



FORMATION OF INFORMATION COMPETENCE OF FUTURE ENGLISH
TEACHERS

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Abstract: *This article discusses the issue of developing ICT proficiency in future teachers. It examines the process of educational informatization, which refers to all educational participants' capacity to use current information and communication technology. The study addresses the educational potential of ICT, pedagogical approaches, ICT means, and pedagogical capacities of ICT.*

Keywords: *ICT competency, pupils, future teachers, didactic tools.*

Education is inextricably linked to economic, technological, cultural, and social growth. At the conclusion of the twentieth century, an ICT-based educational method arose. It reflects the interaction between professors and students, while all of the aspects of the learning process are executed utilizing Internet technology or other forms of interactivity [1, 5, 6, 19]. Modern education focuses on integrating information and communication technology into various educational practices. The use of information and communication technologies (ICT) is extremely important in the preparation of future teachers. Modern information technology are emerging as one of the most essential tools for school modernization. They make it possible to minimize the classroom burden on students, to vary forms and methods of teaching, to arrange the learning process while taking into account the student's particular qualities, and to track the specific outcomes of education. One of the most crucial abilities of prospective teachers is the capacity to self-develop, self-educate, however, teachers' preparation for pedagogical engagement in the context of educational informatization is equally important. One of the components of a teacher's professional competency is his or her ability to use information and technological tools to address professional difficulties [2, 7, 18]. One of the outcomes of the educational informatization process should be the ability of all participants to use current information and communication technology in order to deal with information. All educational process participants must collect the essential data, organize, process, analyze, and evaluate information, as well as generate and disseminate information in line with their objectives. According to recent educational literature [1, 3, 13, 22], the term "ICT competence" refers to a teacher's level of professional engagement in the field of ICT usage. According to research [4, 10, 15, 30], a specialist's ICT competency is defined as the capacity to accomplish educational and professional problems utilizing information and communication technology. A teacher's ICT competency is a personal trait that is demonstrated by his or her readiness and ability to use information and communication technology in his or her subject activity autonomously. A prospective teacher's ICT competency creation process should take on a developmental character. Thus, the development of ICT competence is the process of transitioning to a condition in which a future teacher can locate, interpret,



evaluate, and use information in diverse formats to address personal, professional, societal, or global issues.

It is worth noting that current ICT education is founded on the utilization of the following elements:

- Environments that facilitate information flow. Examples include informative networks and instructional platforms.
- Information sharing methods vary according to the technical context. Modern ICT education offers several advantages:
- Reduces education expenditures and time commitments.
- Allows students to set their own session times, locations, and durations.
- Convenient group study options
- Improved educational quality using current technology.

Professional development of future specialists in modern conditions cannot be imagined without the active application of information and communication technologies (ICT), which have great pedagogical potential [8, 11, 25, 27] highlight the importance of information and communication competence of schoolteachers, who carry out their professional activities in the context of 66 <http://www.i-jet.org> widespread introduction of information and communication technologies The future of education is dependent on pedagogical staff's training and their ability to use information and communication technology effectively. Meanwhile, the effectiveness of the overall informatization and computerization of the educational process is heavily reliant on the information and computer skills of education experts. Teachers who can teach students the core subjects of the school curriculum in a meaningful manner should use new information technologies to develop their information and computer culture. These professionals should also be knowledgeable with children's psychology, instructional methods, and information technology. Such teachers should have the following knowledge and skills.

- Understanding the computer's capabilities for training and development.
- Learn how to use a computer to organize discipline-specific training.
- Utilize computers for evaluation and self-control of students' mastery of material.
- Integrate computer and traditional learning technologies.
- Utilize new information technology to arrange creative activities in the classroom (28, 31, 34).

ICT has its own unique role in pedagogical universities since it serves not only as a subject of study, but also as a tool for subject and pedagogical activity, as well as a means of educational and methodological support for the educational process at school. The development of prospective teachers' ICT competency requires mastery of the pedagogic qualities of ICT instruments. Many researches [12, 14, 17] note that ICT tools' didactic qualities enable them to successfully fulfill all educational activities (education, teaching, and development). We consider communication and information retrieval activities, mobility, interaction, objectivity and impartiality of information, acquiring additional information, modeling, and so on to be didactic features of ICT tools. These features enable ICT to assure the execution of a student's specific trajectory of professional growth.

- Adaptable teaching materials based on individual student activities;
- Multi-termination for group work;
- Interactive discussion to simulate natural communication between technology and students.
- Constant monitoring of the student's individual work throughout extracurricular activities.

ICT enables not only the dissemination of information, but also its presentation in a more rational and understandable way. In this example, many ways are employed to provide instructional information:

- Multiple instructional material pieces may be seen



simultaneously. ● Text information can be shown on displays in various modes, such as reading, markup, and web pages. ● Reflection on educational material's roles and hierarchical linkages (viewing tree). ● Educational content navigation and interactive presentation (9, 20, 33). It should be mentioned that graphical visualization of ICT training content (visual representation on the screen of constituent pieces, processes, and models) is an effective way to stimulate cognitive activity. The primary capabilities of ICT applications for visual presentation are: ● Monochrome, toning, and full-color graphics. ● Illustrations can be represented static, animated, or as sprites. ● Incorporating pictures of the world into education ● Visualizing objects and their parts ● Interpreting process patterns graphically. ICT demonstration capabilities can broaden and increase their influence on audio presentation methods for the investigated information. They include voice, music, comments during demonstrations, noises, technical signals, and so forth. The complex presentation of instructional content using multimedia technologies (graphics, animation, video and audio assistance), three-dimensional graphics, and virtual reality technology makes it easier to learn.

