

COMPONENTS OF INFORMATION AND COMMUNICATION COMPETENCE OF PRIMARY SCHOOL TEACHERS IN CONTINUING EDUCATION

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ABSTRACT

It is necessary to distinguish the following components in the structure of information and communication competence of an elementary school teacher: motivational-value, cognitive, communicative, technical and technological and reflective.

Keywords: Communicative component, cognitive component, motivational value component.

INTRODUCTION, LITERATURE REVIEW AND DISCUSSION

The motivational-value component reflects the teacher's interest in the use of ICT in the educational process and extracurricular activities, the desire to search for pedagogical technologies adequate to modern ICT; beliefs in the appropriateness of using ICT in the modern educational process, the desire to be an active participant in networked pedagogical communities.

The cognitive component reflects the knowledge necessary for the professional activities of primary school teachers in an ICT-rich environment; the ability to determine the methodological feasibility of the use and application of ICT in educational activities, as well as knowledge of the norms of information selectivity, ethics and etiquette.

The communicative component implies the ability to organize interaction between participants in the educational process, including remote via the Internet, the ability to use the data generated during the educational process to solve educational management tasks to establish pedagogically appropriate relations between primary school teachers and students in an educational environment organized telecommunications (LAN and Internet), create the atmosphere of your a good relationship with the use of computers, as well as the opportunity for teachers to communicate professionally through the use of ICT in order to exchange and disseminate advanced pedagogical technologies and personal and professional development of a teacher.

The technical and technological component reflects the technological skills and abilities of working with information flows, in particular, using the means of information and communication technologies) taking into account the specifics of professional activity, the ability to perform various tasks and create various products of one's activity to carry out the following activities in electronic (digital) form : planning of the educational process, placement and preservation of materials of the educational process, including the work of students and the teacher c, fixing the course of the educational process and the results of mastering the basic educational program of primary general education, to control the access of educational process participants to educational information resources on the Internet.

The reflective component reflects the ability of an elementary school teacher to assess their level of information and communication competence and to design conditions for its improvement.

Significant for our study were the following requirements for information and communication competence of teachers, highlighted by E.K. Henner:

1. The KIC consists of three components:

- know;
- be able to use;
- be able to apply in educational activities.

2. The KIC teacher is formed:

in the period prior to studying at a university;

during studies at a university;

in the process of continuing education;

during self-education. Note that during the development of requirements for the KIC

and in the process of diagnosis, these components are not allocated, i.e., integrated competency is determined.

3. The regulatory framework for the development of requirements for KIC teachers are documents and materials fixing in the corresponding period

time requirements for training in computer science and information

technology in a comprehensive school and similar requirements (plus pedagogical and methodological training) at a pedagogical university. Currently it is:

state educational standards in the areas and specialties of higher pedagogical education;

state educational standards

comprehensive school on computer science and information technology (Ministry of

Education of the Russian Federation, 2003);

textbooks and teaching aids recommended by the Ministry of Education of the Russian

Federation or relevant ULV.

4. Since the requirements for the KIC teachers developed on the basis of

documents specified in paragraph 3, as well as the real average level

the formation of the KIC, according to most experts,

working in this area do not correspond to the modern level

informatization of education, you should also develop those requirements

implementation to be achieved in the near future. Base for

these requirements may serve:

teaching materials developed in the process of preparing a new generation of SES in the areas and specialties of higher pedagogical education;

modern textbooks and teaching aids used (at least optionally) in teacher training universities and the continuing education system;

experience in the use of information technology in education, accumulated in "advanced" regions;

opinion of experts reputable in this field. Thus, there is a need for a two-level design of requirements for the teacher's KIC. At the first level, requirements are fixed due to the existing regulatory framework, at the second level, which are indicated in paragraph 4.

5. Requirements for KIC teachers must wear diagnosable

character, i.e., be relatively quickly and objectively measurable.

6. Possible function requirements for KIC teachers:

- regulatory and regulatory;

• influence on the development of a new generation of state educational institutions of higher professional education, the creation of teaching materials, textbooks, etc.

7. Possible stages of applying the requirements for the KIC teacher:

- upon completion of continuing education courses; current control (note by the director of the institution, district and other educational authorities);
- during certification and re-certification of teachers;
- during certification and licensing of an educational institution [200].

At present, in our opinion, there are several circumstances that stimulate an elementary school teacher to master ICT competency: the constant updating (modernization) of the computer base and methodological support (center, ESM, etc.) of an educational institution.

It can be said that there is an unevenness in the level and informatization of primary school education and in access to quality education. While the city teacher makes full use of information technology in his professional activities, the rural teacher has just started using information technology. The study also revealed a gap in the formation of ICT competence of the subject teacher and primary school teacher, since the ISO Project covered more subject teachers (80%) than primary school teachers (10%) and preschool workers (5%)

Information and communication competence is one of the key competencies of a modern person and is manifested, first of all, in activities when solving various problems and situations involving a personal computer and computer processing information.

Along with specific elements of knowledge and skills, ICT competency includes activity-specific individual abilities and qualities that determine the capabilities and skills:

- ✓ independently seek, collect, analyze, present, transmit information;
- ✓ model and design objects and processes, including their own individual activities;
- ✓ simulate and design team work;
- ✓ make the right decisions, creatively and effectively solve problems that arise in the process of productive activities;
- ✓ navigate in an organizational environment based on modern information and communication technologies;
- ✓ responsibly implement their plans, skillfully using modern means of information and communication technologies;
- ✓ use modern information and communication technologies in their practical professional activities. [200].

The standards are based on a matrix formed by the intersection of three approaches that allow for the formation of more qualified workers and accelerate the pace of economic growth (increasing the level of technology use by the working population; developing the ability of the working population to use knowledge of school subjects; increasing the ability of the working population to innovate and create new knowledge) and six components, assuming their program goals and pedagogical skills, together these areas are They provide a development scheme that allows educational reform to support the increasingly complex paths of the country's economic and social development: from ICT knowledge to more highly skilled personnel, a knowledge-based economy, and the modular structure of the draft standards requires acceptable options: tactics of "wide coverage" of all components (strategy, program, pedagogy, etc.) within the framework of one specific approach (technological literacy, deeper knowledge development or knowledge creation), deeper tactics at least one component at the junction of the three approaches, or a "role-playing" tactic, in which modules are selected with the expectation of directors of secondary schools, their deputies for academic work and technical issues.

1. Technology literacy approach.

The strategic goal of this approach is to prepare students, citizens, the working population, who are able to master new technologies in order to promote social development and increase the efficiency of the economy. In this regard, tasks such as increasing the number of students, ensuring access to quality resources for all, improving literacy skills, including technological, are set.

2. An approach based on a deeper development of knowledge.

The strategic goal of this approach is to develop the ability the working population to use knowledge of school subjects in solving complex priority professional and social problems and thereby contribute to an increase in production.

3. A knowledge-based approach.

The strategic goal of this approach is to increase efficiency through the training of employees who are constantly involved in the creation of knowledge and the development of innovative solutions and make profitable use of them.

Summarizing the above, we can conclude that the development of infocommunication competence of primary school teachers in the continuing education system is a process of its formation that allows the primary school teacher to effectively carry out pedagogical activities in an ICT-rich environment.

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