

EUROPEAN INTERNATIONAL JOURNAL OF PEDAGOGICS

VOLUME03 ISSUE09

DOI: <https://doi.org/10.55640/eijp-03-09-08>

Pages: 34-38

**MECHANISMS OF DEVELOPING INFORMATION COMPETENCE OF STUDENTS USING DIGITAL EDUCATIONAL TECHNOLOGIES*****Karimova Nilufar Boltaboyevna****Independent Researcher Of Urgench State University, Uzbekistan***ABOUT ARTICLE**

Key words: Digitization, qualification, information technology, competence, information society, educational institutions.

Received: 20.09.2023

Accepted: 25.09.2023

Published: 30.09.2023

Abstract: The increasing digitalization in all spheres of human activity requires the improvement of digital competence in the field of education. This article examines how information and communication technologies can help to build digital competence of higher education institutions, improve their skills in everyday, professional and educational activities. The study aims to develop digital competence in university students through the use of technology. The goal is to create an effective policy for the development of digital competence of students through the use of information technologies used in the educational process.

INTRODUCTION

Modern universities around the world need to pay more attention to digital technologies. A significant part of the world labor market, as well as the future of humanity, will depend on automation, big data technologies, and the ability to use human knowledge in managing, managing and controlling the activities of these systems. Therefore, in today's world, the issue of improving digital competence for students of higher education institutions through digital educational technologies is becoming more acute. the use of digital educational technology tools, rather than their research, helps to increase the analytical ability of students to perceive and analyze information, as well as to improve their professional performance. such use of digital educational technologies helps to develop professional skills, and also increases the employee's productivity and allows him to achieve great success in his career. The task of developing digital competence is to improve students' skills in using digital tools for professional and educational activities. Traditional education dominates most universities around the world. However, despite this, distance education is becoming more and more popular. Moreover, digital platforms are being used not only to deliver distance learning but also to develop digital competencies. In such conditions, the importance of developing digital competences for universities is a factor of

increasing their competitiveness in the educational market. Most private educational institutions offer a more advanced model of education that includes a short course in practical skills and the possibility of real employment. The development trend of such educational institutions may be difficult for traditional universities in the coming years. Improving the skills of students plays an important role in the development of digital competence.

LITERATURE REVIEW

The formation of digital competence in higher educational institutions plays a leading role for future specialists, because the degree of digitization of society and human activity is mainly related to digital technologies. In order to ensure high efficiency, as well as the opportunity to develop professional abilities and skills, educational institutions must not only provide high-quality education, but also promote the ability to use modern digital tools. Bilotta et al. (2021) state that digital competence is the ability to use digitization products to achieve personal or professional goals. Beardsley et al., (2021) share this view, noting that digital competence is a key advantage for young professionals, as it allows them to not only do their jobs more efficiently, but also more accurately and faster. This is due to the emergence of automation, which allows to ensure the implementation of a certain process based on data analysis while avoiding possible risks associated with the human factor (Liu and al., 2010; Dudar et al., 2021).

The research is aimed at identifying modern means of forming digital competence in higher educational institutions using information technologies. It is also important to identify modern digitization products that improve the learning process and the professional performance of students. The study focuses on the current state of digital skills development, as well as future trends in the demand for professional qualities related to the use of digital technologies in professional activities. An important factor in the development of digital competence is the creation of an effective university policy that can modernize the organization of the educational process following current trends. Most importantly, it is necessary to analyze the prospects for the development of digital technologies in the educational process, as well as the most appropriate information technologies that can improve digital skills. The article presents results that improve the general state of education in universities and ensure their competitiveness. The obtained results help to increase the value of future specialists in the global labor market due to the development of digital technologies and the ability to use them in professional activities. Digital educational technologies play an important role in the development of students' information competence.

These technologies can make the learning process more effective and interactive for students, helping them find information, analyze it, and present results.

