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FORMATION OF COMPETENCE OF YOUNG CHILDREN IN LITERACY TRAINING BASED ON INFORMATION TECHNOLOGY TOOLS

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Annotation
The paper considers one of the most dynamically developing and promising directions of information computer technologies - multimedia technologies and their use in the system of preschool education.

Keywords: multimedia technologies, in formalization of preschool education, promising areas, computer programs, project activity.

At the same time, fundamental reforms with a modern approach to the educational process are being introduced, and modern innovations, interactive teaching tools and information technologies based on the competence approach are used in the educational process for the effective mastery of each subject by the student. the use of tools is one of the issues closely related to the professional competence of the teacher and, of course, the level of the students' intellectual potential.

In this regard, the decision of the Cabinet of Ministers of the Republic of Uzbekistan No. 187 of April 6, 2017 provides for the provision of continuity and consistency of education, creation of modern methodology, improvement of state educational standards of education based on the competence approach, new educational-methodical complexes It is envisaged to develop and put into practice the next generation. In this case, the use of information technology tools based on the competence approach of subjects in secondary schools is set as a priority task.

The concepts of competence, competence, competence approach in our country and the Commonwealth of Independent States, including A.A. Abduqadirov, N.N. Narziyeva, N.SH. Turdiye, Yu.M. Asadov, S.N. Akbarova, SH. Temirov, T.T. Shoymardonov, N. Muslimov, I.A. Scientists such as Zimnya, A.V. Khutorsky expressed their opinions.

According to the Merriam-Webster dictionary, the term "competence" appeared in 1596. I.A. Zimnya connects this word with the name of Aristotle, who expressed his opinion that it is related to the Greek word "atere" - "power". Thus, at the end of the 1980s, the term "competent" in education appears in the local literature. According to I.A.Zimnya, people should be prepared for various situations due to increasing difficulties in our modern life. However, competent education is designed to solve problems in unfamiliar situations. According to scientific-methodical sources, competence is a very complex, multi-part, concept common to all disciplines. Therefore, the content, meaning and logic of its interpretations are different. In this regard, according to N. Muslimov's opinion, competence is not acquisition of separate knowledge, skills and qualifications by the student, but the mastering of

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integrative knowledge and practical actions in an independent direction. According to N.SH.Turdiev, Yu.M.Asadov, S.N.Akbarova, D.SH.Temirov, it is also characterized by such concepts as competence, competence-efficiency, flexibility, achievement, success, comprehensibility, efficiency and learning. Modern life is characterized by increasing complexity and dynamics, and people must adapt to the most complex dynamic environment. At the same time, skill-based education is designed to help students solve their own problems in new situations, that is, long-term retention of knowledge, skills and abilities used in different situations. The most important thing in this method is to apply the learned problem to similar problems that will arise in the future. Therefore, the term basic and basic competence was created in secondary schools. A.V. Khutorsky divides the main competence into the following parts: independent learning process; basic general culture; educational and practical; information and communication; socio-social. According to the research of foreign scientists, it was determined how school and pre-school education affects their development, what factors affect the formation of their abilities. Education for higher maturity is still a controversial issue. There are two main approaches to defining maturity, i.e. individual and activity.

The approach of the American educational system (the first approach) is the characteristics of behavior aimed at determining, and the main task here is to determine which personality characteristics determine successful actions. In this case, the main behavior or characteristics of the organization, depending on the facts of the environment and the specific characteristics of the professional activity, in which the authority can manifest itself in an effective or successful action. The approach of the European education system (the second approach) - they focus on the characteristics of the activity, rather than on personal characteristics.

The main problem of interest to the researchers is the main components that should be implemented in order to consider the results achieved in satisfying the students' learning. Today, the educational process cannot be imagined without a competent approach. At the same time, the transition from the paradigms of knowledge, skills and qualifications to the paradigm of competence is being determined in education. Therefore, knowledge, skills and competence are considered as its creations in the competence approach, that is, they are used in the process of geography education. The competence approach is aimed at the development of the individual and helps clarify the direction of the main values. The main component of the competence approach is the organization of independent educational activities of schoolchildren. Based on it, the "principle of consciousness and activity, i.e., competence approach in education" is implemented. should consist of formation of skills such as In this regard, researches show that it is possible to form basic competences in students by performing competence-oriented tasks in the process of literacy education. When completing such tasks, students work as a team and communicate with each other, search for the necessary information, and extract the necessary information from them. This process shows students' self-development, social activeness and literacy. Today, to a certain extent, abandoning the approach of providing students with ready-made educational materials for teaching literacy, it is necessary to achieve the student's ability to apply knowledge in his daily life and to form independent thinking skills. should be paid attention to. The main goal of the process of preparation for literacy in preschool education is to form a system of

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knowledge, skills and qualifications of children in subjects, to educate a person who can work positively in a rapidly developing society, who can think critically and logically. The main task of teaching literacy as a science is to create conditions for children to acquire science-related knowledge, skills and abilities, to understand the importance of science in the development of society, to teach them to successfully apply knowledge in everyday life, and to develop individual characteristics. Information technology tools serve as an important pedagogical tool in this implementation. Therefore, based on the continuity and coherence of education in our country, the priority of the child's personality and interests, in accordance with their psychophysiological characteristics, "Competence of working with information", which is part of the basic competencies, is developed from existing information sources (internet technologies, audio and video tools, telephones, practical computer applications programs, etc.) have been established.

