# THE COMPLEX OF REQUIREMENTS FOR INFORMATION AND COMMUNICATION COMPETENCE OF THE MODERN TEACHER: COMPETENT APPROACH TO THE FORMATION OF MODERN INFORMATION TECHNOLOGIES IN EDUCATIONAL INSTITUTIONS

**[1]Eshmamatov Ismoil Abdusalomovitch & [1]Abdiraxmonov Axad Iskandarovich**
[1]Head of independent researcher, Head Scientific and Methodological Center, **UZBEKISTAN**

## ABSTRACT

This article examines the modern information technologies which are of great importance in increasing intellectual potential and enriching scientific Outlook of teachers of different specialties of educational institutions. From this point of view, the formation of the environment of modern information technologies in educational institutions serves to improve the skills and abilities to use them effectively in the professional activities of teachers. In order to study the formation of the environment, the analysis focus on the character of young people, on the form of conditions, but on educational tool. It seams that the social, spatial, psychological, and didactic components of the learning environment are a dialectical interaction, the pedagogical goal is its coordinates.

**Keywords:** Modern information, modern technologies, intellectual potential, education.

## INTRODUCTION

Education is a substrate of inductive activity called the transition from learning to real life. At the same time, the learning environment is manifested not only in the form of conditions, but also as an educational tool. If we take into account that the social, spatial, psychological, and didactic components of the learning environment are a dialectical interaction, the pedagogical goal is its coordinates.

## MATERIALS AND METHODS

Given that a teacher must use text, audio, video, and other textbooks, graphic illustrations, computer programs, modeling programs, and automated labs in his or her work environment, it is desirable to understand each coordinate in a particular manner. The information technology environment defines a new functional role of the educator, in the form of a summary statement of the sources studied on the subject:
a) pedagogical, educational information and resource selection;
(b) Maintaining a balance between the educational, training and educational institutions;
c) teacher, cognitive process coordinator;
d) pedagogue, coordinator of the subject (s) taught;
e) A teacher, a consultant-guide in the development of an individual curriculum;
(f) The teacher and supervisor of the curriculum and curriculum;
d) the formation of personal and professional qualities of a teacher, a future specialist;
h) teacher, planner and supervisor of educational activities, etc.
“Community development requires an increase in the number of qualified professionals. At the same time, modern society emphasizes the equality of all its members, including those with disabilities. The demand for universal education is on the rise”. This, in turn, requires the

formation of information and communication competence in educators, as there is an objective reason for the introduction of information and communication technologies in education:

• the use of statistical visual models and various graphics aimed at enhancing the cognitive process has led to the emergence of new, dynamic visual models of education, which in turn lead to the development of informational and communicative technologies in the pedagogical activities of diagnostic, projection-projection, designing and projecting. - Provides performance of such functions as interpretation, communicative-motivation, analytical-evaluation, creative;

• in recent years, the use of multimedia technologies in education, semantic and ontological methods, has resulted in the use of information and communication technologies by teachers and pupils, who are required to acquire competencies related to virtualization of our society, ensuring that intergenerational relationships are required;

• the use of multimedia technologies in education is an example of information communication and requires an extension of the cognitive level of learner-centered learners. That is, it requires substantiating the relation between educational information using graphs and diagrams;

• the emergence of new realities in the world community, such as the space of information communication, networked societies, educational networks, and their integration into the education system. In Acholi, the educational institution lags behind the education of other countries. The use of information communication space, networking societies, and educational networks requires special training from educators, including information and communication competence.

Creating a modern information learning environment is a challenge that requires a sophisticated and adhering to the principles of education. The implementation of this task has organizational, pedagogical and methodological aspects, the first is related to the modernization of the technical basis of education, and the second is to provide teachers with the technology of individual education. For this purpose it is necessary to achieve a holistic systemic effect of the learning environment. To do this, it is necessary to develop a comprehensive strategy for continuous education at the level of the needs of the labor market. Its practical aspects are reflected in the materials of the European Union Symposium on what and how to achieve it.

