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# Improving Higher Education Students' Competence In Using Information Technologies

**Suopov Bakhodir  
Maidonovich,**

**Doctor of Philosophy (PhD) in Pedagogical Sciences,  
Karshi Engineering Economics Institute,  
Associate Professor Department of "Information Technologies**

## ABSTRACT

In this article, the process of improving the use of information technologies in the process of teaching subjects to students of higher education and thus their professional training is highlighted.

### Keywords:

science program, basic competence, professional competence, computer programs related to the field of economy.

The formation of professional competence at a high level in the higher education system serves as the basis for effective professional activity of the future economist. Therefore, the orientation of the higher education system to the professional activities of the students of the "Information and Communication Technologies in the Economy" subject serves to prepare highly qualified and competitive personnel.

M.I.Bekoeva, V.V.Grinshkun,  
S.G.Grigoriev, O.U.Gogitsaeva,  
E.Yu.Golokhvastova, F.A.Kokaeva, V.K. Kochisov,  
A.A. Korostev, G.S. Kubantseva, Yu.A. Nikitins  
conducted scientific research.

Future economists are evaluated by the availability of basic competence: personal computer, working with modern means of communication and information management in the global network. Thus, obtaining high-quality and professional higher education is a necessary condition for the formation of information competence in economics students.

In the course of our research, it was realized that the effective use of information technology tools, acquisition of information

management skills, deep understanding of financial and economic activities in an information society, and the ability to work effectively and successfully are necessary to form the professional competence of an economics student.

Economics students are taught the state education standard approved by the Ministry of Higher and Secondary Special Education in 2020 and the subject "Information and Communication Technologies in Economics", which serves as a basis for the formation of information competence. The main goal of this science program is to familiarize students with the methods of using modern technical tools, operating systems and software tools, and the principles and methods of automating computing processes.

The process of formation of professional competence is a continuous process, which starts from the general education school and continues until the implementation of professional activities. In the course of this continuous education, students of the economics major need not only sufficient fundamental knowledge in the field of

information technology, but also an understanding of information, a general description of the processes of information collection, storage and processing: technical tools that implement information processes, system software, Office programs, Web- It is necessary for them to have deep study of the basics of programming, specialized software (1S, IABS bank, etc.), as well as the ability to apply this knowledge in practice.

The use of various electronic educational resources ( electronic teaching-methodical complexes, electronic textbooks, publications, dictionaries, tests, multimedia applications ) in the educational process in the formation of professional competence of students of economics gives effective results [2].

It is appropriate to teach Internet resources related to professional activities for the formation of professional competence in the educational process of economics students . For example:

➤ my.soliq.uz is an electronic state service portal of tax authorities, where electronic submission of financial reports of small business enterprises engaged in entrepreneurial activity is automated;

➤ soliq.uz is the website of the State Tax Committee of the Republic of Uzbekistan, where economists get acquainted with tax news, benefits, inspection schedules, and national standards during their professional activities;

➤ stat.uz - a site for submitting statistical reports and finding out accounting codes.

➤ <https://nps.xb.uz/nps/auth.fb> - the site for submitting the report of the accumulated benefit fund of citizens [1].

Every lesson taught in "Information and Communication Technologies" in the economics fields of higher education should have appropriate expected results. The fact that the teacher achieves more results than the expected results of the training in the course of the training leads to an increase in the effectiveness of the training, and in addition, the effectiveness of the students' learning.

The teacher of information and communication technologies in economics should pay attention to the following in order to achieve efficiency from each training session:

that the teaching teacher is armed with modern knowledge;

correct selection of modern teaching methods during training;

achieving coherence of the selected educational methods;

correct distribution of time when choosing the type of training;

proper use of educational tools during training;

paying attention to the pedagogical and psychological aspects of the students participating in the training;

provision of training rooms with the latest computers, Internet technology and modern software tools, etc.

As a result of the teacher adequately explaining to students the possibilities of information and communication technologies, their role in society, their contribution to the acquisition of a specialty, professional competence is formed in them along with information competence, and it is possible to facilitate meaningful implementation and management of professional activities.

*Information competence* is a person's ability to find, store, process, apply and transfer information in various information systems.

I.L. Savostyanova from Russia emphasizes that in providing employment to future economists, employers give priority to the competence related to basic methods and means of searching, storing and processing information at the level of "basic competence".

Thus, obtaining high-quality and professional higher education is a necessary condition for the formation of information competence in students of economics. Economics students are taught the state education standard approved by the Ministry of Higher and Secondary Special Education in 2020 and the subject "Information and Communication Technologies in Economics", which serves as a basis for the formation of information competence. The main goal of this science program is to familiarize students with the methods of using modern technical tools, operating systems and software tools, and the principles and methods of automating computing processes.

The process of formation of information competence is a continuous process, which begins with the teaching of "Informatics and information technologies" in the 5th grade of a general education school and continues until the implementation of professional activities. In the course of this continuous education, students of economics majors need not only sufficient basic knowledge in the field of information technology, but also the understanding of information, a general description of the processes of information collection, storage and processing: technical tools that implement information processes, system software, Office programs, Web- fundamentals of programming, in-depth study of programs focused on integrated assistance, as well as the ability to apply this knowledge in practice is considered necessary.

Seminar on "I am an entrepreneur", "Beginner trader", "Business planner", "Accountant", "Forms of doing business", "Bank manager" and other topics related to the activity of an economist in order to direct students to a specialty in higher education and increase their interest in the profession. it is considered appropriate to organize training and create programs of economic issues with the help of information technologies.

To sum up, we can determine whether students have mastered the science of "information and communication technologies in economics" and formed their professional competence using the following indicators:

- ✓ assessment of the student's competence in learning professional knowledge (good knowledge of professional Internet resources, their use);
- ✓ perform control task (current, intermediate, final);
- ✓ studying interest in professional activities through questionnaires;
- ✓ assessment of students' professional knowledge using a test;
- ✓ monitor students' performance of laboratory tasks;
- ✓ assigning independent work assignments to students and evaluating their performance;

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