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Research Article

THE ISSUE OF THE DEVELOPMENT OF DIGITAL COMPETENCE OF MASTERS OF PRODUCTION EDUCATION

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ABSTRACT

The article presents the content of the training of masters of industrial education, the tasks of their positions and services, the level of digital competence, the issue of regular professional development on the basis of professional educational institutions, the necessary knowledge and practical skills to be acquired, as well as feedback on their mastery.

KEYWORDS

Master of industrial education, advanced training, digital competence, digital technologies, online seminar, distance learning platforms.

INTRODUCTION

On the basis of the principle of "Education throughout life", it was established to constantly update educational programs on the basis of innovative approaches to improving the management and continuous skills of pedagogical staff, to create for masters of production education the opportunity to independently choose and master forms of professional development aimed at satisfying their professional needs [5].

Currently, the experience of professional development of masters of production education in regional training centers is organized in the form of a test, but the issue of professional development remains a problem with

the cooperation of the methodological Department on the basis of a professional educational institution.

As we know, the master of production education is such a special person within the pedagogical team of a professional educational institution that his duties as a position and service are diverse and complex. The master of production education is the main teacher of the profession, organizer of extracurricular educational and life activities of students of the attached Group, A youth coach who has entered labor activity [8]. Production in the group to which the Masters of education are attached, they are considered in charge of organizing and conducting educational and production (diplomoldi) practices according to the curriculum.

To become a qualified educator, teacher, educator, master of production education, one must have certain personal and professional characteristics, manifested in moral and psychological - pedagogical relations. Because, in relations with the coach and in joint activities in the educational process, students recognize the master of production education as a master of their profession, an excellent teacher and a skillful pedagogue. Therefore, in their professional educational institution there are both job duties related to labor activity and various labor duties. But it is precisely in higher educational institutions that the issue of training people of this profession, whose professional activity is diverse and complex, is not established. When analyzing the qualification requirements and curricula imposed on graduates of the "Professional Education" direction, training in higher educational institutions, it is observed that the content of the subjects(modules)being studied differs significantly from the activities of masters of production education.

In Article 46 of the law of the Republic of Uzbekistan "On education", the obligation of the pedagogical worker is "...the use of information and communication technologies, advanced and innovative forms and methods of teaching and education; regular improvement of their qualifications, periodic certification in terms of compliance with the position held;" established[1]. As specified in the law, there is a need for masters of production education to use information and communication technologies in both professional activities and training practice classes, as well as regularly improve their qualifications.

We believe that the following tasks specified in the decree of the president of the Republic of Uzbekistan "on the approval of the Strategy "Digital Uzbekistan — 2030" and measures for its effective implementation"can be integrated into the work activities of masters of production education operating in professinal educational institutions:

"...to study and put into practice the possibilities of virtual and augmented reality, artificial intelligence, cryptography, machine learning, analysis of large data and the use of" cloud " computing technologies in their networks;

- introduction and development of distance, online and virtual learning technologies in the field of information technology, development of platforms for online courses;

- development of mechanisms for assessing the skills of using digital technologies and taking into account the following aspects in this: information literacy (the ability to find the information necessary for decision-making); computer literacy (the ability to work with digital devices); media literacy (the possibility of critical media learning); communicative literacy (the ability to use modern digital means of communication); As can

be seen from the requirements of the wushu decree, it is established that all employees operating in society have the necessary knowledge and practical skills regarding digital technologies developing on the basis of information and communication technologies.

Hence, teachers operating in professional educational institutions, especially masters of production education, need to know such concepts as virtual and augmented reality, artificial intelligence, cryptography, big data analysis, "cloud" computing technologies, distance, online and virtual learning technologies, online courses, platforms, information literacy, computer literacy, media literacy, communicative literacy, technological innovation and the like.

