Digital Competence Is The Basis Of A Successful Teacher's Activity

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***Abstract*:** The article is devoted to the description of digital competencies of teachers working in the field of modern education. The article presents a certain structure of digital competencies, their analysis and a set of basic competencies that help to carry out successful pedagogical activities.

***Key words*:** technology, digital competence, information, successful pedagogical activity, professional competence, knowledge, modern education, ICT competencies, teacher.

INTRODUCTION

Digital technologies are becoming an integral part of everyday life in every field. Today, it is difficult to imagine the activity of all spheres of society without electronic, computer, network and other important automated technologies. Everything from communication and procurement to product development and independent "work" of the organization is going digital. For this reason, in the new paradigm of the development of the world economy, digital technologies are considered as the main source of production that determines the growth of social well-being.

All over the world, digital technologies are rapidly penetrating all industries and people's lives. It is no secret to anyone that the countries that entered this direction on time are developing, while those that worked in the "old" way are lagging behind.

Currently, the term "digitalization" is used in a narrow and broad sense. Digitization in a narrow sense means the transformation of information into a digital form, which in many cases leads to a decrease in costs and the emergence of new opportunities. In a broad sense, the process of "digitization" refers to socio-economic change initiated by the widespread use and assimilation of digital technologies. It includes information creation, processing and transmission technologies. In general, "Digitalization is closely related to the scale of introduction of information technologies, but it also requires organizational and strategic changes. That is why, at the same time, great attention is being paid to transition to a new way of working using digital technologies, organizational renewal with the help of new information and communication technologies." [1]

Digitization is a digital method of communication, writing, data transmission using digital means. In fact, in the process of digitization, there is no change in the quality and content of the data, only the information is converted into an electronic form for further processing in a digital format, which makes it possible to improve certain processes by transferring them to a digital format. In a word, "through digitalization, all information is stored in one place and processed by the system, which reduces the impact of the human factor and increases the speed of work".[2]

It is known that digitization is a multifaceted process, which in turn has opened the way for the development of the digital economy. Therefore, the digital economy is a global trend that defines a new paradigm for the development of Uzbekistan. One of the main tasks in this is to

bring scientific, practical and civil views to the digitization processes taking place in the country, to look for opportunities for economic growth, to improve the level and quality of life by achieving integration and a huge synergistic effect. As President Shavkat Mirziyoyev noted, "there is no future for the country's economy without a digital economy".[3]

The digital economy has a great impact on all spheres of social life, including human interaction, scientific research, science, education, and the processes of knowledge generation. Since the development of education, like all other sectors, is primarily related to the introduction of digital competences into the educational process, students must acquire information culture in order to be most successful in the information space. E-mail, video conferencing and webinars, publishing their own information and creating their own home page, where they can post information, catalogs, in line with the current educational process of secondary school teachers. , the use of various Internet resources, such as search engines, chatting on the network, creating their own video blogs, leads to a higher level in the educational system. Indeed, it is difficult to imagine today's era without digital technologies. After all, it is becoming a daily necessity, a criterion for the development of every industry.

Literature analysis and methodology. In modern education, the effectiveness of the work performed by the teacher with the appropriate knowledge and skills plays an important role in the success of the teaching activity. As noted by E.A. Levanova and T.V. Pushkareva, the complexity of modern socio-political activity has led to a reassessment of established values and a radically new approach to professional training of teachers.[4] A number of researchers have stated that successful pedagogical activity depends on external and internal factors such as the ability to use multimedia and other interactive tools in classes.[5] If the desired results are not achieved in scientific, methodological and educational work within a certain period of time, it is necessary to analyze the characteristics of the organization of pedagogical activity.[6] In his research, V.I. Andreyev considered the successful teaching activity of the pedagogue. It determines the main criteria of competitiveness in the pedagogical labor market with the level of professional competence and acquired knowledge.[7]

Professional competence is characterized by the sum of theoretical and practical training in the implementation of pedagogical activity and includes the characteristics of the teacher's competences, which are related only to professional activity, but not related to personal qualities. One of the main competencies in the field of modern education is the ability to use digital technologies.

