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STUDENT COMPETENCIES ON FREELANCING PEDAGOGICAL CONDITIONS FOR THE USE OF INFORMATION AND EDUCATIONAL ENVIRONMENTS IN THE FORMATION

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ABSTRACT

This article is aimed at suggestions and recommendations regarding the pedagogical conditions for the use of information and educational environments in the formation of students' freelance competencies.

KEYWORDS

Freelancer, training of freelancers, information and educational environment, pedagogical conditions.

INTRODUCTION

Pedagogical conditions play an important role in the effective organization of the educational process [1]. Properly selected and systematically implemented pedagogical conditions allow the teacher to achieve high results in classes conducted with students at different stages of Education [2]. Therefore, pedagogical conditions should be observed in the formation of competencies of students regarding information technology, in particular, “web-freelance”. To do this, it is necessary to initially clarify the concept of a pedagogical condition based on the analysis of scientific and methodological literature.

METHODOLOGY

In the scientific and methodological literature, there are various interpretations of the concept of “pedagogical condition”. C.I. According to Ojegov's Explanatory Dictionary, a pedagogical condition is a set of pedagogical and psychological factors, components (relationships, tools, etc.) that ensure the implementation of the pedagogical process [3]. N.Ippolitova and N. According to Sterhova, pedagogical conditions are one of the components of the pedagogical system, reflecting the sum of the possibilities of the educational environment, affecting

the personal and procedural aspects of this system, ensuring its effective functioning and development [4; 11 p.].

Also, marketing, entrepreneurship and management competencies in educational institutions are considered in accordance with the goal of implementing such pedagogical conditions as increasing the level of productivity of the production technology transfer, expanding the didactic possibilities of attracting learners to economic activities [5]. On the basis of scientific research, it can be said that one of the conditions for the formation of competencies of students in secondary schools regarding “web-freelance” is the use of electronic information educational environments [6].

In the modern digital age, the use of information and educational environments is becoming more common in the field of pedagogy. These environments, which include a number of technological tools and platforms, provide many opportunities to improve teaching and learning. However, for their effective use, certain pedagogical conditions are necessary:

1. Specific training goals. It is necessary to set specific educational goals before introducing any information and educational environment into the process of reading and teaching. Through these environments, teachers must determine what students want to achieve or learn.
2. Adequate technological infrastructure. In order to take full advantage of the information and educational environment, educational institutions must ensure the presence of a reliable and robust technological infrastructure.

3. Improving the skills of educators. Effective use of the information and educational environment depends on teachers with the necessary skills in digital literacy. Teachers should be able to navigate the selected environment, understand its features and functionality, and integrate it seamlessly into teaching practice.

4. Student readiness and digital literacy. Just as teachers must be qualified in the use of information and learning environments, students must be prepared and equipped with digital literacy skills. Students' training involves understanding how to use digital tools, act in the environment they choose, and become responsible digital citizens.

5. Supportive learning environment. A pedagogical condition that is often overlooked is the creation of a supportive educational environment. The use of the information and educational environment should be organically integrated into the overall process of reading and teaching. Teachers must design activities that involve these environments in a way that fosters collaboration, activism, and critical thinking among students.

6. Assessment and feedback strategies. Effective assessment strategies should be developed to assess student learning using the information and learning environment. It is considered effective to adapt traditional assessment methods to the digital nature of these environments. In addition, students should be provided with timely and constructive feedback in terms of their content knowledge and digital skills.

7. Ethical and safe use of technology. The ethical and safe use of technology is an important pedagogical condition. Teachers and students must be aware of

issues such as digital citizenship, including online privacy, information security, and responsible online behavior.

RESULTS

Experimental testing work aimed at pedagogical conditions for the use of information and educational environments in the formation of competencies of students on freelancing was carried out in 2020-2023 between students studying in general secondary schools 1, 2, 16 of the Pakhtakor District of the Jizzakh region. This involved a total of 81 students for the experience and control groups. At the end of the pilot work, a mathematical-statistical analysis of the students in the experiment and control group was carried out on the basis of the student-Fisher criterion in order to verify the reliability of the results. According to the calculation result, it turned out that the average mastering performance of the experimental group is higher than that of the control group, that is, an increase of 9.2%.

CONCLUSION

Thus, certain pedagogical conditions are necessary for the successful use of the information and educational environment. These conditions include specific learning goals, appropriate technology infrastructure, teacher skills and professional development, student readiness and digital literacy, supportive learning environment, appropriate assessment and feedback strategies, and ethical and secure use of technology. Taking into account these conditions, educational institutions can fully use the capabilities of information educational environments to improve the quality of teaching and education.

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