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Student's Intellectual Activity in the Process of Developing Informational and Communicative Competence

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Abstract. The development of information-communicative competence in students creates certain changes in human psychology, creates an important psychological basis for accelerating the system of creating productive technical and creative samples. Based on this, the development of informational and communicative competence requires taking into account the influence of several psychological, pedagogical, and technological features. Several of these features are analyzed in this article.

Keywords. Information-communicative competence, competence-based learning, HEU, students, information culture.

INTRODUCTION

Today, reforming and improving the educational system of our country, which is on a new path of development, introducing advanced pedagogical and information technologies into it, and increasing the effectiveness of education is one of our main tasks. At the same time, the volume of scientific knowledge, concepts and ideas related to education, science and technology is rapidly developing. It is important to equip all members of the society with the necessary knowledge and skills so that these processes can make them active participants in the reforms.

Information-communicative competence can be evaluated both as a component of it and as a component of the information culture of a person. Important signs include knowledge of the basics of information technology, the use of a computer as a necessary technical tool, the expression of the active social position and motivation of the subjects of the educational space, knowledge, skills and competencies related to the search, analysis and use of information [1].

MATERIALS AND METHODS

A set of methods aimed at ensuring adequate learning was used in the research: theoretical (analytical-synthetic, comparative-comparison, analogy, modeling), diagnostic (surveys, testing, observation, designed methods), prognostic (expert assessment, summarization of independent assessments), pedagogical experiment and mathematical methods (statistical processing of data, graphical representation of results, etc.).

RESULTS AND DISCUSSION

Information and communication competence - a specialist's full awareness of the functional capabilities of information communication technology (level of knowledge), effective organization of activities, assimilation of

skills, qualifications, experiences (motivational level), ability to consistently and effectively use them to achieve professional goals (level of activity), the ability to create a creative product (creative level) [2].

The process of developing informational and communicative competence is also related to the development of the student's intellectual activity. Intellectual skills include the development of memory; development of perception; the development of imagination; reflects the development of attention [3].

Intellect is a personality trait, the ability to clearly and deeply reflect the objects and events of objective existence with their specific connections and laws in our mind [4]

Relying on the above points, the psychological features of the development of information and communication competence in students, memory, apperception, imagination, attention, need, motivation, aspiration and development of decision-making are important in this process.

Apperception is a modern psychological feature that means a student's clear and conscious perception of any process. Due to the nature of apperception, students are compared to each other in terms of the content of their mutual perception, that is, they perceive and reflect the same thing differently based on their level of knowledge, frame of mind, position, outlook and social background. The development of apperception leads to the formation of personal imaginations of students in the development of information-communicative competences.

The development of motivation in students is one of the main psychological characteristics affecting the development of information and communication competence.

In the research conducted by B. Khodzhaev, "motivation is the process of movement of motives, a set of motives urging a person to the main activity. "Motive" when translated from French means exclamatory force, reason" [5].

As noted in the researches of E. Goziev and R. Asomova, the motive and motivation system fulfills the function of internal regulation of a person's activity, behavior, behavior and fulfills his needs, desires, good intentions, desires, inclinations, feelings, ideals, faith, conscience, ability to set goals, etc. are the main factors of practical realization [6].

Based on the content of innovative activities and innovative technologies, the creative potential of art and culture students develops and their intellectual and physical activity increases in the educational process conducted under the guidance of a pedagogue on the basis of interactive education. In order to successfully manage this process, every pedagogue needs to study the features of the educational process in increasing the scientific and creative potential of students, to know the types of independent activities of young people and to create sources for the formation of their spiritual and creative skills, and to develop methods of increasing the intellectual and creative potential of professionals.

According to V.I.Slobadchikov, innovative activity is a force that moves, initiates, and develops the pedagogical team. "Innovative activity is an activity aimed at solving complex problems that arise as a result of the incompatibility of traditional norms with new social requirements, or the conflict of the newly formed norm of practice with the existing norm" [60, p. 4].

"Addressing the problem of preparing teachers for innovative activities arose as a result of the growing dynamics of innovative processes in society. Its analysis includes not only the use of modern achievements of science and technology, but also the processes of searching for innovations, creating, adapting, implementing and rechecking the obtained results," M. Jumaniyozova states [7].

According to R. Joraev and Kh. Ibragimov, "Innovative activity comes from the pedagogue's dissatisfaction with his activity. It arises on the basis of the pedagogue's desire to successfully solve this or that pedagogical task when faced with some obstacle" [8].

Researcher, scientist V.A. Slstenin conducted research on the structure of innovative activity and shows that it has the following structure: "The structure of innovative activity is a creative approach, creative activity, technological and methodological preparation for the introduction of innovation, new thinking, culture of behavior. Levels of innovative activity can be: reproductive, heuristic, creative" [9].

Innovative activity is a process that manifests itself through the realization of prospective goals. This process requires the application and use of modern methods and methods of teaching in preparing students for professional activities. The introduction of interactive methods and innovative technologies in the educational process in art and culture institutions of higher education, the modern pedagogical and information technologies of employees change their tasks and roles, and lead to the modernization of pedagogical activities.

In the research of B. Khodzhaev, the types of pedagogical activities such as consultant, tutor, moderator and facilitator were studied [5].

The psychological features of the development of information-communicative competence among students of higher education institutions serve as an important incentive for the formation of students as individuals rich in innovative ideas in their professional activities.