In this regard, in the research work of N.N.Narzieva, she expressed an opinion that the information technology system provides students with education based on the competence of working with information. For this, it is necessary to carry out scientific-research works by applying computer technologies and its pedagogical software tools to the geography education process. It is in the process of teaching literacy that the use of practical computer programs and pedagogical software tools created on their basis will have an effective effect on the teaching of subjects later. Because it is possible to present high-quality information to the student through demonstration. Today, in the era of the increase in the volume of information and the globalization processes, it is necessary to use information technology tools in the performance of the tasks set in the basic competencies of the teachers and students. In this case, systematization of the given information will reveal the relationship between man and nature with a complex approach to the issue. According to M.G. Naderi, multimedia equipment and software teaching tools can significantly optimize the teaching process due to their high technical potential and various didactic features. Effective use of information technologies in lessons has a positive effect on the quality of students' knowledge and increases the effectiveness of the educational process. In the modern market of electronic educational products, there are a series of problems related to the use of information technology tools for this subject due to insufficient pedagogical software tools designed to prepare students for literacy. According to H.B.Nikadambaeva, the learner should be able to use information and communication technologies and the possibilities of electronic educational and methodical support effectively in order to form a person who can search independently and think critically on a scientific basis in the course of practical training. ``must take a nap.

In our opinion, it is necessary to pay attention to the following when using information technology tools to improve children's competence:

- presentation of studied educational information in the form of animation, audio and video;
- interactive cooperation of the teacher and students in the learning process, in which the student becomes a full participant in the process of perception and knowledge; - the ability to work independently with various external information sources; - continuous monitoring and assessment of knowledge and skills acquired by students during the educational process through online test systems.

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Equipping with modern computer tools and software, in turn, identifying a wide range of information and communication technologies is of particular importance. This category is the basis of global, regional and local computer networks, including the Internet information network, and creates a single information space that provides general access to resources. This approach to education develops the student's interest in the subject being studied, increases his enthusiasm, allows for detailed understanding of the most important information, and makes it easier to apply the learned material in practice and professional activities.

From the above points, it can be said that the didactic principles of the organization and management of the educational process, the basic rules of personal activity and the students' taking into account its specific characteristics, it can be concluded that it is necessary to have all the necessary opportunities for learning based on person-oriented approaches. It should be formed randomly during the use of electronic educational resources intended for the formation of students' competence. In addition, the tasks received by different listeners are required to be different from each other. It meets educational needs to ensure the objectivity and adequacy of pedagogical measures. The requirement to ensure the completeness (integrity) and continuity of the didactic learning cycle using e-learning resources means that it is necessary to ensure the ability to perform all links of the didactic cycle during one session of working with information and communication equipment. Didactic requirements and methodological requirements are closely related.

Methodological requirements for educational electronic publications and resources are specific features of a specific subject, focused on the development and use of information technology tools for computer technologies, the characteristics of the related subject, the structure of its conceptual apparatus, the methods of studying its laws, modern requires consideration of the possibilities of introducing information processing technologies.

Therefore, electronic educational resources for preparing for literacy training should meet the following methodological requirements: 1. In connection with the variety of real technical systems and devices, the complexity of working with them, the conceptual, figurative and effective components of children's thinking be based on interdependence and influence. 2. E-learning resources related to literacy training and education should provide a reflection of the system of scientific concepts in the field of education in a multi-level hierarchical form, each of which corresponds to the level of abstraction within a certain discipline, as well as this ensuring that the logical relations of concepts are also taken into account. 3. E-learning resources provide children with the opportunity to conduct various controlled educational activities in order to gradually increase the interdisciplinary level of abstracting children's knowledge at the level of assimilation sufficient for children to perform algorithmic and heuristic activities.

Based on the methodological requirements mentioned above, it is necessary to create modern electronic educational resources for the formation of competence on the basis of information technologies in preparing children for literacy. For this, it is necessary to follow the following pedagogical and psychological requirements of creation:

The presentation of electronic educational resources is required to correspond not only to verbal logic, but also to the representative levels of emotional perception and cognitive process. Educational

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information tools should be built taking into account the characteristics of the following cognitive mental processes: based on perception (hearing, feeling); attention (its stability, variability, distribution and size of attention); theoretical and practical thinking; memory (immediate, short-term, quick, long-term information); imagination.

The content of electronic educational resources should be directed to the rapid and linguistic composition of the contingent of a certain age, to the specific features of teaching students. In other words, educational information tools should be created taking into account the knowledge system of students and their language styles. The presentation of educational material should be clear depending on the age of the audience, but it should not be too simple. Because it can cause a decrease in attention. Electronic educational resources should be oriented to the development of visual and logical thinking of students.

Also, depending on the level of information, specific requirements for information tools are determined based on the information features of education. In particular, electronic educational resources created for educational information must meet the following requirements:

1. The content and working methods of relevant information tools should be in accordance with the requirements of educational standards of general education schools.
2. Problem and research tasks of e-learning resources, the possibility of using intellectual educational subsystems.
3. Electronic education includes the automation of educational activities such as searching, collecting, storing, analyzing, processing and transferring relevant information.
4. Automation of data processing in the performance of control tasks.
5. Tools for simulating and modeling the operation of complex objects, various events and processes in real, accelerated or slowed down time scales.
6. Educational tools of electronic educational resources prepare the student for further educational activities in the future virtual environment.
7. To demonstrate the variable values of the studied objects or processes, their correlation with their characteristics.

In the educational process organized on the basis of modern information technology tools, the teacher significantly expands the possibility of presenting various information to students. If the teacher approaches the learning process didactically with the help of information technologies, the following can be achieved: 1) increase the attention and interest of students; 2) to develop students' imagination and imagination; 3) will have the possibility of automated control of the quality of knowledge received by students; 4) implementation of distance and person-oriented education technology.

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