# FEATURES OF THE FORMATION OF INFORMATIVE-COMMUNICATIVE COMPETENCE OF FUTURE TEACHERS BY USING ICT

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**Abstract:** In the modern world, there is an active introduction of information technologies into the educational process, and the formation of informative and communicative competences of future schoolteachers is a pressing issue in educational theory and in the practice of education. This article discusses the features of the formation and the main directions of the problems of using information and communication technologies in modern foreign language education and the main directions of the problems of using information and communication technologies in modern foreign language education.

**Keywords:** informative and communicative competence, information and communication technology, foreign language education, future teachers, information technology.

## Introduction

Modern foreign language education in the era of informatization and global communication can be characterized by the process of active implementation and use of information and communication technologies (ICT), providing access to global resources via the Internet; the use of e-learning tools in the teaching process, enabling the use of audiovisual information and information interaction between the teacher and students.

Formation of a certain set of competencies in students is a necessary condition for ensuring professional mobility, acquisition of modern means of obtaining, processing and using information in their professional activities.

According to Dmitrenko, pedagogical technologies in the organization of foreign language classes provides for the use of the Internet, elements of problem-based learning, as well as flexible changes in the learning process (projects, role-play and business games, business analysis) in the framework of classroom work [1]. Therefore, a modern teacher of a foreign language should not only possess knowledge of his subjects, but also be able to apply modern information technologies in his professional activity, which leads to a better assimilation of it. Therefore, the formation of future teachers of information competence is an important and urgent problem.

Definitions of the concept of information competence of the teacher devoted a large number of research. So, Vakhromova, Gershunsky, Raven, Rastyannikov, Kholodnaya interpreted the concept of competence as an assessment of the effectiveness of adult information education.

The purpose of this article is to consider the characteristics of the formation of informative and communicative competence of future school teachers through the use of modern information and communication technologies.

The development of ICT competence of teachers of social sciences and humanities has received close attention recently. Analysis of scientific studies allows us to conclude that the definitions of the structure of ICT competence of teachers are multivariate. A. A. Elizarov understands the totality of knowledge, skills and experience of activities under the ICT competence, and it is the presence of such experience that is decisive in relation to the performance of professional functions [2]. Shilova and Lebedeva [3] define ICT competence as an individual's ability to solve educational, professional tasks using information and communication technologies.

At the end of the 20th century and the beginning of the 11th century, humanity entered a stage of development called the post-industrial or information society. Modern information and communication technologies created for the needs of the military-industrial complex in the XXI century led to revolutionary changes in all spheres of human activity and in the educational system as well. Today, informative and communicative competence as a pedagogical category is part of the professional competence of future teachers.

Information culture is an indicator of both general and professional culture.

Criteria of information culture are [4]:

– the ability to adequately articulate their need for information;

– effectively search for the necessary information in the totality of information resources;

– process information and create a new quality;

– adequately select and evaluate information;

– ability to informational communication;

– computer literacy.

The main objectives of the process of formation of ICT competencies are:

– competent application in the educational process of pedagogical software in the specialty;

– knowledge of the possible effects of ICT on the professional methodological system of education;

– the creation and use of their own programs in the conduct of the educational process in their professional and educational activities.

Modern information technologies in the education system largely determine its development. The quality of education, its accessibility are the basis for the modernization of the entire education system in recent decades. Without ICT, it is impossible to conduct Unified National Testing, webinars, distance learning, etc. Therefore, the use of information and communication technologies in the process

of preparing future teachers is an integral part of modern foreign language education.

According to the classification of Lebedeva, in the conditions of informatization of education, the goals of professional training of a specialist are divided into three groups:

1. Meeting the requirements of the information society (related to basic user skills in working with technical devices and software, using the Internet);

2. Dictated by the requirements of the pedagogical profession (providing design training, search and presentation of educational information using ICT). At the same time, the future teacher needs to prepare not only for the use of ICT technologies as a means of visualizing information, but also for a new type of learning activity that will be carried out in a computerized environment;

3. Ideological, associated with the requirements of the general culture of a specialist, dictated by the peculiarities of the development of modern society (the formation of information culture of the information pictures of the world among students) [5].

The use of information technology in education is associated with the problem of measuring learning effectiveness. Determination of the effectiveness of any method, technology training includes: measuring the achieved result, the cost of material resources and time to achieve it. The

effectiveness of training is measured either by the results of tests in points, or by the results of testing as a percentage of solved problems. In this case, groups of students who used and did not use computer-assisted learning support are usually compared.

The process of formation of ICT competence of a teacher should be developing. The development of ICT competence is determined by the transition to a new, more advanced level of competence. Considering various approaches to the levels (stages) of the formation of ICT competence of a teacher, the following options can be distinguished: *basic and subject-oriented level* (according to Elizarov) *basic, general professional* (according to Lebedeva and Shilova) *basic, in-depth, professional* (according to Gorbunov). Gorbunov and Semibratov suggest linking the levels of ICT competences with the compilation and division of competences between institutions of the system of additional professional education (using the principle of distribution). In this regard, they consider the minimum level as ICT-literacy, basic - as ICT-skill (medial competence), and professional level of ICT-competence - as the ability to use ICT in their professional activities [6].