At the present stage of social and economic development, educators are tasked with new tasks and training of professionals who can work to ensure the country's development prospects. In the meantime, some researchers have outlined the requirements for a teacher as follows:

“Teaching skills;

Teaching skills;

Personal qualities that provide an approach to humanistic principles in the teaching and learning process;

The ability to objectively evaluate and assess students' knowledge. In our view, vocational and pedagogical competence is a set of personal contents that are embodied in the personality of the teacher. It is not enough to just define it as an indicator of the number of moral qualities.

Intensive introduction of information and communication technologies in modern education has led to a number of new realities that were not previously available in education. Among them is the creation of vertical chairs and laboratories, which once again proves that the issue of development of information and communication competence technology in pedagogical personality is one of the challenges facing pedagogical research.

Vertical chair performs educational work in all auditoriums and out-of-classrooms. At the same time, lectures, including lectures in a patok audience, lectures for network classes, television and video lectures can be highlighted separately. Only a teacher with information and communicative competence was able to participate in this process as an active subject of the learning process. In addition, practical work, including seminars and labs in all technological environments, training in classrooms and firms, organization of independent work of students, organization of educational conferences by e-mail, online control of educational activities. Taking into account video conferencing, it is necessary to develop information and communication competence in the course of training. It is noted that modern intellectual distance platforms not only replace traditional forms of education, but also create new information opportunities for students and teachers. This is, first of all, identifying sources for the formation and development of information and communication competence to ensure the information and communication competence of the modern teacher. It is necessary to choose local and world experience in education, ideas of national pedagogy (ethnopedagogics), achievements of pedagogical, sociology and psychology of education, cultural content of social and economic changes in the world community and other factors influencing formation of new pedagogical thinking. Second, given the dynamic nature of pedagogical activity, it is necessary to develop a portrait of a modern teacher. This, in turn, can serve as a methodological resource for improving the professional and pedagogical activities at various levels (individual, group, institutional). As a summary of the studied literature, we provide the theoretical model of the components of the pedagogical portrait:

