Development of methodological training of future teachers based on the integration of pedagogical and information technologies

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ABSTRACT

This article examines the content, legislative framework and current state of pedagogical and information technology integration in improving the methodological training of future teachers and promoting a potential educator through this

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In modern education, special attention is paid to the integration of pedagogical opportunities and information technologies, and this is considered to be the most effective approach to improve the quality of education. For this purpose, it is becoming a priority to develop the competence of the graduates of higher pedagogical education, along with increasing their pedagogical knowledge and skills, to effectively use the possibilities of information technologies. Today, "the introduction of new state educational standards once again imposes demands on the teacher that significantly change professional activity and fill it with new content. Because these standards are based on a competent-active approach, they differ from their predecessors in that they are oriented not to the formation of knowledge, skills and qualifications, but to the formation of a person capable of continuous education, development of needs and abilities. Therefore, the increase in professional responsibilities of teachers and changes in their role in society require them to have the qualities of quick adaptation to rapid changes in the educational process, extreme activity, readiness for constant self-development and independent learning, to be aware of modern approaches and technologies of teaching, and to be able to use them effectively[1]. Therefore, one of the urgent tasks is to ensure the integration of competence based on pedagogical and information technologies in improving the methodological training of future teachers.

Pedagogical scientist M. Tillashakhova believes that "when using information technologies in the educational process, we should teach students not only to see and accept information on the screen, but also to creatively participate in this process." Connecting the world of hidden possibilities associated with the didactic features of education directly with computer telecommunications has modern and promising goals in this field of education. As a didactic function, we understand the manifestation of the external properties of educational tools used for certain purposes in the educational process" [2]. It consists of their functions, role and importance in the educational process.

The use of an integrative approach and the use of information processing

technology in the development of methodological training of future teachers is a unique innovative approach in the field of pedagogy, with the help of which positive quality changes and high efficiency are achieved in the research process.

Before studying the content of providing the integration of pedagogical and information technologies, it is appropriate to consider the content and essence of the concepts of integration and integrative methodological framework. Integration (Lat. integratio — restoration, filling, taken from the word integer — whole) — 1) a concept that represents the state of interdependence of some parts and functions of a system or organism and the process leading to such a state; 2) the process of rapprochement and interaction of sciences is accompanied by differentiation; 3) mutual coordination and unification of the economy of 2 or more countries [3]. Therefore, integration means the process of rapprochement and interaction of disciplines and their achievement of mutual harmony.

Also, the integrative approach is the process of determining the only correct conclusion based on the inextricable interdependence of the infinite number of small parts that make up the information, their integrity, unity. is to teach. It follows that the integrative approach is a complex and systematic approach to educational processes, systematic analysis, research methods and the use of induction and deduction methods of knowledge. At the same time, an integrative approach, looking at education and upbringing as a hierarchical system, guarantees positive results in conducting research on them. The educational process develops when the teacher evaluates the influence of the teacher on the students in a certain sequence and in a certain sequence with the help of teaching tools, and evaluates the educational result during the control process. Therefore, it is possible to achieve the quality of education through the development of future teachers on the basis of pedagogical and information technologies. The integration of pedagogical and information technologies is a complex integrative process that includes the methods of problem analysis and planning, evaluation of the solution to the problem, and the methods of organizing activities covering all aspects of knowledge acquisition.

Integrate - Latin "integer" - totality, "integerara" - filling, creating, restoring the totality. The problems of ensuring harmonies in educational content are also an area of integration. In education and training, it summarizes the formation of knowledge, concepts, skills and qualifications and makes them look like laws or rules.

The concept of integration is an important scientific term, which is considered a methodological tool for generalization, conclusions, because with its help, algorithms of general harmony between the contents of processes and events are created. Therefore, the process of integration in summarizing and supplementing the educational content of different subjects is always useful and helps to guarantee the achievement of the intended goal.

Integration of teaching content is understanding of interaction, communication, process and results of transition to each other, synthesis of knowledge, types of activities and talent (ability) as a whole system [4]. It is effective to ensure the integration of pedagogical and information technologies and rational use of their possibilities in the development of methodological training of future teachers. In general, in the information society where the development of new teaching technologies is rapidly changing, internet sites and the unified information space of educational institutions are important for improving the methodological preparation of future teachers.

The use of modern information technologies in education is one of the important and priority directions of the development of the world educational process. Today, effective use of information technology tools is being implemented in almost all stages of the educational process and in the fields of science. Informatization is deeply embedded in the educational process. New educational technologies based on information and

communication technologies make it possible to accelerate the educational process, increase the speed of learning, receive information from a wide knowledge base, study and master this knowledge in depth. Pedagogical scientist M. Tillashakhova believes that "in the process of using information technologies in education, there are two components involved in the transfer of educational information: technical tools (computer equipment and communication tools) and software tools created for various purposes" [2] has a positive effect on the quality of education. shows.

The pedagogical goals of using information technologies are as follows: "development of personality (thinking; aesthetic education; development of experimental research activities; formation of information culture; fulfillment of the social order consisting of the user's general information readiness ("computer literacy") in the training of specialists in a specific field; educational - to increase the productivity of the educational process, the quality and efficiency of education, to ensure the important aspects of knowledge and learning activities, to deepen interdisciplinarity at the expense of the integration of information and science"[2]. Therefore, information technologies in education, along with the development of the student's personality, instill in them the skills of using information technologies, information consumption also forms culture.

The goal of a specific educational process is taken into account when strengthening the methodological training of future teachers based on the integration of pedagogical and information technologies.

When setting educational goals based on the integration of pedagogical technologies and information communication technologies, it is recommended to take into account the following requirements:

1. The analysis of existing needs and problems serves as the main basis for goal setting, firstly, the initial opportunities, tools, and secondly, the student's personal knowledge reserves;

2. Goals should be relevant enough to solve important problems;

3. Goals should be complex, but realistic;

4. The goals should be clearly formulated (with the exact level of the desired result and the deadline for achieving it) (the easier it will be to determine their achievement).

5. Goals should be diagnostic, motivating, exhorting.

6. Objectives match the student's tasks. to be within the framework of near future development

7. The goals of the cooperative activity should be known to all its participants, understood and accepted by them (This requires the unity of collective activities and goals).

8. Smaller specific goals should be subordinated to larger and long-term goals and aspirations. These requirements appear as an important issue in ensuring the viability of educational goals [5].

Today, special attention is being paid to the creation of a new generation of educational literature - electronic educational and methodical literature. These, in turn, should reconsider the requirements placed on graduates of continuous education, not only to form and develop knowledge, skills and qualifications in subjects, but also to find a field that suits their interest, ability, talent, potential, ability and needs in the labor market based on the market economy and with strong competition. obtaining, requires the formation of skills to fully use the created modern technical conditions[6]. For this, future pedagogues should have modern knowledge and skills, in particular, integrated knowledge and skills based on pedagogical and information technologies.

The development of information and communication technologies has created an opportunity to create a single world educational space. The expansion of the possibilities of information technology increases the need to use it to achieve educational efficiency and improve the quality of education. This makes it possible to implement the principle of open education, which creates opportunities for lifelong

learning and education, regardless of educational institution, teacher, or educational location [7]. As a result, there is a need and an opportunity to create specialists who have the ability to work with information.

In conclusion, in today's pedagogue's professional activity, it is a necessary requirement to integrate his pedagogical activities with information technologies. Because it is impossible to imagine today's education without information technologies, the teacher's deep knowledge of them becomes an important vital requirement. However, it remains one of the urgent tasks to establish how and in what form and with what considerations their integration should take place, scientific research and development of important scientific conclusions.

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