Developing Professional Competence Of Future Foreign Language Teachers In The Field Of Using Information And Communication Technologies

Rakhmanova Victoria

Teacher, Uzbek State World Languages University

Abstract: The article is devoted to the formation of the competence of a foreign language teacher in the use of information and communication technologies. It substantiates the relevance of this problem, proposes definitions of the concepts "ICT competency" and "ICT competency" of a foreign language teacher, identifies the content of the training and determines the structure of the ICT competency of the teacher and develops criteria for assessing the level of its formation. The assessment of high, medium, low levels of ICT competence of the teacher.

Key words: ICT competence; ICT competency; information competence; structure of ICT competence of a foreign language teacher; component composition of ICT competency; evaluation criteria and indicators; levels of ICT competency.

One of the dominant trends in the development of mankind in the 21st century is the global informatization of society. The rapid development and spread of Internet technologies in Russia could not but reflect on modern state education policy. Informatization of education has become one of the priority areas of modernization of the Russian education system, aimed at developing methodology, methodological systems, technologies, methods and organizational forms of training, and improving the management mechanisms of the education system in the modern information society [6]. Within the framework of the priority federal national project "Education", the country implemented such targeted programs as "Electronic Russia", "Computerization of rural schools", "Computer to every school", aimed at informatization of general secondary, special and higher

professional education, in particular to create an educational information environment in which pupils and students could intensively use information and communication technologies in the educational process.

This goal is due to the social order of the company in the training of specialists who, along with professional competencies, have competence in the use of modern information and communication technologies. The development of information competencies among students of higher professional institutions will contribute to the acquisition of knowledge and values, as well as the development of skills necessary for continuing education and self-education throughout life.

However, the inability of teachers to create an educational information environment in which each student could not only master the subject studied and fully realize their potential, but also form the skills of education and self-education, inhibits the formation of ICT - the competence of students.

In this regard, consideration of the issue of ICT formation - the competence of teachers of a foreign language, which will include both invariant components inherent to teachers of different disciplines and variable components that reflect the specificity of a foreign language as a subject, is of particular relevance.

It should be noted that scientists have not yet come to a consensus on the relative definition of the concepts of "competence" and "competence". By competence we understand "a set of interconnected personality traits (motivation, knowledge, skills, methods of activity), defined in relation to a certain circle of objects and processes necessary for quality and productive activities in relation to them."

Competence is "possession, possession by a person of relevant competence, including his personal attitude to it and to the subject of activity" [3]. In other

words, competence is the level (s) of the formation of competence as a theoretical construct.

No less important in the context of studying the issue of the component composition of ICT competence is the consideration of the conceptual content of the terms "computer literacy", "information competence" and "ICT competence", which are often used as synonyms in the scientific literature. We will briefly review these terms and formulate our definitions of ICT competence and ICT competence of a foreign language teacher.

Computer literacy is the knowledge and skills to use a personal computer (open and save documents, write files to storage media (CD, DVD, flash-card), use text editors, Internet browsers, presentation programs, and other software). Information competence - knowledge and skills that allow you to determine information needs, extract, evaluate and use information, as well as reconstruct the knowledge contained in the extracted information resources. Of course, this rather general wording is being specified in relation to the field of professional activity of a specialist.

The ICT competence of the teacher is knowledge and skills to solve professional problems using the means and methods of information and communication technologies, in particular: (a) select, evaluate, process information for educational purposes, (b) create educational Internet resources, (c) organize educational interaction between participants in the educational process through ICT, (d) carry out educational (including educational) activities using ICT in aspects that reflect the characteristics of a particular educational one.

The analysis of definitions shows that all of them, on the one hand, are in a hierarchical sequence, on the other hand, they denote concepts that exist independently of each other. Computer literacy and information competence can be

independent of each other. However, ICT competence of a specialist arises in the zone of intersection of computer literacy, information competence and methodological competence of a teacher. By methodological competence we mean a system of theoretical knowledge in the field of foreign language teaching methods and comprehensive methodological skills for the implementation of the planning, organizational and monitoring functions of a teacher. The latter - the methodological competence of the teacher - is that integral link that allows you to use the didactic potential of ICT in teaching a foreign language.

In this regard, by the ICT competence of a foreign language teacher, we propose to understand the construct consisting of theoretical knowledge of modern information and communication technologies and practical skills in creating and using educational Internet resources, social services Web 2.0 and other ICT technologies in the process of forming language skills and the development of speech skills in teaching a foreign language and the culture of the country of the language being studied [5].

