

IMPROVING THE METHODOLOGY OF USING CLOUD TECHNOLOGIES IN THE DEVELOPMENT OF PROFESSIONAL COMPETENCE OF FUTURE MATHEMATICS AND INFORMATICS TEACHERS

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Abstract: Education is an integral part of any society. Society cannot develop rapidly without modernizing the education system. In the modern world, education is the most important condition for the growth of social and economic well-being, the source of sustainable development of the country. Today, all the young generation prefers to use cloud services based on modern technologies. Therefore, in today's conditions, improving the ICT competence of future teachers of mathematics and informatics based on the use of cloud technologies is one of the important issues. This article talks about the development of the structure and content of ICT competence of future teachers of mathematics and informatics.

Keywords; globalization, state strategy, educational, ideological-ideological, labor, moral, aesthetic, physical, intellectual, legal-civil.

Teachers' professional development is a key determinant of school effectiveness, as evidenced by empirical findings demonstrating links between teachers' professional knowledge and student achievement. Competence-based approaches in professional teacher development include declarations about what teaching and learning should achieve, as well as guidelines for curriculum design, pedagogy, and assessment criteria. Perfect generation education and self-education aims to develop all aspects of young people, and this educational process creates a unity of all types of educational, ideological-ideological, labor, moral, aesthetic, physical and self-education. In the conditions of independence, for example, it is very important for every young person to be aware of spirituality and its essence, to understand information as a source of knowledge, to achieve computer and Internet literacy. Especially in the context of the globalization process, it is necessary to understand not only its positive effects, but also the essence of the ideas of immorality promoted by the works of art and the moral threats made by the mass media. In the next period, the topic of knowledgeable and competent approach to education is being actively discussed in scientific circles, that is, the formation of a future computer science teacher as a specialist in order to start work in general secondary education is being considered. Improving the education system of our country is especially urgent. In the government strategy for improving the content of general secondary education, it is clearly defined that the main results of the activity of general secondary educational institutions must be a system of knowledge and skills, it is necessary to form a core set of competences in intellectual, legal-civic, communication, information and other fields. This is related to the human capacity associated with the traditional approach to education and the ability to act effectively within educational contexts and educational situations. Competent approach prioritizes the learner's ability to solve problems that arise in life, rather than acquiring information.

Reforming the system of improving the quality of specialist training in modern Uzbekistan the problem is becoming increasingly acute, which is the penetration of the state into market relations related to new social needs arising as a result. Historically, education is one of the first directions of informing the society introduction of information technologies, informatization of all spheres of human activity aimed at forming a new information culture of a person who can work in the conditions. The decisive role in the implementation of the informatization of education belongs to the teacher. First of all, it belongs to a computer scientist. Currently, computer science and other training of teachers in computer science and information development of separate directions or components of the technology use system. there are many pedagogical studies aimed at output. Nevertheless, education the future in the field of ICT implementation in educational practice in the conditions of informatization studies that include the main components of professional training of teachers systematically .

As a professional, the following can be distinguished as the main characteristics of a successful pedagogue: readiness for changes in rapidly changing working conditions, mobility, responsibility and independence in making unexpected decisions in non-standard situations. Acquiring such a high quality is impossible without expanding the environment of pedagogical creativity, because the requirements for the teacher's qualifications are increasing. The structure of the professional competence of the future informatics teacher is presented ambiguously in various studies. Based on the analysis of a number of pedagogical and methodological works , the following components can be distinguished in the professional competence of the future informatics teacher: subject, methodical, ICT. As a subject part, it includes the knowledge, skills and abilities of the mathematics course, which is the basis of "Informatics and ICT". As a methodological part, it consists of knowledge, skills and abilities in the field of methods, modern information tools, mass communication and principles of knowledge formation, students' qualifications for the "Informatics and ICT" school course. As part of ICT, it is manifested in the need for the pedagogue to use modern information and communication tools in his work. All these parts determine the importance of ICT competence of the future informatics teacher.

Enhancing professional skills for Mathematics teachers is one of the important solutions for reducing the issues above in teaching and learning. However, few formal programs provide suitable training for aspiring Mathematics instructors in professional competence development, let alone schoolteachers who were overworked in their teaching practice and faced numerous challenges. Within a professional development program for Mathematics teachers, our study explores the process of becoming a Mathematics teacher trainer. We examine the development of Mathematics teacher educators more precisely through their practices. This study aims to identify the factors involved in assessing Mathematics teachers' professional competencies and how these factors can be used in designing professional development workshops for teachers. The topic selected for teachers' practice in the workshop is "The linear functions", which is covered in Grade 8 in the Mathematics education program. This study starts with reviews of Mathematics teachers' professional competency models for conducting the workshop and explores the Mathematics teachers' experiences to explain the components of Mathematics teachers' professional competencies.

