UDC 001.378

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THE CONCEPT OF COMPETENCE OF INFORMATION COMMUNICATION TECHNOLOGY IN MODERN PEDAGOG

Annotation. *Informatization has largely transformed the process of obtaining knowledge. New learning technologies based on information and communication make the educational process more intense, increase the speed of perception, understanding and, importantly, the depth of assimilation of a large amount of knowledge. This article is the result of a master's dissertation research on information and communication technologies in the field of pedagogy and management in the field of education.*

Keywords: *information technology, communication, communication, technology, modernity, creativity, competence*

Today, computers and other information technologies have a strong place in the lives of teachers and students. In today's world, it is very difficult without computer skills, because computerization has penetrated into all spheres of activity.

The potential of information and communication technologies in education is huge. Modern pedagogy has not been able to ignore this phenomenon. Accordingly, various interpretations have emerged in science. Some scholars have focused on the study of the term "Information and Communication Technology Competence".

Considering the existing interpretations of the term information and communication competence, we can distinguish a general interpretation, according to which:

Competence in information and communication technologies. The ability to access, search for, organize, process, evaluate, and use information and communication technologies to produce and transmit / distribute information that is sufficient to live and work successfully in an evolving information society.

The competence of information and communication technologies includes several components, as a result of which it can be considered as an independent unit of pedagogical competence in accordance with the state educational standards of the new generation.

The competence of the educator in information and communication technologies is an important element of the qualification level of a modern teacher. In the context of increasing demands on the level of teaching subjects in the field of information and communication technologies, knowledge of information and communication technologies allows to individualize the learning process and introduce innovations that improve students' learning and interest in education.

Content of the teacher's information and communication technology competence.

A modern teacher masters information and communication technologies in several stages, which enhances his professional skills. In pedagogy, each stage is considered separately.

Thus, the first stage provides for the development of the teacher's information and communication skills related to the organization of teaching students.

The second stage is characterized by the formation of competencies of pedagogical information and communication technologies in the mode of

network pedagogical cooperation related to the improvement of the educational process.

Today, in the era of transition of information and communication technologies to specialized education, teacher training is becoming one of the most important tasks [1].

Informatization can take the system of professional development to a new level, which is impossible without the development of teachers' competence in information and communication technologies.

The model of information and communication technology competence, which exists in modern standards, allows the teacher to progress, constantly expand their knowledge and capabilities in the field of pedagogy.

Information and communication technology competency model.

