



DEVELOPMENT OF STUDENTS' COMPETENCE IN DIGITAL TECHNOLOGIES IN THE COURSE OF CLASSES OUTSIDE THE AUDITORIUM

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Tayanch so'zlar: sinfdan tashqari tadbirlar, talabalar, raqamli kompetentsiyani rivojlantirish, masalalarni o'rganib chiqish.

Ключевые слова: внеклассная деятельность, студенты, развитие цифровых компетенций, тематические исследования.

Key words: extracurricular activities, students, development of digital competencies, case studies.

The development of digital competence in students can also be achieved through activities outside the classroom. This includes online courses, webinars, seminars and other digital events. The didactic structure of the development of digital competence in students through activities outside the classroom with the help of these digital tools includes the following stages:

1. Identify Learning Objectives: Teachers need to identify learning objectives for a digital course or workshop. This includes identifying the knowledge and skills students will acquire during the course;

2. Choosing the right digital tools: Teachers need to choose the right digital tools and resources to deliver the course content. This may include selecting online platforms, educational programs, and other digital resources appropriate for educational purposes;

3. Course Content Delivery: Instructors can deliver course content through online lectures, video tutorials, and other digital resources. This helps students learn at their own pace and in their own time;

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



5. Assessment: Teachers can assess students' progress in developing digital competence through assessments, quizzes, or other assessment tools. This helps identify areas where students need additional support and improvement;

6. Reflection: Students should reflect on their learning experiences and identify their strengths and weaknesses in using digital tools. This can be done through self-reflection or peer assessment.

In general, the didactic framework for developing digital competence in students through non-auditory activities includes identifying learning objectives, selecting appropriate digital tools, presenting course content, allowing for practice and feedback, assessing progress, and encouraging reflection. .

Currently, the world of education has a set of challenges that need to be solved, starting with ecosystems, teachers, pedagogy, curriculum and assessment systems:

Requirements aimed at independent improvement of professional and pedagogical training of future teachers in the conditions of digitized education:

- adaptation to forms of education;
- student-oriented education;
- learning using digital technology;
- approach: game, meaningful, motivational and context-based education;
- teaching according to the student's ability level;
- educational program based on digital content;
- digitalization of academic activity;
- ensuring the integration of educational programs and independent education;
- adaptive development to digital conditions;
- educational program based on digital competence;
- focus on developing independent and creative skills;
- increasing the connection between educational programs.

From summative/punitive assessment to formative/supportive assessment, the importance of digital-based learning is as follows:

1. The role of the teacher. Teachers and students use independent learning platforms, effective teaching and assessment principles are used.

2. Role of the student. Using education with a new paradigm: development of a differentiated educational character within the classroom and improvement of interdisciplinary joint educational projects focused on general competence.

3. Independent education system - in this period, the teaching and learning process does not have to be done face-to-face, but can be done through distance education and independent education.



Independent education is not self-directed learning, but an educational process aimed at increasing students' desire and digital skills so that they are not dependent on the teacher.

In this regard, according to Holek, independent education is the ability of a person to be responsible for the educational process. At the same time, according to Haris Mujiman, independent education is formed as an active educational activity guided by the motive of mastering competence to solve a problem and built with acquired knowledge or skills.

Independent learning is the ability to set goals and solve complex problems independently. Also, in the development of students' scientific abilities, their satisfaction with the educational process is considered important.

With self-directed learning, students can identify effective learning methods, perform well on assignments, and perform academic activities independently. Therefore, the independent education system gives students the following opportunities:

- determination of effective educational goals;
- planning the educational process;
- use of appropriate educational resources;
- making academic decisions;
- implementation of selected activities to achieve educational goals.

At the same time, special attention should be paid to assessment in the independent education system. The first stage of the assessment activity is to determine the purpose of the assessment. The purpose of educational evaluation is to determine the effectiveness of the objectives, materials, media, learning resources, and educational evaluation system.

Evaluation of independent learning results can be carried out by students by comparing learning goals and achieved learning results. Through assessment, students can learn how much learning progress has been made.

Repeated assessments can affect students' learning motivation, especially if the assessment is satisfactory. However, if the results of the obtained evaluation are unsuccessful and continue continuously, this may affect the decrease in learning motivation of future teachers.

Thus, digital literacy is based on the principle of improving the teaching-learning experience using digital resources so that students can discover the potential of teaching in the digital age.

Based on these, the methodology of the organizational-didactic structural structure of the development of digital competence in students includes the selection and creation of digital competence and digital resources, the support



of teaching and learning through effective presentations, educational activities, collaboration, classroom management, assessment, etc. focused on digital competence and digital-oriented didactics to develop innovative methods.

Promoting digital literacy in the sciences through an effective combination of learning formats (e.g. workshops, project-based learning, Contexts4Content projects) takes into account the culture and reality of the host country, from a pedagogical point of view of digital technologies.

There are many different tools that teachers can use in effective and practical ways to create successful learning experiences for their students.

learn how to integrate digital technology into teaching by appreciating its versatility and flexibility.

Teachers get to know the history and culture of the country and learn from the perspective of their subject, mastering some technical aspects in the process, processing and expressing their knowledge in a practical way by connecting different aspects of digital didactics. will have the opportunity.

In addition to traditional classroom settings, students can develop digital competencies through a variety of online courses, webinars, workshops, and other digital learning opportunities. To effectively develop these competencies, teachers must follow a systematic approach that includes the following steps:

1. Determination of learning objectives: teachers determine the skills and knowledge that students will acquire during the course.

2. Selection of appropriate digital tools: teachers select online platforms, educational programs, and other digital resources that are appropriate for learning objectives.

