

**FORMATION OF INFORMATION AND COMMUNICATION
COMPETENCE AMONG UNIVERSITY STUDENTS IN THE PROCESS
OF TEACHING A FOREIGN LANGUAGE AS AN URGENT SOCIAL AND
PEDAGOGICAL PROBLEM**

Ruziev Khurshid*

*Researcher,
Samarkand State University Veterinary Medicine of Livestock and Biotechnologies,
UZBEKISTAN
Email id: ruziyev1986@icloud.com

DOI: 10.5958/2278-4853.2022.00252.X

ABSTRACT

The article thoroughly considers the issues of organizing all levels of higher education on the basis of information and communication competence, teaching young people to think comprehensively while providing deep and reasonable knowledge, developing students' ability to learn independently in the educational process, organizing education based on innovative technologies, and activating students and students in education, optimization of education based on the principles of technological approach.

KEYWORDS: *Communication, Competence, Modernization Goals, Informatization, Mastery Training, Ready-Made Knowledge, Scientific and Pedagogical Literature, Mastery, Communicative Mastery.*

INTRODUCTION

The current stage of development of education in Russia is characterized by two main directions: Russia's accession to the Bologna process since 2003 and informatization of almost all social institutions. Russia's acceptance of the goals of modernization of the unified European educational space of Bologna necessitates the transition of Russian education from teaching knowledge to teaching creativity.

Yu.V. Gromyko explains the specifics of creativity-oriented learning by the fact that it is not aimed at the assimilation by students of "ready-made knowledge" (those that someone has prepared for assimilation), but at "monitoring the conditions under which this knowledge arises." The reader allegedly himself creates the concepts necessary to solve the problem [60, p. 38.]. An analysis of the scientific and pedagogical literature showed that the concepts of "competence" and "skill" are often used by a researcher as equal that is, having the same meaning. At the same time, the concept of "skill" is interpreted as primary in relation to competence [120, p. 13.]. However, morphological analysis and analysis of the functional meaning of these terms indicate the need for their differentiation. In this regard, there is a need to study the concepts that make up the essence of the master-oriented approach, as well as the terms "competence" and "skill".

At first, the concept of "mastery" (competence) arose and was used, and later the term "competence" was introduced. Scientists began to distinguish between these terms in the 60s of

the XX century. The adjective “competent” was used in everyday life and literature before; the explanation of the word “competent” is given in dictionaries. The problem of distinguishing between the concepts of “mastery” (competence) and “competence” is revealed in the works - V.I. Baidenko, G.E. Belitskaya, L.I. Berestova, N.A. Grishanova, I.A. Zimina, N.V. Kuzmina, A. K. Markova, J. Raven, G. K. Selevko, Yu. A. Tikhomirov, P. I. Tretyakov, R. White, O. N. Ushakov, B. I. Khasanov, N. Khomsky and Based on the analysis of the works of these authors, IA Zimnyaya proposes to single out three stages in the development of a master-oriented approach in education.

The first stage - 1960-1970 - is characterized by the introduction of the category of “competence” into the scientific apparatus, the creation of prerequisites for distinguishing between the concepts of “competence” and “skill”. From this moment, the study of various types of language competencies begins from the point of view of transformational grammar and the theory of language learning, and the introduction of the concept of “communicative creativity” by D. Hymes.

The second stage - 1970-1990 - language learning is associated with the use of the categories “competence” and “skill” in the theory and practice of teaching professionalism, communication in management. During this period, the content of the concepts of “social competencies / skill” is being developed.

The third stage - 1990, and up to our time - for the general topic of labor psychology is characterized by the appearance of scientific works in which professional creativity has become the subject of a comprehensive special study. At this stage in the development of a master-oriented approach, a range of competencies is determined, which should be assessed as an expected learning outcome [78, pp. 9-10.].

A deeper study of the scientific literature showed that the problem of applying the concepts of “competence” and “mastery” extends to the existing options as to which concept should be considered a broader one. The totality of competencies proposed by the Council of Europe makes it possible to speak about the expediency of designating under “competence” a certain area of the surrounding reality or activity in which a person must have mastery (competence). As P.I. Tretyakov notes, “competencies are competencies that are relevant to practice”, that is, “it is the competence of this or that group that gives rise to mastery” [168, p. 115.]. He proposes to consider competence as a link between knowledge and practical actions in a problem-solving situation.

