new opportunities to simplify this

integration. Flexible educational tools are expected to contribute to the personalization of student education by continuously improving student academic performance and adapting it to their qualification levels. At the same time, it is important to discuss whether flexible educational tools should be sufficiently entrenched in the curriculum, formative assessment, adaptive education, and independent educational tasks in order to achieve their capabilities. Thus, we can understand how the systematic implementation of adapted educational tools affects the results of education, the educational environment and the motivation of educational institutions. If such tools are attached to deeply embedded structures in educational institutions. In the processes of doing this, for example, there is a need to revise the value of Independent Education in order to achieve a sufficient volume of training with adapted learning tools. Importantly, it requires digital competence among teachers, an important factor in which is the teacher's ability to create an educational teaching in which the use of technology is justified by didactic choices. Technology has affected all aspects of our daily lives and has changed the ways in which we learn, communicate, find information and acquire knowledge. These changes are increasingly manifested at each level of the educational system. This process gives rise to new tasks in front of the working methods of teachers: in pedagogical, didactic and administrative contexts, such as the development of digital knowledge of students and their special knowledge, as well as the development of basic skills.

Today it is more important than ever that young people are not only passive consumers of products, services and information, but also critical users and active producers of content. Therefore, the role of teaching involves identifying reliable information, quoting sources, protecting their intellectual property, educating students who have the ability to apply ethical rules. Values, attitudes, in communication and interaction, are considered to be the production of their digital resources, the development of reflective attitudes towards the actions of themselves and others, cultural differences, values and rights. In this situation, the role of the teacher is very important. In order to have the ability to develop basic skills and special knowledge of students, teachers must develop their professional-digital competencies throughout

their teaching career during primary teaching education, and then through Continuing Professional Education and development. Professional-digital competencies for prospective teachers have two goals: one is aimed at professional development and the other is aimed at the real practice of the profession. To do this, it is necessary to pay attention to the following. In particular, knowledge: to understand how digital developments are expanding and changing the content, conceptual framework, forms of evaluation and work styles of the subject; to realize how digital developments create the need for critical evaluation, organization and use of professional knowledge as well as increased sharing opportunities; understanding how the development of reading, writing, computing and oral skills in science is changing in the digital world. It should also have the following skills: the use of digital technologies, teaching materials and learning resources to achieve competency goals in science and ensure academic progress; the use of digital learning materials and digital learning resources to support the development of basic skills in the sciences. At the same time, it should have the following competencies: to use and further develop its digital skills; to help develop students' digital skills as a learning tool; to help students to receive education in the sciences and among themselves based on the relationship between educational content, qualification goals, digital technologies, digital learning materials, digital learning resources. Based on these, it is advisable to use the following methods of developing digital competence in students: - technology inclusion in the curriculum: teachers can incorporate technology into their lesson plans and use digital tools to improve learning. For example, the use of online stimulants, videos and interactive games; - ensuring the use of digital resources: educational institutions use digital resources such as e-books, online libraries and educational applications to help students develop digital skills; - offering digital literacy courses: offering courses where educational institutions teach students to use technology effectively and responsibly. These courses should cover topics such as online security, digital citizenship and coding;

- promote cooperation and communication: teachers encourage students to work together on digital projects, communicate through digital platforms and share their work online. It helps students develop teamwork and communication skills, as well as

digital competence; - providing opportunities for self-government: educational institutions give students the opportunity to independently study technology. This will help students develop problem solving skills and increase their confidence in using technology; - ensuring the professional development of teachers: educational institutions can offer professional development programs to help students develop their digital competencies. This can ensure that teachers are equipped to effectively teach technology to students. Methodological approaches to the development of digital competence in students are as follows: 1. Assessing the current level of digital competence among students: before implementing any program, it is important to assess the current level of digital competence among students. This helps students identify areas where more support and guidance is needed. 2. Developing a curriculum that embodies technology: the curriculum must be developed to integrate technology into educational activities. This may include the use of online resources, multimedia presentations, and interactive software. 3. Conducting trainings for teachers: teachers need to teach the effective use of technology in the lesson. This can include training in the use of special software or online tools. 4. Promotion of collaboration and teamwork: students should be encouraged to work together on projects that require the use of technology. This helps them develop teamwork skills and learn from each other. 5. Ensuring the use of technology: OTMs must provide access to technology for all students. This may include providing laptops or tablets for use in an audience, or ensuring that students use computers in a library or computer lab. 6. Monitoring progress and correcting the program when necessary: it is important to monitor student progress and adapt the program when necessary. This includes providing additional support to students struggling to better meet student needs or changing the curriculum. With such methodological approaches, students have the following advantages and disadvantages in developing digital competence. Including advantages: 1. Personalized learning: students have different learning styles, and digital technology helps teachers provide a personalized learning experience that meets individual needs; 2. Improved participation: digital technology makes learning more fun and interactive. This helps to keep students focused and motivated;

3. Multi-resource use: the Internet provides access to multiple resources that can be used to improve learning and give students a broader understanding of the subject;

4. Improved collaboration: digital technology simplifies collaboration between students, allowing them to work together on projects and share ideas. It also presents the following disadvantages: 1. Technology dependence: excessive reliance on technology can lead to students becoming independent and not having the ability to learn without digital tools; 2. Unequal access: not all students have equal access to technology, which causes a digital discrepancy that causes discomfort for some students; 3. Distraction potential: digital technology is a source of distraction for some students, leading to productivity and concentration; 4. Technological problems: technical problems, such as software or hardware failures, lead to learning distraction as well as student and teacher frustration. Good technology integration is not the use of the perfect tool, but the awareness of various options and the choice of the right strategy for the lesson. Therefore, the following practical programs that are used in methodological approaches in the development of digital competence in students can be recognized: online educational platforms: these platforms allow students to use a number of digital resources and tools, including interactive learning materials, quizzes and assessments; digital literacy programs: these programs are designed to teach students how to effectively use digital tools and technologies, including searching for information on the internet, using social networks, and creating digital content; coding and programming courses: these courses teach students how to code software and applications that help them develop problem-solving and critical thinking skills, as well as programming; gamification: gamification involves the use of game-based learning techniques to make learning more fun and interactive. In doing so, it encourages students to learn through play and research; digital storytelling: this approach involves creating and sharing stories using digital tools and media, helping to develop students' creativity and communication skills; virtual reality and augmented reality: these technologies can be used to create an immersive learning experience that allows students to explore and interact with digital environments in a more.

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