

## DEVELOPMENT OF SOCIAL INFORMATION COMPETENCE OF FUTURE ELEMENTARY SCHOOL STUDENTS

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### **Abstract:**

The current trend in professional pedagogical education is an orientation towards the development of professional competence in a future teacher as a result of professional training at a university, which should also be reflected in the system of information technology training of future elementary school teachers. The implementation of a competency-based approach to the information technology training of teaching staff requires understanding at the theoretical level of the category “professional information technology competence of a teacher”. The article attempts to draw attention to the characteristic aspects of the professional information technology competence of an elementary school teacher, which are important for the implementation of a competency-based approach in the learning process.

The modernization of general education entails a change in the requirements for the professional activity of a teacher. Informatization is an important direction of school modernization. The introduction of computer technologies into the system of school work requires the presence of professional information technology competence among teaching staff and, in particular, among elementary school teachers, which actualizes the problem of professional information technology training of an elementary school teacher in the context of transformational changes in Russian education<sup>1, 2</sup>.

The approach to teacher training is currently changing. A distinctive feature of professional pedagogical education is competence-based orientation, that is, an orientation towards the acquisition by future teachers of experience in solving professional problems in the process of studying at a university. And one of the tasks of modern teacher education is the task of establishing and developing the information technology competence of an elementary school teacher as a component of professional competence.

Meanwhile, the semantic component of the concept of "professional information technology competence of an elementary school teacher" has not yet been clearly defined; the set of professional tasks of an elementary school teacher is not defined, in the solution of which his information technology competence can be manifested; the principles of constructing the content of educational programs for information technology training of elementary school teachers have not been clarified, taking into account the structural elements of professional experience included in the content of professional training.

We focus on the real-life contradiction between the educational needs of elementary school teachers and the system of information technology training. In the currently implemented

educational programs for the training of a primary school teacher at a university and in the system of postgraduate education in the field of information and communication technologies, emphasis is placed on the formation of user skills for interacting with a range of software tools that a teacher can use in the professional field<sup>3–8</sup>.

Meanwhile, this approach to the professional information technology training of elementary school teachers does not fully meet the real needs of practicing teachers. Thus, a survey of primary school teachers in St. Petersburg, the purpose of which was to clarify educational needs, showed that 95.5% of teachers consider it necessary to acquire specialized knowledge related to the use of information and communication technologies (ICT), in particular, with the organization of educational educational process, while 72% of the teachers surveyed, in their opinion, have user skills.

The purpose of the article is to draw attention to some theoretical and methodological aspects that are of priority importance for the implementation of the competency-based approach in the system of professional information technology training of elementary school teachers.

The implementation of a competency-based approach to the information technology training of teaching staff and, in particular, elementary school teachers, first of all requires understanding at the theoretical level the category “professional information technology competence (IT competence) of an elementary school teacher”.

Emphasis should be placed on the semantic aspects of the concept of "competence", presented in various sources, to define the concept indicated above.

Competence (from lat. *competens* - appropriate, capable) - "deep thorough knowledge of the essence of the work performed, methods and means of achieving the intended goals, as well as the availability of appropriate skills and abilities" <sup>9</sup> .

Competence - the ability to do something well and effectively; ability to meet job requirements; ability to meet the requirements for performing certain job functions<sup>10</sup>.

In studies and publications in professional periodicals, four aspects of understanding the category of "competence" can be distinguished:

- competence as a personal neoplasm;
- competence as a social representation (from the English. *representation* - representation, representation);
- competence as a process of activity;
- competence as an educational result.

In particular, the interpretation of the concept of “competence” through individual psychological characteristics (qualities, properties) of a personality is typical for the works of J. Raven, B. S. Gershunsky, V. G. Vorontsova, Yu. G. Tatur and a number of other researchers. In a number of works, competence is considered through the results of activities, that is, through manifestations in the social sphere of knowledge, skills and experience in solving

certain problems. This approach is typical, in particular, for studies and publications related to the analysis of the concept of “key competencies” in the context of school education (O. E. Lebedev, V. Landsheer, T. V. Ivanova, V. S. Lazarev, A. V. Khutorskoy and others). Research that deals with the problem of professional competence of teachers is characterized by an analysis of the specifics of activity, drawing attention to the structure of professional competence (A. K. Markova, N. V. Kuzmina, E. F. Zeer, T. Yu. Bazarova, E. D. . Tenyutina and others).

The analysis of the category "competence" as an educational result (O. E. Lebedev, I. A. Zimnyaya, A. A. Verbitsky, I. V. Grishina, etc.) is associated with a change in the requirements for the qualitative characteristics of the results of both school and professional pedagogical education with the implementation of the competency-based approach in education. So in the collective monograph of the employees of the Russian State Pedagogical University. A. I. Herzen outlined an approach to the implementation of competence-oriented professional pedagogical education in the system of higher education. The monograph clarifies the concept of a teacher's professional competence, which is understood as “an integral characteristic that determines the ability of a specialist to solve professional problems and tasks that arise in real situations of professional activity, using knowledge, professional and life experience, values and inclinations” 11.

In accordance with the presented approaches to the consideration of the category of competence, we will characterize the professional information technology competence of an elementary school teacher.

Under the professional information technology competence of a teacher we mean his ability (readiness) to solve professional information technology problems. The totality of these tasks is determined by modern areas of professional information technology activities of the teacher. Professional IT competence of a certain category of teachers implies professionally differentiated connectivity, that is, the relationship with the real conditions of professional activity. It should be noted that the areas of professional information technology activities of various categories of pedagogical workers are variable, and the tasks that a teacher of one academic discipline must solve may not be so relevant for a teacher teaching another subject. For example, the problem of making a large number of various handouts is relevant for an elementary school teacher, but not for a physical education teacher.

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