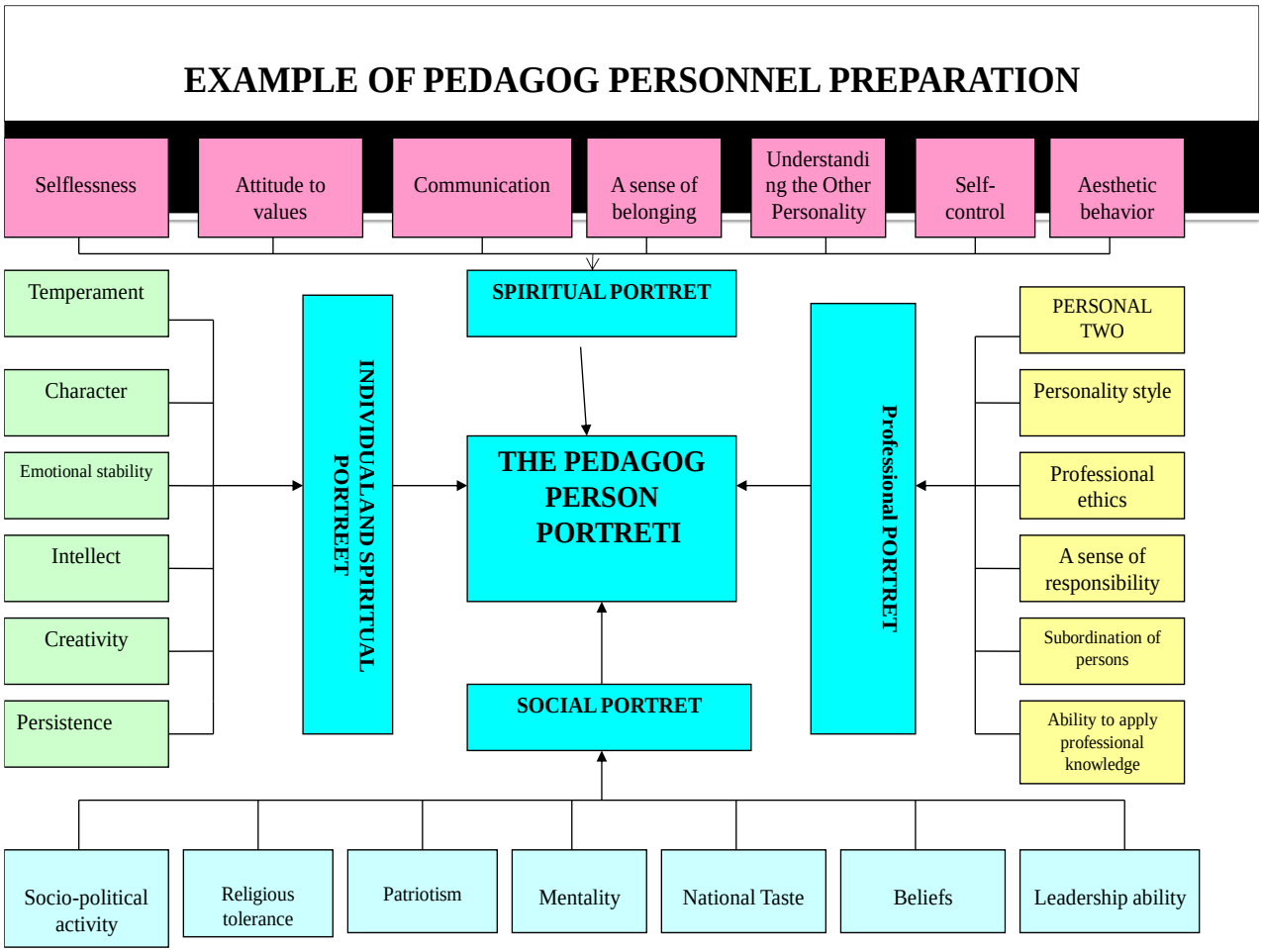
• area of needs of the pedagogical person;
• the process of acquiring knowledge by a teacher;
• How to make decisions about the pedagogical personality in various pedagogical problems;
• the personality of the educator in emergencies;
• the way of presenting a teacher as an expert;
• the pedagogy used in interpersonal relationships;
• description of the model of professional behavior of the teacher;
• It is desirable for teachers to express their feelings, such as their feelings.

Contemporary pedagogical skills manifested in didactic abilities (displayed in the delivery of educational materials, professional information and knowledge), academic abilities (expressed in the creation and analysis of a specific area of science), perceptual abilities (visible in the student's inner self), speech skills evidence-based reporting, including: ability to communicate using mimics and pantomimics emotional ability to communicate to students, to communicative skills (to be able to communicate with students and colleagues), to pedagogical thinking or to predictive abilities (expressed in students and their actions), ability to concentrate (simultaneously different activities) Given this, it is necessary to develop a perfect portrait of a teacher's personality. Pedagogical portrait is useful not only for individual work with the teacher in the course of training, but also for pedagogical correction and self-improvement. In our opinion, it is necessary to ensure that the portrait is reflected in the complex of professional competence. Only then will there be an opportunity to apply it in the practice of training or managing the teaching staff. The portrait is perfect only if the basic personality, spiritual, professional and social of the teacher is reflected in his portrait (Graph 1).

## RESULTS

The analysis shows that a specific profession should be selected for the study of professional competences, including information and communication competence, using tests designed to determine professional, personal and national values, questionnaires for identifying national

and cultural characteristics, and methods for assessing professional success. Using these methods as tools, ethnopedagogics can also be used to analyze the aggregated data, thus identifying non-ethnocultural features.




Graph 1. An example of making a portrait of a teacher.

