DEVELOPMENT OF INFORMATION AND COMMUNICATION COMPETENCE OF ENGLISH LANGUAGE TEACHERS

Alimova Ezoza Ne'matullayevna
Namangan State University
Faculty of world languages, senior lecturer

Abstract: *This article presents the concept and classification of the components of information and communication competence of future English teachers. It is also pointed out the need for the formation of information and communication competence among students of the specialty of primary education.*

Keywords*:* *information, mass media, communications, multimedia technologies, information and communication competencies, Information and communication technologies, students, innovative activity, applicants, university, knowledge, skills and competencies.*

The transition to an information society requires a person to quickly extract and process large amounts of information based on mastering modern means, methods and technologies of information processing, therefore, today it is not enough to master self-learning and accumulation of information and information, but it is necessary to study knowledge-based ways of working with them.communication) has acquired a certain level of culture.

The process of informatization of modern society is based on the introduction of multimedia technologies, means of obtaining information in all spheres of human activity. The development of this process can be achieved only through the skillful use of computer technology and the formation of new information thinking in professional activities.

Thus, the level of development of the state is directly related to the penetration of information technology into all spheres of life. At the same time, the social order of qualification of future specialists in any field of information and communication technologies in any field of activity is changing, which, in turn, leads to the informatization of education as the basis for the development of the intellectual potential of the country. Today, a qualified specialist in any field should competently and usefully assimilate the information received. Accordingly, teaching students the modern basics of working with information will allow them to easily navigate society, unlock their potential and find a decent career.

Information changes in society have a significant impact on the education system, which requires the development and implementation of new educational practices that meet the needs of social development.

Ensuring the formation of information and communication competencies necessary for work in a certain field of pedagogical activity should be considered as a social order of the information society for universities. In addition to studying theoretical disciplines in the field of computer science, special attention should be paid to computer and multimedia technologies as the main components of future teaching activities. At the same time, the quality of training is determined by the level of well-developed stable skills of working in the

basic information technology environment when solving standard tasks in a particular field of activity.

This is due to the fact that today most school teachers lack the skills to apply information and telecommunication technologies in their lives and professional activities. There is also a shortage of methodological publications on the use of information and communication technologies in primary education. Consequently, the variety of software and multimedia tools, the choice of the most suitable for the psychological and pedagogical conditions of teaching younger schoolchildren, as well as the independent development of digital educational resources necessary in the process of teaching younger schoolchildren, are among the most important areas of training for future teachers. formation of job search skills. In addition, the teacher should not only actively use information and communication technologies to improve the educational process, but also help students develop computer skills to solve various educational tasks.

The results obtained and their analysis. An English teacher who is proficient in information and communication technologies can actively help in solving the following tasks, setting goals for modernization and improvement of education:

Balancing the scientific and practical part of teaching schoolchildren, forms of joint and individual work using ICT;

And include the use of ICT in extracurricular cognitive activities and much more.

In the process of forming information and communication competence, scientist V. I. According to Bidenko's classification, only general (universal) and basic (basic) general professional competencies are developing [1]. Obviously, this is not enough to form a professionally specialized information and communication competence, since a specialist studying in the field of "primary education" can use information and communication technologies not only in teaching basic subjects in primary school, but also in them. he should be able to use it in internal classrooms throughout the learning process.

Information and communication competence has a number of specific characteristics [2]:

1. Priority (information activity occupies an increasing place in the activities of a modern specialist).

2. Dynamism (when preparing graduates, it is not enough to take into account only the current state of informatization, it is necessary to rely on the traditions of information development).

3. Optimality (in the case of rapid development of the information field, it is necessary to prepare the graduate for optimal information activities; qualifications should not be few and not many, but enough to fulfill the set professional tasks).

At the basic level, information and communication competence is the ability of modern society to search, use, store, process, present and exchange information using information technologies (computers, multimedia, the Internet, electronic media, ATMs, mobile phones, etc.). and use it to work with the Internet.

The information and communication component includes the following types of knowledge [3]:

Understanding the principles of basic computer programs, including text editors, spreadsheets, databases, data storage and processing programs;

Understanding the difference between the real and virtual worlds based on the use of the Internet and electronic means of communication such as e-mail, video conferencing, etc;

Understanding the employment opportunities of information technology, the possibilities of supporting human innovation and its intervention in society.;

The reliability of the information received and compliance with the etiquette of active use of information technology.