We believe that the realization of the developing potential of information and communication competencies will be ensured if:

– organizational, pedagogical and didactic conditions for the realization of the development potential of information and communication technologies are defined;

– ensured the gradual development of ICT competence of the subject teacher;

– identified criteria and indicators of the effectiveness of the use of ICT in the process of modern foreign language education;

According to experts, the use of information technology in the learning process can improve the effectiveness of practical training by at least 30%, the objectivity of monitoring students' knowledge - by 20-25%. Performance in the control groups, students using educational information technologies, as a rule, is higher on average by 0.5 points (with a five-point grading system). In particular, the rate of accumulation of vocabulary with computer support for learning foreign languages increases by 2-3 times [7].

The integration of ICT in the educational process provides ample opportunities for:

– students enter into live communication with native speakers, both in real time and with a delay in time;

– active involvement of students in the learning process and immersion in the language environment, which helps to overcome the language barrier;

– creative activity of students and the growth of their initiative in future practical activities;

– improvement of communicative and intercultural competences, without which it is impossible to have a profession at the level of international standards;

The use of ICT in the teaching of a foreign language today implies an automated knowledge test and training, which greatly facilitates the teaching work and allows you to trust the computer with all the routine work.

In this case, the teacher has more time for the conceptual component of the educational process. In the new system of language training of future specialists in the field of intercultural communications, a model of culture of the people of the country of the language they are studying is being created. This contributes to the simulation in the classroom of the cultural space.

Polat notes: "New pedagogical technologies ... are unthinkable without the widespread use of new information technologies, computer technologies in the first place," because it is "allow to fully reveal the pedagogical, didactic functions of these methods, to realize the potentialities inherent in them" [8, p. 14].

The opportunities offered by modern ICT are simply inexhaustible. Teaching intercultural communication involves creating an environment of real communication in the classroom, as well as the active use of a foreign language in living natural situations that can easily be created in the educational process with the help of ICT. The urgent need to prepare students for effective intercultural contacts at the level of everyday interpersonal communication presupposes the addition of foreign language proficiency with knowledge of cultural characteristics, knowledge of the nature of intercultural misunderstanding, the presence of practical skills and behavioral skills that together allow free understanding of people from other cultures [9, p. 14]. The introduction of advanced learning technologies into the learning process with the use of modern technical means best of all contribute to the solution of this problem. In this regard, today the most relevant areas of research in this area are focused both on the development of theoretical aspects of using computers in language teaching (methodological problems, typology of computer learning materials, evaluation of the effectiveness of computer learning tools), and on the creation and practical use of computer science in the educational process. materials for various purposes, stages and language learning profiles [10].

The introduction of ICT in the process of learning a foreign language allows not only expanding the didactic possibilities of education, but also greatly enrich the learning process. A foreign language lesson is filled with new content, while students develop a creative approach to the world around them,

their curiosity grows, and rational work skills are inculcated, which improves the quality of learning material. It should be noted that the modern theory of mastering a foreign language fits into the ideas of developmental education, since it focuses on the student's active work in mastering the language. The main trends in ensuring a high level of education in higher education remain the orientation of the teacher to the students' needs and the creation of optimal conditions for the training and development of students, which is largely facilitated by the inclusion of ICT in the educational process. When using ICT, it is easier for the teacher to carry out a student-centered approach to teaching students, it is possible to more rationally organize the entire educational process, to make it natural, authentic and relevant to the contemporary needs of society.

In our understanding, the essence of the concept of "informative and communicative competence" includes: the ability to independently search and process information necessary for the qualitative performance of professional tasks, such as the ability to work in a group through the use of modern communication technologies to effectively accomplish the tasks set, and to self-development in the field of information technology, which is a prerequisite for continuous training and its own in professional activities.

Findings: In modern conditions, when information becomes a strategic resource for the development of society, and knowledge requires constant updating, it becomes obvious that modern education is a continuous process. For school teachers, this means a change of priorities in setting education goals: one of the learning outcomes and education should be the readiness of children to master modern information technologies and the ability to use it for further self-education. To achieve these goals, it becomes necessary to use in the practice of future teachers, different strategies for teaching children and, above all, the use of information technology in the educational process.

Computer training programs of the new generation help to solve the problem associated with the education of a self-governing person capable of creative activity. In this regard, computer technology training has been enriched with the concepts of "learning through cognitive activity", "learning through discovery", "learning through insight". The development of thinking is an integral component of the process of mastering the language. Students should be involved in active cognitive activity when conditions are created for the implementation of personal orientations [11]. Motivation serves as an internal driving force for the professionalization of a student's personality, his self-development and self-realization in the professional-pedagogical field. Organization of creative search by the teacher to improve the organization of labor

of students in the learning process involves the student's understanding of the purpose of work, the ability to choose rational means and techniques, i.e. the ability to independently acquire knowledge and creatively work with information. This, of course, should have a significant impact on the effectiveness of educational work, and on the formation of a favorable environment in the educational team. The new concept of training competent specialists in the system of higher language education implies the creation in the educational process of optimal conditions for the disclosure of the student's personal potential, and digital and information and communication technologies are one of the tools for this.

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