O.N. Ushakova emphasizes the need to use the terms “competence” and “mastery” not as synonyms, but as closely related concepts, namely: by the formation of competence she understands the formation of a certain range of knowledge and skills that need to be acquired, and mastery - is embodied as the level of formation of certain knowledge and skills, as something that a person has mastered quite well [171, 364-p.]. The main content of the differences proposed by O.N. Ushakova corresponds to the opinion of V.I. Hasan. Comparing the concepts of “competence” and “mastery”, Hassan explains the differences in them as follows: competence is what is stated or defined as something that must be achieved (what the trainee should strive for), while mastery is what is achieved by a particular person from the desired or prescribed [176, p. 24]. Views of O.N. Ushakova and B.I. Khasan are closer to us, since the definitions proposed by them seem to be the most accurate and correct.

In our opinion, the definition of the concept of "mastery" proposed by A.V. Khutorsky is one of the most controversial, but most theorists and practitioners of Russian pedagogical science agree precisely with its definition. A.V. Khutorsky notes that "creativity is something more than just a certain set of knowledge... should include a personal attitude both to competence and to the subject of activity" [182, p. 60]. That is, according to the interpretation of A.V. Khutorsky, an individual, showing his personal attitude, may or may not want to have competence, to engage in one or another type of activity. At present, an analysis of the development goals of Russian education shows that the formation of a certain set of competencies is determined by the time and requirements of the development of economic and social institutions. Therefore, the reluctance to engage in the type of activity that is necessary for a certain profession implies the need to change the type of activity, that is, a change in profession.

We support the point of view of E.F. Morkovina, according to which the main difference between the concepts of "competence" and "skill" is that competence is the degree of mastery of one or another type of word collection, while skill is a sufficient set of requirements presented to a person so that he can resolve issues in this area [120, p. 20]. Studies of approaches to the definition and distinction of the terms "competence" and "skill" in their content are diverse, systemic and multifaceted. According to G.K. Selevko, "they characterize the range of certain skills and processes, are carried out at different levels, i.e. they include various mental operations (analytical, critical, communicative), as well as practical skills, rationality and acquire a meaning associated with motivation. The general creativity of a person can be represented as a complex consisting of cognitive, activity (behavioral) and relational (affective) components. Also, by "mastery" one can understand that a person has the appropriate competence, which includes his personal attitude to competence and subject of activity" [147, p. 139.];

In this scientific work, the concept of "competence" is considered with great attention, since we accept information and communication competence as a structural and defining part of the level of formation of information competence. In this regard, there is a need for a more detailed analysis of approaches to the definition of the concept of "competence".

LITERATURE

1. Gamaeva, L.A. Angliyskie idiomy: problema obucheniya studentov angliyskoi dialogovoy rechi / L.A. Gamaeva // Innovative processes in high school // Materials XIV All-Russian scientific and practical conference. - Krasnodar: Izd. GOU VPO KubGTU, 2008. - S. 127 - 128.
2. Gez, N.I. Sistema uprajneniy i posledovatelnost razvitiya rechevyx navykov i umeniy / N.I. Gez // IYaSh, 1969. No. 6. S. 29 - 40.
3. Gershunsky B.S. Computerization and sphere education. Problemy and perspective. M.: Pedagogy, 1987.
4. Glossary po information society. [Elec. resource]: Glossariy po informatsionnomu obshchestvu. URL: <http://www.iis.ru/glossary/ict.ru.html>
5. Glossary of terms in the market, razrabotki standards, educational programs and educational plans. European Foundation Education. - EFO, 1997.

6. Golubtsov, S.A. Rehevaya igra s chujim tekstom v praktike obucheniya inostrannymy zykam / S.A. Golubtsov // Innovative processes in high school // Materialy XIV All-Russian scientific and practical conference. - Krasnodar: Izd. GOU VPO KubGTU, 2008. - S. 123.