



## THE HISTORY OF THE TERM "INFORMATION AND COMMUNICATION COMPETENCE"

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**Abstract:** The development of society and its transition to the information category determines the need to consider historical and international experience on the problem of information and communication competence formation.

**Keywords:** competence, competence, information competence, communication competence, information society, information and communication competence.

The modern development of society necessitates the development of mechanisms for the formation of a personality capable of mastering new components of the modern quality of education demanded by society, such as information technology, the ability to take care of one's health, the ability to engage in communication and solve professional problems.

The starting point in considering the history of the emergence of the terms "competence" and "competence" in relation to education should be considered the 60s of the twentieth century. It was during these years that they were first talked about in scientific circles in America. In 1965, N. Chomsky (University of Massachusetts), referring to Wilhelm Humboldt, applied the concept of "competence" to the theory of language, designating it "the ability necessary to perform certain, mainly linguistic activities in the native language." N. Chomsky associated it with human skills and experience.

In the early 70s, competence-based education (CBE) began to take shape in America, the purpose of which was to train specialists who could successfully compete in the labor market.



Many works of scientists have been devoted to the study of the interpretation of the terms "competence" and "competence" in pedagogy (N. Chomsky, R. White, J. Raven, N. V. Kuzmina, A. K. Markova, E. F. Zeer, V. N. Kunitsina, G. E. Belitskaya, L. I. Berestova, V. I. Baydenko, A.V. Khutorskoy, N. A. Grishanova, etc.), after analyzing which, following I. A. Zimnaya, three stages can be conditionally distinguished the formation of a competence-based approach in education.

The first stage (1960-1970) is characterized by the introduction of the category "competence" into the scientific apparatus, the creation of prerequisites for the differentiation of the concepts of competence/competence.

The second stage (1970-1990) is characterized by the use of competence/competence categories in the theory and practice of teaching mainly the native language, as well as in the field of management and management. Foreign and domestic researchers distinguish different types of activities for different types of activities competencies/competencies. In the work of J. The book "Competence in Modern Society", which appeared in London in 1984, gives an expanded interpretation of competence.

J. Raven names 37 "types of competence" in demand in modern society, the essence of which is "motivated abilities". Researchers both in the world and in Russia are beginning not only to explore competencies, but also to try to build learning, bearing in mind its formation as the final result of this process (N. V. Kuzmina, A. K. Markova, L. A. Petrovskaya). Researchers identify different types of competence for different activities.

The third stage, since 1990, has been characterized by active research of the scientific category competence /competence in relation to education, that is, the approval and implementation of the competence approach begins. The works of A. K. Markova (1993, 1996) appear, where, in the general context of labor psychology, professional competence becomes the subject of special comprehensive consideration.

A great contribution to the development of competence problems was made by domestic researchers N. V. Kuzmina, L. A. Petrovskaya, A. K. Markova, L. M. Mitina, L.



P. Alekseeva, N. S. Shablygina, etc. In 1996, at a symposium in Bern, the Council of Europe program identified key competencies (keycompetencies) that students should acquire both for successful work and for further higher education. Information competence is one of the five key competencies that "young Europeans should be equipped with," named by V. Hutmacher in a report to the Council of Europe.

The information competence of students as the goal and result of higher professional education should be focused on preparing them as future specialists for full-fledged life in the information society. The analysis of various aspects of the information society (philosophical, political, legal, economic, issues of information and psychological security of the individual, etc.) is contained in the works of Russian authors: R. F. Abdeev, I. V. Alekseeva, T. G. Artamonova, Ya. N. Zasursky, V. N. Kostyuk, I. N. Kurnosov, G. L. Smolyan, I. S. Melyukhina, N. N. Moiseeva, A. I. Rakitova, A. D. Ursula, D. S. Cherkashina, A. A. Chernova, etc., as well as in the works of foreign researchers: D. Bell, P. Draker, M. Castells, T. Stonier, E. Toffler, X. Toffler, I. Masuda, etc.

The concept of information was considered by ancient philosophers. Until the beginning of the Industrial Revolution, the definition of the essence of information remained the prerogative mainly of philosophers. For the first time, the concept of "information society" appeared in Japan in the second half of the 60s of the twentieth century.

Over the past 15-20 years, the topic of the global information society has been repeatedly addressed by domestic scientists: I. N. Kurnosov, I. S. Melyukhin, N. N. Moiseev, A. I. Rakitov, G. L. Smolyan, A. I. Ursul, A. A. Chernov, etc. M. Castels formulated a holistic theory that allows us to assess the fundamental consequences of the impact of the revolution in information technology on the modern world. In his fundamental research "The Information Age: Economics, Society and Culture", he gives an expanded analysis of modern trends leading to the formation of the foundations of a society, which he called "network".



In Russia, solving the problem of the formation of an information society is considered as a necessary condition for the sustainable development of the country, its full integration into the world economy. In pedagogical, managerial, economic and engineering activities, communicative competence is a component and quite an essential part, which is recognized by scientists dealing with the problem of competence, classics of domestic and foreign science (A. A. Bodalev, J. C. Vygotsky, V. V. Davydov, A.V. Zaporozhets, I. A. Zimnaya, N. V. Kuzmina, B. F. Lomov, J. A. Petrovskaya, S. L. Rubinstein, R. B. Sabatkoiev, V. A. Slastenin), modern researchers of recent decades (M. V. Biryukova, E. A. Grishina, A. A. Huseynov, A.M. Dokhoyan, E. V. Prokhorova, E. A. Khamraeva).

Relevant research uses concepts such as communicative competence, socio-perceptual competence, communicative abilities, and others. The phenomenon of information and communication competence is at the initial stage of scientific development.

Thus, we have tried to trace the historical aspects of the emergence and development of the concepts of competency competence of information, communication, information and communication competence.

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