EUROPEAN INTERNATIONAL JOURNAL OF MULTIDISCIPLINARY RESEARCH AND MANAGEMENT STUDIES

VOLUME03 ISSUE11
DOI: https://doi.org/10.55640/eijmrms-03-11-02 Pages: 7-12

DEVELOPMENT OF INFORMATION-COMMUNICATION TECHNOLOGY COMPETENCE OF FUTURE PRIMARY CLASS TEACHERS

B. Ye. Sabirov
Teacher Of Tdpu Named After Nizami, Uzbekistan

ABOUT ARTICLE

Key words: Competence, information and communication technologies (ICT), primary class, education.

Received: 01.11.2023
Accepted: 03.11.2023
Published: 08.11.2023

Abstract: This article explores the ICT competence of a primary school teacher. And also attention will be paid to the basic concept of competence.

INTRODUCTION

As a result of the rapid development of computer and information technologies, the change in its role and position in society has a direct impact on the education system. Today, we see this aspect not only in the possession of various media, but also in the activities of teachers in the information field (social networks, communicating and working with teams on the network). The ability of teachers to fully implement the opportunities of increasingly developing information technologies in the teaching process is in many cases inextricably linked with their competence in information and communication technologies (ICT).

“Competence” means the knowledge, experience, skills and abilities of a person in relation to a specific problem, issue, event, and the potential to solve them [1].

As soon as computers and information technologies are directly applied to educational processes, the issue of ICT competence of teachers has arisen. Until now, relevant technical knowledge, ability to use a personal computer, know the capabilities of application software and be able to work with them, and use the Internet, have expressed the concept of ICT competence.

Today, the ICT competence of a teacher is not only the use of various information media, but also their effective use in pedagogical activities. The teacher's ICT competence has been interpreted differently in the researches. Including:

ICT competence is the ability to use all skills acquired in ICT literacy in solving problems that arise in the course of education, training and other activities (V.F. Burmakina) [2].

ICT competence is a combination of knowledge, skills and abilities, and it is the presence of experience that is very important in the implementation of a professional task (A.A. Yelizarov) [3].

ICT competence is the readiness and ability of a pedagogue to use information technologies independently and during his professional activity (M.B. Lebedeva) [4].

Thus, the ICT competence of the teacher is professional and we can learn the quality of part of the pedagogical competence, this is an integral professional and personal quality of a teacher, which is manifested in his knowledge, skills and abilities, methods of activity, skills and readiness based on the experience gained during teaching in higher education and further professional activity, which is o is a set of competences belonging to the teacher and the assessment of the problem that has arisen for him and enables it to be solved using ICT.

The first teacher of children, i.e. primary school teacher, is of special importance in the formation of a school-age child's adequate perception of the modern world, his readiness for a big life in an information society. Based on this, it is appropriate to emphasize the development of ICT competence of future primary school teachers in the modern educational space, which is combined with information processes.

As one of the solutions to this problem, it is necessary to pay attention to the following aspects related to the development of ICT competence in the professional training of future primary school teachers at the higher education institution of pedagogy:

- ensuring the integrity of the ICT field in the professional training of future primary school teachers;
- Integration of education based on the goal of professional training of future primary school teachers in the field of ICT;
- aligning the goals and components of the training mechanism of future primary school teachers in the field of ICT;

- Objectives of the ICT vocational training mechanism and taking into account the professional direction of the future specialist's activity when determining its content;
- adequate use of all organizational forms of education for professional training of future primary school teachers in the field of ICT.

Based on these, it is possible to develop an ICT competence level matrix consisting of interrelated components as follows.

Basic	Medium	High
the teacher is able to repeat the algorithm of certain actions and convey it to the students.	*the teacher is able to use various ICT tools in the educational processes of primary classes.*	*the teacher has a creative approach to the use of ICT tools in the educational processes of primary classes and is able to search for new unique aspects.*

As noted in the recommendations of the United Nations Educational, Scientific and Cultural Organization (UNESCO) [5], the literacy of a modern teacher

and it is not enough for students to develop skills and competencies within the field of science. The task of a modern teacher is to familiarize students with modern information technologies, to teach them to use ICT in solving the tasks and mastering the subjects specified in the program.

“Competence” used as a cognate and all the comments and recommendations given to the terms "competence" focus on the combination of knowledge, skills and competencies, based on which we can see the ICT competence development indicators of future primary school teachers in the following will be

Has knowledge	- on basic concepts (information, algorithm, etc.) and their properties; - on computer architecture; - algorithmic structures (linear, network and repetitive) and a programming language; - on information security; - on data processing and data storage structures; - according to the database; - on the concept and functions of the operating system;

	- on computer networks and their current role; - on the general principles of Internet applications; - on future digital technologies; - on the basics of creating web applications; - on the social, economic, political, cultural, legal, ergonomic, medical and physiological contexts of information technologies.
Has skills	- the sequence of steps for a certain performer according to the algorithm structure; - to carry out activities according to the specified algorithm; - on the use of program libraries; - on analyzing algorithms and understanding software; - on the ability to use practical programs in the chosen subject.
Qualified	- on logical and algorithmic thinking, visual representation of information and processes, creation of algorithms and their execution; - on practical methods of linear and discrete mathematics; - on digital and text data processing technologies and tools; - compliance with safety and hygiene rules, requirements for saving resources when working with information tools; - on databases, their structure, tools for their creation and working with them; - on the initial steps of formalizing the practical assignment and documenting the programs.