In an era of intensive implementation of information and communication technologies in education, a modern teacher must be able to put into practice the following set of pedagogical requirements:

1. to ensure that education and the student are balanced on the basis of human development;
2. directing the learner through the process of bringing information to knowledge;
3. The motivation and development of students' learning activities
4. Students perform structural and functional analysis of learning activities (need, motivation, attachment, movement);
5. ensure that students receive continuous and independent education;
6. Formation of important professional qualities in the educational process;
7. be able to practice the use of electronic databases of educational electrons
8. Express assessment of the level of students' learning and selective assignments of instrusction, taking into account their individual abilities;
9. to have the ability to select professional information from the information field.

Defining a set of requirements for information and communication competence of a modern teacher: "Pedagogical design and management of the educational process", "Control and its

functions in the educational process", "Motivation and development of educational activities", "Theory and history of education" psychological analysis ”,“ The theory of continuous and independent learning ”. This, in turn, requires the introduction of the module "Technology for the acquisition of pedagogical competence" for the trainees in the process of retraining and upgrading the pedagogical staff in higher education, which should be aimed at the following technological goals:

- achievement of professional and pedagogical creativity. At the same time, achieving such training as socio-pedagogical, organizational and pedagogical, intellectual-cognitive, special professionalism is defined as a professional goal (these trainings are necessary to provide verbal, nonverbal, and psycholinguistic impact on members of different pedagogical groups for educational and pedagogical activities. To do this, each teacher must ask himself, "What do my students expect from me (as an educator)?", "What achievements can I show to my teaching team (as an expert)?" n? ”should not only be followed by a scientific workshop or open lesson discussion, but after each model is complete):
- Achievement of selection and selection of professional and pedagogical information. Encourage professional and pedagogical knowledge to be expanded as a result of new research (Students look for information about the subject in a variety of sources, unfortunately, often, "Needed", "Needed" and "Unnecessary" For this reason, the educator is aware of the existence (content) of the "Primary" and "Secondary" sources for the purpose of the education, and the source of the information and its source. have the techniques to perform the certification);
- achieving professional and pedagogical respect. Respecting pedagogical groups by enhancing their interest in learning by enhancing their professional skills (team members should be able to classify them based on learning information and student motivation, which in turn is based on the interests and needs of the reader for the topics and publications recommended for independent training. provides referrals);
- to achieve personal professionalism. Developing skills and performing professional tasks in an acceptable manner (in the form of high social interest) (in the context of pedagogical activity, the educator must determine the importance, first and foremost, of the pedagogical situation.) What can society expect from teachers and students? - ask the student and colleagues about the module before the end of the module and the beginning of the new module, to make changes to their personal plan with a comparative analysis of the answers) ;
- to achieve a new approach to professional and pedagogical activity. The goal is to set a goal and work constantly to achieve it (the question “What does an educational institution expect from me?” Before asking a new subject to begin with, which will help educate the teaching team based on new sources. selection of examples and issues, taking into account expectations from the subject, their attitude to the subject, providing a new context for the formation of a set of tasks);
- to have a professional and pedagogical board. Combining coping behaviors with self-control, techniques and techniques to influence the student community (pedagogical groups are likely to cause conflicts for a variety of reasons and circumstances.) Pedagogical Conflict: Pedagogy-Student Group "," Pedagogue-Pedagogue "," Student-Student "," Student-Student Group "," Teacher-Student-Educated Family-Pedagogical Team. " n should carefully select the pedagogical board, re-analyzing the existing pedagogical situation);
- to achieve personal and professional improvement. Having the skills to set corrective tasks (the teacher is likely to face problems that have academic, methodological, informational, personal, team, situational, organizational, and technical issues that may arise when working on and with the teaching team. What kind of mentor? "," Which colleague or what teacher should I look like? "He should ask himself at the end of the school year and find a clear answer.

