

WAYS TO EFFECTIVELY USE EDUCATIONAL TECHNOLOGIES TO ENHANCE THE INFORMATION MANAGEMENT COMPETENCIES OF EDUCATIONAL INSTITUTION LEADERS

Asqar Qo'shmurodov

*Teacher of the Department of Pedagogy, Psychology
and Music in Distance Learning
asqarqoshmurodov1992@gmail.com*

Annotation: This article highlights the necessity of developing the information management competencies of educational institution leaders and explores effective ways of utilizing modern educational technologies in this process.

Keywords: Information and communication technologies, digital resources, management skills, online education, innovative management.

In order to develop the information management competencies of educational institution leaders, it is essential to effectively use educational technologies and modern teaching methods. In this context, the subject instructor defines the required economic competencies according to the outlined curriculum. Based on the studied topic and the targeted competencies, appropriate teaching methods are selected. By effectively applying modern teaching methods, it becomes possible to develop the economic competencies of future school managers.

The term "method" originates from the Greek language ("a way to achieve a goal") and means "a way to regulate activities." A teaching method is the main tool of the educational process.

A method is a set of instructions and techniques used to acquire, assimilate, teach, learn, and comprehend theoretical and practical knowledge presented during the learning process. A method represents a part of the activities of both the instructor and the student, as well as the outcomes of their activities.

For the leaders of educational institutions, the effective use of educational technologies is crucial for enhancing information management competencies. These technologies provide leaders with opportunities to improve the functioning of educational institutions, guide teachers, monitor the learning process, and analyze educational activities.

Effective Technologies for Educational Institution Leaders:

1. **Websites and Online Platforms:** Using websites and online platforms is important for uploading student information, conducting webinars, reading e-books, designing tests, and carrying out other tasks.
2. **Interactive Textbooks:** Interactive textbooks provide excellent opportunities for leaders to engage students and enhance their learning. These resources help students to improve independent study skills and to learn how to solve problems and answer questions effectively.
3. **Student Improvement Systems:** Such systems allow leaders to improve student engagement, analyze student data and communications, and provide personalized support.
4. **Mobile Applications:** Mobile apps are useful for enhancing the educational process, motivating students, monitoring the completion of assignments, and performing other important tasks.
5. **Electronic Portfolios:** Electronic portfolios help students to collect their learning outcomes, research works, and other data in one place and provide convenient access to these materials.

The above educational technologies assist leaders in improving their information management competencies and contribute to enhancing students' learning processes. These technologies create necessary and convenient opportunities for leaders to enrich the educational process with innovations.

Electronic learning resources are composed of the didactic, software, and technical interactive complexes of modern information technologies.

Unlike traditional materials, electronic learning resources represent a unity of computer and traditional educational technologies.

The use of multimedia technologies in organizing the educational process based on electronic learning resources significantly increases learners' interest in studying, develops their critical thinking abilities through the interactive nature of the education, and improves the efficiency of material assimilation.

Moreover, electronic learning resources provide opportunities to model and observe processes that are difficult or impossible to demonstrate in real life, ensuring that learning outcomes are effective not only by their degree of mastery but also by the levels of logical thinking and comprehension achieved by learners.

Problem-Module Based Teaching Method

The problem-module based teaching method involves the practical application of acquired theoretical knowledge. This method, which forms the didactic foundation of various learning models, differs in the ways teaching tools and pedagogical techniques are applied. It involves dividing an academic topic into relatively smaller parts — modules.

A module is considered a relatively independent and complete unit of the curriculum, aimed at developing a specified competency.

Each module reflects:

- the learning outcomes (student activities),
- the teaching content (activities and assessment criteria),
- the forms and methods of teaching,
- and is determined by the competency development level and the module's boundaries.

A characteristic feature of competency-based modular education is that the participants' approach to assessing the quality of education and their attitude toward replacing or updating the process are evolving. At the same time, the degree of competency formation and other data are collected and compared with predefined standards.

Modular training is characterized by the following features:

- Individualization of learning, with more time allocated for independent study;
- Delivery of content divided into modules;
- Full provision of informational-methodological complexes;
- High adaptability of the educational content to various requirements;
- Equal subject-to-subject relationships;
- Genuine right of choice for learners.

Using information technologies enhances lesson effectiveness by developing students' skills in working with information through learning motivation, leading to a more successful educational process. In the management process, working with information not only reveals the variability of learning activities, their individualization, and differentiation opportunities, but also establishes new formats for interactions among educational stakeholders. It allows for building a learning system where students actively and equally participate in educational activities.

When teaching the subject of Information Technologies, working with information significantly expands the possibilities for presenting educational data, involving students in the management process, unlocking their potential, and activating their intellectual activity.

The use of ICT (Information and Communication Technologies) provides effective support for teachers in preparing and conducting lessons in different formats. Working with information using ICT greatly facilitates students' preparation for lessons, making them non-traditional, memorable, interesting, and engaging. Through the use of information, integrating ICT with modern pedagogical

technologies can spark interest in sciences and motivate students to study, thus enhancing the effectiveness and intensity of self-learning and improving the quality of education. In working with information, ICT acts as a "mediator," bringing about significant changes in a person's connection with the external world.

Using information technologies in education opens up new opportunities for teachers to engage their students. Through the use of these technologies, students are able to participate in the creation of information related to the subject, which fosters greater interest in the discipline.

The use of ICT in the educational process is one of the ways to increase learning motivation. ICT contributes to the development of both the student's and the teacher's creative individuality, helping to meet basic human needs for communication, education, and self-realization.

The most widely used ICT tools in the management process include:

1. Electronic textbooks and manuals presented with the help of computers and multimedia projectors;
2. Electronic encyclopedias and reference materials;
3. Training simulators and testing programs;
4. Educational resources of the Internet;
5. DVD and CD disks with pictures and illustrations;
6. Video and audio equipment;
7. Scientific research and development projects;
8. Interactive whiteboards.

Conclusion. In conclusion, leaders of educational institutions must be proficient in using information and communication tools because these skills become increasingly visible and necessary when working with every employee.

References:

1. Asadov Yu. M., Turdiyev N. Sh., Akbarova S. N., Temirov D. Sh., Babadjonov S. "Methods for Diagnosing and Correcting the Formation of Competencies in Students." – Tashkent: T.N. Qori Niyoziy Scientific Research Institute of Pedagogical Sciences, 2016. 160 pages.
2. Ashurov M., Mirzaakhmedova N. "Distance Education Concept." // Pedagogical Education. 2004. No. 2. Pages 23-24.
3. Ablyakimova, R. I. (2022). The Role Of Women In Government And Society in Uzbekistan. *Mental Enlightenment Scientific-Methodological Journal*, 2022(2), 1-9.
4. Izmerovna, A. R. (2024). "The Social-Pedagogical Aspect of Developing Managerial Competence in Future Teachers." *INTERNATIONAL SCIENTIFIC-PRACTICAL CONFERENCES*, 1(1), 5-8.