METHODOLOGY

The study was conducted using research analysis tools, including open data on countries' level of digitization and digital development of human capital. Based on the use of such data, by analyzing the ability to create digital technologies and the level of professionalism in digital technologies, it will be possible to determine the current trends in the ability to use digital technologies, as well as to evaluate the effectiveness of their use. Based on the analysis, it is proposed to study the specific features of the development of digital competence of modern universities in the European Union, as well as the fate of graduates of digital educational technologies and the ability of students to use digital skills. The article uses the methods of synthesis and deduction to identify the main trends of digitization in the world

labor market. The obtained results describe the current state of the labor market, as well as the quality of demand for specialists with high-level digital education technologies who can use special corporate tools and technologies used by the corporate sector in their work. An important area of research is the definition of the main principles of digital competence development, as well as the means of increasing digital literacy through the use of digital educational technologies. Based on the search analysis and statistics, it was determined which tools have the greatest impact on the ability to use digital technologies and the ability to navigate the digital space. With the help of digital platforms, as well as with the quality of the use of information technology tools, it is possible to improve professional skills and develop the ability to create and analyze digital content.

Data collected were analyzed using descriptive and inferential statistics for quantitative data and thematic analysis for qualitative data. The results of the analysis showed that the level of digital competence of students is generally low, with significant differences across subjects and academic levels. The study found that access to digital learning technologies is widespread among students, some of whom have limited access to digital devices and internet access. In terms of rigor, the study used appropriate data collection and analysis methods that fit the research questions and objectives. The sampling method ensured representation from different disciplines and academic levels, and the data collection methods allowed for triangulation and validation of findings. Analysis methods were appropriate and transparent, and results were reported clearly and objectively. Overall, the study demonstrated a high degree of rigor in its design, execution and reporting.

The research methods used in this article allow to determine the perspectives of further development of universities. They should focus on improving the quality of digital literacy teaching. In addition, they should use additional academic credits in the disciplines to analyze the modern digital tools used in the professional activities of future professionals.

RESULTS AND DISCUSSION

The issue of digital competence development in higher educational institutions is currently playing a leading role. To be highly skilled in today's world, you need to interact with a number of information products. The use of modern digital tools and learning platforms can improve the learning process and provide knowledge that can be used in the specialist's practical work and increase his value in the labor market. Higher education includes the development of basic human skills so that in the future the Applicant can implement them in real projects and special events. Thanks to the global trend towards mass automation and digitization, any specialty or profession has some digital tools that facilitate or partially improve human activity. In this context, digital competence is one of the important aspects of specialist education. Therefore, the main task of a university or institution designed to provide higher education should be focused on the development of digital competence in students.

The concept of digital competence means the presence of a set of special skills and competencies that will allow the applicant to use the information obtained in his future work. However, skills are developed by performing tasks and interacting with specific software applications. In the modern world, the concept of distance education, as well as independent work in the search for information and research, has firmly established itself. Due to information overload, a person can be vulnerable to the strong flow of the information environment. Therefore, he should use a program that teaches how to work with digital platforms and improve the quality of information analysis. Modern pedagogical practice has proven that one of the most effective tools is the use of digital educational technologies.

The concept of e-learning is important in the modern world not only because it has many advantages, but also because it can contribute to the development of digital competence for students of higher education institutions. The main advantages include access to a large amount of data, the ability to conduct your research, use modern research programs and learn highly specialized technologies that will improve the Real activity of the future specialist. Technologies that improve the learning process are rapidly developing in the field of education. This applies to mobile applications developed by Google, as well as many prestigious universities in the US, EU, China, etc. Almost every university has its own platform for obtaining higher education and specialized skills through the use of such technologies (District Reform Support Network, 2015). For example; for example, the most popular distance learning system in Ukraine is not Moodle. This system is characterized by a number of useful features that improve the learning process and improve the interaction between the teacher and students. This system includes the functions of conducting conferences, seminars and lectures. You can also upload homework or any assignments that can be in doc, xlsx, etc. In developed countries, IT professionals use software that can accept various file system formats and is integrated with digital technologies. This approach to learning develops students' ability to use software. The most popular version in our understanding is Microsoft Office. However, at present, some systems help students to develop digital competence more deeply in their field of study. It can be Google's digital workshop, Mondly, Drop, CodeShare, Grammarly Canvas, etc. plots. Due to the development of information technology, there are a number of the most popular programs that allow to improve the quality of education for any profession and develop the student's ability to use special programs. The advantage of using such technologies is to increase the quality of your professional activity.

