

DEVELOPING STUDENTS' SKILLS IN WORKING WITH INFORMATION TECHNOLOGIES WITH A QUALITATIVE APPROACH

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ABSTRACT

This article examines the importance of developing students' skills in working with information technologies based on a qualitative approach. Information technologies have become an integral part of the modern education system, allowing students to acquire new knowledge and skills. The qualitative approach is a systematic approach aimed at qualitatively improving the educational process and improving the cognitive and practical skills of students. This article analyzes the effectiveness of the use of information technologies in the educational process, the role of the qualitative approach in developing students' skills in working with information technologies. The article also presents methodological recommendations and pedagogical approaches aimed at forming skills necessary for the effective use of information technologies, as well as practical results.

Keywords: Creativity, communication, logic, thought, development, worldview, motive, situation, experience.

INTRODUCTION

The qualitative approach is an effective tool for developing students' basic competencies in the educational process. This approach aims not only to teach, but also to adapt the learning process of students to their individual needs, to develop creative and critical thinking, as well as to form practical skills. In the primary school, this approach helps students acquire the competencies necessary for mastering knowledge and being successful in social activities through specific methods.

These components of social competence are formed on the basis of self-development, national and general cultural, communicative competencies in students. These components relate not only to the motivational-emotional component, but also find their expression in other components. The composition of the second component reflects not only the knowledge, state of others, but also their own knowledge. In the process of cooperation, the student acts, perceiving his state, characteristics, abilities. He perceives his actions through the eyes of his partner.

ANALYSIS AND RESULTS

Can see the strengths and weaknesses of any point of view. Only within such an attitude does the student have the opportunity to accurately assess the reality around him. According to VG Pervutinsky, social competence includes: - social intelligence - understanding of social situations and a flexible approach to these situations; - spiritual maturity - value orientations, worldview and motives; - socio-professional maturity - perceptive, empathetic, communicative, reflexive, self-expression, skills; - foresight, goal-oriented; - knowledge of

information technologies and a foreign language, socio-moral maturity, responsibility, goal-orientedness, determination, self-confidence, organization, and demandingness.

This component, in our opinion, does not fully reflect social competence. While socio-professional competence embodies only labor and professional skills, it also expresses socio-moral maturity and leadership qualities. According to NVKalinina, social competence embodies two components. The cognitive behavioral-based formative component consists of certain components: social intelligence, social skills, social behavioral skills, productive methods that allow performing socially significant activities, skills for establishing effective relationships in complex life situations, and constructive behavioral skills. The motivational-personal formative component expresses self-expression in society and personal qualities inherent in it.

In the educational process, it is advisable to enrich the above-mentioned components of social competence in terms of content and present them to students as part of basic competencies. Social competence formed in students with the help of basic competencies is constantly improved in terms of content. Based on the enrichment of basic competencies in terms of content, the structure of social competence is also improved. Scientific, technological, socio-spiritual progress in the life of society provides the basis for the enrichment of basic competencies in terms of content. This, in turn, creates the basis for the improvement of social competence, which is formed as a result of the integration of these competencies. The basis of social competence is formed by competencies belonging to 2 large groups. Competencies belonging to the first group embody the behavior and actions of a person. The following elements can be included in this group: communicative skills, the ability to work in a group, the ability to resolve conflicts and problems. The second group includes empathy, role flexibility, responsibility, etc. Communicative skills are the basis of interpersonal relationships. Communication is of particular importance in the lives of students and has a number of its own characteristics. In the communication process, both participants take an active position. As a result of their joint activity, the process of exchanging information takes place. Each subject of the communicative process is active in relation to his interlocutor. While providing information to his interlocutor, he takes into account his interests, motives, and needs. Information in the communication process is important for each person, and in this process, the interlocutors reason within the framework of a common idea. At the same time, they do not just receive information, but also think about this information and reflect on it. The exchange of information also affects the behavior of the interlocutors.

Within the framework of communicative skills, the skills necessary for individuals to establish successful relationships are considered. The main emphasis is on politeness, self-control, and respect for the interlocutor in the process of interpersonal relationships. In this process, not only communicative skills and compliance with the rules of behavior are carried out, but also cognitive activity. In the process of communication, joint activities are carried out within the framework of interpersonal relationships. The rules of communication include compliance with the rules of social ethics, active competition, and self-expression. As a component of social competence, communicative skills are manifested as a personal ability to understand others and create opportunities for them to understand them. In the educational process, favorable conditions should be created for students to master various methods of

communication and apply them in relation to the situation. On this basis, students are prepared for interpersonal relationships. The components of social competence aimed at developing personal activity include the selection of appropriate situations, the mastery of behavioral patterns, and communicative and integrative skills.

One of the important components of social competence for students is the experience of group work. Teaching students to work in a group is of particular importance in the educational process. This not only ensures the effectiveness of the educational process, but also serves to teach students to work together. This requires setting specific, differentiated goals for students. It should be noted that the process itself is as important as its result, which ensures that students actively engage in interpersonal relationships. It serves their self-development. As is known, joint activity always involves achieving a specific goal. Joint activity clarifies the attitude of students to the activity being carried out. This implies making adjustments to the final result achieved.

Practical activity is a product of a specific learning process or competence. When designing educational content based on a competency-based approach, the development of students' practical skills should be set as the main goal. When selecting educational content based on an integrative approach, the formation of basic competencies in students should form the logical basis of educational materials. Situational tasks direct students to acquire practical skills. It is assumed that each task serves to form specific skills in students. For this purpose, it is required to determine a set of situational tasks. Motivated situational tasks create a tendency for students to acquire basic competencies.

In the process of solving tasks, students develop a tendency to acquire certain competencies. Tasks based on logical thinking serve to form communicative competencies in students. This, in turn, allows students to engage in dialogue with each other, acquire an individual style of activity, and master and consolidate knowledge.

CONCLUSION

Developing basic competencies of primary school students based on a qualitative approach increases the effectiveness of the educational process. This approach, taking into account the individual needs of students, helps to simultaneously develop their cognitive, communicative, social and personal competencies. Through active participation of students, creative thinking and acquisition of practical skills, they form the necessary basic competencies for success in life. As a result, the quality of the education system is improved.

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