MODERN APPROACHES TO THE PROBLEM OF THE FORMATION OF TEACHER INFORMATION COMPETENCE

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ABSTRACT

To consider the state of the problem of the formation of information competence of a teacher, we turn to the well-known methodological training system as a combination of the following hierarchically interconnected components: goals, content, methods, organizational forms and teaching aids.

Keywords: Information competence, teacher, methodology, component.

INTRODUCTION, LITERATURE REVIEW AND DISCUSSION

According to S.L. Aleshina [6], the goal of the formation (controlled development) of informational competence of future primary school teachers is the ability of the teacher to optimally carry out individual informational activities aimed at satisfying both professional and non-professional informational needs arising during the upbringing, education, teaching, - methodical, socio-pedagogical and cultural-educational activities. The development of information competence is proposed to be carried out as part of a special course aimed at solving the following problems:

- orientation in the information resources on education and pedagogical sciences, necessary for the future primary school teacher;
- development of search algorithms in accordance with the educational and professional needs of the future primary school teacher; mastery of formalized methods of analytical and synthetic processing of information;
- study and practical use of technology for the preparation and presentation of the results of independent educational, educational, methodological and research work of a future primary school teacher;
- awareness of the possibilities of new information technologies in the professional activities of the future primary school teacher, development of computer skills for collecting, processing and storing information.
- AND I. Zlotnikova [5] indicates that in order to form the informational competence of a future subject teacher, the following tasks should be solved:
- to teach students methods and methods of working with a personal computer (if they do not know these methods);
- to teach students techniques and methods of work in the global computer network Internet, as well as in local computer networks (if they do not know these techniques);
- to form students' ability to receive relevant information and methodological materials on subjects using the Internet;
- teach students how to create online educational resources, pedagogical software, methodological, didactic and organizational materials for conducting lessons - to master a wide range of ICTs and learn how to use them when conducting different types of classes implemented in educational and extracurricular activities;

- teach students didactic, psychological, pedagogical and methodological techniques, allowing to form a student's informational competence [5, P.41-42]
- In the work of M.S. Grigorieva [4] the development of information competence of students of teacher training college is carried out as part of a special course aimed at solving the following problems:
- the development of rational techniques and methods of independent search for information in accordance with emerging tasks;
- mastering the methods of formalized coagulation (analytical and synthetic processing) of information;
- study and practical use of technology for the preparation and presentation of the results of independent educational and research work (preparation of abstracts, reports, term papers and dissertations).

Research M.M. Pshukova [1] is devoted to the methodological aspects of the formation of information competence of school teachers in the continuing education system. Since at present the study of information and communication technologies is an integral part of the state standard for teacher training in any specialty, the author considers the problem of developing information competence from the point of view of teachers' professional readiness to use means and methods of informatics and ICT in their professional activities.

The researcher sees the main tasks of such training in:

- creating conditions to meet the needs of specialists in gaining knowledge about the capabilities of modern ICT in education and their implementation in various fields of science, technology, production;
- carrying out research and teaching work based on the implementation of the capabilities of instrumental software, multimedia, telecommunication and geoinformation technologies;
- scientific, pedagogical and methodological examination of software and systems for educational purposes, telecommunication projects, guidelines for their use in the educational process;
- the study (at the level of a novice user) of ICTs generally accepted in the modern information society [6, P. 51].

Teacher training in these areas Pshukova considers the main task of developing informational competence of teachers.

The author identifies the following as concepts that formulate and clarify the interpretation of information competence of a teacher:

- Algorithmic literacy - a set of specific ideas, abilities and skills associated with mastering the most common components of algorithmization.
- Computer literacy - mastering the initial skills of communication with a PC and office equipment, acquaintance with basic software.
- Information literacy - the ability to create, process, store and consume, search for the necessary information, including through computer communication networks.
- User and technological literacy - strong skills in using information systems and application software packages in their subject area (word processors, spreadsheets, databases, semantic networks, expert systems, computer-aided design systems, the Internet, etc.), skill competently prepare for publication and presentation.
- Information behavior - a mode of action, a combination of efforts undertaken to obtain, process and assimilate existing information, create new knowledge and transfer it to the professional community.
- Computer communication - the appropriate interaction of subjects and objects of communication, compensating for the limited possibilities of a person, aimed at regulating all

spheres of public life in the name of preserving the unity and integrity of man, society and all of humanity.

N.V. Kisel understands the informational competence of a teacher as a special type of organization of subject-specific knowledge, which makes it possible to make effective decisions in professional pedagogical activity and indicates the level of mastery and use of information technology in the educational process [6, P.139]. The structure of the teacher's information competence consists of the abilities and willingness to work with various databases available at the school, to receive and transform them into educational goals; ability and willingness to systematize the data and organize their own learning methods; get involved in activities, collaborate while working with a class team; use new technologies for the assimilation of information and communication [7, P.35].

A.M. Orobinsky considers the information and pedagogical competence of a university teacher and defines it as a set of professional, communicative, personal qualities of a teacher, allowing him to carry out his professional and pedagogical activities and achieve high results in the educational process in the context of a rapid change in the information environment [2, P.112 -113]. As part of the information and pedagogical competence, the author identifies the basic component (active knowledge of the methods of receiving and transmitting diverse information) and professionally oriented (knowledge of modern information technologies in education).

O.G. Smolyaninova, considering in her work the component composition of the informational and communicative competence of a teacher, identifies 3 blocks (layers) as a part of the informational competence of a teacher: general education, psychological, pedagogical and worldview. The author connects the general educational aspect with the willingness of the teacher to use information and communication technologies in various types of activities, and the psychological and pedagogical one with the willingness to use these technologies in the educational process [3, P.133-136]. The author visually presents the component composition of information competence in the form of a table (see Appendix 1).

It should be noted that the information competence of O.G. Smolyaninova considers knowledge of the basic types of modern multimodal information systems and possession of skills to work with these systems, and communicative competence includes the ability to communicate in a broad sense, in particular by electronic means. Therefore, such teacher skills as transmitting and receiving information via telecommunication channels, organizing individual and group Internet communication of schoolchildren (chats, teleconferences, e-mail, etc.), finding information using the Internet, organizing work on network projects, observing ethical standards of conduct in the telecommunications network, the use of communication technologies to implement professional educational goals (exchange of information with colleagues, experts, consultants), access assessment The author attributes the importance and quality of information resources to communicative competence.

According to T.A. Zubkova formation of information competence of a teacher is carried out in stages. At the first stage of teacher training at the university, the foundations of basic information competence are laid. At this stage, in the framework of general professional disciplines and subject training disciplines, knowledge and skills are acquired that are formed in the process of training and self-training in computer science and information technology. At the second stage, the development of information competence takes place, where the ability to carry out pedagogical activities using information technology is formed. In this regard, it is proposed to introduce such elective courses into the curriculum of a pedagogical university that

orient students towards the use of information technologies in their subject area. Each course should have a practical focus and be subject-oriented and interdisciplinary in nature [5].

According to N.I. Gendina's important trend in recent years is the allocation in the structure of information training of a modern person as special knowledge and literacy skills in the field of information and communication technologies (ICT). "At the same time, literacy in the field of ICT is most often viewed in isolation, outside the general context of a person's culture and its general informational preparation, as a kind of panacea, a universal tool for solving all the problems of modern human life. A hypertrophied belief in the capabilities of computers and ICTs suggests that there is a bias towards the technocratic development of the modern information society. "[3].

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