METHODS OF DEVELOPING THE COMPETENCE OF FUTURE COMPUTER SCIENCE TEACHERS ON "INFORMATION SECURITY"

Javlon Iskandarovich Samandarov*

*PhD Student,
Tashkent State Pedagogical University,
UZBEKISTAN

ABSTRACT

This article describes the following features of teaching information security in teaching the course, the growing use of network technologies in information systems and the integration of local networks into global networks, looking at information security as a branch of computer science, using pedagogical tools to identify its teaching problem.

KEYWORDS: *Information, Information Security, Technology, Method, Diagnostics, Person, Society, Resource, System, Global.*

INTRODUCTION

Reforms in the Republic of Uzbekistan to ensure effective integration of education, science and industry, development of the system and content of training based on the prospects of social and economic development of the country, modern achievements of advanced technologies, modernization of material and technical base of higher education The task of widespread implementation is becoming increasingly important. In particular, the need to increase the practical level of methodological support for teaching information security in the training of qualified personnel is becoming a priority in today's age of information technology. **[1]**

THE MAIN FINDINGS AND RESULTS

The Action Strategy for the Further Development of the Republic of Uzbekistan states that "further improvement of the system of continuing education, increasing the capacity of quality educational services, continuing the policy of training highly qualified personnel in line with modern needs of the labor market, ensuring balance and stability of the national economy, information security and information protection" In this regard, it is important to improve the methodology and methodological support of teaching the course "Information Security" for future bachelors in pedagogical areas, the implementation of diagnostic mechanisms for the level of professional training. **[2]**

The following tasks are important in teaching the course of Information Security in educational institutions:

Information security is an important aspect of security, in which the interests of the individual, society and the state are protected in the field of information

Introduction of new means of information storage in information systems and increase in the volume of information collected, stored and processed in them

Ensuring information security is a multifaceted systematic and comprehensive approach, ensuring the transparency of information resources, the openness of information resources, the subjects who use information systems.

The need to determine the details of the protection objects, tools and elements necessary to ensure information security

The need to take into account the improvement of modern computer models, configuration parameters and software;

Security issues need to be taken into account as a result of the growing use of network technologies in information systems and the integration of local networks into global networks
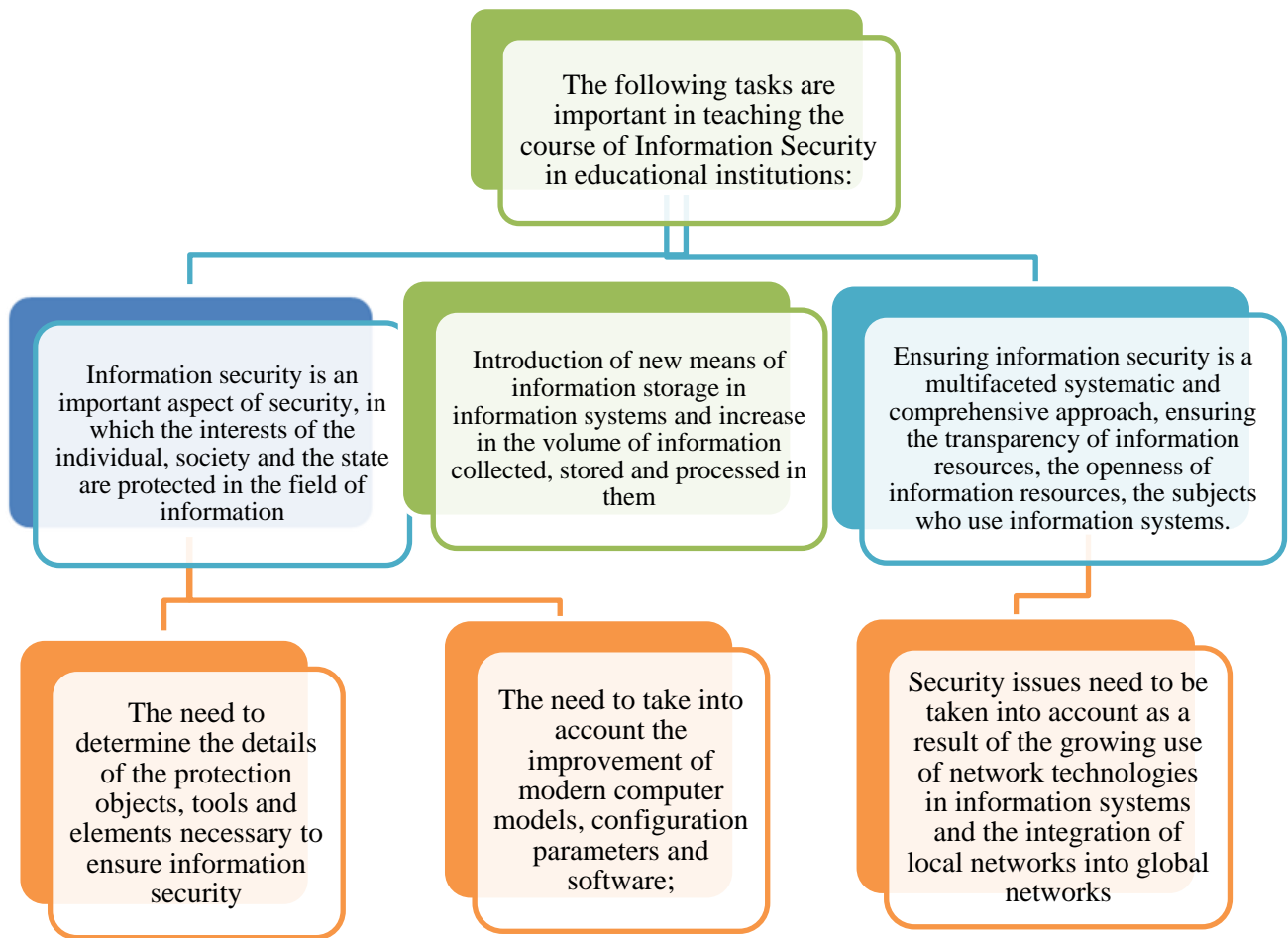
Figure 1 Tasks in teaching the course of information security

