

FUTURE ENGLISH TEACHER'S WEB COMPETENCE AND ITS CONTENT

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Annotation. Searching for effective tools for optimizing language classes is a topical issue of modern methodology of teaching foreign languages. Regular use of modern information and communication technologies is important in teaching a foreign language. The article examines the issues related to the formation of Web competence of the English language teacher. Also, the author analyzes the role, means of modern information technologies and internet in the learning process. Besides that, the author differentiate the sources of Web technologies and divide them into groups, such as blog, network resources, podcast and others.

Key words. Web competence, ICT, ICT competence, podcasting, blogs, web technologies.

Based on the importance of teaching foreign languages and improvement of their methodological foundations in the education system of our country, we should note that changes in the improvement of the education system cannot be implemented without modern knowledge and well qualified teacher who mastered foreign languages. In the decision of the President of the Republic of Uzbekistan dated May 19, 2021 No. PQ-5117 "On measures to bring the activity of popularization of learning foreign languages to a qualitatively new level in the Republic of Uzbekistan" we should emphasize that coordinating the introduction of internationally recognized programs and textbooks for teaching foreign languages at all stages of education, to further increase the quality of education based on the development of modern teaching skills of teachers and organizing the creation of videos, games, entertainment shows, films and other educational content to build basic language skills.[1]

Before defining the concept of "ICT competence" and its components, it is necessary to understand the existing differences between the meanings of the terms "competence" as it is one of the key terms in this study. "Competence" is derived from the Latin word, which means "fit for one's profession, competent, worthy" [2,pp 25].

The concept of competence was first used in linguistics in the middle of the 20th century by N. Chomsky, who was noted as "a set of knowledge, skills and abilities oriented towards activity" in the process of language use [3,pp 34].

P. V. Sysoev and M. N. Evstigneev consider the ICT competencies of a teacher or teacher of a foreign language and understand this concept as "a construct consisting of theoretical knowledge about modern information and communication technologies and practical skills to create educational Internet resources and use social services Web 2.0 and other ICTs in the process of forming language skills and developing students' speech skills when teaching a foreign language and the culture of the country of the language being studied" [4, pp 20].

Based on the above given definitions, we consider the professional Web competence of an English teacher. As noted earlier, in the formation of competence in the field of information and communication technologies, the primary step is the formation of digital literacy in this area. Thus, Web literacy is defined as "the technical, critical, and analytical skills users need to effectively locate and evaluate online information according to their personal or academic needs"[5, pp2]. This definition can be completed with the following characteristics: the ability to upload and download files of various formats from the Internet, to create their own content online, to use Web 2.0 technologies such as wikis, blog, podcast, Youtube, social networks -Facebook, Twitter, Instagram.

"Web competence of an English teacher", which involves the ability to search, analyze, evaluate online information, download files of various formats from the

network and save, transmit information on the Internet, i.e. possession of Web literacy, as well as the free use of Web technologies and their integration into the educational process, to solve communication problems, taking into account the psychological and pedagogical conditions for the implementation of the general educational program in English [6, pp.59].

The components of ICT competences are described in detail in the UNESCO recommendations. They emphasize that "it is not enough for a modern teacher to be technologically literate and to be able to develop appropriate technological skills in his/her students. The modern teacher must be able to help students use ICT to collaborate successfully, solve problems, master learning skills and ultimately become productive workers. In accordance with these requirements, the following components are emphasized in the structure of a teacher's ICT competence:

1. Understanding ICT in Education Policy;
2. Curriculum and Assessment;
3. Pedagogy;
4. Application of Digital Skills;
5. Organization and Administration;
6. Teacher Professional Learning.

The structure of teacher ICT competence defined in UNESCO recommendations is common to all subject teachers. The recommendations sufficiently fully describe all the components necessary for a teacher to integrate ICT into the educational process. However, the features of ICT competence of an English teacher require separate consideration, taking into account the specifics of this subject. So M.N. Evstigneev, defining the structure of ICT competence of a foreign language teacher, includes in its component composition "value-

motivational, cognitive, operational, communicative and reflective components.”
[7,pp158]

Huge attention is paid to practice working with the main means of communication (e-mail, chat) in the search for information on the network. At an early stage, the process of exchanging information is limited only to written text, but step by step graphic and audio documents are included in it.

In general, it is possible to solve several didactic issues through the use of ICT competence and the Internet in foreign language classes.

Of these:

- in examining students' knowledge;
- can be effectively used to improve the subject.

In monitoring student knowledge:

- different on-line, i.e. interactive tests; off-line tests, that is, the electronic version of the tests can be used;
- there are many tests such as TOEFL, IELTS, CEFR for students from the elementary level to the highest level in the internet system.

“In the digital age, a modern English language teacher in a general education should be able to integrate the following Web technologies into the process of teaching English:

- online tests to identify the levels of English proficiency and take into account the progress of schoolchildren:

www.englishtag.com

www.englishtestonline.com

www.agendaWeb.org

www.englishjet.com;

- multimedia resources that supplement the school curriculum in English:
www.duolingo.com
www.talkenglish.com
www.learnenglish.de
www.bbc.co.uk/learnenglish;
- interactive games for the formation and development of lexical, grammatical, listening, speaking, reading and writing skills:
www.gamestolearnenglish.com
<https://learnenglishkids.britishcouncil.org>,
- Web resources:

Blogs www.blogger.com,

<https://deliciouslyella.com>

Podcasts <https://www.podcastsinenglish.com>,

<https://www.bbc.co.uk/learnenglish/english/features/6-minute-english>

Encyclopedias <https://www.britannica.com>

<https://www.encyclopedia.com>” [6, pp.60].

In conclusion, we can say that the introduction of information and communication technologies into the educational process, especially in the teaching and learning of foreign languages, is becoming more global in these days. Information technology provides great opportunities in teaching foreign languages, plays an important role in obtaining quality knowledge and improving educational efficiency. Besides that, a modern English teacher should be able to use not only modern Web technologies, but also should have data integration skills with technologies in the process of teaching English.

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