The relevance of this issue is related to the need to form and develop information and communication skills in the modern teacher in the educational environment. The researches of A.A. Vasileva, N.V. Gremina, V.P. Ignatieva, N.P. Tabachuk [8] and other scientists are devoted to the subject of digital competences of teachers. According to the researches of modern researchers, electronic education as a new pedagogical environment requires new skills - digital competences from teachers. The term "digital competence" refers to the knowledge and skills to use digital equipment in relation to specialized field knowledge in various professional fields. The terms "digital competence", "digital skills" and "digital skills" are used synonymously and refer to the acquisition of skills and competences in the use of information technology equipment and their use in the professional field.[9]

The list of digital competencies of teachers recommended by UNESCO consists of three modules:

1. ICT use - preparing students to use digital technologies for social development.

2. Mastering knowledge - forming students' abilities for social and economic development of their country using digital technologies.

3. Production of knowledge - education of students' ability to repeat acquired knowledge and participate in innovative processes.

Each of these modules includes six aspects:

- proper understanding of the role of digital competences in education;
- curriculum and assessment;
      - pedagogical practices;
- ICT technical and software tools;
- organizing and managing the educational process;
- professional development.

It is noteworthy that the classification of digital competences of teachers helps to develop ICT competences among students in the process of acquiring new knowledge, but teachers do not include the means, ways and methods of achieving successful pedagogical activity.

Digital competencies of teachers are based on general digital literacy and include general competencies of digital pedagogy:

1. Ability to use e-learning in pedagogical practice.

2. Using educational platforms for mobile education.

3. Using e-books and open educational platforms to prepare for classes.

4. Ability to work with digital materials and educational platform.

5. Using online courses to improve your skills in your specialty.

Researchers N.P. Yachina and O. Fernandes distinguish three main digital competencies necessary for teaching:[10]

1. The teacher should have the ability to create educational resources and direct educational tools to use them.

2. The teacher should be able to distinguish the main digital educational resources and use them in school lessons.

3. Ability to organize educational activities using digital educational technologies.

The classification of N.P. Yachina and O. Fernandes treats the teacher as a subject of educational activity. It describes preparing lessons and working with students in open educational resources, but it does not mention platforms for teacher training.

The conclusion is that the reputation of the teacher and the effectiveness of his work are not only related to the level of knowledge in the course content and his pedagogical ability, but also to the extent to which the teacher uses modern information and communication technologies in the collection, processing and teaching of specific educational material. depends on the level of application.[11]

Results. While analyzing the content of digital competencies of a teacher of a general education school, in this regard, they should use the following concepts of digital pedagogy in their professional activities:

- open educational resources;
- public open online courses;
- electronic textbooks;
- educational platforms;
- electronic libraries;
- cloud education systems and Internet services;
- digital video communication;

- global mass media;

- automated systems of educational organization management;

- students' electronic portfolios and personal electronic offices.

In accordance with the established competencies, three main digital skills that affect the success of pedagogical activity were identified:

1. Use of ICT platforms.

2. The ability to work in the open educational space (keeping electronic diaries, class groups on social networks, conducting classes using distance learning technologies and ICT platforms).

3. Using digital materials to prepare for educational activities (working with electronic libraries: LitRes, Neb, EBS Bibliorossica, E-library, etc.).

The rational use of digital competences allows teachers to use systematic solutions to problems in their professional activities: sets of educational materials, educational communication tools, educational process management tools, students' creative portfolios and electronic diaries.

The use of digital competences also increases the teacher's competitiveness in the professional environment and is aimed at forming students' media literacy in working with information on the Internet and global media.

It should be noted that the capabilities of the "digital school" are aimed at turning the educational system into a global digital civilization. Acquiring digital competencies is the basis of successful pedagogical activities aimed at increasing the qualifications and competitiveness of teachers.

Conclusion. In general, the acquisition of digital competence is the basis for successful cooperation with digital technologies. In the conditions of informatization of education, digital competence is one of the necessary competencies for pedagogues-employees to perform their duties. Acquiring digital competencies also affects the methods and tools of teacher training. Accordingly, it can be concluded that having digital competencies increases the competitiveness of teachers in the field of education, which helps to increase the success of teaching activities.

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