These indicators are expressed in educational processes, as a result of learning professional knowledge and developing other forms of activity.

REFERENCES

1. Muslimov N.A. va boshq. Pedagogik kompetentlik va kreativlik asoslari. T.: 2015. 120 b.
2. Burmakina V.F. IKT kompetentnost. Metodicheskoye rukovodstvo dlya podgotovki k testirovaniyu uchiteley. M., 2007. 56 s.
3. Yelizarov A.A. Bazovaya IKT kompetensiya kak osnova internet-obrazovaniya uchitelya: Mejdunarodnaya nauchno-prakticheskaya konferensiya RELARN-2004. iyun 2004 g. Assotsiatsiya RELARN.

4. Lebedeva M.B. Chto takoye IKT kompetentnost studentov pedagogicheskogo universiteta i kak yeye formirovat? // INFO. 2004. №3. s. 95-100.

5. Struktura IKT kompetentnosti uchiteley. Rekomendatsii YUNESKO / Fransiya, Parij. 2011. 95 s.

6. Sabirov, B. T., Kadyrova, Z. R., & Tairov, S. S. (2019). Development of optimal compositions of ceramic tiles using dune sand. Glass and Ceramics, 75, 363-365.

7. Sabirov, B. YE. (2011). Kompyuternoye obucheniye predmetu" Okrujayushiy mir". Nachalnaya shkola, (11), 22-24.

8. Salihanova, D. S., Eshmetov, I. D. S., Sobirov, B. T., Agzamova, F. N., Eshmetov, R. J., & Agzamkhodjaev, A. A. (2015). Hydrochloric acid activation of bentonite clay from" jahon" deposit and using it for cottonseed oil bleach. Europaische Fachhochschule, (9), 64-67.

9. Sabirov, B. YE. (2023). BOSHLANG'ICH SINF MATEMATIKA DARSLARIDA "PROTSEDURA" LI JAVOBGA EGA MASALALARNING O'RNI VA AHAMIYATI. IJTIMOIY FANLARDA INNOVASIYA ONLAYN ILMIY JURNALI, 3(7), 27-31.

10. Hayitov, A., & Abdurasulova, F. (2022). Interfaol metodlar asosida boshlang 'ich sinflar darslarini samarali tashkil etish usullari. Science and innovation, 1(B7), 598-604.

11. Hayitov, A. Boshlang'ich ta'lim pedagogikasi, innovatsiya va integratsiyasi.

12. Sabirov, B. YE. (2023). BOSHLANG'ICH SINF O'QUVCHISINING INFORMATIKA ELEMENTLARINI O'RGANISHI BO'YICHA O'QUV FAOLIYATI TUZILMASI. TA'LIM VA RIVOJLANISH TAHLILI ONLAYN ILMIY JURNALI, 3(7), 71-75.

13. Hayitov, A., & Mansurova, S. (2022). Integrativ yondashuv asosida boshlang'ich sinif o'quvchilarida ekologik kompitensiyalarni shakillantirishning pedagogik shart-sharoitlari. Science and innovation, 1(B7), 1009-1015.

14. Sadinovna, K. D. (2022). Integrative approach to forming ecological culture of future primary class teachers. British Journal of Global Ecology and Sustainable Development, 6, 82-86.

15. Rahmatova, F., & Abrorxonova, K. (2021). Educational issues in the works of enlightened intellectuals. Boshlang'ich ta'limda innovatsiyalar, 1(Архив№ 2).

16. Abrorkhonova, K., & Khudoyberdieva, S. (2022). VIRTUAL TOUR IN PRIMARY SCHOOL. European International Journal of Multidisciplinary Research and Management Studies, 2(06), 72-77.

17. Abrorkhonova, K., & Khudoyberdiyeva, S. (2022, June). ORGANIZATION OF EXCURSIONS IN PRIMARY SCHOOL CLASSES. In International Scientific and Current Research Conferences (pp. 139-143).

18. Norboy o‘g‘li, H. F. (2023). UMUMIY O ‘RTA TA’LIM MUASSASALARINI BOSHQARISHDA RAQAMLI TEXNOLOGIYALARDAN FOYDALANISHNING AHAMIYATI. Journal of new century innovations, 37(1), 44-48.