



## EDITORIAL CONDITIONS OF USING INFORMATION AND EDUCATIONAL ENVIRONMENTS IN FORMING STUDENTS' COMPREHENSION REGARDING "WEB-FREELANCE"

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**Xalikov Akbar Tilavberdiyevich**

Teacher Of Jizzakh State Pedagogical University, Uzbekistan

### ABSTRACT

This article presents proposals and recommendations on the editorial conditions of using information-educational environments in the formation of the "web-freelance" competences of general secondary school students.

### KEYWORDS

Editorial condition, information-educational environment, electronic educational tools, web-freelance, training of freelancers, freelancer services.

### INTRODUCTION

Due to the rapid digitization of all areas of society today, the training of mature personnel in the field of "web-freelancer" and the development of new approaches to training specialists in this field are one of the urgent problems of pedagogy [1]. Pedagogical conditions play an important role in the effective organization of the educational process [2].

Correctly selected and systematically implemented pedagogical conditions allow the teacher to achieve high results in training with students at various stages of education [3]. Therefore, it is necessary to follow pedagogical conditions in the formation of students'

competences related to information technologies, in particular, "web-freelance".

For this purpose, it is necessary to clarify the concept of pedagogical condition based on the analysis of scientific and methodical literature. There are different interpretations of the concept of "pedagogical condition" in the scientific and methodical literature.

According to C. I. Ojegov's explanatory dictionary, pedagogical condition is a set of pedagogical and psychological factors and components that ensure the implementation of the pedagogical process [4]. According to N.Ippolitova and N.Cterhova,



pedagogical conditions are one of the components of the pedagogical system, reflecting the totality of the possibilities of the educational environment, affecting the personal and procedural aspects of this system, its effective operation and development. is to provide [5; p. 11].

In this regard, the concept of "pedagogical condition" was explained in detail in V.A. Shiryayeva's research. The author emphasized the importance of understanding the relationship between two categories - "factor" and "condition" in connection with the pedagogical process. Based on his opinion, it can be said that the factor can only be predicted. Therefore, he stated that it can be considered as an objective situation. Pedagogical situation is an external situation consciously created by the teacher. It is important to understand pedagogical conditions as a complex phenomenon, which is related to the quality of their complementarity and interdependence [2].

Y.K. Babansky defined the pedagogical conditions in which the components of the educational process are presented in the best interaction, allowing the teacher to effectively teach and lead the educational process, and the students to manage the educational process defines as an environment [6]. According to V.I.Andreyev, pedagogical conditions are the result of purposeful selection, design and application of content elements, methods, and organizational forms of teaching to achieve didactic goals [7]. V.G. Maksimov Pedagogical conditions are objective and subjective factors necessary to ensure the effective functioning of all components of the educational system, which depend on its goals, tasks, content, forms and methods. understands as a set [8].

In our opinion, today it is necessary to expand the definitions of the term "pedagogical conditions" taking

into account the modern achievements in the field of information technologies.

That is, the definition of the term "pedagogical conditions" should include, in addition to organizational forms and material capabilities, the following components: access to the latest educational and pedagogical technologies and resources; in the conditions of modern reality, teaching and learning opportunities should include the necessary information and technical resources.

Thus, by summarizing the analysis of the positions of various researchers on the definition of the concept of "pedagogical conditions", we can highlight a number of rules that are important for understanding this term and its most complete definition: the conditions are integral pedagogical considered as an integral element of the pedagogical system, which includes the process; Pedagogical conditions should reflect the totality of opportunities of the educational environment: purposefully developed measures of influence and interaction between educational subjects. They should include the following: content, methods and forms of education and training; today, it is impossible to imagine the complete equipment of the pedagogical process without the active use of ICT equipment; the structure of pedagogical conditions always includes internal elements that affect the development of the personal sphere of the subjects of the educational process and external elements that help to form the procedural component of the entire pedagogical process.

Therefore, it is necessary to adhere to the pedagogical conditions in the formation of "web-freelance" competence aimed at students in general secondary schools to spend their free time effectively, to become modern professionals, to have permanent income. requires.



In this case, it is appropriate to take into account the following pedagogical and psychological conditions in the development of entrepreneurial skills in students [9]: preliminary assessment of the student's ability; distribution of the student's work according to his strength; talent promotion; demand.

Also, in educational institutions, it is considered appropriate to implement pedagogical conditions, such as increasing the productivity level of the transfer of production technologies of marketing, entrepreneurship and management competences, and expanding the didactic possibilities of involving students in economic activities [10].