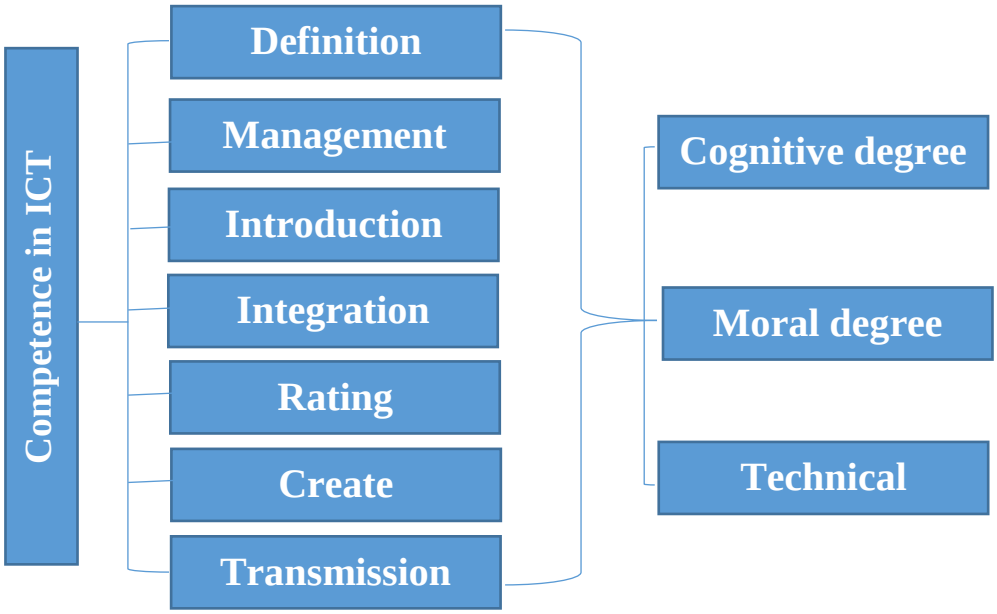

Fig.1. Component of information-communication technologies

Information and communication technology competencies include elements that are formed and applied in individual disciplines, integrated interdisciplinary projects, and extracurricular activities. At the same time, the development of information and communication technology competence within a particular discipline contributes to the formation of metasubject information

and communication technology competence, which plays a key role in shaping universal learning movements.

Current educational approaches require constant monitoring and evaluation of the teacher's level of information and communication technology competence. The main goal is to assess the skills of information and communication technologies, to diagnose the dynamics of development and to identify "steady events" and gaps in a timely manner.

Monitoring is one of the main ways to assess a teacher's ICT competence. it aims to study and select appropriate methods to address gaps in information and communication technology competencies.

The modern concept of monitoring the competence of teachers in information and communication technologies is based on the work of the famous teacher LV Kochegarova. Monitoring serves as a method of assessing the quality of teacher training as a method of assessing the competence of information and communication technologies.

Key features include:

information function - allows to record learning outcomes and evaluate the success, achievements and challenges of each teacher;

control and correction function - provides objective information about the level of informatization of the educational institution in general, information and communication technologies - make adjustments to the teaching methodology, serve as a basis for choosing an individual educational trajectory the mandate of the individual teacher who does [2,4].

This, in turn, helps to create a positive motivation and a conducive environment for each teacher, taking into account the axiological aspects of adult education;

encourages the improvement and deepening of knowledge of motivational function, develops self-control and self-esteem skills.

At present, teachers' information and communication technology competencies can be assessed through expert assessment of their lesson

development. A separate teacher will be considered and a comparison will be made between the level of use of the mentioned information and communication technologies and the actual level. based on the results of the comparison.

Must be present in all components of the professional standard.

It is determined in the learning process and is determined by experts, as a rule, in the process of monitoring the teacher's activities and analyzing his fixation in the information environment.

Reflect and evaluate the requirements of the State Education Standard on the conditions of implementation of the educational program in the requirements for the professional competence of the teacher in the field of information and communication technologies.

The description of the competence of vocational and pedagogical information and communication technologies and its separate elements are given for the situation when the requirements of the state educational standard for the material and information conditions of the general educational process are met.

As a temporary measure, the elements of information and communication technology - competence - can be assessed outside the learning process, in typical situations.

Components of a teacher's information and communication technology competence:

1. Observance of rules of use of equipment and work with means of information and communication technologies, suspension, continuation and termination, troubleshooting, supply of consumables, ergonomics, safety and basic information and communication technologies. other issues included in the results of the adjustment.

2. Adherence to ethical and legal standards for the use of information and communication technologies (including the prohibition of unauthorized use and coercion of information) [1,2].

3. Video-audio recording of the surrounding world and educational processes.

4. Enter from the keyboard.

5. Audio-visual communication (two-way communication, conference, instant and delayed messages, automated text correction and translation between languages).

6. Internet and database search skills.

7. Systematic use of existing skills in daily and professional situations.

The optimal model of achieving a teacher's professional competence in information and communication technologies is provided by a combination of the following factors:

1. Introduce a state education standard (any level of education, for example, primary).

2. Availability of sufficient technological base, broadband Internet channel, constant access to mobile computers, information and communication media.

3. The need for a teacher, the establishment of the administration of the educational institution for the practical implementation of the State Education Standard, the adoption of local regulations on the work of the staff of the educational institution in the information environment.

4. Preliminary mastering of the competence of basic information and communication technologies in the system of professional development of the teacher by attestation of the educational institution in IT through expert assessment.

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