## CONCLUSION

Modern pedagogies will be further enhanced by a more participatory approach to the development of society, with a focus on pedagogical ideas such as the formation of motivational, cognitive and design components of information and communication competence.The introduction of information and communication technologies in education requires that the teacher possesses professional competences that make it an information and communicative competence and that it has its components. These components are motivational, cognitive and design skills.

## REFERENCES

1. Bransford J.D., Brown A.L., Cocking R.R. How people learn: Brain, mind, experience, and school. Washington, DC: National Academy Press. Retrieved December 4, 2000, from the World Wide web: www.nap.edu /openook/0309065577/htm//index.htm/,

2. Communicative and Observatory of possibilities of modern technology. Articles and reports III vseros. nauch-practice. conf Yekaterinburg, May 8, 2016 d. // IOTs "Infometod". Ekaterinburg, 2016. - 154 pp., Iskusstvenny Intellect: Philosophy, Methodology, Innovation. Sbornik trudov. VIII Verossiyskoy Conference of students, postgraduates and graduate students. Frequency II. Section 6-8. d. Moscow, MGTU MIREA, 20-22 November 2014. Pod obshey redaksii EA. Nikitinoy. - M .: Radio and Svyaz, 2014. - 184 p.

3. Bulatova Yu. I. Activation Uchenbo-poznovatelnoy deyatelnosti studentov vuzov // J. Pedagogy of High School and Professional Education, 2012. No. 3 (5). - p. 8-11.

4. Bespalko V. P. Images and Observations with the Divine Computer (Pedagogy tretego tsycheacheletiya). - M.: Izd. MPSU, 2002. - 352 pp.

5. Hutmacher Walo. Key competencies for Europe // Report of the Symposium Berne, Switzerland 27-30 March 1996. Council for Cultural Cooperation (CDCC) // Secondary Education for Europe Strasburg, 1997.

6. Zavada G.V. Pedagogy High School / Uchebnoe posobie. - Kazan: KGEU, 2008., Medvedev V. Podgotovka prepodavatelya visshey shkoli: komponentniy podxod// Visshee obrazovanie v Rossii. - 2007, No. 11, Markova A.N. Psixologiya truda uchitelya / Kniga for uchiteley. - M .: Prozveshchenie, 1993., Pedagogy: 1000 Answers to 1000 Questions / Met. Apply UI Inoyatov, NAMuslimov, M.Usmanbaev, D.Inogamova. - T .: TSPU named after Nizami, 2012. - 193 p.

7. Khomyakova E.I. "Y Y" in the context of socialization in vzaimodeystviya v sovremennom obshestve // J. Izvestiya Tomskogo Polytechnic University. 2011. - T. 319, No. 6. Economics, Philosophy, Sociology and Culturology. - p. 153-156.

8. Lektorsky VA, Kudge S.A., Nikitina EA Epistemology, nauka, jirnenny mir cheloveka // J. Vestnik MGTU MIREA. 2014. No. 2 (3). - S.112.

9. Actualny Zadadi pedagogue: material VII mejdunar. a pipe. conf (g. Chita, April 2016). - Chita: Izdatelstvo Molodoy Ucheniy, 2016. - p. 150–154., Grunberg J., Summers M.Computer innovation in schools: a review of selected research literature // J. Of Inf. Technol. For Teacher Education. 1992. V. 1. - PP. 255- 276., Lisitsyna L.S. Theory and Practice Competentnostnogo obucheniya and attestation on the basis of information systems. - SPb: SPbGU ITMO, 2006. - 147 pp., Zorkina L. A. Putting the message on the triplicate-prophylaxis ispolzovaniya ICT in urokah [Electronic resource]. - Mode friendly: http://www.Dedsovet.kob.rU/ August/doc/reports/reports 2004 / otchet / 3.doc, Burmakina, V.F. ICT – competent authority [electronic resource] / - Regime friendly: http://www.sitos.mesi.ru/Default.aspx7icH6, Marizina, V.N. Read more about my information

technology in the process professional podgotovki // J. Informatics and image processing. - 2007, No. 10. - p. 115-116.