

COGNITIVE APPROACHES FOR THE FORMATION OF INFORMATION AND COMMUNICATION COMPETENCE OF TEACHERS

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Annotation

This article examines the problem of the formation of information and communication competence of teachers in professional activities. Cognitive components of information and communication competence of teachers are highlighted. The stages of cognitive approaches aimed at the formation of information and communication competence of teachers are described.

Keywords: information and communication competence, cognitive components of information and communication competence, cognitive approaches.

The modern level of the formation of society is characterized by a dynamically developing process of informatization, which makes new demands on the professional qualities of specialists of any profile. The above tendencies leave their defining imprint on the education system and the system of advanced training, placing ever higher demands on the quality of the formation of the appropriate psychological and pedagogical conditions of teachers, the level of their professional abilities, skills and abilities [1].

One of the directions of the theoretical substantiation of the approach to mastering information and communication technologies by teachers is to determine the relevance and professional significance of this process, as well as its relationship with the psychological, creative and technical characteristics of teachers.

One of the components of the professional development of teachers is to increase the level of their creative development, which, in turn, is greatly facilitated by the development of the potential of information and communication technologies in art education.

In the context of cognitive research, the role of information communication technologies increases in all spheres of human activity, including education. This is reflected in the professional activities of teachers who have knowledge and skills in the field of information technology, who are able to competently and consciously use these technologies and tools to effectively solve the problems of cognitive approaches, who are ready to constantly improve their professional level [3].

Information communication technologies in education is not only the use of technical means in the classroom, but also a new approach to the learning process, including the forms and methods of teaching, focused on the development of the intellectual potential of the student. Information technologies make it possible to develop and apply new means of information interaction between the teacher, students and communication means, enrich the learning process and make it more effective, involving most of the student's sensory components in the process of perceiving educational information [4].

Information and communication competence is one of the main competencies of a teacher and is considered as a complex ability to independently search, select, analyze, organize, present, transmit the necessary information to students; to model and design objects and processes, to implement

educational projects, including in the field of individual and group activities using information technology tools.

Information and communication competence of a teacher can be considered as a set of cognitive-activity and personal components [2].

The cognitive-activity component consists of a set of general-use, basic, instrumental information and communication competencies that are formed in professional activity.

These competencies are expressed in teachers' understanding of the essence and meaning of information in the educational sphere; possession of the main ways of working in a local and / or network environment to provide information about their activities and the activities of students the use of software products for the creation of didactic, multimedia materials [5].

The personal component of the information and communication competence of teachers is considered as a set of value-motivational and reflective-design components, which include value attitudes and orientations towards using the capabilities of information communication technologies to optimize their professional activities.

Motivation for the use of its elements to create an information product, reflection of one's own activity, activation of volitional efforts aimed at overcoming difficulties in professional activities associated with the use of information technology. The personal component largely determines the success of the teacher's professional activity.

Information and communication competence of a teacher permeates all types of his professional activity and is of a supra-subject, general educational, general intellectual character.

It is advisable to divide the cognitive approaches aimed at the formation of information and communication competence of the teacher into two stages: basic and subject-oriented.

The formation of information and communication competence of teachers begins at the basic stage of teaching computer science and involves the formation of practical skills to plan, organize their activities using various software. At this stage, general user, basic, instrumental information and communication competencies of the cognitive component of information and communication competencies begin to form.

The basic stage of the formation of information and communication competence is aimed at studying software complexes, using which the teacher in the educational process will be engaged in maintaining various documentation, since the teacher often has to deal with the creation of various text documents: educational and methodological complexes, lesson notes, consultations, reports, certificates, letters of thanks, brochures, reminders for parents' meetings, etc.

The use of complex interactive mechanisms (links, hyperlinks, pointers, bookmarks, table of contents, bibliography) in text documents allows the teacher to effectively organize his work with documents of great complexity. By creating and using text and graphic templates, using spreadsheets with features that accelerate productivity, the teacher frees himself from everyday chores and devotes more time to preparing for lessons.

The subject-oriented stage is aimed at developing information products, educational projects in accordance with the requirements for the content of a particular academic subject (creating visual aids, digital educational resources, knowledge control systems). At this stage, the competencies of the cognitive component of information and communication competencies continue to form and the components of its personal component are formed.

The subject-oriented stage of the formation of information and communication competencies is aimed at creating information products that future teachers can use during practice at school.

Information products used by teachers in the learning process can be conditionally divided into two areas: didactic printed materials, electronic teaching aids.

On the basis of all the studies carried out, the main factors of the formation of the IR competence of teachers were identified, the significance and influence of which is checked at each test. They can be divided into two groups: 1) educational factors associated with the influence of the educational process at school; 2) individual factors associated with personal characteristics of teachers, for example, cultural, educational and material resources of the family, motivation to use information technology, etc.

Thus, the formation of information and communication competence of teachers is a continuous process that continues to develop in professional activity, and does not stop, but, on the contrary, improves in the course of the formation of a specialist's professional skill through professional development and self-education.

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