

**DEVELOPMENT OF KNOWLEDGE AND SKILLS OF STUDENTS OF THE
PEDAGOGICAL HIGHER EDUCATIONAL INSTITUTION THROUGH THE
MEANS OF E-LEARNING**

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Annotation: The article discusses the principles of creating the components of the organizational and didactic structure of the development of digital competence in students through electronic educational tools in higher education institutions, the didactic content of developing digital competence in students through electronic educational tools.

Keywords: e-learning, digital competence, internet, social media, digital security, digital literacy, interactive lecture, online simulation.

In today's Society, advanced technologies such as information and communication technologies, artificial intelligence are entering every aspect of life. Therefore, in the present, we must ensure the formation of qualities and abilities that will become the basis for future living, such as language, Mathematical Thinking, use skills, in children who guide the future generation.

The introduction of modern information and communication technologies into the educational process ensures the unity of educational, developmental and educational functions of Education. And the development of skills for the competent use of information is one of the main tasks of school education. Accordingly, in the modern Information Society, a special role is given for a teacher who needs to solve a wide range of professional, cognitive, Leisure, Household and other tasks with the help of computers, communication technologies, including radio, television, mobile communications, the Internet, Data Processing Networks, etc.

The organizational structure for the development of digital competence in students through e-learning tools includes several key components, including curriculum development, training goals, teaching methods, assessment strategies, teacher training and infrastructure.

These components work together to create a comprehensive and effective digital literacy program for students. Curriculum designers should focus on developing digital competencies among students, including a number of topics related to digital literacy. Assessment strategies must be consistent with training goals and the teaching methods used.

Teachers must be trained in the use of e-learning tools and digital technology to effectively deliver curricula. Educational institutions must have the necessary infrastructure to support e-learning tools and digital technologies.

In general, the creation of an effective digital literacy program for students requires coordinated efforts between curriculum designers, teachers, and administrators of educational institutions. The organizational and didactic structure of the development of digital competence in students through e-learning tools includes several main components, including:

1. Curriculum design: curriculum design should be aimed at developing digital competencies in students. It should include a number of topics related to digital literacy, such as the internet, social media, digital security, and understanding online communication.
2. Study objectives: the study objectives must be clear and clear, with what students are expected to learn from the curriculum. This helps teachers develop effective lesson plans and assessments.
3. Educational methods: the teaching methods used should be varied and interesting, including interactive lectures, group discussions and practical classes. E-learning tools such as online simulations, videos, and quizzes can also be used to improve learning.
4. Assessment strategies: assessment strategies must conform to training objectives and the teaching methods used. They should include formative and summative assessments to assess student success and provide feedback.
5. Teacher training: teachers must be trained in the use of e-learning tools and digital technologies to effectively deliver curricula. They should also be provided with opportunities for continuous professional development in order to be aware of the latest trends in digital education.
6. Infrastructure: the school must have the necessary infrastructure to support e-learning tools and digital technologies, including reliable internet access and related hardware and software.

In general, the organizational and didactic structure of the development of digital competence in students through e-learning tools requires coordinated efforts to create a comprehensive and effective digital literacy program among curriculum developers, teachers and school administrations.

The development of digital competence in students is very important in today's digital age. E-learning tools can be used to improve the teaching and training process and promote digital competence in students. The didactic content of the development of digital competence in students through e-learning tools includes:

1. Digital literacy: students need digital literacy to be able to effectively use e-learning tools. Digital literacy involves understanding how to use digital devices, software applications, and the internet.
2. Information management: e-learning tools help students learn how to manage information effectively. This includes skills such as searching for information, evaluating information, and regulating information.

3. Communication and cooperation: e-learning tools can facilitate communication and cooperation between students and teachers. Students need to learn how to communicate effectively using digital tools and how to collaborate with others using online platforms.

4. Creativity and innovation: e-learning tools can develop creativity and innovation in students. Students can use digital tools to create and share their ideas, designs and projects.

5. Critical thinking and problem solving: e-learning tools help students develop critical thinking and problem-solving skills. Students can use digital tools to analyze data, solve problems, and make informed decisions.

6. Digital citizenship: students need to know about digital citizenship, which includes understanding their rights and obligations as digital citizens, respecting the privacy and intellectual property of others, being responsible and safe online.

In general, the didactic content of the development of digital competence in students through e-learning tools consists in teaching students how to effectively use digital tools, manage information, communicate and cooperate, think creatively and innovatively, critically and solve problems, become responsible digital citizens.

The didactic structure of the development of digital competence in students through e-learning tools includes the following stages:

1. Assessment: Assessing students ' current digital skills and knowledge is the first step in developing their digital competence. This can be done through surveys, quizzes, or other assessment tools.

2. Planning: based on the evaluation results, teachers can plan the digital skills and knowledge that students need to teach. This includes the selection of appropriate e-learning tools and resources.

3. Implementation: teachers can use e-learning tools to communicate planned content to students. This can be done through online platforms, educational programs, or other digital resources.

4. Practice and feedback: students need the opportunity to practice using digital tools and receive feedback from teachers and peers. This can be done through assignments, group projects, or online discussions.

5. Setting results: teachers can evaluate student progress in developing digital competence through assessments, quizzes, or other assessment tools. This will help identify areas where students need additional support and improvement.

6. Feedback: students must reflect on their educational experiences and identify their strengths and weaknesses in using digital tools. This can be done through self-reflection or peer evaluation.

In general, the didactic structure of the development of digital competence in students involves assessing their existing skills, planning and implementation of relevant digital content, providing opportunities for practice and feedback, assessing progress and encouraging reflection.

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