
Develop Information and Communication Competence of Teachers of the Future Primary Classes in Organizational and Pedagogical Conditions

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Annotation: This article discusses the organizational and pedagogical conditions for the development of information and communication competence of future primary school teachers, as well as the concept of competence.

Keywords: Competence, future class teacher, student, system, information, communication, technology, activity, sphere, specialist, pedagogy, literature, higher education institution.

In our country, the regulatory framework for the introduction of digital technologies was created and applied to the system of training future primary school teachers, as well as for the free use of teachers in modern information technologies. The significance of this phenomenon is directly related to the penetration of information technology into all spheres of life. At the same time, the social order for the competence of future specialists in any field of activity in the field of information and communication technologies (ICT) is changing, which in turn leads to the informatization of education as a basis for the development of the potential of the Republic of Uzbekistan. Today, a qualified specialist in any field should be able to dispose of the information received wisely, competently and profitably. Accordingly, teaching students the modern basics of working with information allows them to find their way in the life of society, increase their potential and find a worthy place in the professional sphere. The changes associated with informatization in the society have a serious impact on the educational system, which necessitates the design and construction of a new educational practice that meets the needs of the development of the society.

Due to the internal needs of the educational system and external socio-economic changes, the problem of modernization of primary education can not be solved positively without the introduction of modern information technologies into the educational process. It can be recognized that the sentence is for schoolchildren not only the basics of Informatics, but also in the presence of the need for a sex approach to the informatization of the system of primary education. All this will actuate the problem of the formation of ICT for future primary school teachers, the creation and optimal use of scientific, pedagogical, educational and methodological work aimed at the active use of ICT opportunities, the problem of ensuring methodology, technology.

The most important results of the research carried out on the problem of the use of Information Technology in the teaching of Primary School students I.V. It is listed in Robert's works. They served as the basis for the development of didactic aspects of the development of educational informatization in primary classes [1].

Of great importance is the programming and methodological support of the use of ICT in

school for the development of information and communication competence (ICT) of the teacher.

There is an opinion that the future primary school teacher should not only use ICT in his / her teaching and professional activities, but also master the techniques that will help him / her to effectively use the visualization and motivation tools necessary for his / her Formation in the educational process at the University. In the development of the conditions for the development of information and communication competence of teachers of the future primary classes of Akkni I.A.Zimnyaya believes that the use of computer help and information and communication technologies in primary education will enable the formation of educational and cognitive interests of Primary School students, will help to set goals, develop learning skills. Stabilizes the process of attendance, monitoring and evaluation of students ' knowledge [2].

The problem of formation of Akkity of Primary School teacher is also of topical importance due to the increase in the level of material and technical equipment of educational institutions in the modern general education system.

To date, as an important problem of the preparation of future primary school teachers, students are considered to have mastered ICT with the indication of low level of activity, interest and low level of motivation. Therefore, as one of the main task of developing information and communication competence of future primary school teachers, it is to ensure the stable interest of the students.

It is necessary to determine the characteristics of the introduction of modern information technologies into the practice of primary education and to determine the content of the analysis, to izlash the composition of the Akkli of higher education students in the pedagogical direction, to base on the fact that intensive technological development forms the social need for a competitive person with modern methods of This in turn determines the organization of the educational process of the higher educational institution, in which the graduate is formed not only as a qualified specialist in the field of ICT, but also as a competitive cadre in his professional activity and educates the student with similar qualifications.

Tirishga there are a number of approaches to developing the acuity of a primary school teacher. It is desirable to use some rules of systematic, personality-oriented, activity-based, competency-based approaches. The ideas of the concept of educational informatization, the concept of modernization of education and the concept of professional formation of an individual are remarkable.

