



DIGITAL TECHNOLOGIES AND INFORMATION - COMMUNICATION COMPETENCE OF A FOREIGN LANGUAGES' TEACHER.

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Abstract: *The use in the educational process of various digital technology tools, i.e., a forum, mobile applications of fast communication, teleconference, provides instant feedback between participants in the educational process, the possibility of a constant dialogue between the teacher and the student, synchronous / asynchronous polylogue between all students of the group and etc. This type of activity allows students to develop a culture of communication and logic of thinking, the ability to conduct dialogue and discussion, make independent decisions and analyze material.*

Keywords: *education system, digital, activities, information, technology*

The main direction of development of the modern education system nowadays is the systemic integration of digital technologies into the educational process. The main thing is not “reading” with the help of a computer or a mobile device the whole course or its fragments and control of the learned, but “a higher level of representation in the educational process of the object being mastered, the transition from a descriptive representation of this object to modeling its essential properties” [Kirshev, Kirsheva, 2001, p.4], the use of elements of gamification, the creation of the so-called augmented reality. Today, for higher education, the task of using digital technologies for modeling professional and research activities, the transition from reproductive to creative-problematic type of education, is of paramount relevance. Social learning and connectivism make it possible to form a system in which learners master the universal principles of learning foreign languages and apply them throughout their lives, building their own learning strategy.

Digital technologies are a means by which the issues of intensification and optimization of education, upbringing of a person adapted to life in an information society are successfully solved. However, a prerequisite for the scientifically grounded application of digital technologies in teaching is the development of theoretical issues of the organization of the educational process and forms of educational activity, taking into account the psychological and didactic features of the use of CT in the educational process. At the same time, no matter what concepts and theories are created, the personality of the student should be at the forefront of each of them, since the introduction of the latest technologies into the educational process is possible only by combining the achievements in the field of information technology, psychology and pedagogy into a single whole.

Therefore, one of the central questions of the theory of learning with the use of CT is the question of the organization of the educational process and the effective interaction of these



forms. Many teachers note [Zagvyazinsky, 2001] that the traditional teaching system does not create conditions for the effective development of students' thinking abilities. As a rule, in the university mass learning experience, most teachers strive to give students as much information as possible on their subject. At the same time, reproductive methods of its transmission require a minimum of cognitive and creative activity. Moreover, the student develops negative qualities, loses faith in himself, the direction of his efforts is shifted from the production of knowledge to the production of assessment. As a result, society gets a passive specialist, a performer who does not have the skills to make decisions in the professional sphere.

It is known that the traditional learning process has a number of classical contradictions, which can be formulated as follows:

- teacher's activity and student's passivity;
 - the curriculum is designed for the average student;
 - lack of an individual approach to the personality of the student;
 - information is presented in an abstract-logical form;
- limited time, etc. [Zagvyazinsky, 2001].

To ensure the highest efficiency in the development of the structural units of students' thinking abilities by means of CT, it is necessary to take into account the individual psychodynamic characteristics of the personality, since in practice, when using computer teaching aids, there are cases of emotional and physical tension and fatigue. In this regard, it is proposed to take into account the main personal characteristics of students: the peculiarities of the course of cognitive mental processes, intellectual potential, peculiarities of emotional response, etc.

The opportunities opened up by the DH for teachers are in the best possible way consistent with the goals of reforming modern education systems. It is thanks to these technologies that new forms of education have appeared - distance and mixed, OER banks and a single information and educational space of universities and schools are being created.[5]

The feasibility of using DTs in teaching is based on their didactic properties and functions in the educational process and on the availability of methodological developments for this service.

The main didactic property of the CT is multimedia. Multimedia tools give mobile and computer devices some signs of animation: it became possible to show videos, full-color images, speak and understand individual phrases, listen to music, play animations, etc. All this, in turn, contributes to increasing the motivation for learning, the speed of learning and development skills. Multimedia allows you to develop skills that cannot be formed using other technologies, for example, pronunciation when learning a foreign language.

From the research of methodologists [Polat, Bukharkina, 2001], it is obvious that the use of verbal, graphic, pictorial, sound supports facilitates semantic perception, relieves operative memory and activates long-term functioning, develops the mechanism of probabilistic forecasting and increases the motivation of learning.