G.N. Chusavitina noted that despite the fact that different countries pay serious attention to the training of information security in the training of specialists, special attention should be paid to the level of training of information security users of information systems operating in small enterprises from government agencies.

M.A. Abissova noted that the content of "Information Security" in the state educational standards of higher education does not correspond to the achievements of modern science and technology and the tasks that require students to ensure information security using information technology in their professional activities. Considering information security as a branch of computer science, it divides the problem of teaching into 2 conditional groups: Group 1 - problems of teaching part of informatics specific to information security; Group 2 - specific, specific problems of information security education. [1]

M.A. Abissova conducted research on the solution of group 1 problems, mainly through the creation and implementation of training services. [1]

T.A. Malyx recognized as a pedagogical problem the fact that young swimmers are taught the concepts and basic knowledge of information security in terms of protecting swimmers from the flow of various negative information. To solve this problem, he stressed the need to start teaching information security issues from primary school. [3]

The analysis of various aspects of teaching information security in higher education allowed to identify the following cases in the teaching of information security for the requirements of the bachelor's degree in computer science [4]:

- The diversity of requirements for undergraduate students in the field of informatics on the level of mastery of the content of information security;

- Differences in the distribution of hours of training in the preparation of bachelors in computer science, depending on the content of the subject "information security" and the importance of information security;

- The breadth of the theoretical knowledge of information security, the need to identify the most important and relevant topics for their use in lectures, which correspond to the psycho-physiological aspects and professional activities of future teachers of computer science **[5]**;

- The need to analyze the diversity of software and hardware used for practical and laboratory training and their use in the educational process;

- The need to take into account the introduction of new technologies and tools in the content of science;

- The variety of training methods;

- The issues of using licensed software used to ensure information security;

- The use of software used to ensure the safety of students in practical and laboratory classes, their work in the system within the powers of the network administrator contradicts the security policy for the use of the network system **[6]**;

- Lack of teaching aids and didactic materials.

CONCLUSION

In conclusion, it should be noted that the most widely used and effective pedagogical technologies in the field of information security in the educational process are :

1. Person-centered learning technology - serves to create the necessary creative environment for the personal development of the listener.

2. Differential level technology - focuses on the listener's independent creative approach, that is, the acquisition of simple and in-depth knowledge skills.

3. Problem-based learning is the acquisition of knowledge using complex or problematic situations

4. Research Methods in Teaching - Encouraging independent reading to broaden the listener's worldview

5. Game technology - it is advisable to use game technology to ensure emotional and rational equality.

REFERENCES

1. Abissova MA. Information security training services in the theory and methodology of teaching computer science to students of humanitarian and socio-economic specialties: Avtoref. Dis ... Candidate of Pedagogical Sciences: 13,00,02. Abissova Marina Alekseevna. SPb. 2006. p. 22.

2. Malikh TA. (2008) Pedagogical conditions for the development of information security of a younger student: Author's abstract. Dis ... Candidate of Pedagogical Sciences: 13.00.01. Malikh Tatyana Aleksandrovna-Irkutsk. 2008. p. 23.

3. Abduganiyev O. Formation of legal training aimed at competitiveness in pupils of secondary schools. European Journal of Research and Reflection in Educational Sciences. 2019;7(9):59-61.

4. Ruzikulova NSh. Selection of educational materials for the development of students'

information communication skills and their encouragement Босма European Journal of Research and Reflection in Educational Sciences. - Progressive Academic Publishing, Great Britain. 2019.   pp.918-920.

5. Abduganiev   O.   Developing   student   competency.   European Journal of Research and Reflection in Educational Sciences, 2019;7 (11):62-64.

6. Ro'zikulova N. Methodological aspects of the development of information processing competence of students in mathematics. Central Asian Journal of Education. 2018;1(1):81-86.