

Foreign Language in the Field of Using Information and Communication Technologies

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ABSTRACT

The article is devoted to the formation of the competence of a foreign language teacher in the field of the use of information and communication technologies. It substantiates the relevance of this problem, proposes definitions of the concepts of "ICT competence" and "ICT competence" of a foreign language teacher, identifies the content of training and determines the structure of the teacher's ICT competence, and develops criteria for assessing the levels of its formation. An assessment is given of the high, medium, low levels of ICT competence of the teacher.

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INTRODUCTION

One of the dominant trends in the development of mankind in the XXI century is the global informatization of society. The rapid development and spread of Internet technologies in Russia could not but affect the modern state policy in the field of education. Informatization of education has become one of the priority areas for the modernization of the education system, aimed at developing methodology, methodological systems, technologies, methods and organizational forms of education, at improving the mechanisms for managing the education system in the modern information society [6].

This goal is due to the social order of society in the training of specialists who, along with professional competencies, have competence in the use of modern information and communication technologies. The development of information competencies among students of higher professional institutions will contribute to their mastery of knowledge and values, as well as the development of skills and abilities necessary for continuing education and self-education throughout life.

However, the inability of teachers to create an information educational environment in which each student could not only master the subject and fully realize his potential, but also from the skills of education and self-education, hinders the formation of ICT - the competence of students.

In this regard, consideration of the issue of the formation of ICT - the competence of foreign language teachers, which will include both invariant components inherent in teachers of different disciplines, and variable components that reflect the specifics of a foreign language as a subject, is of particular relevance.

DISCUSSIONS

It should be noted that scientists have not come to a consensus on the relative definition of the concepts of "competence" and "competence". In our study, following A.V. Khutorsky, we understand competence as

“a set of interrelated personality traits (motivation, knowledge, skills, habits, methods of activity) set in relation to a certain range of objects and processes necessary for quality and productive activities in relation to them.

Competence is “possession, possession by a person of the relevant competence, including his personal attitude to it and to the subject of activity” [9]. In other words, competence is the level (levels) of the formation of competence as a theoretical construct.

Equally important in the course of studying the issue of the component composition of ICT competence is the consideration of the conceptual content of the terms "computer literacy", "information competence" and "ICT competence", which are often used as synonyms in the scientific literature. Let us briefly review these terms and formulate our definitions of ICT competence and ICT competence of a foreign language teacher.

Computer literacy is the knowledge and ability to use a personal computer (open and save documents, write files to storage media (CD, DVD, flash-card), use text editors, Internet browsers, presentation programs and other software). Information competence - knowledge and skills that allow you to determine the needs for information, extract, evaluate and use information, as well as reconstruct the knowledge contained in the extracted information resources. Of course, this rather general formulation is specified in relation to the field of professional activity of a specialist.

The ICT competence of a teacher is the knowledge and ability to solve professional problems using the means and methods of information and communication technologies, in particular: (a) select, evaluate, process information for educational purposes, (b) create educational Internet resources, (in) organize educational interaction between participants in the educational process through ICT, (d) carry out educational (including educational) activities using ICT tools in aspects that reflect the characteristics of a particular academic subject.

The analysis of definitions shows that all of them, on the one hand, are in a hierarchical sequence, on the other hand, they denote concepts that exist independently of each other. Computer literacy and information competence can be independent of each other. However, the ICT competence of a specialist arises in the area of intersection of computer literacy, informational competence and methodological competence of a teacher. By methodological competence, we mean a system of theoretical knowledge in the field of foreign language teaching methodology and complex methodological skills for implementing the planning, organizational and controlling functions of a teacher. The latter - the methodological competence of the teacher - is the essential link that allows you to use the didactic potential of ICT in teaching a foreign language.

In this regard, under the ICT COMPETENCE of a foreign language teacher, we propose to understand a construct consisting of theoretical knowledge about modern information and communication technologies and practical skills in creating and using educational Internet resources, Web 2.0 social services and other ICT technologies in the process of forming language skills and the development of speech skills in teaching a foreign language and the culture of the country of the language being studied [7].