Thus, the use of multimedia programs and resources in teaching foreign languages has a number of undoubted advantages, which lie in the multidimensional presentation of educational information and creating a more natural atmosphere for learning a language, since students can simultaneously see, hear and speak, in the ability to combine all four types speech activity in one task.[6]

However, the advantages of using multimedia will only be fully realized when perception entails mental activity, which will be combined with various types of cognitive activity - from motor functions to inductive, logical and creative thinking. Passive observation of learners of what is happening on the computer screen cannot lead to effective assimilation of the content of the educational material. The solution to this problem is to provide students with the opportunity to actively participate in the learning process, which is realized due to the next didactic property of CT - interactivity.

The use of a computer for the purpose of assessing knowledge can significantly increase the objectivity of control. In addition to subjectivity in the assessment of knowledge, due to the lack of clear assessment criteria, in the practice of universities with the traditional method of knowledge control, subjectivity is also manifested, due to purely psychological factors. With regard to the practice of teaching a foreign language, the control procedure using a computer makes it possible to take into account time parameters when assessing the quality of the assignment, which is extremely important for objectively establishing the level of foreign language proficiency, which involves not only checking a certain amount of knowledge about the grammatical structure and lexical composition of the target language in students , but also an assessment of the formation of the corresponding skills and abilities. In addition, computer programs allow students to compare their achieved results with previous ones, to keep statistics of errors.

The analysis of statistical data makes it possible to judge the degree of mastery of language skills. Students are clearly convinced of their success, and confirmation of success stimulates their further self-improvement. According to the majority of scientists, the dialogue with the computer in this case must be built in accordance with the psychological principles for communication, which should take place in the most natural way, resemble human communication and not cause anxiety and tension.

A key prerequisite for a successful mobile learning environment is a collaborative, exploratory approach to developing professional competencies, which is a shift away from passive learning methods to problem-oriented learning methods. These interactive dialogical learning models are very similar to the research process [Sambell, 2010]. In this way, mobile technology allows educators to create a collaborative environment that inspires students to explore on their own, bringing a true exploratory approach to the subject. This approach implies a fundamental change in the philosophy of teaching and learning, while mobile devices are especially important because they provide opportunities for instant feedback and assessment, qualitatively changing the learning interaction. In this case, special attention is paid to stimulating the development of informal communication, since the mobile interactive environment motivates the communication of students with group members, teachers and



other specialists at any time and in any place, provides an opportunity to access any data, share and exchange their own content [Titova, Talmo, 2015].

One of the main conditions for the successful integration of the latest technologies into the educational process is the appropriate level of development of IR competence of both the teacher and the students. This raises two important questions:

- What is the structure of the IR competence of a teacher or teacher of foreign languages?
- How to develop the IR competence of teachers?

International quality standards for teacher training in the field of ICT began to be developed back in the 90s. XX century the world educational community: the International Society for Informatization in Education (ISTE), UNESCO, professional international organizations dealing with the issues of informatization of education - EUROCALL, CALICO, TESOL, IATEFL.

For the sphere of higher education, such standards were prepared in 2002 by the International Society for Technology in Education. The standards include four content blocks: technological, socio-ethical, pedagogical, and professional. One of the advantages of these standards is that socio-ethical issues related to copyright on the Internet, plagiarism, creating conditions for students with disabilities, etc., and professional issues designed to develop skills and abilities that will enable teachers to improve their professional level through ICT, are placed in separate blocks [International Society for Technology in Education, Educational Computing and Technology Standards for Technology Facilitation, Technology Leadership and Secondary Computer Science Education, 2002 <http://cnets.iste.org>].

In the structure of IC competencies, adopted by the European Commission in 2007 and revised later in 2010, IC competence in education is considered as professional (D.3. Education and Training Provision), which includes two levels, involving the training of specialists who are not ready only to use ICT for organizing the educational process, creating training resources and developing training software, but also to identify the missing skills and knowledge in the field of ICT, understand new training programs that appear on the market, be able to assess their potential, etc. [European E -competence Framework, 2010 www.ecompetences.eu]

