INFOCOMMUNICATION COMPETENCE OF PRIMARY SCHOOL TEACHERS IN CONTINUING EDUCATION

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ABSTRACT

In the framework of our study, we considered it necessary to consider concepts such as information and communication competence, ICT competence, information and communication competence, etc., which are used today in pedagogical activity and carry a general semantic load. To define these concepts, there are several variations.

Keywords: Competence, advanced training, information, communication, technology.

INTRODUCTION, LITERATURE REVIEW AND DISCUSSION

In the genesis of the studied term, we consider it necessary to decompose it into the following components; "Information", "communication", "technology".

Information in the dictionary is: 1. Information about the world and the processes taking place in it, perceived by a person or a special device (special). Information transfer. Information Theory (a section of cybernetics that studies methods of measuring and transmitting information). 2. Messages informing about the state of affairs, about the state of something.

The following definition is given in the philosophical dictionary; "Information (from the Latin information - familiarization, clarification, presentation, concept) - this is, first, communication, familiarization, awareness of the state of affairs, information about something transmitted by people; secondly, reduced, removed uncertainty as a result of receiving messages; thirdly, a message inextricably linked with management; fourthly, transmission, reflection, diversity in any objects and processes (animate and inanimate nature)."

From the middle of the 20th century, this concept included the exchange of information between "man and machine" and "machine and machine." The organization's theory reduces the wording of the concept of "information" to the following: "Data that carries novelty and usefulness for the decision-maker is called information."

A.I. Berg, academician of the APN, accurately characterizes the current state of the information society, arguing that without complete information there is no progress. SI Arkhangelsk understands information as the main mental material.

The given points of view can be considered as complementary.
As specified in the free world encyclopedia "Wikipedia", information (from Latin informatio - informing, clarifying, exposing, from Latin informare - giving shape) is, in a broad sense, an abstract concept that has many meanings, depending on the context. In the narrow sense of the word, information (messages, data) regardless of the form of their presentation [195]. There is currently no single definition of the term "information". From the point of view of various fields of knowledge, this concept is described by its specific set of attributes. For example, "information"

can be interpreted as a combination of data recorded on a material medium, stored and distributed in time and space.

According to the logical theory of communication V.N. Pereverzeva [152, p. 10], the concept of "information" as formalized knowledge is primary in relation to the concept of "communication" and, in turn, is interconnected with the concept of "knowledge" as a comprehended idea. Then any information is knowledge.

As part of our research work, we adhere to the point of view of T.K. Chekmareva, who interprets information as a collection of information, messages, data, determining the measure of a person's potential knowledge about certain phenomena or processes, their relationship.

The next term in our definition is "communication". In the SI dictionary. Ozhegova "communication" is understood as "communication, communication" [136, p. 247].

Communication - in the broad sense - the exchange of information between individuals through a common system of symbols. Communication can be done through verbal and non-verbal means. There are mechanistic and activity approaches to communication. Communication - in a mechanistic approach - a unidirectional process of encoding and transmitting information from a source and receiving information by a message recipient. Communication - in the activity approach - the joint activity of communication participants (communicants), during which a common (up to a certain limit) view of things and actions with them is developed.

Thus, to separate the concepts of "information" and "communication" we will talk about information as a result, formalized knowledge, and communication as a process of acquiring knowledge through the interpretation of information messages.

In addition, in our study there is a close relationship between the terms "information" and "communication" with the term "technology". It is recorded in the relatively recently appeared term information and communication technologies (I.K. Rozina) [164, p. 25], combining information content and communication capabilities of technologies, under which we follow T.K. Kravchenko and V.F. Presnyakov, we will understand "the system of methods and methods of input, processing, storage, output, search and transmission of information in computer networks" [91].

In the Big Encyclopedic Dictionary, the concept of technology (from Greek techne - art, skill, ability and ... logic) is interpreted as a set of processing methods, manufacturing, changing the state, properties, form of raw materials, materials or semi-finished products carried out in the process of production; A scientific discipline that studies the physical, chemical, mechanical, and other laws that operate in technological processes. Technology is also called the operations of extraction, processing, transportation, storage, control, which are part of the overall production process.

In the scientific and pedagogical literature there are terms: "computer technology", "information technology" (a combination of procedures that implement the functions of collecting, receiving, accumulating, storing, processing, analyzing and transmitting information in the organizational structure using computer technology, or, in other words, a set of processes of circulation and information processing and description of these processes), "computer (new information) learning technologies" (this is the process of preparing and transmitting information to the learner, the means of implementation of which is the computer).

According to Wikipedia, the concepts of "computer technology" and "information technology" (IT) are united by one definition - this is a generalized name for the technologies responsible for the storage, transmission, processing, protection and reproduction of information using computers. It is impossible to imagine the modern fields of production, science, culture, sports and economics, where computers would not be used. Computers help a person in work, entertainment, education and scientific research.

In the scientific and scientific-methodical literature devoted to the problems of informatization (works by B.S. Gershunsky, A.L. Denisova, SR. Domanova, A.N. Tikhonov, G.A. Kozlova, I.V. Maruseva, I.V. .Robert, Yu.M. Tsevenkova, E.Yu. Semenova, and others), one-order synonymous expressions such as "new information technologies", "computer learning technologies", "computer pedagogical technologies", etc. are often found. that the terminology in this field of research and the concepts corresponding to it have not yet been established.

