



ACTUAL PROBLEMS OF MODERN SCIENCE, EDUCATION AND TRAINING

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aimed at expanding the scope of his knowledge and self-perception of the necessary knowledge, skills and abilities.

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FORMATION OF PROFESSIONAL COMPETENCES OF STUDENTS IN DISTANCE EDUCATION

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Annotation: Axborot technologyLari sanoatning speaker, innovation tabiati an'anaviy kasblar tarkibini "modernization qilish"ga olib keladi, mutahassislarning yangi funksiyalarini belgiladi, ularga egalik qilish kompyuter ilmlari va dasturlash texnologiyalarini yuklash hodimlarning kasbiy mahoratgazhralmasor. Ishning sog'lomlashtirish dasturlari va texnologiyalari texnologiyasini qutqarish bo'yicha yangi kompyuter kasblarini topish zarurati bilan bog'liq. Makolada kompyuter ilmlari va



dasturlash texnologiyalari ta'lim yo'nalishlari talabalarini tayerlashda masofaviy texnologiyalardan yo'naltirish masalalari ochib berilgan va talabalarning kasbiy kompetensiyalarini ko'rib chiqish amaliyotiga yutilgan amaliy masalalarni muhokama qilish.

Kalitsizlar: dasturum ta'minot, masofaviy ta'lim, kompyuter ilmlari va dasturlash texnologiyalari, bilimlarni nazarat qilish, rivozh kasb mashqlari, uz-uzini tarbiyalash zharayoni kompetensiyalari.

Аннотация: Динамичный, инновационный характер индустрии информационных технологий приводит к "модернизации" состава традиционных профессий, определяет новые функции специалистов, владение которыми становится неотъемлемой частью профессиональных навыков сотрудников в области компьютерных наук и технологий программирования. Актуальность работы обусловлена необходимостью поиска новых подходов к формированию профессиональных качеств будущих специалистов в области информатики и технологий программирования. В статье описываются особенности использования дистанционных технологий в обучении студентов по направлению подготовки "Информатика и технологии программирования" и рассматриваются вопросы практического подхода к формированию профессиональных компетенций студентов.

Ключевые слова: программное обеспечение, дистанционное обучение, технология информатики и программирования, контроль знаний, развивающие задания, процесс самообразования, профессиональная компетентность.

Annotation: The dynamic, innovative nature of the information technology industry leads to the "modernization" of the composition of traditional professions, defines new functions of specialists, ownership of which becomes an integral part of the professional skills of employees in the field of Computer Science and programming technology. The relevance of the work is due to the need to find new approaches to the formation of professional qualities of future specialists in the field of Computer Science and programming technologies. The article describes the features of the use of remote technologies in the training of students in the direction of Computer Science and programming technologies education and discusses the issues of the practical approach to the formation of student professional competences.

Keywords: software, distance learning, computer science and programming technology, knowledge control, developing tasks, self-education process, professional competence.

Introduction. The constant development of information technology sets out completely new tasks and principles of work for universities: not only providing high-quality education in a narrow scope of the future profession, but also training all professional skills and abilities that allow the student to perform his duties quickly and efficiently in the work environment. The change in the requirements for the training of bachelors is associated with the emergence of new types of non-standard, theoretical and practical problems of a systematic and interdisciplinary nature, which do not have non-standard, clear and simple solutions. In a rapidly changing information society, it is necessary to prepare not only a specialist who is able to carry out activities in a



particular field, but also a person who is able to master something new, make decisions independently, is ready to educate himself and is able to change himself.

Distance education has become very popular in recent years. The use of distance learning technologies allows to increase the effectiveness of the educational process, the level of awareness and preparation of students, systematize knowledge, individualize learning. This gives impetus to the development of self-learning skills, the formation of certain literacy in working with information sources, this is one of the indispensable conditions for the subsequent professional growth of bachelors. The main criteria for the selection of tools for the organization of e-learning include: functionality, reliability, stability, cost, availability of tools for content development, availability of a knowledge verification system, ease of use, scope and extent, prospects for platform development, cross-platform distance learning systems. One of the most common "ways" to create a system of distance learning for a long time is to translate the text of these instructional materials into HTML and place them on the websites of educational institutions. However, to date, access to educational materials only through the Internet is not enough to talk about a complete educational system that allows you to formulate the necessary competencies [1].

Research Methodology. Distance learning involves not only reading the study material, but also active understanding of it and the practical application of the acquired knowledge and skills.

The preparation of bachelors in the field of Computer Science and programming technology with the use of Distance Learning Technologies has a number of features, among which it is possible to distinguish:

- Availability of multi-threaded programming languages and used development tools;
- A constantly improving method of teaching and learning part-time computer scientific and innovation-oriented technology requiring information technology;
- If the student is required to do a lot of independent work without constant contact with the teacher - practice-oriented training.

