FORMATION OF CYBERCOMPETENTS OF LISTENERS IN THE PROCESS OF TRAINING DEVELOPMENT

Jumanazarov Sirojiddin Salaydinovich
Docent of the Regional Center for retraining and professional development of the staff of the Tashkent City Public Education, Ph.D.

Abstract This article discusses the issue of the formation of cyber competence of listeners in the process of professional development

Keywords: digitalization, digital technologies, cybercompetence, innovation, information and communication technologies

INTRODUCTION

The concept of digitization in education is understood not only by computerized classes, but also by the effective management of Education based on modern digital technologies. Today, we can see that a lot of modern digital technologies have been introduced to many educational institutions around the world, including educational institutions in our Republic, which give us an idea of tomorrow. The introduction of modern digital taxnologies into the educational system ensures effective, fast, reliable easy management of the educational process.

The current information Mac will not be enough with the introduction of digital technologies into education to teach computerization and programming to educators. And this creates the need to change the teaching technology in education, to organize the educational process in a new way, to think about what textbooks and teachers should be. This makes the issue of how the information technology modern teacher should have the competences relevant.

The foundation of the issue. Today, the active application of digital technologies in all spheres of human life causes not only in the economy, but also in the educational system to accelerate the process of radical deviations. And this is one of the most basic tasks in the system of professional development, maintaining and guaranteeing the leading role of teachers in the introduction of digital technologies into education, the formation of cybercompetents and Information Technology Innovation pedagogical activity. One of the main issues that are currently awaiting its solution is the development of training modules aimed at the formation of their cybercompetents based on the analysis of the content of the existing training modules in the qualification system and the study of the needs of the audience.

Solution of the issue. The effective use of information and communication technologies in the system of professional development is considered not as a solution to the existing problems in this system, but as a means of conducting training for the audience rich and interactive. The effectiveness of teacher activity in education will depend not only on the level of knowledge in the content of the course and its pedagogical abilities, but also on how much modern information and communication technologies the teacher is able to use in the collection, processing and teaching of a particular educational material. This will serve as the basis for directing listeners to innovative pedagogical

activity in the digital educational environment in the process of professional development.

Experimental research. Certain work is also being carried out in the Regional Center for retraining and professional development of the Tashkent City Public Education staff in the formation of cybercompetents of the audience. In particular, the training plan for all qualification categories included the educational module "information and communication technologies and mediasavodxonlik", in the content of the training program of this module materials on modern digital technologies were included.

By mastering this learning module, listeners will understand the essence of media literacy, media education, mediapedagog and mediapedagogics along with having such concepts as digitization, digital technology, the role of digital technologies in education, artificial intelligence, digital educational resources, virtual being in education. They will also have information about what needs to be paid attention and the necessary educational resources in order to conduct training as a mediapedagog in their professional activities.

The analysis of the results of the conducted scientific research shows that at the end of the course, the following cybercompetences are formed in the listeners:

- they will have enough understanding about digital technology;
- will be able to effectively use modern digital technologies in their professional activities;
- information Mac qidiruv effectively formulate search queries, find relevant information, select the necessary educational resources;
- will be able to interact with others through modern digital technologies and applications, actively participate in the life of society through online communication;
- they are looking for opportunities for self-development and knowledge expansion in the use of digital technologies;
- will be able to express their attitude to the information received from different mediacanals, will be able to analyze them and will be able to use them appropriately in their professional activities;
- they know how to comply with the norms of conduct in the process of online communication and are able to protect themselves and others from possible online risks (eg cybersecurity) ;
- they will be able to configure and install software applications related to their professional activities;
- information makonida understand online risks and threats. They know about security measures and are able to protect the devices they use;
- they can protect themselves from online fraud, threats, cybercrime and others.

CONCLUSION

The changes associated with modern digital technologies in the educational system are rapidly affecting not only the development of scientific knowledge, but also the improvement of pedagogical and psychological knowledge in education. The educational process is a complex and specific type of management. This is the subject of cybernetic research, which involves relying on psychological and pedagogical theories of proper conduct, teaching and upbringing. It is important to formulate the above cybercompetences in teachers by introducing modern digital technologies into education. And

this is one of the factors inherent in the professional activity of a modern teacher for the effective use of digital technologies.

REFERENCES:

1. Jumanazarov S.S. Ta'limdasun'iy intellekt texnologiyalari// "Pedagoglar malakasini oshirish tizimiga innovatsion yondashuv: xalqaro tajribalar va rivojlanish istiqbollari" mavzusidagi xalqaro ilmiy-amaliy konferensiya.-Guliston, Sirdaryo viloyati XTXQTMOHM. 2022 y. 6-7 aprel.

2. Jumanazarov S.S., Masharipov M.P. Axborot-kommunikatsiya texnologiyalar va mediasavodxonlik. TShXTXQTMOHM. 2022. 76 b.

3. Jumanazarov S.S. *Artificial intelligence technologies in education//* "Ўзбекистон олимлари ва ёшларининг инновацион илмий-амалий тадқиқотлари" мавзусидаги тадқиқот материаллари. 10-қисм. 2021 йил, декабр. Тадқиқот.uz. Тошкент. 2021 й.

4. Обыденкова В.К. Предпосылки становления киберпедагогики как науки XXI века. Философские проблемы информационных технологий и киберпросранства. -2015, №2(10), -С.86-104.