Information and communication competencies include the following types of skills:

The ability to process, collect, create, organize electronic information, systematize the received data and concepts, distinguish subjective thoughts from objective, real from virtual, incompatible concepts.;

The ability to use appropriate tools (presentations, graphs, diagrams, maps) for a comprehensive understanding of the information received;

The ability to search for the right websites and use Internet services such as forums and e-mail;

The ability to use actions for innovation in various contexts at home, at work and in free time for critical thinking.

ICT literacy is the ability to use digital technologies, means of communication or networks to receive, manage, integrate and create information to work in modern society.

ICT competence refers to the firm mastery of all organizational skills related to ICT literacy in order to solve problems arising in the learning process and other activities. It is aimed at the formation of generalized knowledge, etiquette and technical skills [4].

The study of the general fundamentals of computer science in the standards of teaching students of the specialty "primary education" is based on the discipline "general mathematics" of the block of general education disciplines.

The process of formation of the teacher's information and communication skills is developing. The development of information and communication competence is reflected in the transition of competence to a new, more developed level.

Thus, as mandatory elements of information and communication competence, we can consider:

1. Positive motivation for the manifestation (demonstration) of information and communication competence (motivation to act) ;

2. value-semantic attitude to the content and results of activity;

3. Knowledge based on the choice of the way to carry out activities in the field of ICT;

4. skills, experience (skills) of successfully performing the necessary actions based on existing knowledge.

The components of information and communication competence are an important component of professionally significant qualities of a future primary education specialist in the process of training in the specialty "primary education".

The analysis of psychological and pedagogical literature has shown that in the process of mastering pedagogical activity, information and communication competence is

professionalized (the process of forming an integral part of professional qualities), which contributes to rapid (operational) and qualitative reflection. It is characterized by the integration of components of pedagogical thinking, its heuristic and prognostic orientation.

At the stage of professional training (vocational education) for pedagogical activity, the most important, in the opinion of students, are social qualities, but less attention is paid to professionally significant qualities, since at this stage of the formation of the pedagogical direction, students do not yet realize the importance and significance of a particular profession. the quality of personality necessary for the effective performance of an activity. All this indicates the need to pay due attention to the formation and improvement of professionally important qualities in the process of obtaining higher education.

One of the most effective ways to form professionally important qualities is the use of personality-oriented technologies in practice. an organized set of actions, operations and procedures aimed at personal development, providing an instrumental way to achieve a diagnosed and predictable result in a specific situation.

The motivational-target component performs a target function determined by the motives, goals and activities of an English teacher. The motives for the development of information and communication competencies are based on an interest in computer science and a desire to master information technology. The main purpose of mastering information and communication technologies is to use them to achieve effective and positive results in the learning process in primary schools. To achieve the final goal, intermediate goals are formed, which are formed in accordance with the preparation of students in their specialty.

The principles of information and communication competence formation include the principles of organizing the information and communication competence formation model and the principles of managing this process. This component implements the necessary combination of social and personal goals based on the necessary, obligatory correlation of life and pedagogical practice, which, in turn, ensures that the content of the educational process of students corresponds to the level of development of science and technology. At the same time, it is planned to introduce the integration of means and forms of information communication.

The content (cognitive) component is based on identifying the relationship between the content of the main areas of computer science and the content of the disciplines of training future English teachers in the specialty "primary education". This component explores the possibilities and practical significance of software based on the analysis and solution of educational situations related to the use of computer science and information technology.

Organizational activities include methods, forms and means of implementing the formation of information and communication competence. As part of this component, students learn practical skills in using educational software, a personal computer and other equipment.

The corrective component consists of two components - methods of obtaining a positive result and means of obtaining a positive result. As a result of the implementation of the previous components of the model, information and communication competence is formed. At this stage, students are diagnosed with the formation of indicators of information and

communication competence, characterized by the ability to receive and process pedagogical information, the correct choice and application of appropriate software, the competent use of personal computers and other equipment. The control is being carried out.

The model of organizing the process of forming components of information and communication competence in the context of research work that complements the learning process of students provides a number of conditions that contribute to its effective implementation:

The orientation of future English teachers to the needs of the student in the use of ICT and the implementation of an individual curriculum, taking into account experience, level of training, individual psychological characteristics;

The contextuality of education means that education, on the one hand, pursues specific professional goals for the student, and on the other hand, it is built taking into account the subjective activity of the student in space, time and professional factors;

Actualization of learning outcomes means the active, systematic application in practice of the components of information and communication competence acquired by the student;

Systematization of education, involving the gradual formation of components of information and communication competence [5].

Thus, the training of future English teachers in the context of the formation, development and improvement of information and communication competence contributes to changing the methodology of the educational process and creating a new learning environment. Is this practice justified? We think it's justified. It requires not only a good education, but also his vigilance and perseverance.

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