These factors have a significant impact on the organization of the learning process with the use of distance learning technologies and require a lot of methodical work from the teachers. At the same time, the main focus will be on the disciplines that provide basic training for future programmers: the basics of programming; data processing structures and algorithms; the development and implementation of database applications.

The main element of the mastering of science is the independent work of students, which includes working with developed electronic manuals, the preparation of algorithms for solving problems in the subject of Science, and writing programs in one of the programming languages according to the developed algorithm. In the process of solving problems, the maximum share of the new material is studied and the necessary professional competence is formed. In this regard, the system of practical tasks plays an important role in the preparation of future programmers.

The implementation of educational, practice-oriented tasks is aimed at mastering the methods of activity by students in the conditions of learning and application of Information Technologies. The process of problem solving involves the formulation of

the problem and its understanding by the student, looking for a solution to a problem, the analysis of the solution and the examination of the performance of the programs, the evaluation of the result obtained. The result of assimilation in solving problems is not only to multiply the samples given by the teacher, but also to obtain them independently. By solving problems, the professionalism of students is formed. The set of tasks for practical realization provides for purposefulness, diversity, interdependence, continuity and gradual complication of work [2].

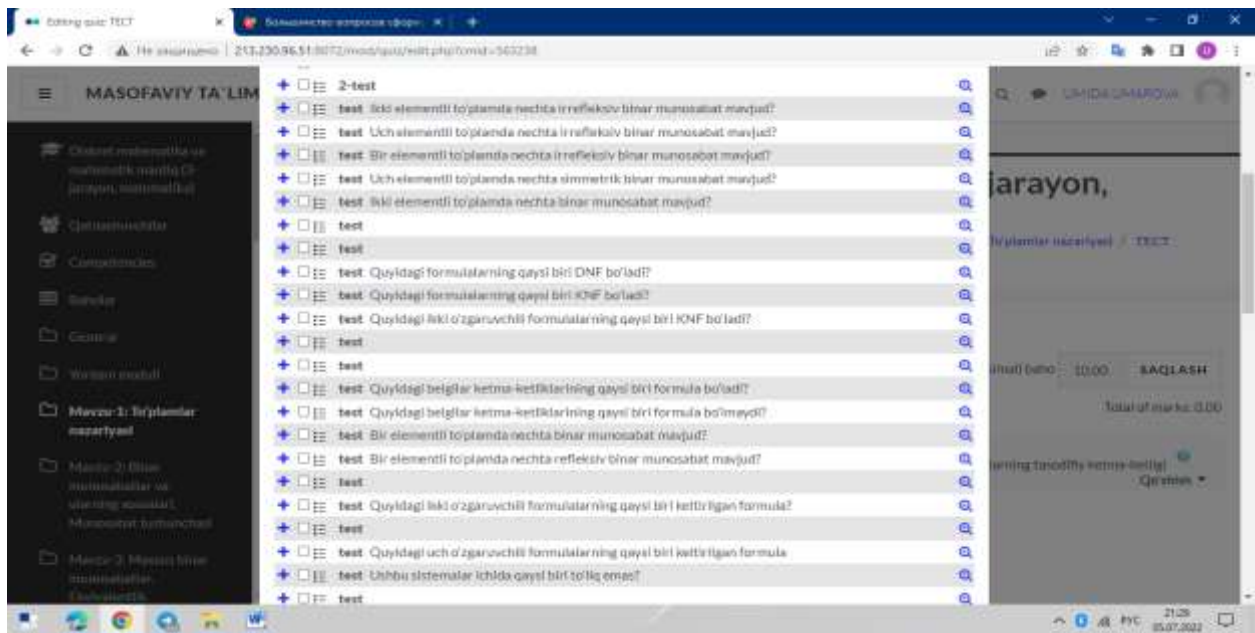
Analysis and results. The educational tasks correspond to the tasks of the future professional activity, the main of which include the collection and analysis of preliminary data for design, the use of modern tools in the development of software, programming in the development of an information system.

It is of great importance to control the skills of students in the conditions of learning with the use of Remote Technologies. The current control consists in checking the correctness of the work of the program written by the student through the system by the teacher (Figure 1).

Evaluation summary	
Closed from students	1q
Participants	53
Submitted	49
An assessment is required	0
Date of receipt	Tuesday, 26 January
Time left	The term of acceptance of the assignment
Late submissions	Only participants with an extended response period are allowed

1-picture. Checking the control work in distance education.

In order to control the development of students, computer tests are successfully used, the materials of the topics mentioned, their active use will help to maintain the necessary level of education of the students. For each section of the courses, a large bank of questions, which is kept in the system, is developed and is constantly replenished. Most of the questions are formed in an unconventional way, have a practice-oriented nature, so there are no ready-made answers to them. The teacher has the opportunity to create a test scenario at his own discretion, including the necessary number of questions from different subjects of science (Figure 2). If the student gets a percentage of the correct answers set by the teacher, then he will be admitted to the next stage of knowledge control.