Based on the opinions of these researchers, it can be said that one of the conditions for forming the competences of students regarding "web-freelance" in secondary schools is the use of electronic information educational environments.

Electronic information - educational environment is a personal computer, telecommunication, methodical and organizational environment based on modern information technologies in order to meet the needs of users for educational resources, it is programs, sites, portals with electronic educational resources. enables students to fully master the curriculum [11].

The main purpose of using electronic information-educational environments is to implement an individual approach to each student and to develop students' ability to work independently. Special attention should be paid to the design of pedagogical processes in electronic information educational environments.

Also, the organization of electronic information educational environments based on a competent approach, coordination of educational goals with the personal goals of learners, easing the work of teachers due to the constant increase of independence and

responsibility of learners, students' learning not at the expense of reducing the content and volume of educational material, but at the expense of increasing the share of individual independent education, ensuring the unity of the educational process not in theory, but in practice; preparing students for conscious and responsible education allows to increase the effectiveness of the educational process [12].

At the same time, in the process of using the information educational environment, the teacher should follow the following: the current level of knowledge and attitude of the students to the acquisition of information; the level of academic skills and qualifications available to students; the level of interaction between the teacher and students; methods of interaction between the teacher and the students; the nature of interaction and cooperation between students. All these indicators have a certain influence on the development of students' cognitive activities, determine their relationship to the learning process and the surrounding [13].

Today, the use of the global network is widely introduced in general secondary schools. The number of information learning environments and e-learning resources in them is increasing for all subjects, including computer science and information technology, in particular for freelance education. Currently, from the point of view of setting educational tasks, listening to educational videos and lectures from the network does not require high qualifications from the learner [14]. Therefore, it is necessary to increase the culture of students' use of educational Internet resources related to informatics and information technologies, in particular, "web-freelance".

In this regard, that is, the possibilities of the global network and its electronic educational resources in the



educational process, research on their use in increasing the effectiveness of teaching subjects A.A. Abduquodirov, U.M. Mirsanov, L.Q. Bagbekova, X.E. Tangirov, J.A. Elmurodov, I.N. Ruzimurodov, N.K. Researched by such scientists as Botirova, A.A. Andreyeva, V.A. Brilyova, O.V. Danilova, E.A. Pervezenseva, N. Ragonis, M.W. Jones, A. Berglund.

In the researches of these scientists, it was emphasized that effective results can be achieved by using electronic learning resources to increase the effectiveness of teaching subjects. These scientists noted that the content of Internet resources includes educational sites, educational portals, knowledge bases and distance learning systems, which can be classified according to the following directions: methodological developments for training and didactic materials; educational programs, flexible courses, educational modules by subject; electronic textbooks; presentations for classes; video materials of exercises; scientific developments of experienced professor teachers, ax of the work system

Thus, on the basis of the scientific research of these researchers, it can be said that the use of information-educational environments is effective in forming students' knowledge about "web-freelance". Certain pedagogical conditions are necessary for the successful use of information-educational environments:

1. Clear learning goals. Before introducing any information and learning environment into the teaching process, clear learning objectives must be established.
2. Adequate technological infrastructure. In order to take full advantage of the information and learning environment, educational institutions must ensure the availability of reliable and robust technological infrastructure.

3. Improving the qualifications of teachers. Teachers must be able to navigate the chosen environment, understand its features and functionality, and integrate it seamlessly into teaching practice.
4. Preparation and digital literacy of students. Schools should provide opportunities for students to develop these skills and ensure they have the resources and support they need.
5. Supportive learning environment. Teachers should design activities that include these environments in ways that foster cooperation, engagement, and critical thinking among students.
6. Assessment and Feedback Strategies: Effective assessment strategies must be developed to assess student learning using information and the learning environment.
7. Ethical and safe use of technology. This is an important pedagogical condition. Educators and students need to be aware of digital citizenship issues, including online privacy, information security, and responsible online behavior.

In short, certain pedagogical conditions are necessary for the successful use of information-educational environments. These conditions include clear learning objectives, appropriate technology infrastructure, teacher competence and professional development, student readiness and digital literacy, a supportive learning environment, appropriate assessment and feedback strategies, and ethical and safe use of technology. includes use. Taking into account these conditions, educational institutions can fully use the possibilities of information-educational environments to improve the quality of teaching and learning.

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