CONCLUSIONS

The next generation will face new challenges brought about by digitization. This includes not only positive changes, but also some negative changes, the main ones being the reduction of jobs and the replacement of human labor by automated ones. The development of artificial intelligence and mass automation processes will be the main issue and achievement of humanity in the next 10 years. In such conditions, improving digital competence is the main task for the university to maintain its position in the educational market. An important direction of formation of digital competence of higher educational institutions is the use of digital educational technologies in professional and daily activities, because they can improve the quality of life and personal abilities of students.

Thus, the formation of digital competence of higher education students through digital educational technologies is an important direction for research and a strategic task for the education sector to ensure competitive human capital in the country. The development of the field of digital educational technologies and its specialists provides a number of advantages in strategic decisions and can become a factor of raising the socio-economic level.

REFERENCES

1. Bilotta, E., Bertacchini, F., Gabriele, L., Giglio, S., Pantano, P. S., & Romita, T. (2021) turizm ta'limida sanoat 4.0 texnologiyalari: talabalarni texnologiya bilan fikrlashga o'rgatish. Mehmondo'stlik, bo'sh vaqt, Sport va turizm ta'limi jurnali, 29.
2. Dudar, V. L., Riznik, V. V., Kotsur, V. V., Pechenizka, S. S. Va Kovtun, O. A. (2021). Masofaviy va aralash ta'lim sharoitida modern texnologiyalari va raqamli vositalardan foydalanish. 5 (S2) (2021) 733-750. <https://doi.org/10.21744/lingcure.v5nS2.1416>

3. Ugli, S. S. O. R. T. (2023). Theoretical principles of preparing future teachers for the professional-pedagogical activity directed to the socialization of students on the base of a gender approach. *International Multidisciplinary Journal for Research & Development*, 10(11), 162-166.
4. Sharifzoda, S., & Karimov, K. (2024). Theoretical principles of developing socio-cultural competence of graduate students on the base of gender approach. *Академические исследования в современной науке*, 3(5), 5-9.
5. Sharifzoda, S., & Karimov, H. (2024). Bitiruvchi sinf o'quvchilarining o'quv faoliyatini rag'batlantirishning gender xususiyatlari. *Молодые ученые*, 2(4), 4-7.
6. Sharifzoda, S. O. Texnologiya ta'limi jarayonida integrativ texnologiyalar foydalanib o'quvchilarda tayanch kompetensiyalarni shakllantirish imkoniyatlari. *Международный научно-образовательный электронный журнал «Образование и наука в XXI веке*, (16), 172-178.
7. M., Beardsley Albó, L. P., & Hernández-Leo, D. (2021) o'qituvchi qobiliyat va motivatsiya bo'yicha Favqulodda ta'lim ta'sir raqamli texnologiyalardan foydalanish Aragón. *Britaniya ta'lim texnologiyalari jurnali*, 52 (4), 1455-1477.
8. Шарифзода, С. Ё. Т. Ўқувчиларда таянч компетенцияларни шакллантириш асосида ижтимоий компетентлиликни таркиб топтириш мазмуни.
9. Сардорбек, Ш. (2023). Gender pedagogikasining dolzarb muammolari. *научно-теоретический журнал "ma'mun science"*, 1(1).
10. Sharifzoda, S. O. (2021). Ўқувчиларда таянч компетенцияларни шакллантириш асосида ижтимоий компетентлиликни таркиб топтириш мазмуни. *Academic research in educational sciences*, 2(6), 2181-1385.