

DEVELOPMENT OF INFORMATION COMPETENCE OF A TEACHER OF A PROFESSIONAL COLLEGE IN THE CONDITIONS OF INFOCOMMUNICATION ENVIRONMENT

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ABSTRACT

this article discusses the meaning and concept of information competence of a teacher in a professional college, as well as the concept of an information and communication environment

Keywords: Information technology, communication technology, vocational education teacher, information and communication environment.

INTRODUCTION

Today, the vocational education system of Uzbekistan is brought into line with the needs of the society, which is moving to a new stage of its development - the information one. The continuous development of the teacher's information competence is updated by the development of the global Internet, the introduction of information and communication technologies in the educational process.

In his Address to the Senate and the Legislative Chamber of the Oliy Majlis, President S. Mirziyoyev noted that in the modern world, digital technologies play a decisive role in all areas. In 2019, Uzbekistan improved its position by eight points in the International Index for the Development of Information and Communication Technologies, but it still lags behind other states. It is known that digital technologies not only improve the quality of products and services, reduce costs, but are also an effective tool in the fight against corruption - the most serious problem that bothers me very much, "the president emphasized, recalling that the introduction of digital technologies contributes to the effectiveness of state and of public administration, development of the social sphere", which in turn emphasizes the relevance of the development of information competence of a teacher of a professional college in the conditions of info-communicated translational medium.

Material and methods. The changes taking place in Uzbekistan are closely related to the rapid introduction of new and, especially, advanced technologies, which, in turn, requires the training of highly qualified specialists. In the Strategy for the Further Development of the Republic of Uzbekistan, special attention is paid to the issues "... improving the work of students of professional colleges in training and employment in the areas of market economy and the needs of employers", which is why it is very important that the teacher of a professional college possess a high level of information competence, IC is one of the key competencies of a college teacher, having an objective and subjective side. The objective side is expressed in the requirements that society imposes on the professional activities of a modern teacher of a professional college. The subjective side of the IC is determined through the personality of the teacher, his professional activity, the peculiarity of motivation in the improvement and development of pedagogical skill.

Results and discussion. The formation of IR involves:

- the development of knowledge and skills from the field of computer science and information and communication technologies;
- development of communication skills;
- the ability to navigate in the information space, to analyze information.

The composition of the IR can be divided into four components:

- motivational - the presence of a motive for achieving the goal, willingness and interest in work, setting and awareness of the goals of information activities;
- cognitive - the presence of knowledge, skills and the ability to apply them in professional activities, analyze, classify and systematize software;
- operational-operational, which demonstrates the effectiveness and productivity of information activities, the application of information technology in practice;
- reflective, providing readiness to search for solutions to emerging problems, their creative transformation based on the analysis of their professional activities.

The development of information competence of a teacher in a vocational college is an important component of his professionalism. A systematic, holistic view of information competence, the identification of its structure, the justification of the criteria, functions and levels of its formation allows you to purposefully and effectively organize the educational process as part of educational activities, increase the level of subject-specific knowledge, make effective decisions in academic work. Modern infocommunication environment - it is a zone of interactive relationships and dialogic communication of subjects of education with each other and with an information resource. Information activity organized in this environment consists in interpreting, systematizing, critical assessment and analysis of the information received from the standpoint of the pedagogical problem being solved, in using the information obtained in the planning and implementation of educational activities, in structuring and presenting information in various forms and on different media, adequate training needs.

The informational competence of a teacher at a vocational college is seen as some relatively new, but rapidly gaining weight element of the professional competence of an education specialist. The information competence of a teacher is the ability to work with information purposefully and the ability to use information and communication technologies to receive, process and transmit it by various means and methods.

In world educational practice, the concept of competence acts as a central, a kind of "nodal" concept: competence,

- firstly, it combines the intellectual and activity component of education;
- secondly, the concept of competence is based on the ideology of interpreting the content of education, formed "from the result" (cf. "standard at the exit", out-put);
- thirdly, key competence has an integrative nature, because it incorporates a number of homogeneous or closely related skills and knowledge relevant to a relatively wide area of culture and activity (information, legal, etc.)

The development of the information competence of the teacher in the information and communication environment reflects the essence and structure of the ICP and its inclusion in the environment. The teacher, entering the information and communication environment, goes through three stages: motivational-diagnostic, substantive-technological, practical-applied. During the motivational and diagnostic phase, the teacher forms value-oriented professional and personal attitudes aimed at the process of improvement, and the choice of role in the environment. At the second stage, the teacher develops an individual educational program to

improve information competence depending on the roles (registered, author, editor, publisher, manager, administrator). The application of informational competencies mastered by the teacher in accordance with the chosen system of self-improvement is implemented at the third stage and involves the solution of groups of practice-oriented tasks.

Infocommunication environment, organized on the Internet, on a website, is presented as a set of subjects of information interaction or impact; information proper intended for use by subjects of the information environment; information infrastructure, providing the ability to exchange information between entities; relations emerging in connection with the formation, transmission, dissemination and storage of information.

CONCLUSIONS

However, most teachers of vocational education are not aware of the need to improve their information culture. Some teachers are convinced of the need for training.

Thus, we can conclude that the issue of improving the information culture and competence of the teacher of a professional college is very relevant and requires further study.

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