After signing the decree of the president of the Republic of Uzbekistan "on additional measures to further improve the system of Professional education", training in the specialty "production education" was established in accordance with the international level of education in technical schools established as secondary specialized educational institutions[2]. According to his training plan, the formation of a general competence through the science of "Information Technology in professional activity" is envisaged. According to the program of this discipline, it is envisaged to acquire the necessary knowledge and skills related to the following topics:

- information technology and their use in society;

- installation of basic and additional devices on the computer;

- Installation and configuration of the Windows operating system;

- work with files and directories;

- installing antivirus programs on a computer;

- work in office programs;

- Work in the Microsoft Access program;

- work in the internet network;

- work on a local computer network;

- work with email;

- work in automated systems; [7]

In the professional standard of the profession of the master of production education, among the necessary knowledge of the owners of this profession "… training of qualified workers (servants), supporting the methodology of the use of technical means of teaching and information and communication technologies … requirements for electronic educational resources and other methodological materials, … it has been established that it will master the main sources and methods of searching for information that will be needed, and tasks such as" using the capabilities of information and communication technologies to navigate Documents" [6].

According to the job duties of the master of production education and the daily performance of work activities, today they perform the following tasks related to digital technology:

1. Interaction with students and their parents, holding online meetings;

2. Online discussion of various issues with the students of the group, conducting questionnaires and surveys;

3. Preparing for classes, editing texts, creating presentations;

4. Search for information on the internet, open an email and share information;

5. Preparation and placement of videos and their use in the process of training;

6. Organization and participation of webinars, participation in online courses;

7. Create and send reports;

To perform the above daily tasks, Microsoft needs to be able to work in office, videogoder applications and search for information on the internet, work in Telegram, google classroom and zoom applications.

Because the law"on Education " defines the distance form of education and requires the educator to know how to organize a lesson through the internet during quarantine or when conducting online classes.

We, in the table below, carry out comparative work on determining the numerical competence of the master of production education:

Profession standard	**Qualification**	**Daily task**
1. "... training of qualified workers (servants) in support of teaching techniques and methods of using information and communication technologies";	- information technology and their use in society;	1. Online interaction with students and their parents, holding a meeting;
2. "... requirements for electronic educational resources and other methodological materials";	- installation of basic and additional devices on the computer;	2.Online discussion of various issues with the students of the group, conducting questionnaires and surveys;
3. "... the main sources and methods of searching for information that will be needed";	- Installation and configuration of the Windows operating system;	3. Preparing for classes, editing texts, creating presentations;
4. "Using the capabilities of information and communication technologies for maintaining documents";	- work with files and directories;	4. Search for information on the internet, open an email and share information;
	- installing antivirus programs on a computer;	5. Preparation and placement of videos and their use in the educational process;
	- work in office programs;	6. Organization and participation of webinars, participation in online courses;
	- Work in the Microsoft Access program;	7. Create and send reports;
	- work in the internet network;	

Relying on the above comparisons, it can be said that the profession is given in the Standard "4. The use of the capabilities of information and communication technologies for the maintenance of documents is included in the daily tasks of Item" 3. It corresponds to the characteristics of the item" preparation for classes, editing texts, creating presentations " and is prescribed to be trained at the qualification requirement of the specialty being prepared at the 5th level. It follows from this that the proportionality of this topic is observed. If the Masters of production education operating in professional educational institutions cannot independently cope with these tasks, then on the basis of the institution it is necessary to organize a course "primary computer literacy" for beginners in order to master the initial skills of working at a computer.

It is recommended to organize a training course "improving digital competence" according to the work plan to acquire the necessary knowledge and skills that are contained in everyday tasks, but are not given neither in the standard of profession nor in the requirement of qualifications.