3. Delivery of course content: delivery of course content through online lectures, video tutorials and other digital resources.

4. Practice and Provide Feedback: Students will be able to use digital tools and receive feedback from teachers and peers.

5. Progress assessment: teachers assess students' progress in developing digital competence through quizzes or other assessment tools.

6. Encourage reflection: Students reflect on their learning experiences and identify strengths and weaknesses in using digital tools.

In general, this didactic structure helps teachers to effectively develop students' digital competences through classes outside the classroom.

It also allows for flexibility and personalized learning, as students can work at their own pace and choose the digital resources that best suit their learning styles and needs.



By following this systematic approach, educators can equip students with the digital skills they need to succeed in today's digital world.

Independent work is a great way for students to develop digital competencies.

When students work independently, they have the freedom to choose digital tools and resources that work for them. This allows them to learn about different technologies and develop their digital skills in a way that is personalized and tailored to their needs.

One way to encourage independent work is to provide students with a list of digital resources and tools they can use to complete their assignments. These include online research databases, educational programs, and digital textbooks.

By giving students access to these resources, they can explore and experiment with different tools and learn how to use them effectively.

Another way to develop independent work is to assign projects that require students to use digital tools and resources. For example, you can ask students to create a multimedia presentation using PowerPoint or Prezi, or create a digital portfolio using Google Sites.

By giving students these types of tasks, it is necessary to encourage them to develop their digital competence, while at the same time giving them the opportunity to demonstrate their knowledge in creative ways.

Overall, developing digital competencies through independent work is a great way to prepare students for success in today's digital world. The necessary tools and resources for their independent learning by providing them with opportunities to acquire their education and develop the skills they need to succeed in the 21st century.

The types of digital resources and tools available to students include:

Online research databases: (These are digital libraries that provide access to a wide range of academic materials such as journals, articles and books);

Educational programs: (These are software applications designed to provide educational content and activities to students);

Digital textbooks: (These are electronic versions of traditional textbooks that can be accessed through a computer or mobile device);

Multimedia tools: (These include digital tools that allow students to create and edit video, image, and audio files).

Some potential extracurricular activities for developing digital competencies in students include:

Coding Courses: (These courses can teach students how to code and develop software applications);



Robotics courses: (These clubs can teach students how to build and program robots using digital tools);

Digital Media Courses: (These courses can teach students how to create and edit digital media such as videos, images, and audio files);

Social Media Courses: (These courses can teach students how to use social media platforms for communication and marketing purposes) include

By offering these types of extracurricular activities, students can develop their digital competencies outside of the traditional classroom. It helps students gain hands-on experience with digital tools and resources. It is valuable for their future academic and professional pursuits.

Development of digital competences in students: ensuring the use of digital resources and tools; from digital tools and resources assigning projects requiring access; involves using a variety of methods and strategies that actively engage students and enable them to effectively develop and apply their digital skills, such as encouraging students to explore and experiment with different technologies.

Some effective practices for developing digital literacy in students include:

- practical projects and activities: giving students the opportunity to engage in practical projects and activities that require the use of digital tools and skills. This may include creating multimedia presentations, designing websites, coding projects, digital storytelling, or conducting online research. By working on real projects, students can apply their digital competencies in practical and meaningful ways;

- Collaborative group work: encourage collaborative group work that requires students to work together using digital tools and platforms. Assigning group projects or problem-solving tasks that require students to collaborate online and communicate effectively. It not only develops their digital skills, but also their teamwork and cooperation skills;

- digital portfolios and reflection: create digital portfolios for students to demonstrate their digital skills and achievements. Digital portfolios allow students to select and present their work using a variety of digital tools and platforms. It also encourages students to engage in reflective practice where they can reflect on their digital skills, areas for improvement and growth over time;

- gamification and digital stimulations: adding game elements and digital stimulations to learning experiences. Gamified activities and digital stimulations create a fun and immersive environment where students can practice their digital skills. Educational games and stimulations can simulate realistic scenarios,



allowing students to practice problem-solving, decision-making, and digital literacy skills in a safe and interactive environment;

- online discussions and social media participation: using online discussion platforms and social media to facilitate interaction and collaboration among students. Encourage students to participate in online discussions, share resources, and engage with peers in a virtual learning community. It creates opportunities for students to improve their digital communication skills, information sharing and critical thinking skills;

- realistic assessments: assessments that require students to demonstrate digital competence in real contexts. This includes creating digital presentations, multimedia projects, online quizzes, or digital story assessments. Authentic assessments reflect realistic scenarios and allow students to demonstrate their digital skills in a meaningful way;

- feedback and feedback: giving students constructive feedback on their digital projects and activities in a timely manner. Encourage students to provide feedback, identify areas for improvement, and revise their work accordingly. This feedback process helps students improve their digital competence and develop their thinking in relation to digital skills;

- professional development opportunities: offering students opportunities to engage in professional development activities related to digital competence. This may include workshops, webinars or online courses to develop specific digital skills or certifications. By providing continuous learning pathways, students can further improve their digital competencies and stay abreast of the latest advances in technology.

By incorporating these applications into teaching and learning practices, teachers can effectively develop students' digital competence and prepare them for success in the digital age. Students digital Providing a wide range of support, guidance and resources is essential to ensure their confidence and competence in using technology.

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РЕЗИОМЕ

Ushbu maqolada sinfdan tashqari tadbirlar orqali talabalarning raqamli kompetentsiyasini rivojlantirish masalalari o'rganib chiqilgan.

РЕЗИОМЕ

В данной статье исследуются вопросы развития цифровой компетентности студентов посредством внеклассной деятельности.

SUMMARY

This article explores the development of students' digital competence through extracurricular activities.