The arrival of new hardware, software, and communication tools in educational institutions gradually led to the displacement of the term "computer technology" by the concept of "information technology".

By the information technology of training in the professional training of specialists, Obraztsov P.I. is proposed to understand the system of general pedagogical, psychological, didactic, private methodological procedures for the interaction of teachers and students, taking into account technical and human resources, aimed at designing and implementing training content, methods, forms and information tools.

Adequate to the goals of education, the features of future activities and the requirements for professionally important qualities of a specialist [134].

The judgment "We live in the age of information and communications" is not entirely true, since information and communications have always been, but the post-industrial society is unique in that it is characterized by the exceptionally rapid development of information and communication technologies, and their capabilities become unprecedented for human development, for effective solutions to many professional, economic, social and domestic problems. Only those members of society who will possess the necessary knowledge to navigate in the new information space will be able to competently and skillfully manage these opportunities. Keeping their identity, they will take advantage of globalization, when people living in different cities and countries, on different continents, thanks to the ease and speed of communication, can work on one holistic project, conduct joint research and quickly share the results.

It's about changing the content of education, about mastering information culture, which is an integral part pedagogical excellence. Information and communication technologies (ICT) in the modern educational space act as a means of increasing professional skill. To effectively manage the activities of primary school children in the field of ICT use, a teacher needs to have infocommunication competence, which is a component of the professional competence of a modern teacher.

T.S. Ilyina and O.N. Shilov noted that the informational competence of a teacher is a component of his professional competence, and informational culture is an inalienable quality of any person in modern society [68, p. 120-123].

In the context of such an understanding of culture today, for the formation of an elementary school teacher as a person, it is simply necessary to familiarize him with the informative and

communicative possibilities of modern technologies, mastery of genuine information and communication competence, which opens up for him and his students the path to achieving one of the main goals of education: from dialogue of people and cultures through the identification and development of the creative potential of the individual come to mutual enrichment and productive interaction of human communities.

Fulfillment of the above conditions will contribute to the achievement of the main goal of modernizing education - improving the quality of education, increasing access to education, and ensuring the needs of the harmonious development of the individual and the information society as a whole [59].

The formation of the ICT competence of teachers is devoted to a fairly large number of works. V.P. Koropovskaya and E.P. Krupoderova distinguish two approaches to the study of this phenomenon. The first approach, in their opinion, is associated with the development of the concept of ICT competency in accordance with the chain of concepts: information and communication technologies - ICT competency, which involves focusing on the ability to use technical means to organize, store, process and transmit information when highlighting this process in the activities of the teacher. The second approach defines this concept in the context of the information approach, in which the term "information" is the source and the process of perceiving information by a person, operations with information in a teacher's professional activity is considered [87, p. 28].

V.L. Akulenko and L.L. Bosov defines the teacher's ICT competency as the teacher's ability to solve professional problems using means and methods of computer science and ICT:

- carry out information activities on the collection, processing,

transfer, storage and production of information for automation processes of information and methodological support;

- evaluate and implement the capabilities of various electronic publicationseducational purpose;

- organize information interaction between participants in the educational process;

- create and use testing and diagnostic methods for monitoring and evaluating the level of students' knowledge [4].

Akulenko V.L., Bosova L.L. identified the following components of pedagogical ICT competency:

1) user competency;
2) general educational ICT competency;
3) specific (subject) ICT competency in relevant subjects and educational fields [4].

Information and Communication Competency Model teachers of special disciplines in secondary vocational education (N.Yu. Kulikova) is built on the basis of phased interaction of components: cognitive (study of ICT), modeling (modeling and construction of the educational environment based on modern information technologies; managerial (effective management of the educational process by means of ICT). to the components, the author determines the levels of ICT formation (elementary, functional, systemic) [98].

The success and effectiveness of the use of ICT in the teaching of general subjects can only be guaranteed if the teacher is sufficiently motivated to use ICT, has a broad outlook, owns software tools for both general and educational purposes, can determine the place of ICT in the methodological system of teaching the subject [200].

In our opinion, the issue of the structural components of the infocommunication competence of primary school teachers is extremely important. For this, we analyzed various approaches to determining the structure of the studied concept, relying mainly on work in the field of ICT competence of subject teachers, as This is the most developed area.

In our opinion, it should be specially noted that the educational information environment of an educational institution (according to the Standard) should provide the ability to carry out the following activities in electronic (digital) form:
• educational process planning;
• placement and preservation of materials of the educational process, including the work of students and teachers used by participants in the educational process of information resources;
• fixing the course of the educational process and the results of mastering the basic educational program of primary general education;
• 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; • controlled access of participants in the educational process to educational information resources on the Internet (restricting access to information that is incompatible with the tasks of spiritual and moral development and education of students).

Important for our study is the fact that the meta-subject results of mastering by primary schoolchildren the basic educational program of primary general education should reflect:
1) the active use of speech and information and communication technology tools (hereinafter - ICT) for solving communicative and cognitive tasks;
2) the use of various search methods (in reference sources and the open educational information space of the Internet), the collection, processing, analysis, organization, transfer and interpretation of information in accordance with the communicative and cognitive tasks and technologies of the subject; including the ability to enter text using the keyboard, record (record) digitally measured values and analyze images, sounds, prepare your presentation and speak with audio, video and graphic accompaniment; comply with the rules of information selectivity, ethics and etiquette.

It is also noted in the Standard that the functioning of the information educational environment is provided by ICT tools and the qualifications of employees who use and support it.

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