A MODEL FOR IMPROVING THE SCIENCE OF ENTRY TO THE FIELD BASED ON INNOVATIVE EDUCATIONAL TECHNOLOGIES

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Annotation: *According to this article, the "Introduction to the course" subject is crucial for students' knowledge and skill development through the use of cutting-edge educational technology and for the creation of a model that can be used in the teaching and learning process.*

Key words: *innovative education, modeling, expert model, artificial intelligence, platform, algorithm, assimilation.*

Several research scientists have acknowledged that the idea of a future specialist model should be interpreted as a generalized representation of experts in a certain field, mirroring the primary attributes of the topic under study.

Researcher N.F. Talyzina developed a general methodological approach to modeling the process of adequately preparing a future specialist for professional activity, and stated the following, emphasizing the need to reflect the expected result and the integral relationship of the ways to achieve it in this model. : "The expert model problem plays an important role in determining the content of curricula as well as curricula" [1].

The knowledge, abilities, and competences of broad professional and specialized subjects, the methodology used in their formation, and the educational process—all of which students should learn through both classroom instruction and independent study—are based on scientific research that has been done. A structural model of specialized training was developed through the use of educational tools in the creative training of specialists in the fields of mathematics and information system software for professional activities in both general and specialized disciplines [2].

The improved model of development of the subject "Introduction" based on digital educational technologies can be explained as follows:

"Training of competitive personnel in the field of mathematics and software of information systems by means of the NES(National Education Standard) and qualification requirements" is what this model envisions as the social order. "Improving the methodology of teaching general professional subjects with the help of digital educational technology tools" is one of the goals that receives attention.This framework envisions "training of competitive personnel in the field

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of mathematics and software of information systems by means of the NES and qualification requirements" as part of the social order. "Improving the methodology of teaching general professional subjects with the help of digital educational technology tools" is one of the goals that receives attention.

Studying methodological conditions and enhancing professional competence are among the tasks of the calendar-technological component. The theoretical and practical training process also involves the development of competence in general professional subjects. It is believed that the development of cutting-edge technologies via artificial intelligence that is managed without the need for human intervention and their integration into the educational system will support the emergence of future experts.

Using social networks to spend students' free time productively and meaningfully in relation to the subject is intended to further increase their interests. This can be done by improving the content of activities with the help of mobile applications, organizing remote circles and creating platforms for the subject "Introduction to the course" taught in higher education institutions, and more.

Through the use of fully digital technologies for lectures and practical training, pre-made presentations, video lectures, and animations are used for training, and teacher-prepared materials are crucial to ensuring that students receive the best education possible. This technological process prepares them for professional activity. The trainings have a defined objective and are overseen by the teacher; as a consequence, skills and competencies based on the knowledge gained from the theoretical lessons required to complete a particular task are formed. Students who receive independent education study the teacher's prepared materials on their own.

The educational process made use of Scarab, e-learning, blended learning, and problem-based learning. The problem scenario, panel discussion, traditional pairings, scaling, concept analysis, and the newest thinking techniques were all used in the teaching process with the aforementioned technologies.

Our model's result-evaluation component presupposes the existence of the following structural criteria: cognitive (character development, education, scientific reasoning, software training tools, etc.); active (reflecting pedagogical, specific culture, subjective-national ideas and the goal); and motivational (scientific evidence, the need to implement digital educational activities).

The following are the characteristics that define the cognitive system: efficiency: emphasizing the speedy and effective solution of real-world issues; algorithmic: depending on algorithms; assimilation: the system's assimilation brought about by learning; flexibility.

Based on well-defined criteria, the student evaluation process in our model, which was previously presented, is conducted in line with the format of the lesson. With the aid of the instructor or digital teaching tools, evaluation criteria serve as an indicator of the extent to which the student has met learning objectives and establishes their level of mastery. The effectiveness of the learning objectives has been measured by the assessment criteria. These indicators are denoted by the following points: "High" = 90-100, "Medium" = 71-89, "Low" = medium, 60-70.

According to our research, teachers should be given the answers to the aforementioned issues so that they can make sure that the digital tools utilized in the lesson and the various knowledge diagnostic techniques help to further improve learning efficiency.

To conclude, during the "Introduction to the course" study, students will gain knowledge about how to use digital learning technologies in their future professional endeavors. Additionally, the experiences of highly developed nations will be incorporated into the course material, both online and through mobile applications, to further the development of our nation.

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