



# Theories of Information-Technological Competence Development in Future Teachers

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## ABSTRACT

This article describes the importance of information technology competence in today's modern education and theories about information technology competences.

### Keywords:

competence, communicative information-competency, information technology competence, criteria, motivational, cognitive, active, personal

Although information technology has developed in a unique way in different periods of human development, in today's era of rapid globalization, the unique feature of the information society is the renaissance of human culture in the cultural and spiritual sphere. Dominates the spending on consumer goods, that is, information technology is taking the leading place among the available technologies.

The current stage of creating a modern educational environment places high demands on the teacher's professional skills (preparation for lessons, pedagogical skills, competence, erudition, intelligence and general pedagogical skills). This implies the comprehensive development of future specialists based on the competence approach.

As a result of paying great attention to the competent approach, which is a new direction of research in modern educational conditions, and the emergence of the categories of "competence" and "competence" in foreign pedagogical and methodical sources, since the beginning of the 1970s, it has widely entered the theory and practice of the professional

training of students in higher education institutions.

From the scientists of our country on the problems of further strengthening the integration of information and communication technologies in the educational process and the development of the use of information and communication A. Abdukadirov, U.Sh. Begimkulov, O.Kh. Torakulov, F.M. Zakirova, M.R. Fayzieva, N. Taylakov, J.A. Hamidov and others, From the scientists of the Commonwealth of Independent States (CIS) M.Barbashin, S.L. Zayarnyi, D.G. Mokin, S.A. Beshenkov, T.A. Voronenko, Yu.S. Branovsky, Ya.A. Vagramenko, I.B. Gotskoi, A.G. Hein, S.G. Grigorieva, V.V. Grinshkun, E.K. Henner, T.L. Shaposhnikova, Yu.A. Shafrina's scientific researches are based on the development of information culture, various aspects of information preparation of secondary school students and students of higher education. Also, among foreign scientists Andrew Meltzoff, Deanna Kuhn, Ronald Ekyalimpa, Jangmi Hong, Barr R., Dowden A, Hayne H. S. Scientists such as Paul Maj, David Veal, Shensheng Tang conducted scientific research.

I.A.Zimnyaya considers competence as personality traits that include orientation, ability to set goals, emotional-will control of behavior, value-meaningful relationships. According to the author, the competence structure consists of the following system of components:

- readiness to manifest this characteristic in activity and behavior;
- to know the means, methods and programs of performing actions, to solve social and professional issues, to observe the rules and norms of order and discipline. It constitutes the content of competence;
- knowledge implementation experience, that is, skills and competences;
- value-meaningful attitude to the content of competencies, its personal significance;
- emotional-volitional regulation, the ability to demonstrate competence, as a regulation of its manifestation depending on the situations of social and professional interaction. [14]

As a result of the analysis of theories about competences, we found out that one of the components of professional competence is the formation of a new generation of personnel and the integration of their future activities with modern ICT. Also, the level of its formation, first of all, information, information processes; skills and abilities to use models and technologies, tools and methods of information processing and analysis in various activities; secondly, the ability to use modern information technologies in professional activities; thirdly, ideological views of the surrounding world as an open information system; fourthly, we explained the willingness to self-education in the field of information technologies, which is necessary for continuous professional development, self-realization in professional activity.

Having studied the existing theoretical and practical foundations, I.P. Manakova singles out the following competencies as components of the professional competence model of a pedagogue:

1. Information competence of the pedagogue.
2. Competence in the field of modern innovations
3. Competence in ICT
4. Ability to regulate (manage one's own behavior)
5. Intellectual and pedagogical competence
6. Operational competence
7. Competence in inclusive education
8. Diagnostic competence.

The researcher singles out information competence as the most important among these general professional competences and distinguishes its following components:

*information communication competence* - the ability to independently search, select, organize, organize, present and transmit the necessary information using information communication technologies.

*information technological competence* - the ability of a teacher as a person to engage in activities related to the application of computer and office engineering, information technologies in everyday life and educational activities, as well as in practice

*information-analytical competence* - complex characteristics of a teacher's personality, consisting of the ability to develop new knowledge, forecast, make management decisions based on the analysis of existing information.

In "New Dictionary of Methodological Terms and Concepts (Theory and Practice of Language Teaching)" the following definition of "technological competence" is given - it is a set of skills that ensure the ability to use technical educational tools in the educational and general education process.

According to S.A. Marueva, "technological competence is the acquisition of knowledge, skills and abilities to solve similar operational tasks using a certain technology." [2]

L.A. Yadvirshis explains technological competence as a set of personal characteristics and qualities that enable the skillful performance of certain actions. [13]

According to A.A. Temerbekova, the teacher's information technology competence is an indispensable, multi-level, professionally important personal education, which is manifested in the ability to work with various information in pedagogical activities. [11]

V.L.Akapev in his scientific research highly evaluates the role and importance of directions such as search-analytical, information-communication and information-instrumental in the effective development of information-technological competences of future teachers. In this case, it is emphasized that all educational activities of future teachers are based on the search and analysis of information of professional importance, in the modern conditions of the information society, which is being formed, before searching for information, it is necessary to model the results of such a search. Search efficiency depends more on the predictability of this result. Another factor in the search and analysis of the necessary information is the form of its presentation. The information-communication direction includes actions on working with information, which characterizes the level of communication of future teachers in a professional environment. This is mass communication consisting of open, orderly processes of socially important information transfer; mass distribution of viewers; communication processes carried out using technical means; covers the process of transmitting information through various channels (printing, newspaper and magazine publishing, radio and television broadcasts).[1]

The results of information search, analysis and transmission are used in solving professional pedagogical problems. Application of the resulting information is the quintessence of information technology competence. For successful practical activity, the teacher should form the habit of using modern computer and telecommunication technologies in multimedia and interactive educational technologies, that is, he should have instrumental information competence.

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