DEVELOPMENT OF INFORMATION AND COMMUNICATION COMPETENCE OF PRIMARY SCHOOL TEACHERS IN THE PROCESS OF PROFESSIONAL DEVELOPMENT

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ABSTRACT

The dynamics of the development of the information society does not require the study of specific software tools, but the mastering of the prospects and possibilities of the development of information and communication technologies, as well as the psychological and didactic foundations of their use by teachers of primary education. The article covers the issues of information and communication competence development of primary school teachers during the training process.

KEYWORDS: *Information And Communication Technology, Ability, Competence, Competent Approach, Information And Communication Competence.*

INTRODUCTION

The development and introduction of information and communication technologies in the fields of human activity, as well as the transition to the information society, imposes new requirements on the qualifications of teachers. Since the formation of general, cultural, psychological, social and professional conditions for the development of the information society begins in education, its informatization should be superior to the informatization of other areas of social activity. The teacher is the main person in determining the state of education, and the results of socio-economic changes in our Republic directly depend on their professional level.

It can be seen that the teacher's professional competencies are the readiness to master and use new methods, forms and tools, in particular, on the basis of information and communication technologies, taking into account their compliance with the requirements of the information society and the educational process. lim depends on combining them with their own professional experience to improve their effectiveness.

METHODS AND ANALYSIS

Competence is the ability to apply knowledge, skills and personal qualities for successful activity in a certain field.

Competence is the ability of a person to successfully apply the knowledge, skills, and personal attitudes he has acquired in a specific field of education or specialty in his work.

A competent approach to today's modern education is rapidly entering and gaining popularity.

Competent approach means the formation of the ability to independently apply knowledge and skills acquired in a specific context to one's professional activity. The state educational standard envisages the use of a competent model of a teacher who has acquired such educational competencies as socio-personal, economic and organizational-management, general scientific, general professional, special.

The basis of the formation of general professional competencies in a modern specialist in any specialty is the use of information and communication technologies, which provides for the preparation and ability to search, collect, process, correct and apply information. The process of improving the qualifications of specialists focused on intensive use of information and communication technologies in various fields should be seriously improved. Because, within the current training, information and communication technology does not provide competence.

A.A. Yelizarov understands ICT competence as a set of knowledge, skills and experience in the field of ICT [4].

A.M. Semibratov and L.N. Gorbunova defines the competencies of teachers in the field of information and communication technologies as "a teacher's readiness and ability to use these technologies independently and responsibly in their professional activities" [3].

O.N. Shilova and M.B. Lebedeva defines ICT competence as a person's ability to solve educational, daily and professional tasks using information and communication technologies [6].

A necessary condition for the success of the modern system of professional development is the implementation of methodological ideas of the activity approach in professional development. The leading principle of the activity approach should be considered joint design of the content and methods of professional competence development, experimentation with knowledge, practical

implementation of methods of their use in the learning process. As a result of the integration of reflexive and informational activities, the information and communication competence of the listener, identified in the activity, ensures the success of professional and personal development of the teacher. The organization of activities in the course preparation, such as searching for information, practical

application of software applications on the subject, the use of ready-made and independent creation of digital educational resources, the creation of a personal website contribute to the development of information and communication competence of the teacher [2].

Based on the analyzes carried out, it is appropriate to describe the information and communication competence of the primary education teacher as a system of the following characteristics that describe the individual's ability:

☐ Independentacquisition, assessment and creation of new information;

☐ Modelingand designing objects and processes, including one's own individual activities;

☐ Solving educational issues aimed at teaching, developing and educating members of the information society;

☐ Use of modern information and communication technologies that ensure the improvement of the effectiveness of the educational process in their professional activities.

he use of information and communication technologies in education is based on the following

general didactic principles:

- Compliance of the didactic system with the laws of teaching. This principle indicates the need to organize the learner's learning activities in accordance with his objective laws;

- The leading role of theoretical knowledge. It is the study of a sufficiently large meaningful part of the educational material using information and communication technologies, in which the learner gets an idea of the entire theoretical content of the subject at the initial stage, and then at the intermediate stage shows the suitability of the didactic process, which is organized in order to master the content of the subject matter, and at the last stage, the study of the whole topic reaches the required level of mastery;

- Unity of educational, educational and developmental functions of teaching. In the use of information and communication technologies in education, it is placed at the stage of designing information educational resources, where the process, purposeful and meaningful aspects of these functions of education are implemented;