It should be noted that in recent years a number of works have appeared in which researchers have revealed the methodological potential of educational Internet resources and social services and Internet services of the new generation Web 2.0 in the formation of language skills and the development of students' speech skills, in the development of their intercultural and foreign language communicative competencies. . Taking into account the results of these studies, it seems appropriate to propose a component composition of the ICT competence of a foreign language teacher, including the following components:

Knowledge in the following areas:

- the basics of ensuring the information security of students in the implementation of Internet projects;
- basic search engines and general rules for searching and selecting information on the Internet in a foreign language for educational purposes [6];
- criteria for evaluating and selecting information received from the Internet in a foreign language for

educational purposes [5];

- the structure of five types of author's educational Internet resources (on a foreign language and culture of the country of the language being studied) (hotlist, multimedia scrapbook, sample subject, treasure hunt, web quest) and their methodological potential [9];
- Means of synchronous and asynchronous Internet communication used in teaching a foreign language and in the culture of the country of the language being studied (e-mail, web forum, chat, ICQ, Skype, etc.);
- Web 2.0 technologies used in teaching a foreign language and in the culture of the country of the language being studied (in social services of blogs, wikis, podcasts, bookmarks, etc.) and their methodological potential [4];
- a linguistic corpus that contributes to the formation

Grammatical and lexical skills of speech and their development [7, 8];

- information and reference resources of the Internet (network (online) encyclopedias, dictionaries, translators);
- the main types of network tests for monitoring and self-control of student progress;
- The main pedagogical technologies for organizing network interaction between participants in the educational process [4]. Skills:
- to ensure the information security of students in the implementation of Internet projects;
- search and select Internet resources in a foreign language for educational purposes [5];
- evaluate the information received from the Internet for educational purposes [11, 16];
- create five types of author's educational Internet resources (on a foreign language and culture of the country of the language being studied) (hotlist, multimedia scrapbook, sample subject, treasure hunt, web quest) and use them in the educational process [9];
- use the means of synchronous and asynchronous Internet communication in teaching a foreign language and the culture of the country of the language being studied (e-mail, web forum, chat, ICQ, Skype);
- use Web 2.0 technologies in teaching a foreign language and the culture of the country of the target language (social services of blogs, wikis, podcasts, bookmarks) [2];
- use the linguistic corpus in the formation of grammatical and lexical skills of speech [7, 8];
- use information and reference resources of the Internet for the development of speech skills and the formation of sociocultural and intercultural competencies;
- use network tests for monitoring and self-control of student progress;
- To organize interaction between the participants of the educational process through ICT [4].

The specificity of the use of this component of the ICT-competence of a foreign language teacher lies in his knowledge and abilities to form certain language skills and develop the speech skills of students on the basis of a particular technology. In particular, the ability to use the social service of blogs in education can be a universal skill that is part of the ICT competence of specialists in various disciplines. However, the ability to develop specific speech skills on the basis of a specific type of blog will already be a hallmark of the ICT competence of a foreign language teacher.

It should be noted that ICT competence is not a static, but a dynamic construct that is in constant progress under the influence of technological progress and the development of methods for teaching foreign languages. The component composition proposed in this paper, with the development of information and communication technologies will inevitably undergo objective changes and reach a new level of educational opportunities.

Under ICT - COMPETENCE of a foreign language teacher, we propose to understand the ability to use

educational Internet resources, social services Web 2.0 and other information and communication technologies in order to form language skills and develop speech skills when teaching a foreign language and the culture of the country of the language being studied [4] .

Structurally, the ICT competence of a foreign language teacher includes the following five interrelated components: value-motivational, cognitive, operational, communicative and reflective components [1, 2].

In the light of considering the issue of the component composition of ICT competence, it seems necessary to draw a correspondence between the content of ICT competence and the five components of ICT competence of a foreign language teacher.

