

# The use of communication skills in teaching computer science and information technology as a socio-pedagogical problem.

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**Annotation:** Training, education and development of the new generation is carried out in an information-rich environment. Information technologies dictate new requirements for the professional and pedagogical qualities of a teacher, for the methodological and organizational aspects of using information and communication technologies in teaching. Today, any teacher has at his disposal numerous opportunities for using ICT tools in the learning process - this is information from the Internet, electronic textbooks, dictionaries and reference books, presentations, programs, various types of communication - chats, forums, blogs, e-mail, teleconferences, webinars and much more. The following article is devoted to the use of communication skills in teaching computer science and information technology as a socio-pedagogical problem.

**Key words:** ICT tools, internet, electronic textbook, motivation, activity, feedback, communication, communicative influence

Thanks to this, the content of training is updated, there is a rapid exchange of information between participants in the educational process. At the same time, the teacher not only educates, develops brings up a child, but with the introduction of new technologies, he receives a powerful incentive for self-education, professional growth and creative development . In addition, the use of ICT in teaching helps the teacher to solve such didactic tasks as:

- the formation of sustainable motivation; - activation of mental abilities of students;
- involvement of passive students in the work; - increasing the intensity of the educational process;
- ensuring live communication with representatives of other countries and cultures; providing the educational process with modern materials;
- accustoming students to independent work with various sources of information;
- implementation of a personality-oriented and differentiated approach to learning;
- activation of the learning process, the possibility of involving students in research activities;
- ensuring the flexibility of the learning process. In pedagogical practice, there is the following classification of ICT tools according to the field of methodological purpose

In modern conditions, it is not enough for a teacher to be only a user, it is necessary to talk about increasing the competence of a teacher in the field of ICT, which is his professional characteristics, a component of pedagogical skill. In pedagogical practice, a two-level model of information and communication competence of a teacher is proposed:

- 1) the level of functional literacy (preparedness for activity): - possession of computer programs for processing text, numerical, graphic, sound, video information; ability to work on the Internet, use its services; - the ability to use equipment such as a scanner, printer, etc.
- 2) activity level (realized activity) - the effective and systematic use of functional ICT literacy in educational activities to achieve high results.

The activity level can be divided into sublevels: - implementation - the inclusion in the educational activities of specialized media resources developed in accordance with the requirements for the content and methodology of a particular academic subject;

creative — development of own electronic educational tools. It is the activity level (realized activity) that can lead to qualitative changes in the results of the education system. How to bring a teacher from the level

of functional literacy to the activity level? Increasing the information and communication competence of teachers must be implemented within the framework of a single educational institution. There are various projects, advanced training courses, thanks to which teachers can learn how to use information technology in their professional activities.

An important role is played by the methodological support of the use of ICT, the generalization and dissemination of pedagogical experience in the field of the use of ICT (conducting seminars, master classes, webinars, etc.).

A necessary condition for the effective and systematic use of functional ICT literacy in educational activities to achieve high results is the internal motivation, need and readiness of the teacher to conduct lessons using ICT, conscious transfer of the received theoretical knowledge and practical skills into practical pedagogical activity, use of ready-made multimedia programs in the educational process, educational resources of the Internet, communication in online communities, use of social services, creation and use in the educational process of their own simplest and available software products, educational sites.

For the successful formation of communication skills, it is necessary to take into account:

the degree of the teacher's communication skills;

age characteristics of students associated with the simultaneous need for isolation and inclusion in the group.

Consider the specifics of the course of psychological processes (psychological feedback, the presence of communicative barriers, communicative influence, levels of information transfer) in relation to the environment in which they take place: student-teacher or student-computer. If a communicative system is understood as a set of means, methods, communication channels and participants in communication, then it turns out that a new active element has been added to this system - a computer. Considering the specifics of the communication process in relation to the informatics lesson, let's compare the features of communication in the "student-teacher" (U-P) and "student-computer" (U-C) systems. Regardless of how interpersonal communication takes place in the classroom directly (without the participation of a computer) or indirectly (with the participation of a computer as a tool), there are a number of phenomena that need to be considered: psychological feedback, the presence of communication barriers, communication influence and the existence of various levels of information transfer.

An obligatory component of interpersonal communication is feedback - direct or indirect. Indirect feedback is as important as direct feedback and involves the hidden transmission of psychological information. In the U-P system, the feedback, in addition to meaningful information, also carries the emotional response of the student or teacher, depends on personal relationships, so if the interpersonal relationship between the teacher and the student is positive, then the psychological feedback is positive, if the relationship between the teacher and the student is negative, then it is ineffective. In the U-K system, the emotional reaction to the student's actions is almost completely absent (or it does not have personal differentiation and is the same for everyone), the exchange of information in the emotional sphere decreases.

Another interesting phenomenon is the communicative influence. The communicative influence of the computer on the student has features that allow him to be classified as an authoritarian type: impersonal character, lack of feelings, axiomatic content of the material being presented. In the U-P system, a dialogic type of influence is desirable, which is characterized by personification, open presentation of one's own feelings, and a debatable character. When organizing the transfer of information in the U-K system, the interface of the program with which the student works is important. The limited means and methods of computer communication is rather a technical problem, which can be completely resolved in the future.

To get as close as possible to the process of communication that is natural for a person, the computer interface must be adequate either to the characteristics of the human visual analyzer (resolution in space, temporal resolution, number of color gradations, brightness, contrast, etc.), or to the internal neuropsychological patterns of information processing by the human brain.

The selected set of necessary psychological and pedagogical conditions for the successful formation of communicative skills (Appendix 2):

1) creation of positive motivation, based on internal needs, previous individual communication experience and communication abilities of the student; 2) expansion of the communicative base within the framework

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of the informatics lesson, by using a system of exercises in which the formation of communicative skills will be considered as a special pedagogical and didactic task;

3) immersion in communicative activity through the organization of work in interactive modes using information and computer technologies;

4) taking into account the specific features of the subject of informatics, where the computer is one of the elements of the communicative system of the lesson;

5) taking into account the age characteristics of students;

6) the presence of a high level of formation of the teacher's communicative skills.

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