- motivation. It continuously reflects the need for the learner to achieve the goal of education, and considers teaching as a process of manifestation of subject activity;

- Problematic. It directs the teacher to create a problem situation using information and communication technologies;

- Unification of collective educational activities based on an individual approach to teaching. It envisages purposeful integration of information and educational resources into appropriate forms of education;

- Multimedia. It is a development of the traditional principle of visuality and is used in the following two senses: a) in a narrow sense (in the form of information representation); b) in a broad sense (as a set of information content);

- Activation of the independent activity of the learner. The use of information and communication technologies in education is intended to develop a person, to determine the characteristics of the learner as a subject, to recognize his subjective experiences, to build pedagogical interaction based on this experience to the maximum extent;

- The compatibility of the educational information base with the educational content and the entire didactic system.

The educational environment based on ICT tools contributes to the improvement of professionalism in course preparation by developing and implementing new educational technologies, individualizing training, modeling situations and enhancing the visibility of multimedia tools [5].

Taking into account the mentioned requirements, the methodology of teaching the subject of the mother tongue, the methodology of teaching the subject of reading, which is provided for in the curriculum of the "Primary education" direction in the professional development system, including working programs, electronic textbook, electronic study guide, video lecture, electronic practical for the subjects of mathematics teaching methodology, world around us and natural science teaching methodology, technological science teaching methodology, a didactic complex was created that includes modules for monitoring the learner's cognitive activity (a system of creative tasks for independent work and a set of tests for checking knowledge).

An important aspect of the formation of information and communication competence in primary education teachers is working with information posted on various sites, in particular on the following sites:

1) Websites of ministries (Ministry of Higher and Secondary Special Education - www.edu.uz, Ministry of Public Education - www.uzedu.uz), including regulatory documents, methodological recommendations, etc. education portals (for example, www.ziyonet.uz, www.eduportal.uz, www.lex.uz, etc.) [7];

2) Thematic sites that reflect various aspects of pedagogical activity (for example, www.uz.denemetr.com, www.eduportal.uz, www.dars.uz, www.referatlar.uz, www.istedod.uz, etc.) ;

3) Sites that store software necessary for reading (for example, www.utube.uz, www.ictsummit.uz, www.multimedia.uz, www.nnm.uz, www.software.uz, etc.).

The following are important issues in the use of information and communication technologies in the training of teachers of primary education in educational institutions of teacher training:

- Description of knowledge, skills and qualifications in the form of an integrated system of knowledge that defines the natural-scientific landscape of the world;

- Formation of the ability to solve specific issues in professional activity;

- Increase the effectiveness of the educational process;

- Individualization and differentiation of education;

- Organization of independent work based on positive motivation and systematic training;

- Improvement of control and self-control;

- Acquiring methods of working with modern technologies and tools of teaching.

One of the methods of developing information and communication competence in primary education teachers is the interactivity, flexibility and integration of visual educational information in various forms into the educational process, as well as taking into account the individual characteristics of students. is the use of multimedia tools that represent useful and productive educational technologies.

Today, teaching primary education subjects using new information and communication technologies, at the same time, introducing students to their complex world and training teachers capable of forming information culture is one of the urgent issues. They should know well the psychology of students, have methodical methods of teaching and be well versed in information and communication technologies. In our opinion, such pedagogues should have the following knowledge and skills:

☐ To know the possibilities of using a computer in teaching and development;

☐ To have methods of using information and communication technologies in the organization of primary education;

☐ Knowing how to use a computer to determine the level of mastery of the studied subject and organize self-control;

☐ Toknow the optimal adaptation of informational and traditional technologies of education;

☐ Application of information and communication technologies in organizing students' creative activities, etc.

Information and communication technologies in educational institutions of teacher training have their own characteristics, because they are not only an object of study, but also a tool for subject and pedagogical activities and a means of educational and methodological support of the educational process. is considered.

The goal of the development of the information and communication competence of primary school teachers is to meet the professional and non-professional information needs that arise during the teacher's educational-educational, teaching-methodical, social-pedagogical and cultural-educational activities. consists of the possibility of optimal implementation of individual information activities aimed at satisfaction.