The undoubted leader in the development of standards for the IC competence of teachers and the analysis of the conditions for the successful development of this type of competence, the introduction of ICT in the educational process is the Department of Education and Training of the Government of Western Australia (Queensland). On the basis of a deep analysis of the level of IC competence of teachers of general education schools, researchers came to the conclusion back in the 90s. XX century, which can be divided into three levels of this competence - basic, intermediate and advanced / professional, the skills corresponding to these levels were also described in detail, a table-map of IR competence was compiled. It was noted that the necessary and sufficient level of ICT competence of teachers should be



determined by such factors as the technical support of the school, the possibility of advanced training in the field of ICT and the policy of the school / region in this matter.[7]

[Education Queensland.Minimum Standards for Teachers-Learning Technology, 1999 <http://education.qld.gov.au>]

According to the authors of the well-known European project E-Consultants [1] G. Dadny, N. Hockley, digital literacies of foreign language teachers are multifaceted and include the following types of competencies: written-speech, information-text, hypertext, multimedia, gamification, mobile and code. Such an interpretation of the digital competences of foreign language teachers can be supplemented based on emerging needs and technologies [Dudeney, Hockley, Pegrum, 2013].

According to this standard, a teacher “must have three levels of ICT competence:

- general user;
- general pedagogical;
- subject-pedagogical, reflecting the professional ICT competence of the relevant field of human activity "

The teacher must be able to:

- master the basics of working with text editors, spreadsheets, e-mail and browsers, with multimedia equipment;
- apply modern educational technologies, including information and digital educational resources;
- use, together with students, foreign language sources of information, translation tools, pronunciation;
- use modern methods of assessment in ICT conditions (maintaining electronic forms of documentation, including an electronic journal and students' diaries).

Requirements for teachers are spelled out in detail not only at the level of skills, but also at the level of labor actions and labor functions, aimed at "shaping students' attitude towards communication in a hypermedia format and skills related to ICT."

The teacher "must have the ICT competencies necessary and sufficient for planning, implementation and evaluation of educational work."

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The approach to the essence of the IC competence of university and school teachers, reflected in professional standards, can be called instrumental, since the latest technologies are considered as a technical means of teaching, as a tool. It seems that the IC competence of university teachers should be based rather on the multifunctional nature of digital technologies and OER, which provide various didactic opportunities for participants in the educational process.

In 2011, UNESCO developed, at the initiative of the United Nations, recommendations for teachers in the field of ICT use. In the structure of competencies of UNESCO, six areas of pedagogical activity related to the use of ICT are distinguished:

- 1) understanding the role of ICT in education;
- 2) curriculum and assessment;
- 3) teaching practices;
- 4) hardware and software ICT;
- 5) organization and management of the educational process;
- 6) professional development [Structure of IR competence of teachers. UNESCO Recommendations, 2011].

The functional loading of these modules is prescribed in accordance with the three stages of informatization of an educational institution, which are due to the corresponding stages of professional development of teachers:

1. The use of ICTs requires the ability to help learners use ICTs to improve learning efficiency.

2. Acquisition of knowledge requires the ability to help students in deep mastering of the content of academic subjects, the application of the knowledge gained to solve complex problems that occur in the real world.

3. Knowledge production requires the ability to help learners produce new knowledge.

The above stages of informatization of education usually correspond to educational policy and economic development of the state. The structure of IC-competence of a teacher according to UNESCO correlates with the levels of IC-competence, highlighted in professional standards, as follows:

- the stage of ICT application corresponds to the general user competence of the teacher;
- the stage of mastering knowledge is possible if there is general pedagogical and / or subject-pedagogical competence,
- the stage of production or knowledge production is possible if the teacher has subject-pedagogical competence (see Table 4).

Leading experts in the integration of mobile technologies into teaching foreign languages G. Dudney and N. Hockley introduced the term "mobile competence of a teacher" (working term from the English. Mobile literacy) to determine the level of knowledge and skills of a



teacher when using mobile technologies for professional purposes [Dudeny, Hockley, Pegrum, 2013]. The mobile competence of a teacher, in fact, is an integral part of the IC competence, reflecting all its main components. The need to consider mobile competence as a component of the teacher's IR competence is determined by the standards of education of the new generation and the modern social order. It includes the knowledge, skills and abilities necessary to assess the impact of mobile technologies on teaching foreign languages, adapting the methodology for their successful integration into a traditional language class. The general user and general pedagogical levels of mobile competence are correlated with the components of the teacher's IR competence, described in the Teacher's Professional Standard. On their basis, it is possible to single out knowledge and skills related to the professional level of the mobile competence of a foreign language teacher.

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