

# The importance of professional data in the professional formation of a modern teacher in the public education system

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## ABSTRACT

This article describes the scope of ICT competencies that a modern educator must possess to improve the quality of education, as well as the important ways in which he or she can develop professionally.

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# Xalq ta'limi tizimida zamonaviy o'qituvchining kasbiy shakllanishida akt vakolatlarining ahamiyati

## ANNOTATSIYA

### Kalit so'zlar:

kompetensiya,  
axborot kompetensiyasi,  
vakolatlar,  
AKT vakolatlari,  
kompyuter savodxonligi.

Ushbu maqolada zamonaviy pedagogning ta'lim sifatini oshirish uchun egallashi lozim bo'lgan AKT vakolatlari doirasi hamda uning kasbiy shakllanishi uchun muhim usullar keltirib o'tilgan.

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# Важность профессиональных данных в профессиональном формировании современного учителя в системе общественного образования

## АННОТАЦИЯ

### Ключевые слова:

компетентность, информационная компетентность, компетенции, ИКТ компетенции, компьютерная грамотность.

В этой статье описывается объем ИКТ-компетенций, которыми должен обладать современный педагог для повышения качества образования, а также важные пути, с помощью которых он или она может развиваться профессионально.

Nowadays, when information has become a strategic source of society development and knowledge is a relative and unreliable subject as it quickly becomes obsolete and requires constant updating in the information society, it becomes clear that modern education is a continuous process. One of the requirements of a modern science teacher is the potential of ICT. Using computer technology can increase students' interest in science and make lessons more interesting, thoughtful, and dynamic.

T.Yu. Bazarov defines “competence” as a set of interrelated skills and abilities that provide effective solutions to a particular class of problems (types of situations) and identifies several types:

- Standard competencies are a set of interrelated skills and competencies that allow you to solve common typical tasks.
- core competencies – a set of interrelated skills and competencies that allow you to solve problems that are unusual for many situations.
- Leadership – the ability to succeed in the future and effectively solve tasks (situations) in a competitive environment

There are different approaches to classifying types of competencies. For example, N.A. Muslimov and M.B. Urazova divide competencies from the point of view of professional education into the following types:

- special competence – a high enough level of professional activity, the ability to design further professional development;
- social competence – joint professional activity, cooperation, social responsibility for the results of their work;
- personal competence – the ability to demonstrate personal independence and ways of independent development, the ability of the individual to cope with various problematic situations;
- individual competence – the ability to independently use and develop individuality in the profession, professional and personal growth, readiness for self-education and re-education;
- Key competencies are the individual's intercultural and cross-sectoral knowledge, skills and abilities required for personal and social adaptation and effective functioning.

One of the requirements of a modern science teacher is the potential of ICT. Using computer technology can increase students' interest in science and make lessons more interesting, thoughtful, and dynamic.

At the same time, computers and information technology are firmly entrenched in the lives of both teachers and students. It is very difficult to imagine a modern world without computer skills, because computerization has penetrated into all spheres of activity.

The potential of ICT in education is very important. Modern pedagogy could not ignore this phenomenon. Accordingly, different interpretations have emerged in science.

Information competence is becoming one of the main priorities of modern general education goals. Researchers point out that different key competencies need to be formed at different ages of personality development (e.g., in school childhood – primarily personal and communicative; in school – general cultural, educational, cognitive, informational, communicative; in vocational training – semantic value, general cultural, social and labor, information, communicative, political and social, the powers of a multicultural society, the ability to learn throughout life and the desire to realize one's desires). However, there are a number of powers that need to be formed throughout a person's life. Information competence also includes such powers.

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**Table 1**

### Interpretation of ICT competence in pedagogy

<b>V.F. Burmakina</b>	ICT competence is the confident acquisition of all components of ICT literacy skills to solve problems that arise in education and other activities.
<b>A.A. Elizarov</b>	ICT Competence This is a set of knowledge, skills and work experience, and it is the availability of such experience that is crucial in performing professional functions.
<b>U. Shilova M.B. Lebedeva</b>	ICT competence is the ability of an individual to solve educational, domestic and professional tasks using information and communication technologies.
<b>L.N.Gorbunova and A.M. Semibrates</b>	The authority of ICT is the willingness and ability of a teacher to use these technologies independently and responsibly in their professional activities.

Considering the existing interpretations of the term ICT authority, a general interpretation can be distinguished:

ICT authority. The ability to use, search for, organize, process, evaluate, as well as produce and transmit / distribute information using information and communication technologies is sufficient for successful living and working in this evolving information society.

In the early days of the spread of information and communication technologies, ICT competence was adopted as a new component of population literacy (“computer literacy”), the acquisition of technical knowledge, computers and skills to use some “generally accepted” ICT package characterized by the presence of.

These recommendations are based on three approaches to informing schools, which are related to the relevant stages of professional development of teachers who are mastering work in an ICT-rich learning environment.

The first approach, the use of ICT, requires teachers to assist in the use of ICT to increase learning effectiveness.

The second – “Knowledge Acquisition” – requires teachers to help students in-depth mastery of the content of school subjects, applying the acquired knowledge in solving complex problems encountered in the real world.

The third – “Knowledge Production” – can require teachers to help students, future citizens and workers, to produce (produce) new knowledge necessary for the harmonious development and progress of society.

**Table 2**

**Scope of ICT for teachers**

<b>Six modules in each of the three approaches</b>	<b>Use of ICT</b>	<b>Assimilation of knowledge</b>	<b>Knowledge production</b>
Understanding the role of ICT in education	Get acquainted with education policy	Understanding education policy	Starting innovations
Curriculum and assessment	Basic knowledge	Apply knowledge	Knowledge Society Skills
Pedagogical practice	Use of ICT	Advanced tasks sort out	Ability to self-educate
Hardware and software for ICT	Basic tools	Sophisticated tools	Common technology
Organization and management of the educational process	Traditional forms of educational work	Collaboration groups	Organization of education
Professional development	Computer literacy	Help and advice	The teacher as a master of learning

The modern teacher is mastering ICT in several stages, which increases his level of professional skills. Specialists in pedagogy consider each stage separately. Thus, the first stage involves the development of information and communication competencies of the teacher in connection with the organization of teaching students. The second stage is characterized by the formation of pedagogical ICT competencies related to the improvement of education in a network-linked pedagogical interaction mode.

ICT – competence includes elements that are formed and used in individual subjects, integrated interdisciplinary projects, extracurricular activities. At the same time, the development of ICT competence within a separate discipline contributes to the formation of metasubject ICT competence, which plays a key role in shaping universal educational movements.

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