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COMPETENCE OF COMPUTER SCIENCE TEACHERS IN THE USE OF WEB TECHNOLOGIES IN THEIR PROFESSIONAL ACTIVITIES

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ABSTRACT

This article discusses the formation of professional competence of teachers of computer science in pedagogical higher education institutions on the basis of Web-technologies.

KEYWORDS:- professional activity, teachers of computer science, pedagogical skills, competence, competence, computer, Web-technology, internet, information-communication, modern education system.

INTRODUCTION

In order to develop the field of education and science, "further improve the system of continuing education, increase the capacity of quality educational services, continue the policy of training highly qualified personnel in accordance with the modern needs of the labor market; Improving the quality and efficiency of higher education through the introduction of international standards for the quality of education and training, the development of modern methods of acquiring knowledge, the use of Web technologies in improving the educational process is becoming an important requirement today. The informatization of the education system consists of the formation of an independent thinker, spiritually mature, well-rounded person with the competence to use Web technologies in their professional activities, as well as the training of competitive professionals in line with the times.

Advanced computer and telecommunication technologies of a computer science teacher to achieve these goals, including the ability to use the Internet, Web-technologies (hypertext, hypermedia, etc.), to use them effectively in their professional activities [1].

METHODS

In pedagogy, special attention is paid to the professional competence and professional competence of the teacher. The professional competence of a teacher is the achievement of consistently high results in the process of teaching and educating students, pedagogical activity, and pedagogical communication.

A teacher's professional competence is his / her ability to be demanding of himself / herself and his / her work, to be a master of his / her work, to have a deep knowledge of the secrets of his / her field, to develop himself / herself, his / her abilities and as determined by the degree to

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which they are able to reach their full potential.

The professional competence of a teacher is the work of a teacher, in which pedagogical activity, pedagogical communication is carried out at a sufficiently high level, the personality of the teacher is reflected, good results are achieved in teaching and educating students.

N.A.Muslimov's research defines professional competence as follows: "Competence is characterized by the acquisition of knowledge, skills and abilities necessary for the implementation of professional activity of personal and social significance and their application in professional activity" [2].

Competence is a broad concept that combines a number of personal qualities related to professional activity, the ability to correctly apply their knowledge and assess the situation in action. Professional and cross-cultural competences are different.

Professional competence for a computer science teacher is the ability to solve professional problems in computer science, as well as to perform all the tasks of the teacher in the classroom. The professional competence of a computer science teacher should be based on a deep basic knowledge of computer science as a science.

Unfortunately, there is no one-size-fits-all definition of computer science as a science today. This is due to the escalation of the development process as a result of the fact that it is considered to be the same today, but unsatisfactory in the near future [3].

In the late 1980s, the content of basic computer science courses at all levels of education underwent significant changes, and the number of study hours in programming was reduced. All attention is focused on the study of new information technologies. Recognizing the high development potential of informatics and its specific role in shaping the modern information society, modern concepts of the structure of the field of informatics have been developed, focusing on the study of new information technologies in basic computer science courses.

In this document, other important fundamentals of informatics were observed, including:

- Communications and computer telecommunications systems;
- Computer communication software;
- Collective use of various information resources on the example of the Internet.

So, it is necessary to study these important aspects in the plan of formation of professional competence of the future teacher of computer science.

Competence activity desired in modern conditions does not deviate from the socio-cultural context in terms of perspective. The participation of human competence in key areas of public life is a necessary goal of education known as universal cultural competence.

In the modern context of telecommunication technologies, especially Internet technologies, competent professional actions can be carried out in connection with the broad cultural context of the human educational process.

Internet information technology provides access to a very large array of different types of information, allowing it to be used for its intended purpose and to solve specific problems.

The Internet provides information resources, databases and databases, the information collected in the modern world to link human activities with the educational process. This is due to the recent trend on the Internet and all kinds of media: electronic versions of newspapers and magazines, interactive conversations with scientists and cultural figures, video conferencing and news, virtual

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museums, tours, libraries and libraries allows you to increase your general cultural level. In this way, the modern educator can use the information collected in global networks to create socio-cultural interdependence in solving certain professional problems.

Hence, the worldview of the modern man can be formed only on the basis of the right of free access to information resources. The Internet, a global computer network, is helping. The breadth of information on the Internet allows a person to comprehend the whole and the whole world, to overcome the feelings of isolation and alienation from the world.

It allows you to discuss your opinion and problems on the Internet, find and critically evaluate the information you want, and form and defend your own worldview.

Thus, Internet information technology influences students' development, their ability to think about eternal values, about global issues in general, their place in the world, and the opportunities that affect their change.

The main purpose of modern education is to prepare people for real life and creativity.

A number of Internet information technologies serve the purpose of forming a holistic worldview, as it is clear that they have an impact on human education as a creative individual.

Computer and telecommunication technologies, as a professional field, strengthen the mental capacity of the teacher by providing competent activities, and in such a culture, allowing purposeful, creative development [4].

A teacher can only be creative when he or she embodies the beginnings of his or her own creativity based on the sciences, uses his or her profession theoretically and practically based on the high meaning of the word, and only when he or she is able to use that skill to give freedom to creativity. V.A.Sukhomlinsky confirms: "A teacher is a true master, an artist, a poet of the pedagogical process, when the level of the teacher is incomparable in the breadth of school programs, when the accumulation of knowledge programs is not in some center of his brain, but on the most active parts of the cortex".

In this sense, modern information technology (MIT) and especially Internet computer technology allows teachers to expand their skills, improve their skills through distance learning and the telecommunications community of colleagues and leading professionals, their practical implementation advice and the latest information on new pedagogical technologies.

These connections are characterized by the views of E.S. Polat [5]. "One of the important tasks of pedagogy and didactics has always been communication as a practical field of human activity. Opportunities include the ability and competence to interact with a wide range of people in a cognitive and educational way (teacher, coach students, students with their peers and teachers in order to organize this activity more effectively), teachers among themselves, to understand and master socio-cultural experiences with society, including in the context of questions in a broad context, and even to cultivate in themselves and other specific norms, rules of communication culture).

The school education system will address these issues. But the problem is:

Communication is one of the central problems of pedagogy, and again, this is why young people have great potential for intellectual and creative development. Young people need to be able to communicate freely not only in schools, in the region, but in all countries and beyond - all over the world. This also applies to the teacher. Only a well-informed, culturally intelligent person can bring up a decent citizen. The Internet can provide opportunities and conditions to solve these problems, at least in part. "

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For the successful implementation of any type of activity: the ability to design goals, knowledge of technologies and methods of its implementation.

By web technologies we mean a system of methods and techniques for searching, collecting, storing, processing and delivering hypermedia and hypertext information.

With the emergence of opportunities for the introduction of new information technologies in the education system, the information support of the educational process will be very important. Informing the learning process - that is, the development of individual qualities, such as activism and independence, methods of independent learning, the teacher to create an information environment that seeks to develop the interests of the learner in the acquisition of knowledge, the creation of conditions by the pedagogical community of the educational institution or by the state as social institutions [6].

Conclusion

From the above-mentioned comments and research results, it can be concluded that in order to improve the professional knowledge and skills of teachers, increase their intellectual potential, the teacher in the process of independent work on textbooks, manuals, e-textbooks, videos and the high goals we set for ourselves can be achieved through the rational and efficient use of audio cassettes and CDs, computer technology and the Internet, in short, information resources.

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