

## **FORMATION OF THEORETICAL PEDAGOGICAL FUNDAMENTALS OF DEVELOPMENT OF AUDIENCE COMPETENCE IN INFORMATION TECHNOLOGIES**

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**The summary.** This article focuses on the formation of the theoretical and pedagogical basis for the development of students' competence in information and communication technologies in the process of professional development in the public education system. The need to use information and communication technologies in the introduction of quality education, as well as quality education is an important factor in the formation of a modern teacher.

**Key words:** communication, information, technology, modern teaching aids, competence, information service, electronic resource.

Today, information and communication technologies are playing an increasingly important and key role in the education system.

The main reasons for this are well known:

- ✓ the computer, especially the computer connected to the Internet, accumulates a large amount of knowledge in any field;
- ✓ this knowledge is easy, convenient and visually practical;
- ✓ teaching using information technology is definitely better than regular teaching;
- ✓ the possibilities for using the accumulated knowledge in the development of spiritual, physical and technological skills are endless.

The use of information and communication technologies in the process of professional development in the public education system also increases the efficiency of the educational process, the knowledge and training of students, helps to direct the learning process to the individual and bring knowledge into one system. The use of information and communication technologies improves the quality of education, actively engages students in the learning process, gives them the opportunity to approach them individually, taking into account the

requirements of the individual for learning. This will motivate you to work on yourself and research.

The introduction of information and communication technologies in the global education system also requires the development of information and communication competence of teachers. The Council of Europe's Education and Training Program and the Council of Europe's Strategy for Cooperation in Education and Training until 2020 provide for the continuous improvement of the quality of teacher training. At the same time, UNESCO's ICT Competency Program plays an important role in preparing teachers for the effective implementation of virtual learning technologies. There is a special need in the world to improve the didactic support for the development and implementation of effective models of professional competence of teachers, including information and communication competence, the organization and implementation of an interactive learning environment. The American Association of Educational and Research Institutional Libraries (ACRL) has proposed the study of information competence in terms of a set of skills that require educators to search, evaluate, and use information effectively.

This aspect also requires the development of the communicative competence of the teacher, which allows for the effective organization of interactive communication in an information-learning environment. This serves to determine the direction of research in the field of information and communication competence development in teachers. In our country, as a priority of the reform of public education, special attention is paid to the widespread introduction of interactive software in the teaching process, the rapid development of distance learning as the "University of the Future". This requires the improvement of pedagogical mechanisms for the development of information and communication competence in teachers. The Action Strategy for the further development of the Republic of Uzbekistan also identifies an important task as "improving the quality and efficiency of public education through the introduction of international standards for assessing the quality of education". These tasks show the importance of improving the content and practical technological system of development of information and communication competence of teachers in the process of professional development on the basis of modern approaches.

Decree of the President of the Republic of Uzbekistan No. PF-4947 of February 7, 2017 "On the Strategy of further development of the Republic of Uzbekistan", April 29, 2019 "On the system of public education of the Republic of Uzbekistan 2030 Decree No. PF5712 "On approval of the concept of development up to the year 2013" and to some extent serve the tasks set out in other regulations related to this activity.

Pedagogical bases, organizational and methodological conditions, principles of professional development of teachers in the country, socio-pedagogical requirements for the organization of this process, the role of information and communication technologies in professional development of teachers, information and communication competence in the professional development of teachers Importance of A.Aminov, Z.A.Artikbayeva, U.Sh.Begimkulov, N.A.Muslimov, M.Dehkanova, M.T.Jumaniyozova, Sh.K.Mardonov, M.T.Mirsoliyeva, M.M.Nimatulayev, B.Nuridinov, D.M.Sayfurov, M.Fayziyeva, DA Studied by Khidoyatova, T.T.Shoymardonov, R.T.Yuldashev, A.D.Askarov and others.

The essence, mechanism, factors, methodological bases of pedagogical activity aimed at the development of information and communication competence of teachers in the countries of the Commonwealth of Independent States V.I.Baydenko, A.C.Belkin, I.I.Bobrova, L.V.Bocharova, N.P.Bursev, S.A.Bikov, V.N.Vvedensky, Z.V.Vozgova, G.S.Vyalikova, N.G.Vitkovskaya, V.B.Gargay, N.Yu.Goncharova, A.B.Goferberg, V.V.Grishkun, S.A.Dochkin, V.M.Drofa, S.A.Jdanov, D.F.Ilyasov, L.M.Ismagilova, S.D.Karakozov, R.O.Kaloshina, Yu.N.Kulikova, S.D.Mukanova, A.A.Mukhataev, T.S.Panina, V.A.Patturin, A.I.Timoshenko, A.A.Tolkacheva, O.V.Ursova, N.A.Filinova, Ye.K. Henner.

E.H.Mory, Thomas L.Friedman, U.Binengraber, O.Vorndran, M.Osborn (M. Osborn) - Integrated, adaptive and modular technologies for the development of information and communication competence of personnel are studied.

In the development of pedagogical mechanisms for the development of information and communication competence of teachers of public education institutions, attention is paid to:

✓ identification of pedagogical and psychological features of the development of information and communication competence of teachers;

- ✓ development of criteria for the development of information and communication competence in teachers;
- ✓ improving the model of development of information and communication competence of teachers;
- ✓ improving technologies for the development of information and communication competence of teachers.

We can explain these mechanisms as follows:

The pedagogical and psychological features of the development of information and communication competence of teachers can be determined on the basis of priority of technological (guaranteeing the expected results) and interactive (online and offline communication, mutual exchange of experience) factors;

Criteria for the development of information and communication competence in educators (motivational, cognitive and activity-reflexive) are determined on the basis of the use of remote forms of project activities (forums, educational platform, intellectual map);

The structural bases of the model of development of information-communicative competence of teachers (content, practical, result) will be improved on the basis of optimal combination of basic (motivational), special (cognitive) and professional (activity-reflexive) skills;

The content of technology for the development of information and communication competence of teachers is enriched on the basis of integration of electronic resources (web quest system) with vitagen (practical experience) education.

Development of a model and technology for the development of information and communication competence of teachers in the system of professional development, its testing based on the methodology of development of information and communicative competence of teachers in the system of professional development, definition of criteria for assessing the level of information and communicative competence of teachers it is possible to develop information and communication competence of teachers through the development of recommendations and a number of other methods.

In order to ensure that teachers have information and communication competence, the teachers of the in-service training institution must also have a number of qualities of professional competence, in particular, information and communication competence.

We focus on the pedagogical interpretation of the concept of "information and communication competence". In our opinion, information and communication competence - a specialist's full awareness of the functional capabilities of information and communication technology (level of knowledge), the ability to effectively organize activities, mastery of skills, experience (motivational level), to achieve professional goals consistent, effective use (activity level), ability to create a creative product (creative level). This definition serves as one of the common professional qualities of professionals working in various fields. Based on this definition, we should also interpret the concept of "information and communication competence of the teacher."

Information and communicative competence of the teacher - the teacher's ability to effectively organize professional activities, mastery of skills, experience (motivational level), full awareness of the functional capabilities of information and communication technology (cognitive level), the implementation of pedagogical goals the ability to use effectively, to create a product of creativity (activity-reflexive level) is understood.

In conclusion, the correct choice of teaching aids in the process of developing information and communication competence of teachers in professional development courses also allows to achieve the expected result effectively.

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