

## Main Components Promoting the Development of Information and Management Competencies

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### Abstract

The article examines the problem of developing information and management competencies in the preparation of magistrates in technical higher educational institutions. Within the framework of this study, the structure of information competence of masters was determined, which includes the following components: motivational-value; information technology; communicative; reflective.

**Keywords:** competencies, competence, motivational-value, information-technological, communicative, reflexive.

The problem of developing information and management competencies in the preparation of magistrates in technical higher educational institutions requires reflection, since today's graduate is required to be able to design management mechanisms, expanding the information space. The process of development of information and management competencies of magistrates is due to objective changes and constant transformation of social experience in the face of increasing complexity of professional activities and increasing requirements for qualified personnel.

The future specialist has a number of requirements, one of which is the development of his intellectual and creative potential, mastering the latest technologies, effective application of the knowledge gained in practice for making management decisions, taking into account the economic, moral and aesthetic aspects of the innovative development of society.

Of decisive importance is not only the volume and quality of knowledge formed in a higher educational institution, but also the level of competence of masters, which determines their effective future professional activity.

The preparation of masters is focused on a high degree of individualization of training, reflecting both the possibility of choosing an individual educational trajectory, as well as the choice of individual disciplines. Education in the magistracy expands the possibilities in preparation for research, organizational and managerial, design and engineering activities, as well as scientific and pedagogical activities in higher educational institutions, institutions for advanced training and retraining and pedagogical activities in secondary specialized, professional educational institutions, requiring sufficient knowledge, skills, skills of independent work [1]. The level of knowledge, abilities, skills in the preparation of masters is determined by the development of competencies formed in the learning process. At the same time, let us clarify that a specialist with information and management competence is understood by us as a worker who professionally implements

information and management functions in the education system based on modern scientific approaches and technologies.

The idea of the formation and development of competencies made it necessary to revise the system of education and vocational training, the mechanisms for assessing the effectiveness of activities and the basis for the formation of plans and programs. This means that the improvement of the technology for the development of organizational and managerial competence in the process of training masters will make it possible to perform high-quality professional activities and will increase the demand for a graduate of a technical university in the labor market.

The problems of preparing the formation and development of information and management competence have long been in the center of attention of teachers and psychologists.

Issues related to information competence are researched in the works of modern foreign scientists (Elaine Allen, Jeff Seaman, Betty Collis, Hirumi, Palloff and Pratt, Claire McDonnell, Roisin Donnelly), who believe that information competence is designed to enable students to cope with an increasing amount of information, critically evaluating the information received.

Scientists pay special attention to the technological component (web 2.0, e-learning platforms, content delivery, etc.) and forms of organization of the educational process: e-learning (e-learning), blended-learning (blended learning technology), case study (case-learning) ... The main trend is the transition from local learning to global education, which is based on MOOK (massive open online courses).

In this regard, based on the analysis of the considered components of information competence, which are highlighted by the considered scientists, within the framework of this study, the structure of information competence of masters was determined, which includes the following components: motivational and value; information technology; communicative; reflective.

The motivational-value component assumes the interconnection of motives, values and problems associated with the development of modern information technologies. The motives include interest in mastering information technologies for personal and professional purposes, awareness of the importance of informatization in the modern world, where there is a social significance of information as a resource and information technology tools, as tools for interacting with it. The values include awareness of the role of information competence in the educational process of the university, compliance with ethical norms and rules for the use of ICT, understanding the importance of information competence in professional activities, and the willingness to use information resources as a source of knowledge.

The information technology component includes cognitive and activity components and is aimed at mastering modern technologies that are necessary for a master in his professional activities. This component is aimed at gaining knowledge on working in the EEEP, and the ability to update and apply it in practice, based on the use of e-learning and distance learning technologies in the educational process. Within the framework of this component, the development and practical application of the means and tools necessary for the implementation of an effective search for information on the network, work with programs for processing text and audiovisual information takes place. The communicative component includes interaction with people based on the observance of the rules of communication within the EIOS, the ability and willingness to use various methods, forms and means of communication in local and global networks, including the practical implementation of performances with multimedia support, the desire to develop communication capabilities.

Communicative and reflexive: completeness, depth, consistency of managerial, legal, economic, financial, psychological knowledge and their application to solve professional problems; knowledge about the design of the organizational structure, communications; knowledge about the distribution of powers, their delegation; knowledge about the organization of group work; knowledge of the basics of organization and personnel management; readiness to show personal initiative, to professional growth, to manage people and business processes. Ability to distribute powers, effectively organize group work; the ability to manage conflict situations; the ability to analyze and improve decision-making processes and organizational communications; the ability to correctly apply methods for solving managerial problems; understanding, identification and ability to overcome obstacles to the implementation of solutions, projects; the ability to manage your own time and the time of subordinates, possession of self-management skills; the ability to influence the opinion of others; the ability to convincingly argue their position.

Thus, the analysis of scientific research showed differences in the opinions of scientists regarding the number and content of components included in the structure of competence. The above analysis of theoretical works and research on the development of information and management competencies of magistrates allows us to draw the following conclusions - indicators of increasing the effectiveness of the development of information and management competencies of magistrates:

- educational motivation, interested attitude, love for their profession, focus;
- the need to ensure the relationship, continuity of the above processes;
- independent creative activity, the ability for self-development, self-improvement, self-realization;
- use of a systematic approach in organizing motivational processes for the formation of interest in teaching activities and the necessary skills;
- use of innovative technology that serves to increase the effectiveness of training future teachers of vocational education.
- motivational value; information technology; communicative; Reflexive components in educational activities determine the result of education in the form of formed competencies of students, ensuring successful professional self-realization, and competence as the readiness and ability to apply developed and acquired competencies to solve educational and professional problems.

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