

The Didactic Potential of Modern Information Technologies in Achieving the Professional Competence of the Future Teacher

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ABSTRACT

Education, and first of all - professional-pedagogical, should change, be focused on the promising tasks facing the front of society, on the formation and development of the mobile qualities of the individual, along with the development and enrichment of socio-cultural traditions.

KEYWORDS: distance learning, distance education, State Educational Standard (DTS), activity, system-activity, personality-activity, personality-oriented, competence-based.

The formation of the personality of the future teacher is considered by educational scientists and psychologists as a multifaceted and multidimensional process. This idea has acquired a paradigm character, and in the professional consciousness of the teaching staff of pedagogical universities, the idea has been strengthened that in the course of ensuring this diversity and multidimensionality, a continuous search for optimal approaches and tools for the formation of a future teacher is necessary, as well as their testing, professional comprehension and scaling. At the same time, the reflection, the assessment of the optimality (usefulness-harmfulness) of university transformations should have its own customer, only then it makes sense. Such a customer is the entire education system as a whole, all its stages and levels - preschool, general secondary, secondary vocational, higher, additional education for children and adults.

Today, a pedagogical university, having a didactic and methodological potential, is the main platform on which innovative solutions are born, tested, subjected to scientific analysis and public professional discussion to achieve efficiency in the organization of the educational, including the professional and educational process. It is logical to assume that any process, phenomenon in the educational space (as well as in any other) is influenced by two types of factors - external and internal. Of the fateful external influences on the education system after Uzbekistan's entry into the Bologna process, first of all, I would like to note the repeated changes in the edition of the State Educational Standard (DTS), the emergence and periodic updating of professional standards, attitudes regarding the procedure and controls for assessing the work of universities in general, personnel policy and personnel training systems, etc. External influences are caused by "external challenges" - the dynamics of the development of political and economic trends, the process of globalization, trends in social transformations. Internal factors, on the one hand, are determined by the level of professional mobility of the teaching staff and the student body of higher education, the degree of involvement of the entire university staff in the next stage of transformations. On the other hand, the specificity and essence of education as a social institution and as a process of the most complex architecture does not allow can make transformations "reflexively not

provided". Reflection is necessary, continues to remain not only the main rule of educational policy, it becomes the main mechanism of innovation processes in the system of general and professional training.

An excursion into the recent history of the development of education in Uzbekistan allows us to conclude that the education system responded to the challenges of our time with varying degrees of efficiency, offering innovations of a general didactic and private methodological nature. Obviously, the highest scale of changes is provided by methodological approaches to the organization and implementation of the educational process. It is the approach as a set of principles that determine the strategic and tactical architectonics of education that creates a didactic structure of the process, provides a methodological complex, and determines the organizational structure of preparing the young generation for life and work. This is the paradigmatic meaning and the paradigmatic role of the methodological approach to the educational process.

It is noteworthy that the approaches established in the system of training future teachers (activity, system-activity, personality-activity, personality-oriented, competence-based, etc.) are a set of constructs that do not contradict each other, but mutually complementary and mutually supportive systemic formations. Each of them is individually developed and tested in detail by scientific schools, and remains a dynamic developing system.

The competence-based approach in the training of future teachers seems to be the most capacious today, in a semantic sense it "absorbs" the target guidelines and substantive foundations of the educational policy of a dynamically changing society. "Competence" is not a static or outdated concept in itself. Needs change, requirements for competence change - the tactics of training professionals are changing. In the goal mode - the formation of a competent professional, in the task mode - the achievement of knowledge, skills, possessions, properties and qualities through the use of other effective approaches, technologies, techniques. While maintaining the main target - the formation of a competent specialist - tasks can change, in particular - in accordance with social situations and conditions of professional training. Changing tasks require new management pedagogical and technological solutions. However, even this is not enough, changes in the psychology of all participants in educational relations, first of all - teachers and students, are necessary, to replace the usual attitudes in the implementation of professional pedagogical and educational activities. For many, this is due to a painful breakdown of professional stereotypes, habitual forms of behavior, and traditions.

This is the basis of the new paradigm in pedagogy, its main priorities - self-development, self-education and design itself, the very implementation. The paradigm determines not only some resultant component, but also the methodological one. Therefore, the most optimal, in our opinion, is the polyparadigmatic basis of vocational education in the unity of the cognitively oriented, activity-oriented, personality-oriented and information technology paradigms. This approach is due to the target settings of modern education, which are of a multicomponent nature: in the professional field - professional competence, in public life - successful professional adaptation and socialization of the individual, in the personal sphere - self-identification, awareness of one's own self-worth, the manifestation of reflection and activity in goal-setting and in activity. generally.

Modernity and relevance to the named polyparadigm complex are given by the essential foundations of the information technology paradigm. The ability to work with information is

a key characteristic of a modern teacher. At the same time, he remains a teacher, a representative of a special profession, which is aimed at a person in the entire palette of his rational and irrational development trends. Therefore, it is extremely important in the course of professional training to maintain a balance of organizational forms of work with students, to seek, test and subject to strict professional and scientific understanding the most rational, optimal and effective forms of professionalization at the stage of university training.

Thus, the events of recent months have created a unique situation in the educational space, when Uzbekistan teachers of general and vocational education have switched to the format of distance learning. An invaluable experience has been obtained that will help to update the most successful findings in the organization of training, and to problematize the directions of future steps in the development of massive online courses, distance blended learning programs, options for individualized educational programs, etc.

Comprehension and assessment of the didactic potential of modern information tools and technologies is not a matter of one day or one year. Administrative staff of universities, researchers, teaching staff and students should participate in this process, which will allow for an integrated approach to the development of this problem. What should be considered as a "starting point" - the State educational standard in the field of training, professional standard, or some kind of mental image of Uzbekistan society about a teacher, a teacher - is more a controversial question than a declarative one.

Here are some of the considerations and feedback from teachers that we received in direct collegial communication. Teachers note the following components of the potential being studied:

distance learning disciplines the student, now there is no opportunity to "sit out" in the classroom, to use the collective mind in interactive forms of work, more active intellectual tension is needed, since the student formulates the answer in writing;

with a modular curriculum, distance work provides a real and sufficient accumulation of marks both in individual disciplines and in the module as a whole, which allows for effective correction of students' unsuccessful answers and the creation of a situation of success for everyone;

guided distance learning creates the effect of motivational stress, since when completing a task and demonstrating a higher result, the student shows efforts to independently acquire knowledge;

in distance education, there is a high possibility of individualization, development and implementation of an individual educational trajectory, as well as the possibility of students participating in the formation of competence-oriented tasks, attracting their own experience in using educational information tools for personal professionalization.

All these effects are achieved with the original organization of the educational process, in particular, in psychological and pedagogical disciplines, which provide general professional and special pedagogical competencies. Moreover, it is advisable to build each discipline as a module. Lectures should be read "live", in a contact way, using interactive, discussion methods of communication. It is obvious that it is impossible to provide systemic pedagogical professionalization only by distance format. It also needs internal acceptance by the student community, most of which support the traditional format of interaction in full-time education.

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