The systematic approach allows the research topic to be considered in general of all its components, in their interaction with each other, which makes it possible to see the topic as a whole in the identified characteristics and connections of the various components of the development system of Primary School teacher Akkli. At present, a systematic approach plays an important role in the scientific knowledge and pedagogical process. V.G.Afanasev defines the main characteristics that allow him to evaluate the system as a holistic education. And:

- availability of integrative adjectives (systematicity);
- availability of components to be formed system application;
- availability of the system;
- availability of functional properties of the system and its components;

- availability of communicative properties of the system. [3]

On the basis of a systematic approach, it is possible to consider ways of solving the problem of the development of the Akkity of future primary school teachers, their: content, technology, contextual basis, functions, tools, as well as basic components.

Developing the Akkity of a future primary school teacher as an actual approach, we can illustrate the approach of activity. L.M.Mitina considers the concept of " pedagogical competence " as knowledge, skills, skills, as well as ways and methods of their implementation in the activity, preparation, development (self-development) of the individual and defines the components of the competence: activity, communicative, social [4].

Analysis in this regard shows that the most important component of the computerization of the educational process in primary schools is the change in the activities of these primary school students (play, Education), on the other hand, future primary school teachers should master the techniques of such change with the help of computer in the process of vocational training, as well as learn to analyze

An individual-oriented approach is important for research conducted in this area, since the individual, studying it, taking into account and developing individuality, is at the center of the educational activity.

Personality-oriented education includes maximum individualization in accordance with the needs and characteristics of the individual, which is important for the process of formation of information and communication competence of future primary school teachers.

Uzbekistan The Republic of Uzbekistan teaches modernization, which includes expertise and general education. Bundan Tashkent of Uzbekistan Republic of Uzbekistan highly qualified teacher modernization concept is suitable, highly qualified teaching staff: competitive labor, malakali, responsible, professional icebreaker bildigan, specialist in English and world standard Samara ishlai Olai Malakal preparing for training [5].

From the point of view of modernization of education, among the relevant areas of activity, the need for qualitatively modern teacher training is considered, which is confirmed by the review of specialized literature. Studies are carried out in various directions of formation of the competence of future teachers, work is carried out to study the content of the professional activity of the teacher in our country and abroad.

Researchers studying the nature of compensation determine its versatility, diversity; in their opinion, the structure of pedagogical compensation is contextual, that is, it can have different interpretations and contain different components, which are determined by the positions of the authors.

The modern development of ICT makes it possible to apply these technologies in almost all spheres of human activity, the scope of these technologies is constantly growing. Therefore, even V.A.We believe that the AKK, which Bolotov cited, will help the specialist in all types of activities to effectively solve problems.

It allows us to conclude that the modern needs of the global process of informatization of society and education in the first place, the level of solution of professional tasks are largely determined by the degree of development of the Akkity of a specialist.

N.V.Autummina considers "competence" in pedagogical activity as "personality trait" and "competence set", therefore, we consider his point of view based on two approaches based on five components - competence and personality-oriented approach:

- special and professional compensation in the subject of Education;

- methods of formation of knowledge, skills of students methodical competence;
- socio-psychological compensation in the field of educational processes;
- motivation of students, abilities in the field of psychological competency in the field of differential performance;
- advantages and disadvantages of the activity and personality in the field of autopsychological competence in the field of self-defense [6].
- These components allow us to talk about the structure of information and communication competency created for future primary school teachers:
- the ability of classes to use ICT in the process of education is related to the group of primary education;
- the ability to use stock to organize methodical work is associated with the interest group of its own compensation;
- group of social-psychological monitoring opportunities related to social compensation;
- the use of ICT in order to increase interest in the subject being studied is associated with the interest group;
- interest is a group of competences associated with the use of stock to control their professional activities and professional development.

To date, with the strengthening of the communication system of the use of computer (Internet, email, forums, teleconferences, etc.) Technologies, a new term "information and Communication Technologies" has been formed. Therefore, it is necessary to translate information competence into information communication competence.

But the pedagogical approaches used in this definition are not taken into account, from the point of view of competency, the integral is not taken into account as an individual quality, therefore the formation of a complete definition should be used from other points of view.

In order for us to understand the term information and communication competency of a future primary school teacher, there are interpretations of the competences directly related to the process of communication through a computer that is closer.

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