| Research Article

Criteria for Evaluating the Competence of Professional Education Students in the Use of Digital Educational Resources

F.S. Irisqulov

Doctoral student, Namangan Engineering-Construction Institute

Abstract: The article provides criteria to assess professional education students' proficiency in using digital educational materials. It extensively evaluates students' abilities in digital platforms, information searching and filtering, creating digital resources, information security, and digital culture. Furthermore, it investigates the theoretical and methodological basis for arranging the successful use of digital educational resources, focusing on both foreign and local studies.

Keywords: digital educational resources, competence, digital literacy, information security, digital culture, professional education, educational technologies.

The Presidential Decree on Additional Measures to Further strengthen the Professional Education System provides that the main objective is to improve the professional learning system based on advanced worldwide experiences. This includes establishing primary, secondary, and secondary-specialized levels of professional education to provide qualified and competitive employees for job opportunities, with extensive employer engagement in the process [1].

In our country, fundamental research is being conducted to increase the professional preparation of experienced employees using digital educational materials. This includes creating an electronic learning environment and the theoretical basis for beneficial information technology implementation. Researchers such as R.H. Djurayev, Sh.E. Qurbonov, U. Begimqulov [2], G.N. Ibragimova [3], O. Turakulov [4], N.I. Taylaqov, M. Khojjiyev, M. Jorayev, and others have investigated many elements of integrating digital technology into professional education systems.

Researchers A.A. Andreyev, I.G. Zakharova, I.V. Robert, A.V. Khutorskoy, A.V. Tarakanov, L.R. Zagitova, and others have examined issues connected to the digital technology of education, the integration of information and communication technologies into educational practices, and modular technologies in distance education in the CIS (Commonwealth of Independent States) countries.

In the study "Teacher Educators' Professional Agency in Facilitating Professional Digital Competence," Norwegian researchers Ilka Nagel, Greta Björk Gudmundsdottir, and Hilde Afdal examine the current condition and growth of digital competencies among teacher educators at Norwegian universities. The research paper presents suggestions for improving teachers' skills to apply digital technology not just for education, but also for professional and creative goals [5].

In their article "Digital Resources as an Aspect of Teacher Professional Digital Competence: One Term, Different Definitions - A Systematic Review," German researchers Sandra Heine, Matthias Krepf, and Johannes König emphasize the significance of "digital resources" in teachers' professional digital competence. They apply the TPACK model (Technological, Pedagogical, and Content knowledge) to link digital resources to teacher's proficiency fields. The research article emphasizes the need of combining technological, pedagogical, and content knowledge while developing and innovating digital tools for educational purposes [6].

Assessing students' competency in professional education institutions in the use of digital educational resources (DER) is a significant assignment. This includes evaluating their abilities to properly utilize digital tools and resources, search and analyze information, and handle education using technology.

What criteria may be established to assess professional education students' proficiency in using digital educational resources?

The following criteria are referred to after reviewing and analyzing the literature:Determining the competency of professional students in using digital educational resources

Purpose	Indicator	Criteria
Assessing professional education students' proficiency using digital educational resources	Skills to access and use digital resources	**Use of digital platforms:** Skills in using digital learning platforms such as Moodle, Google Classroom, Zoom.
		Self-development and use of distance learning tools: Learning using international platforms such as Coursera, Udemy or Khan Academy.
	Skills for interacting with information resources	**Searching for information:** Students would be able to locate and select the information they need through various search engines (for example, using scientific sources such as Google Scholar, JSTOR).
		Sorting and analyzing information: Evaluating the validity of information, separating it from fake information and analyzing the necessary information.
	Digital content creation skills	**Multimedia content creation;** Including the preparation of video, audio, and visual materials for usage in environments of learning.
		Presenting in digital format: Students may interract with the skills for presenting their knowledge in programs such as Power point slides .
	Effective use of technological tools	**Working with videoconferencing and online communication tools:** Active engagement in the teaching process using platforms like Zoom and Microsoft Teams.
	Information security and digital culture	**Information security:** Information security includes safeguarding private information, preventing dangerous software, and securely storing passwords.
		Digital culture and ethics: Communicating online

		with mutual respect, respecting copyright and avoiding plagiarism.
	Digital literacy and self-development	**Digital Literacy:** Students' level of independent use of basic software and online tools.
		Lifelong learning and digital learning: Utilizing digital learning tools in an effort to learn new things.
	Methodological skills and integration	**Integrating digital tools with textbooks:** Students' ability to reinforce their subject knowledge with digital resources.
		Creation and implementation of digital projects: Implementation of creative projects and independent educational tasks based on ICT.

In conclusion, it is suggested that survey questionnaires be developed based on the previous requirements in order to assess professional education students' ability in using digital educational resources. Addressing shortcomings in these skills and arranging extra courses is a practical approach.

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