EVELOPMENT OF PRIMARY CLASS TEACHERS' COMPETENCE IN INFORMATION TECHNOLOGY

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Abstract: This article presents the theoretical foundations of the development of technological competence of elementary school informatics teachers. The article contains the opinions of pedagogues who made recommendations on the formation of the technological competence of primary school teachers, which has a special place in the discussion of the issues of developing the technological competence of primary school computer science teachers.

Key words: competence, technological competence, technology teacher, competence, pedagogical activity, future teachers.

Introduction

Humanity has undergone a series of profound changes over the centuries that have changed the face of development, primarily due to the transition from an industrialized society to an information industrialized one, in which the synthesis and dissemination of knowledge becomes crucial, as lim field is closely combined with politics, economy, culture and other fields. At the moment, the changes in the field of education characteristic of our time are even more clearly directed to high culture, initiative and independent research, which will help the competitiveness of future teachers. In relation to the acquisition of knowledge and skills, the professional-pedagogical activity of the future teacher and always the formation of skills are not resolved. From this point of view, it should be recognized that the implementation of a competent approach to the system of professional pedagogical education is a requirement of today. From this point of view, the theory and practice of the competent approach is the most rapidly developing approach, in this regard, it is appropriate to consider its main concepts interpreted as "competence", "competent",

"ability". In this case, it should be noted that according to the researchers dealing with the problems of competent approach, the scope of concepts of competent approach is not fully defined and there is no uniform and universally recognized interpretation of them. Competent approach ideas V.I. Baydenko, V.A. Bolotov, V.V. Serikov, E. F. Zeer, E. Simanyuk, I. A. Zimneya, D.A. Ivanov, K.G. Mitrofanov, O.V. Sokolova, O.E. Lebedev, G.K. It was considered in the scientific works of Selevko, B. Abdullaeva, N. Rozigluva, O. Koysinov, J. Usarov, U. Rakhmatov and others. In most of these works, the competent approach is considered as a response to the emergence of new demands by the society for the qualities and abilities of the specialist, the implementation of the ideas of the competent approach for modern school or management structures is given importance. it is based on the understanding that it depends on the level of development of a person at the moment, which requires the transition from the concept of "human resources" to the concept of "human competence".

The main part: In a competent approach, the main attention is paid to the results of education, in which the result is not the volume of information acquired, but the ability of a person to find solutions and solve them in various problem situations. In our case, these are pedagogical phenomena, therefore, in our opinion, only by giving a pedagogical tone to the educational process in OO'U, that is, all links and aspects of teaching and educating students, their professional pedagogical training Competent approach can be implemented by subordinating tasks. This means that psychological and pedagogical, as well as other subjects, should be taught in such a way as to direct students to pedagogical activity. It should be noted that the competent approach has spread relatively recently in connection with discussions on the problems of modernization in the field of education, as a result of which scientific-theoretical and scientific methodical studies have appeared, in which the essence of the approach, as well as aspects of the formation of decisive competences, have been analyzed. A competent approach in these works consists of a set of principles of setting educational goals, choosing the content of organizing the educational process, and evaluating the results from the following positions:

• development of the specialist's ability to independently solve problems in various spheres and forms of activity based on the use of accumulated experience;

• selection of educational content consisting of didactically adapted social experience that helps to solve knowledge, worldview, ethics and other problems;

• organization of the educational process, creation of conditions for independent solving of knowledge, communicative, organizational, technological, ethical and other problems;

• assessment of educational results and knowledge levels achieved at a certain educational stage.

Many ideas of a competent approach emerged as a result of studying the situation in the labor market and setting requirements for the employee. In this case, the competent approach is considered as one of the important conceptual rules of updating the educational content. Taking into account the world educational practice, it can be recognized that the concept of "basic competences" is a unique connecting, central concept of knowledge, abilities and intellectual structural aspects of an integrative nature. That is why it is preferable to study computer science courses in primary education in the following direction:

1. Formation of students' general ideas about information or informational processes.

2. Pupils learn the methods of interaction with the computer and get acquainted with various information editors;

3. Algorithmic direction - development of thinking and writing algorithms for the executive.

At the same time, it is necessary to consider the inconsistencies between scientifically based recommendations on the formation of technological competence.

In particular:

• the importance of technological competence in the activity of the teacher and the fact that the mechanism of its formation in the system of higher professional education is not fully developed

• the requirements for mastering technological skills for the technology teacher and the educational model that helps to form technological competence is not organically formed;

• the need for technological competence in the organization of students' construction work and the conditions for its pedagogical formation in the preparation of future teachers have not been resolved. lajak is to develop the content and process of forming the technological competence of the technology teacher.

In the implementation of a competent approach in pedagogy, important cross-curricular competencies and the interdependence of specific educational subjects are brought to the fore, readiness for activity, as well as universal abilities that are part of competencies, are formed within them. In this case, the interdependence of the competences of the educational content and the structure of the subject is "to highlight the important competences; to analyze their content and determine the necessary knowledge and specific subject abilities for the formation of

competencies; "organization of education according to a specific educational subject" requires the introduction of pedagogical ideas and concepts, including the following: • inconsistency of the initial practical orientation of the competent approach with the orientation of the existing subject (including meta-subject) of the pedagogical practice; • uncertainty of the conceptual and innovation potential, especially active and abstraction of the serious difference of innovation potential with existing psychological-pedagogical concepts in the direction of development (N.D. Nikandrov, M.V. Boguslavsky, V.M. Polonsky); absence (N.D. Nikandrov, I.I. Logvinov); • the uncertainty of the context of the development of national cultural, socio-political, finally socio-psychological standards implemented on the basis of a competent approach (V.I. Slobodchikov, T.M. Kovaleva). However, the following two aspects remain as important as before in the implementation of a competent approach: • first , a competent approach to the concept and practice of logic, but many modern approaches, including cultural (V.V. Kraevskiy and others), scientific education (S.A. Piyavsky and others), which imply relying on or taking from the concepts and methodological apparatus of the relevant sciences, considered as a didactocentric (N.F. Vinogradova, etc.), functional-communicative (V.I. Kapinos, etc.) approach;

• secondly, the most important situation, as a result of which vocational training in education became relevant.

Conclusion: The analysis of the main concepts characterizing a competent approach makes it possible to distinguish the following concepts:

• the competence that includes a set of interrelated personal characteristics that are separated in relation to the scope of certain subjects and processes;

• the acquisition of the appropriate competence, including personal relations with him and the subject of activity, the competence attributed to mastering.

The formation of competence and competences is carried out step by step, for this, elementary educational competencies are formed at the first stage: obtaining the main content of the knowledge read or heard; to clearly formulate opinions according to the given question or topic, to bring together unique opinions; researching different options for solving tasks, choosing the best from the point of view of various criteria; cooperation with others in the performance of a common task; planning activities and time; evaluation of the results of their activities, etc. Therefore, the main goal of implementing a competent approach is to reconstruct the educational process based on the use of pedagogical technologies. They are the formation of the learning process (setting work goals and procedures, independent planning of educational activities,

establishing communication between separate objects, applying mastered methods in new situations, self-control), communicative (cooperation, helping children, participating in group work, sharing information, etc.), information (independent search, analysis and selection of information, structuring, changing, storing, transferring, etc.), personal self-improvement (analysis of successes and mistakes, finding problems and difficulties, mutual help and support in difficult situations, and others) allows to solve the tasks of competence formation.

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