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THE IMPORTANCE OF FORMING INFORMATION-TECHNICAL COMPETENCE IN THE STUDENTS OF APPLIED MATHEMATICS INTERESTING IN THE FIELD OF PROFESSIONAL ACTIVITY

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ABSTRACT

This thesis talks about the role of information and technical competencies in the technological field of production according to the qualification requirements of students studying applied mathematics. According to it, the information and technical (general technical) competencies that make up the information-technical competence were studied separately, and a single general information-technical concept was developed.

KEYWORDS: According to it, the information and technical (general technical), competencies.

INTRODUCTION

Currently, the special attention of our state to education, improvement and modernization of the structure of the higher education system, and the implementation of information processes are one of the main factors, and the direction of the competence approach in educating students is also considered one of the main factors. . At the same time, the competence approach requires the strengthening of practical activities aimed at developing the ability to use scientific content in practical professional activities, the ability to solve professional tasks using modern information tools.

The rapid development of the process of informatization of education requires the introduction of new digital technologies in almost all spheres of modern human life. The use of modern digital technologies serves as the main factor for the technological modernization of the republic's industry and production and the development of technical tools.

Within the competence-based approach, the main guideline for solving the problem of the quality of the general technical training of a bachelor of applied mathematics is the formation of information-technical competencies as an important component of professional competence. The main concepts of the competence-based approach are "competence" and "competence". These concepts have been used in our everyday life and in scientific literature for many years, but we need to come to a single concept for our scientific work due to the existence of different views on the introduction of the competency-based approach to pedagogical practice.

The concept of "information competence" is quite broad and still not uniformly interpreted. At the current stage of society's development, the field of information technology use is actively expanding. Public information has affected all spheres of the state and human life: economy, production, education, etc. Representatives of various fields of science: philosophers,

psychologists, teachers, sociologists are engaged in studying the problem of formation of information competence.

According to Y. I. Askerko, information competence is an integral feature of a person that reflects the desire and ability to effectively search, collect, analyze, change and use information effectively in educational activities [2].

According to the research of N.V.Gafurova, A.D.Arnautov, information competence is the ability to consciously integrate information technologies into professional activities based on the analysis of the functional capabilities of computing devices and software products used to solve professional problems, to combine various software products and computing devices [3].

Based on the above-mentioned studies on information competence, information competence is an integral feature of a person that is formed in the process of acquiring a set of BKM used in professional activities, and shows the ability to create, store and transmit information using new digital technologies and technical tools.

According to O.E. Noskova, information-technical competence is the ability to use modern information technologies to solve engineering problems related to the development of a set of general technical and information competences, calculation, research, and the design and production of technical systems in the field of agriculture. and is a dynamic personal quality characterized as his readiness to solve professional problems [4].

Information and technical competence of applied mathematics students is a dynamic personal quality of their ability to use modern information technologies to solve engineering problems during their professional activities in production enterprises and organizations [5,6].

The problem of developing this competence is that students of applied mathematics study only theoretical mechanics from general technical subjects, but such subjects as the strength of materials, the theory of machines and mechanisms, and machine parts are not included in the curriculum of the course. Theoretical mechanics not only explains many important phenomena around us, but also is the scientific basis of all technical sciences. Its methods and methods are used in all technical calculations in the design of machines and structures. The study of theoretical mechanics is of great importance in the development of the future engineer's professional thinking [7,8].

Thus, our research shows that it is important to develop information and technical competence in order for a student of applied mathematics to become a mature person who can compete with the demands of the labor market in the technological field of production.

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