THE USE OF INFORMATION AND COMMUNICATION TECHNOLOGIES IN THE SYSTEM OF PROFESSIONAL DEVELOPMENT OF TEACHERS

TVXTXQTMOHM
"Methods of exact and natural sciences"

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Due to the widespread introduction of advanced computer technology, the activities of any institution today cannot be imagined without the direct participation of information and communication technology. This creates a need for professionals who are well versed in the use of ICT tools and programs for these institutions.

The formation of competencies in teachers on the basis of the requirements for the use of information and communication technologies in pedagogical activities has a great effect on the ability of students to better understand, imagine and expand the scope of thinking. The effective organization of the learning process depends on a number of factors:

- the process is goal-oriented;
- increase motivation for the process;
- the amount of data in the learning process;
- development of cognitive activity;

Teaching of subjects in educational institutions is carried out with the help of educational and laboratory equipment, computers and various means (multimedia, computer lingophone, electronic educational programs, electronic textbooks, electronic whiteboard, television, video glasses, etc.). In particular, the organization of lessons on the basis of ICT in educational institutions is used in four main areas:

- as an object of study;
- in education management;
- as a technical means of teaching;
- in scientific and pedagogical research.

In the process of professional development, first of all, students will be able to use the normative and legal documents on the use of information and communication technologies in the workplace, the practical use of applications (processor texts, spreadsheets, presentations, graphics editors, etc.). Information and communication technologies required to achieve educational goals and used to evaluate the educational process, to analyze the results of professional activities, to determine their didactic functions, educational resources and information technology to help assess student activity and its results in improving the effectiveness of training selection is an important component of the learning process. The above components formed in professional development courses are the basis for the formation of science and basic competencies in teachers, and at the same time create the necessary competence requirements for students in the educational institutions in which they operate.

A.A. Temirbekova, T.N.Lukina, A.M.Ivanov, research work on the formation of information competence in teachers in the conditions of professional development, T.J.Bazarjapova, A.L.Miller, M.A.Goryunova, research work on the formation of information-communicative competence in teachers, I. A. Eshmatov's research studies the forms and methods of developing information and communicative competence in teachers.

Psychological and pedagogical conditions that ensure the effectiveness of the process of formation of information competence in teachers in the context of additional education of AA Temirbekova were studied.

Theoretical and methodological approaches (axiological, systematic, competent, active, synergetic) are based on the process of formation of information competence in the context of additional education [1].

TN Lukina studied the pedagogical conditions for the formation of information communicative competence in future teachers of information (informatics) (the formation of communicative competence of the teacher as an integral characteristic, the formation of readiness to solve professional problems). The research developed a functional model for the formation of communicative competence in future teachers. A qualitative indicator of the formation of communicative competence in future teachers has been identified [2].

The research work of AM Ivanov studied the problem of shaping the preparation of teachers for professional development in the context of information education. The professional development of teachers is based on the system of professional development in several stages (differential approach, distance learning, television) [3].

T.J. Bazarjapova in the context of the information and communication environment steps and evaluation criteria are described [4].

In the research work of AM Goryunova developed a distribution model of professional development of teachers in the field of information and communication technologies and showed its effectiveness in practice [5].

A.L. Miller's research work identified the following important stages in the formation of ICT competence in teachers in the context of additional professional training: information-propaedeutic, operational-functional and acmeological. The theoretical basis of the studied problem was confirmed by practical experiments in the field of geography education [6].

I. A. Eshmatov stressed the need to define the functions of information and communication competencies based on the needs of the information society and socio-educational needs, to take into account such aspects as the harmonization of personal and professional information space design, comprehensiveness and integrity in the formation of information and communication competencies in teachers [7] .

Based on the analysis of the literature, the pedagogical conditions for improving the competence of teachers in the use of information and communication technologies in the system of professional development have been clarified:

- scientifically based organization of the process of formation of competencies (such as educational, methodical, general) that are directly related to the professional activity of teachers;
- interaction between object and subject;
- increase the activity of the subject in working with data;
- activation of the teacher's attitude to receiving information from the information environment (motivation);
- Monitoring the knowledge, skills and abilities of teachers in their professional activities.

The issue of formation of ICT competence in teachers of natural sciences through the development of methodological, general and educational basic competencies has not been sufficiently studied by scientists of the republic. In our opinion, the formation of special, general and educational core competencies in teachers contributes to the development of ICT competence in them.

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