Let's dwell on the methodical aspects of the development of information and communication competence of primary school teachers during the training process. Currently, since the study of information and communication technologies is considered an organizational part of the state standard for improving the qualifications of teachers in optional specialties, the problem of the development of information and communication competence is considered from the point of view of the use of informatics and ICT tools and methods of teachers in their professional activities. we asked The main task of such methodical preparation is as follows:

☐ Creation of conditions to meet the needs of specialists to gain knowledge about the possibilities of modern ICT in education and their implementation in various fields of science, technology, and production;

☐ Carrying out scientific-research and educational-methodical works based on the realization of the possibilities of software tools, the possibilities of multimedia, telecommunication and geo-information technologies;

☐ Scientific, pedagogical and methodical expertise of program tools and educational systems, telecommunication projects, methodical recommendations for their use in the educational process;

☐ Study of common ICT in modern information society (at the level of a leading user).

We believe that the following tasks should be solved in order to develop the information and communication competence of primary school teachers during the training process:

☐ Training teachers in ways and methods of working with a personal computer (if they have not mastered these methods);

☐ Training teachers in the methods and methods of working in the Internet global computer network, as well as in local computer networks (if they have not mastered these methods);

☐ Forming the skills of teachers to obtain up-to-date information and methodical materials on subjects using the Internet;

☐ To teach teachers to create network educational resources, pedagogical software tools, methodical, didactic and organizational materials for conducting lessons - mastering a wide range of ICT and using them to create various types of activities carried out in class and extracurricular activities learning to use in transfer;

☐ Teaching didactic, psychological-pedagogical and methodical methods that allow the

formation of the student's information competence.

Within the framework of the research, the development of information and communication competence of primary school teachers is carried out within the framework of a special course aimed at solving the following tasks:

☐ Acquiring rational methods of independent search for information in accordance with the tasks that arise;

☐ Assimilation of information processing (analytical-synthetic) methods;

☐ Study and practical use of technologies for preparation and formalization of results of independent educational and scientific-research works.

RESULTS

A competent approach in the process of improving the qualifications of a primary school teacher, which is determined by the information of the society, allows to develop the following general requirements for the scientific and methodological training of the teacher who conducts training in primary education subjects will give:

- The place and role of primary education subjects, modern information systems that ensure mastery of the content of primary education, mother tongue, mathematics course, important for the formation of interdisciplinary connections, primary has knowledge of pedagogical practice in the use of information and communication technologies in the process of teaching internal education subjects, and multimedia and network resources in primary education subjects, as well as the features of methodical approaches to teaching the course in the conditions of educational informatization to be

- To solve non-standard problems, to carry out interdisciplinary connection of primary education subjects with other subjects, to evaluate and select information and communication technologies for organizing the educational process according to the course, to use them in conducting various trainings to acquire knowledge and skills to develop application methods, to determine the expediency of traditional methods of teaching and the use of information and communication technologies;

- Application of software tools and hardware devices for the implementation of educational, demonstration, equipment management, information collection, processing, storage and transmission activities by computer, automation of computing and information-search activity process, to acquire skills and competences in computer visualization of information about the studied objects, construction of graphs and diagrams on the screen.

CONCLUSION

As a result of the conducted research, we came to the following conclusions:

The use of information and communication technologies in education significantly affects the content, form and methods of teaching.

Large-scale use of information and communication technologies in the process of professional development is practical in the educational process by introducing variety, personal goals (designing an individual educational trajectory) and an interactive activity component (mastering project-research and communicative methods) into the educational process. provides the

completion of objective, professional self-awareness and the formation of skills and competence necessary for continuing education in a suitable professional direction.

It is necessary to integrate information and communication technologies in education in order to develop the information and communication competence of the primary school teacher, their reasonable use in education, upbringing and development of the learner, and rational use to ensure professional activity.

We present the following practical recommendations for the development of the information and communication competence of the primary school teacher in the course of training in primary education subjects:

1) consistently turning the student's educational activity into the quasi-professional activity of a primary education teacher. For this purpose, the use of the computer as a primary educational tool.

2) organization of active independent work of listeners. Primary school teachers find different ways to independently use the possibilities of information and communication technologies and master them (creation of online lessons and textbooks).

3) Use of Internet technologies. (Internet resources activate educational activities, form information culture and research skills)

4) Organization of the educational process in a modern state and use of the following new educational and methodological materials: mobile, graphic, multimedia systems of the studied material; electronic and network training manual and training-methodical complex; multimedia courses, video lectures; knowledge testing and evaluation systems; a set of intellectual trainers and electronic exercises; interactive whiteboards and virtual classrooms, etc.

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