If we look at the history, the most important aspect of the national education model developed in the years of independence is that it leads to the formation of an independent thinking individual: "The new model of education leads to the formation of an independent thinking individual in the society. We will have the opportunity to educate people who realize their value, have a strong will, full faith, and have a clear goal in life. After that, conscious marriage becomes the main criterion of society's life. Then a person does not become a crowd and does not feel the need for an assistant at every moment, but on the contrary - with his own mind, his own thinking, his own work, his own responsibility, he lives consciously, as a free and free-thinking person" [10].

A number of works of pedagogical scientist U.Sh. Begikulov are aimed at researching the problems of formation of this competence, in which three levels of acquisition of informational and communicative competence are distinguished:

- basic level - the basic knowledge, skills and qualifications necessary for computer literacy are formed; minimal use of information and communication technologies (ICT) in the organization of professional activities (mastering the general methods of creating, editing, storing, copying and moving information in electronic form, presenting information by means of presentation technologies, mastering the skills of searching for information on the Internet, etc. , choosing a method (or a combination of them) of interaction in the network that more and more corresponds to the nature of the problem and allows to solve it with more and more optimal methods) [11];

- technological level - ICT becomes an instrument (weapon) of practical activity (assessment of the potential of Internet resources, their interactivity and informational purpose from the point of view; analysis of global computer network resources and software tools taking into account the basic technological, economic, ergonomic and technical requirements; Internet analysis of the quality, tools and forms of providing software-technological and information provision in the global network) [11];

- practical level - to create new tools for the implementation of professional activities and to have the skills to use them effectively in educational processes [5].

According to researcher O. N. Astafeva, information-communicative competence is a professionally significant integrative quality of a person that describes the ability to independently search, select, analyze and present the necessary information; modeling and design of objects and processes, and implementation of projects both in the individual sphere and during group work [14].

Analysis of the structural and informational plans of the information and communicative competences presented in the works of the authors listed below revealed similarities in the composition of competence and made it possible to distinguish the following components:

- intellectual - according to the definition of A. Melikhova: knowledge, communication, information and linguistic bases;
- technology - information and communication leadership from the point of view of the continuous increase in the role and importance of information, general information of society;
- motivational - motivational motives affecting professional activity and general life (O.N. Astafeva, O.A. Zakharova); communicative motivation; direction of information perception and transmission (I.G. Smirnova);
- expressive - communicative imagination; the ability to analyze communication skills; desire to improve them (Smirnova I.G).

American researcher B. Oates "is a computer design tool for artists. Using the available methods of adding, subtracting, shifting and multiplying, users can develop their own "electronic palettes". But the use of information technologies in the field of art is equivalent to conducting scientific research. "Formation of informational and communicative competence in the field of art and culture is the main tool for the research of the owners of the field" [12].

Research scientists G.Bond, F.Cramer, U.Gabriel proved in their research that the famous director Florian Thalhofer and the artist I.Korsakova created interactive software and that this is the result of the development of information and communication competence of the employees of the art field [13].

Information-communicative competence is the renewal of socio-cultural experience gained on the basis of the prism of one's professional activity. Integrative feature of the unique characteristics of a capable person [15].

It should be emphasized that "information-communicative competence" by its essence requires harmony with basic and private competences. If such integration is fully ensured, it is possible to achieve effective development of information-communicative competence in future specialists.

Different interpretations of the term "information-communicative competence" by researchers made it necessary to define the concept of "students' information-communicative competence" based on the following author's approach:

"Students' information-communicative competence is the effective use of modern information-communication technologies suitable for the field of professional activity, it is the ability to use multimedia and computer technologies in the creation of examples of practical creativity, to present the results of creative activities by means of digital technologies".

As a result of theoretical analyzes and practical observations, the general structure of information-communicative competence development in students (system of basic and special competences) was developed.

Information-communicative competence among students of higher education institutions of art and culture reflects the sum of qualitatively new knowledge, skills and qualifications as follows:

- knowledge of information and its search, collection and storage, systematization, processing methods, methods of presenting information and its transformation into knowledge; to know the general elements of the communication process; knowledge about the integration of information and communication and its role in creating conditions for the process of interaction in professional-pedagogical activity;

- the ability to control information flows, that is, the ability to find relevant, necessary and sufficient information; the ability to process and integrate it according to the level of understanding of the participants in the communication process; the ability to use modern technologies to demonstrate information products and defend this product with inductive-deductive argumentation methods

- the ability to apply all acquired knowledge and skills in an activity or as an experience in a new, non-standard situation.

Within the framework of the study, three levels of information-communicative competence development in students were determined:

Reproductive (low) - cognitive use of information and communication technologies: knowledge of technical support of modern computers; development of documents related to art and culture and modern advertising

Use of editors in preparation of software and technical tools, preparing presentations; Ability to search for information on the Internet.

Productive (medium) - the ability to use practical programs used in the field.

Creative (high-professional) - creative approach to the process of professional activity, creation of new projects.

CONCLUSION

Goal-oriented, theoretical-practical, content-related, collective psychological and pedagogical conditions of the model of using systematic and functional technologies for the development of information and communication competence in future personnel (development of the use of information technologies, identification of problems arising in the process of creating and processing them based on a specific goal, ability to analyze situations and perform tasks, use practical programs used in their field during the preparation of educational projects, cognitive use of information and communication technologies, creative approach to the process of professional activity, creation of new projects, skills related to the prevention of the use of information and communication technologies in students the study of the problems of formation) served as the basis for improving its situation in practice.

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