The given information should correspond to the content of the subject of the training as well as formation of necessary skills and qualifications in students. It should consist of supporting assignments and tasks, which students should master determining the amount of information, presenting it in a certain logical system, compliance with the principles of coherence and continuity, finally, the answer to the principle of systematicity must be able to give. Also, the information is suitable for students' level of preparation it is considered appropriate to have it. Modern information technology tools include: computer, scanner, video camera, LCD projector, interactive electronic

board, fax modem, telephone, e-mail, multimedia tools, Internet and Intranet networks, mobile communication systems, database management systems, artificial intelligence systems can be entered. Pure learning for the organizers of training using the interactive method. In addition to the goals, the following aspects are also important:

- in the process of interaction of students in the group, of others understand their abilities; - interacting with others and theirs the formation of the need for help;
- development of competition and competitive moods among students.

Therefore, in teaching groups using interactive methods two main functions necessary for successful operation must be done:

- solving the educational problem with the pragmatic aspect of teaching conditional;
- solving educational issues (group in the process of collaborative work providing assistance to members, forming norms of behavior).

An example of interactive methods is the "Insert method". According to many scientists, innovative educational technologies belong to students

creative thinking, developing non-standard ideas in solving educational, practical or creative tasks should be aimed at output, which, in turn, is the professional of future specialists formative factor of competence. At the same time, the main thing is to modernize education the condition is the transition from the informative learning model to the developing model. This is for the students not only the subject knowledge, but also the ability to acquire them independently.

Nowadays, teachers use modern digital technologies in their professional activities for teaching material, presentation of performances, creation of teaching materials and test tasks, distribution of teaching materials and hakazos. The requirements for the ICT competence of a modern teacher are constantly increasing due to the development of ICT, the implementation of state programs in the field of informatization of society and education. Competence in the field of ICT allows the future specialist to be competitive in the labor market, to be ready for continuous professional growth and professional mobility in accordance with the needs of modern education in the age of information. Formation of professional competence of the future teacher, pedagogues It has a unique place among the complex problems of preparation. Especially education professional pedagogy at the current stage of reforms related to modernization the problem of adaptation to activity is becoming more evident. Future teachers along with practical, psychological, methodical, research types is getting richer with the formation of the teacher's professional competence. Professional the diagnosis of competence is diagnostic of the essential characteristics of professional formation, it is necessary to include groups of communicative, management and projective studies. The cognitive activity of the pedagogue in many ways is the complexity of the things being studied, dynamics, non-standardity, influence of boundaries that separate social events, looking for them is determined by uncertainty, which is observability, internal to the interlocutor refers to the skill of modeling the world. In this case, arrange yourself characteristics, the need to constantly improve one's knowledge and skills, etc with the aim of strictly coordinating their behavior towards people is described.

Certain qualities of a person are formed through a set of practical educational activities. These works are clearly multifaceted, at the same time mental, physical, it is necessary to carry out moral, aesthetic and labor education on the basis of integrity. Every side A holistic educational approach is a systematic attitude and management of the educator requires. External and internal factors involved in the management education process and it can be successful only if their interaction is taken into

account. That's it therefore, it is necessary to have a clear idea about the factors. "Training of personnel is national program" and the need to introduce and master modern pedagogical technologies it was repeated many times and the need to bring them to educational institutions was emphasized. Well-known scientists of our republic are trying to create pedagogical technologies based on science, adapted to the socio-pedagogical conditions of our region, and to use them in educational practice. A student in the course of educational work teaching young people to think creatively, to adapt to changing situations, based on free competition organizing activities and teaching students information technologies, electronic textbooks, it is important to use versions and multimedia in practical training. And this to educate students to think independently, to analyze educational activities, plans to acquire professional skills and computer literacy in the future it is necessary to make it their internal need to achieve their specific definition.

Children of preschool age using multimedia tools educational work on the development of speech one computer (laptop), media panel (or screen) and determines the presence of the projector. Microsoft Office PowerPoint allows you to create digital information products. In the computer class educational activities for the development of speech of preschool children consists of using computer games (educational, diagnostic, development). Considering most of the preschools for this for kindergartens of preschool educational institutions, as well as requires a fully equipped computer classroom with licensed software.

In short, infrastructure improvement, ICT training in general despite the policy aimed at the introduction and in particular the teaching of mathematics, the steps that teachers need to go through today as soon as possible moving forward is of particular importance. Among those using ICT relationships. Before ICT can be used effectively, the teacher has to go through .If it is higher than 5 levels, mathematics teachers in our country are still between 3-4 levels. frequent and appropriate use of technology and level 4 (mastery) means, in which the teacher through ICT to the competences of the subject changes teaching methods to achieve. Mathematics teachers to technology are changing their approach day by day. The goal is to equip teachers with ICT approach to level 5, i.e. transition to innovation and all the possibilities of ICT influencing problem solving and critical thinking using is to focus on innovative teaching methods.

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