It should be noted that in recent years a whole series of works has appeared, in which the researchers revealed the methodological potential of educational Internet resources and social services and Internet services of the new generation Web 2.0 in the formation of language skills and the development of speech skills of students, in the development of their intercultural and foreign language communicative competencies. Taking into account the results of these studies, it seems appropriate to offer the ICT component composition of the competence of a foreign language teacher, including the following components:

Knowledge of the following aspects:

- the basics of ensuring information security for students in the implementation of Internet projects;

- basic search engines and general rules for searching and selecting information on the Internet in a foreign language for educational purposes [3];

- criteria for evaluating and selecting information received from the Internet in a foreign language for educational purposes [2];

- the structure of five types of copyrighted educational Internet resources (for a foreign language and the culture of the country of the language being studied) (hotlist, multimedia scrapbook, subject sample, treasure hunt, web quest) and their methodological potential [2];

- Means of synchronous and asynchronous Internet communication used in teaching a foreign language and in the culture of the country of the language being studied (e-mail, web forum, chat, ICQ, Skype, etc.);

- Web 2.0 technologies used in teaching a foreign language and in the culture of the country of the language being studied (in the social services of blogs, wikis, podcasts, bookmarks, etc.) and their methodological potential [5];

- linguistic corpus, contributing to the formation of

grammar and lexical skills of speech and their development [3];

- Internet reference resources (network (online) encyclopedias, dictionaries, translators);

- The main types of network tests for monitoring and self-monitoring of student performance;

- The basic pedagogical technologies for organizing network interaction between participants in the educational process [4].

Skills:

- ensure the information security of students in the implementation of Internet projects;

- to search and select Internet resources in a foreign language for educational purposes [5]

- evaluate the information received from the Internet for educational purposes [4];

- create five types of copyrighted educational Internet resources (for a foreign language and the culture of the country of the language being studied) (hotlist, multimedia scrapbook, subject sample, treasure hunt, web quest) and use them in the educational process [4];

- use the means of synchronous and asynchronous Internet communication in teaching a foreign language and the culture of the country of the language being studied (e-mail, web forum, chat, ICQ, Skype);

- use Web 2.0 technologies in teaching a foreign language and the culture of the country of the language being studied (social services of blogs, wikis, podcasts, bookmarks) [5];

- use the linguistic corpus in the formation of grammatical and lexical skills of speech [7, 8];

- use the information and reference resources of the Internet for the development of speech skills and the formation of sociocultural and intercultural competencies;

- use network tests to control and monitor student performance;

- to organize interaction between participants in the educational process through ICT [4].

The specifics of using this component structure of the ICT competence of a foreign language teacher lies in its knowledge and ability to form certain language skills and develop students' speech skills based on a particular technology. In particular, the ability to use the social blogging service in training can be a

universal skill that is part of the ICT competency of specialists in various disciplines. However, the ability to develop specific speech skills based on a specific type of blog will already be a hallmark of the ICT competence of a foreign language teacher.

It should be noted that ICT competency is not a static, but a dynamic construct, which is in constant progress under the influence of technical progress and the development of foreign language teaching methods. The component composition proposed in this work, as information and communication technologies develop, will inevitably undergo objective changes and go to a new level of educational opportunities.

References:

[1] Yevstigneev M.N. The competence of a foreign language teacher in the use of information and communication technologies // Foreign languages in

[2] school. - 2011. - No. 9. - p. 2-9.

[3] Yevstigneev M.N. Methodology for the formation of the competence of a foreign language teacher in the use of information and communication technologies: autoref. dis. ... cand. ped sciences. M.: Mosk. ped state un-t, 2012.

[4] Winter I.A. Key competencies - a new paradigm of the result of modern education // Internet magazine "Eidos". - 2006. - May 5. http://www.eidos.ru/journal/2006/0505.htm.

[5] Polat E.S. Training in collaboration // Inostr. languages at school. -2000. -№ 1. - p. 4-11.

[6] The Order of the Ministry of Health and Social Development of the Russian Federation dated August 14, 2009 No. 593 approved a new section of the Unified Qualification Handbook (CEN) for the positions of managers, specialists and employees of the Qualification Characteristics of Education Worker Positions. M.: Ministry of Health and Social Development, 2009.

[7] Robert I.V., Panyukova S.V., Kuznetsov A.A., Kravtsova A.Yu. Information and communication technologies in education: textbook.-method. allowance. M.: Bustard, 2008.