The value-motivational component of the ICT competence of a foreign language teacher involves awareness of the importance and need for the use of ICT in teaching, taking the initiative in using ICT to solve professional problems, striving for self-improvement of the use of new information and communication technologies in the field of teaching a foreign language, namely:

- be aware of the need to ensure the information security of students in the implementation of Internet projects;
- be aware of the importance of selecting information in a foreign language for educational purposes on the Internet;
- be aware of the need for a critical assessment of the information received;
- be aware of the methodological potential of author's educational Internet resources, means of synchronous and asynchronous Internet communication, Web 2.0 technologies, linguistic corpus, information and reference resources of the Internet, network tests;
- Be aware of the importance of organizing network interaction between participants in the educational process.

The cognitive component of the ICT competence of a foreign language teacher is characterized by the presence of certain knowledge about how modern ICT can be used in teaching a foreign language and the culture of the country of the language being studied. This is, first of all, knowledge in the following aspects:

- the basics of ensuring the information security of students in the implementation of Internet projects;
- the main search engines of the Internet and the basics of information search in a foreign language for educational purposes;
- criteria for evaluating the information received from the Internet;
- the structure and use of author's educational Internet resources, means of synchronous and asynchronous Internet communication, Web 2.0 technologies, linguistic corpus, information and reference resources of the Internet, network tests;
- Methods and techniques for organizing network interaction between participants in the educational process.

The operational component of the ICT competence of a foreign language teacher is determined by the implementation of theoretical knowledge in practice and contributes to the development of the following skills:

- ✓ ensure the information security of students in the implementation of Internet projects;
- ✓ search and select information in a foreign language for educational purposes on the Internet;
- ✓ critically evaluate the information received from the Internet;
- ✓ create and use author's educational Internet resources, means of synchronous and asynchronous Internet communication, Web 2.0 technologies, linguistic corpus, information and reference resources of the Internet, network tests;
- ✓ To organize network interaction between the participants of the educational process.

The communicative component assumes that a competent foreign language teacher is able to explain and discuss with colleagues:

- ✓ the basics of ensuring the information security of students in the implementation of Internet projects;
- ✓ basic rules and techniques for searching and selecting information in a foreign language for educational purposes on the Internet;
- ✓ criteria for evaluating the information received from the Internet;
- ✓ methods of teaching a foreign language and culture of the country of the language being studied using author's educational Internet resources, means of synchronous and asynchronous Internet communication, Web 2.0 technologies, linguistic corpus, information and reference resources of the Internet, network tests;
- ✓ Methods and techniques for organizing network interaction between participants in the educational process.

The essence of the reflective component of ICT competence

A teacher of a foreign language is to conduct a self-assessment and self-analysis of the activities performed, provided:

- ensuring the information security of students in the implementation of Internet projects;
- search and selection of information in a foreign language for educational purposes on the Internet;
- evaluation of information received from the Internet;
- use of author's educational Internet resources, means of synchronous and asynchronous Internet communication, Web 2.0 technologies, linguistic corpus, information and reference resources of the Internet, network tests;
- Organization of network interaction between the participants of the educational process.

CONCLUSION

Thus, the problem of measuring the ICT competence of a teacher is related to the issue of criteria-features, on the basis of which an adequate assessment of the possession of this type of competence can be made. In the scientific literature, there are requirements for the selection and justification of criteria: 1) the criteria should reflect the main patterns of personality formation and the dynamics of the development of ICT competence; 2) with the help of criteria, links between all components of the system under study (the structure of ICT competence) should be established; 3) the criteria must be disclosed through a set of qualitative features - indicators on the basis of which one can judge the greater or lesser degree of severity of this criterion; 4) certainty of indicators and levels of their manifestation is necessary; 5) the system of criteria must satisfy the condition of sufficiency for correct fixation of the qualitative certainty of the state of ICT competence of a teacher (levels of ICT competence).

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