FACTORS OF DEVELOPING THE PROFESSIONAL TRAINING OF FUTURE ENGINEERS THROUGH DIGITAL TECHNOLOGIES.

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Abstract: *There are several factors and ways of preparing future engineers for professional training in information technology, which is realized by the specialist's possession of professional skills, abilities and practical training.*

Keywords: *digital technologies, information and communication technologies, higher education system, modern education, digital knowledge.*

In recent years, the terms "competence" of future specialists or the education and development of "professional competence" have often been encountered in the educational process and scientific works.

In the Uzbek language explanatory dictionary, "competence" (from the Latin "competere" – worthy) is described as the level of a person's awareness of certain knowledge and skills.

According to many experts, in general, competence in this field is not only the student's possession of knowledge and skills but also the mastery of integrative knowledge and actions in every direction. Depending on the requirements for the level of students' training, competence means the ability to apply skills, knowledge, and methods of work in specific circumstances.

Graduates, including those in the field of information technology, undertake teaching practice during the spring semester to apply their theoretical knowledge in practice and receive consultations from PC students. During the practice, they perform the following functions:

- the teacher assigned to the student during the practice, teaches him normative documents (direction DTSH curriculum, branches of scientific programs, work programs and schedule of thematic plans), in order to get acquainted and master management activities.

- during the first week of practice, conducts observation and analysis of lessons of qualified PC teachers. Analyzes lessons, fills out a special form for analyzing lessons, and also for official registration, obtains the signature of the teacher of the given subject.

-during 2-3 weeks of practice, according to a drawn-up plan, together with the supervisor, they prepare for one lesson every day, draft classes and conduct them:

a) draw up a complete plan of the lesson and its technological map;

b) prepare didactic material for each lesson and show it as an appendix (exhibition tools, handouts, game scripts);

c) accept analysis of the lessons from teachers.

- Develop a project for an ideal open lesson and conduct it, attaching the necessary documents for the open lesson (a detailed lesson plan, didactic materials, analyses of the open lesson by observers, and the given evaluation).

Additionally, carry out spiritual and educational work with the group assigned to the student conducting the practice. Familiarize yourself with the documents certified by the supervisor's plan for spiritual and educational work with the group. Conduct individual conversations with the students of the group and, based on the results of these conversations, provide a characterization of the psychological state of the student. Organize at least one educational session based on an engaging scenario, develop the scenario, and arrange an activity (such as a quiz show, communication circle, intellectual games, etc.).

Based on the above, in our opinion, the competence of future vocational education teachers in information technology is formed gradually through the integration of pedagogical and industrial subjects. This is achieved by solving problem situations and tasks in both pedagogical and technical-technological contexts through didactic synthesis and interrelation of subjects.

Based on the above, the concept of "competence" can be interpreted as the ability to accomplish the tasks assigned to graduates during teaching practice. "Professional competence," on the other hand, refers to the actions of a specialist aimed at mastering their profession to achieve specific goals. Additionally, competence encompasses the formation and development of knowledge, skills, and personal qualities of future vocational education teachers in the field of information technology.

To develop competence, as well as the necessary knowledge and skills, in future vocational education teachers in the field of information technology, it is essential to implement advanced teaching methods, international best practices, and modern pedagogical technologies.

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