2-picture. Test bank on science.

At the same time, the main components of practical development, which can be directly controlled by the teacher and allow students to formulate professional skills, are control and course work. The biggest impact in this case is given by the term documents. Course design is a complex type of independent work that requires creativity, which is associated with the implementation of various descriptions, part of the design and focuses on the development of thinking and professional qualities. In the process of implementation, students must use the entire course material so that they can identify gaps in their knowledge and eliminate them independently.

The mechanism of step-by-step execution of the course work gives the teacher the opportunity to observe the progress of the work, immediately make comments on the material sent for examination and, ultimately, objectively assess the level of formation of the professional competence of the student.

The teacher-head of the work can determine the desired number of stages for his subject, specify the periods of control for the execution of the stages and draw up a task for each stage.

All this information is included in the information system and is used when communicating with students. The standard topics of the course work include the development of a database scheme in accordance with an individual task and the creation of a software that allows you to view the database, navigate through tables, search for records based on the values of the specified area, enter, delete and modify database records.

In order to timely monitor the progress of the course project, the work is divided into several stages with a mandatory report on each of them in due time. With the help of a personal account, the student can ask the teacher questions about the course work and send the results of each stage. The teacher either reads the stage, or resends the results to the student for further review, indicating their shortcomings. The whole process of communication is recorded in the system, and the teacher can see the



protocol of interaction with each student at any time. Currently, the system introduces a step-by-step mechanism for the implementation of the final qualification work, which includes all stages of the student's course work, from the development of a technical task to the preparation of presentations and reports for protection [3].

Conclusion.

In our opinion, distance learning will be effective only if the following organizational and pedagogical conditions are met:

- The educational and methodological base prepared in full and with the highest quality, available to each participant in the educational process - both the teacher and the student.
- Specialized platforms will be introduced into the educational process of the university to integrate several technological trends in the educational process and make training in the chosen field of study extremely effective.
- While ensuring the simultaneous use of distance and contact forms of education.
- When organizing a full-fledged certification system and quality control of students' assimilation of educational material (with strict observance of teaching technologies by the teacher).
- Introduction of new educational trends into the existing learning process based on teachers-passionaries, i.e. teachers who are ready for changes in the organization and want to implement them. It is especially desirable to involve them in the development of the terms of reference of the educational platform, since they are its first users.
- Timely monitoring and updating of the information and technological content of the distance course will be carried out.
- A real system of industrial practical training has been organized within the framework of the bachelor's degree.
- Case-learning technologies will be used in the preparation of a training course in legal specialties.
- The inclusion of a motivational component in the educational process acting "as opposed to" distance learning, which reduces the motivation of the student.
- Universities will be provided with specially trained experienced professional consultants, both in matters of the labor market and psychological counseling. The professional consultant should be familiar with the latest developments in the field of career guidance, namely the latest multimedia web resources.
- Asynchronous learning in groups will be organized in order to exchange information, discuss issues that cause difficultis [4].

The use of distance learning technology will enhance students 'self-teaching activities, enhance the intensity and consistency of teaching work, regulate the control of students' learning activities during the semesters and increase the motivation of students towards learning instructional materials, which will ultimately lead to an increase in the quality of teaching and the formation of professional competences of instructional materials.



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ON GENERAL PROFESSIONAL SCIENCES ELECTRONIC SOFTWARE OF THE EDUCATIONAL PROCESS

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Аннотация. Мазкур ишда олий таълим муассасалари Ахборот тизимлари ва технологиялари таълим йўналиши талабаларини “Сонли усуллар” фанидан тайёрланган мобил дастур асосида ўқитишнинг электрон-дастурий ва методик таъминоти ҳақида сўз боради. Мобил дастур мукамал электрон дидактик восита сифатида хизмат қилиши натижасида талабаларнинг билим ва кўникмаларининг ривожланиш даражаси ошириши илмий асосланган.

Калит сўзлар: рақамли таълим, мобил таълим, концепция, синхрон, мультимедиа, когнетив, метакогнетив, гиперматн.

Аннотация. В данной статье речь идет об электронном программно-методическом обеспечении обучения студентов высших учебных заведений в области информационных систем и технологий на базе мобильного приложения по предмету “Численные методы”. Научно обосновано, что мобильное приложение служит прекрасным электронным дидактическим средством для повышения уровня развития знаний и умений учащихся.

Ключевые слова: цифровое обучение, мобильное обучение, концепт, синхронный, мультимедиа, когнитивный, метакогнитивный, гипертекст.

Annotation. In this article, we are talking about electronic software and methodological support for teaching students of higher education institutions in the specialty of information systems and technology based on a mobile application on the subject “Numerical Methods”. It is scientifically based that the mobile application