In the decree of the president of the Republic of Uzbekistan "on additional measures to further improve the educational system"...professional educational institutions to work with students to prepare group leaders, organize short-term advanced training courses aimed at studying their psychology and methodological support "[4]. Accordingly, at the Institute of pedagogical innovation, professional education management and retraining of pedagogical personnel and their professional development under the Ministry of higher and secondary special education, a 72-hour refresher course is established for group leaders operating in professional educational institutions in a distance form. According to the approved training plan, a 10-hour module entitled "The use of digital technologies in work activities" is included, and the audience should have the following knowledge and skills at the end of the module:

Knowledge	Skills and abilities
• Gain knowledge of digital technologies, distance learning technologies, multimedia and infographic technologies and their didactic capabilities.	• skills in the use of digital technologies, Distance Education, "Cloud Technologies", Webinar, online lecture, "blended learning", "flipped classroom" will be developed.
• Theoretical and practical knowledge of digital technologies, Distance Education, "Cloud Technologies", Webinar, online lecture, "blended learning", "flipped classroom" methods of application in professional	• they will have the skills to design the educational process based on digital technologies, Distance Education, Cloud Technologies, Webinar, online lecture, blended learning, flipped classroom technologies.

educational practice will be enriched.	
• Knowledge of digital technologies, Distance Education, "Cloud Technologies", Webinar, online lecture, "blended learning", "flipped classroom" technologies, their main components and their targeted use in education will be improved.	• By mastering the module, listeners will have professional competence in the educational process regarding cloud computing, the use and application of large data and virtual reality systems in practice.
• The scope of knowledge of the possibilities of using social networks (Telegram channel, Telegram bot) in the management of the educational process will be expanded.	• In the management of the educational process, they acquire the skills to use social networks (Telegram channel, Telegram bot) within the framework of Information Security.
• When organizing the educational process, concepts are given about the development of didactic materials using the tool of social networks (creating a questionnaire in the Telegram network, creating evaluation materials).	• In the management and organization of the educational process, skills in creating a survey in the Telegram network, creating evaluation materials are improved.
• Practical knowledge of the organization of webinars, online lectures, online conferences(in the ZOOM network) using the capabilities of "cloud technologies" in the management of professional educational institutions of the audience is enriched.	• In the ZOOM network, on the site of You Tube, the range of qualifications for organizing a webinar, an online lecture, an online conference will be expanded.

Given the close proximity of the tasks of the Masters of production education and the management of the group entrusted to the management of the group operating in Professional educational institutions, it is possible to understand that the Masters also need to develop these necessary knowledge and practical skills. This knowledge is organized in order to solve the problems arising in the process of performing everyday tasks and to develop the necessary knowledge and skills.

Based on the foregoing, it can be concluded that in professional education it is proposed to draw up a program that reflects the following topics in order to improve their skills, based on extortions in the professional activities of masters of production education:

№	Program content	Class hour
1	Digital technologies in education and their didactic capabilities;	2
2	Technologies "Blended learning", "flipped classroom";	1
3	*Practical training: possibilities of using social networks (Telegram channel, Telegram bot) in the management of the educational process;*	1
4	Distance learning technologies;	1
5	*Practical training: exploring the possibilities of Google classroom;*	2
6	"Cloud technologies" and their capabilities;	1
7	*Practical training: exploring Google Drive capabilities;*	2
8	Webinar, online lecture, Organization of online conference	1
9	*Practical training: organization of an online conference in the ZOOM network;*	2
10	Multimedia and infographic technologies;	1
11	*Practical training: creating, editing and saving video files on the internet;*	2

Hence, pedagogical innovations under the Ministry of Higher and secondary special education, which are created in order to improve and retrain the skills of teachers and masters of industrial education of the professional education system, where these topics are taught by organizing a separate course in extracurricular activities in an educational institution or a draft government decree, professional education can be carried out in advanced professional training centers of the Institute of management and retraining of pedagogical personnel and their professional development, where a legal entity does not have the status[9].

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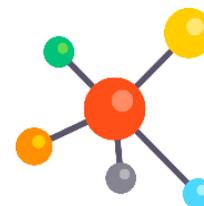
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