Multimedia programs are viewed as a multicomponent information environment that enables the integration of text, sound, video, graphics, and animation inside a computer system. As a result, multiple sensory organs associated with audio and visual information are quickly influenced, considerably improving the accuracy and power of recollection of the studied content. Multimedia demonstrations using three-dimensional (3D) graphics allow for the creation of a perfect illusion of a three-dimensional, holographic representation of the objects or processes under study. They are getting more widespread. ICT allows for individualization and diversification of training. When computer and educational technologies are employed, the learning process may be customized to the greatest extent feasible. ICT provides a range of educational processes that allow students to pick their own professional growth path and individual rate of knowledge mastery while taking into account their physical, personal, and other qualities. Opportunities to improve group work abilities, organization, and decision-making are accomplished through the use of software for working groups, communication, projection, and multi-terminal equipment. These possibilities shape the capacity to develop basic organizing abilities. The possibilities of ICT in consolidating knowledge are critical for achieving instructional aims. They are utilized in education using approaches such as matching pieces of known and new content; "Running ahead"; reminder ("sending back") for a better grasp of the relationship with the studied content; and completing tasks with the "trainer" [27, 32, 35]. Such strategies dramatically cut training time while boosting the strength and duration of knowledge. Educational problems should be solved in order to attain these educational goals: ● Quick adaption of the learning process to the individual features. ● Improved ability in seeking and making optimum judgments in non-standard scenarios. ● Experience managing huge amounts of information, including search, systematization, transformation, and storage. ● Familiarity with multimedia presentation systems and approaches. ● Development of automation abilities.

It is crucial to stress that resolving these issues ensures the design and execution of unique student trajectories within the educational process [16, 22, 29]. ICT performs



instructive, demonstrative, training, communication, and instrumental tasks in the university education process. Informative function implies that students may use information resources (electronic dictionaries, databases, catalogs, etc.) to improve the efficiency of transmitting and absorption of educational material in the most convenient format for them. The demonstration function offers structured and visual depiction of educational material, allowing the informative channel to alter its focus to considerably improve the quality and visibility of instructional information. The training function of ICT is implemented in training simulators, which are designed to acquire certain skills and abilities, as well as maintain and restore them to the needed level. The communicative function of ICT addresses the logical demands of the learning process between the teaching ICT system and the users. Users themselves improve their communication skills. ICT's instrumental roles include the automation of calculating, graphic design, and other training duties. Diagnostic, organizing, regulatory, motivating, and partner support of activities (information, professional, technical, etc.) are among the roles allocated by teachers to the teaching ICT system.

The diagnostic feature provides continuous and persistent feedback on the learning process, such as assessing the accuracy of specific student results and displaying his or her intermediate or final assessment findings. The organizational function assists the instructor in organizing the work of the pupils in accordance with the pre-planned algorithm of the training ICT system. The regulatory role allows for training programs at various levels. Motivational function offers continuous motivational regulation of training in order to increase the efficacy of educational activities. Educators emphasize the teaching (didactic), development, instructional, and managerial aspects of ICT. A computer serves as an invaluable assistance and partner support tool for teachers. It serves as a personal secretary, analyst, and consultant, among other functions. The following list of duties and tasks are both allocated to ICT, which establishes the components of ICT pedagogical potential such as ICT means, pedagogical techniques, and ways of application, as well as ICT pedagogical skills. ICT become increasingly flexible and mobile when they gain the capacity to organize huge volumes of information, give quick access to it, and facilitate its transmission and replication, i.e., the ability to arrange information support. There is no need to replicate it in all training environments, making it easier to update and monitor because the training material can be stored on servers and accessed remotely. The process of getting educational material becomes more interactive and comfortable. Quick search of material using ICT technologies such as hypertext, hypermedia, bookmarks, automatic pointers, keyword search, full-text search, and so on, as well as the development of samples, queries, and reports, considerably accelerates students' autonomous work. Presentations in multimedia format of unique information items (drawings, manuscripts, video fragments, sound recordings, etc.) provide a firsthand glimpse at what mankind has amassed throughout history. Knowledge and resource learning opportunities provide access to educational knowledge to previously inconceivable levels. At the same time, instructors and students may make substantial use of e-mail, electronic conferences, and other Internet services in traditional full-time education. Modern communication technologies enable the individualization and activation of educational processes, even within the context of group



information intervention. The potential provided by communication technology can be used to actualize conventional teaching methods. Thus, lectures comprise content that does not need vision and can be presented electronically, on a local network, via the Internet, or at an electronic conference. Lecture notes can be augmented with collections of articles and extra resources tailored to particular pupils. Training may be achieved via technologies such as ICQ and e-mail, which allow teachers and students to communicate individually [17, 21]. Teachers and students may utilize electronic libraries to rapidly access any knowledge source, as well as visit Internet forums to debate any topic of interest with other users. Teachers and students can use ICT resources (search engines, educational websites, mailing lists, etc.) to share knowledge, cooperate with other students, post ideas or comments, and engage in problem-solving and discussion. The Internet allows for text, pictures, and multimedia pages. It is no more a passive resource, but rather an atmosphere that encourages student participation and independence, as well as ingenuity and initiative in the pursuit of educational possibilities. The foregoing overview of ICT's instructional potential is far from thorough; widespread use of ICT is only beginning.

The widespread adoption of these technologies has the potential to significantly impact education. Thus, the pedagogical capacities of ICT in the construction of information and communication competence (ICT) in future teachers are immense and play an increasingly essential role.

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