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THE STRUCTURE OF ICT COMPETENCE OF A FOREIGN LANGUAGE TEACHER AND THE USE OF ICT IN TEACHING ENGLISH

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Abstract—This article is devoted to the formation of ICT competence of a foreign language teacher. It clarifies the definitions of the concepts "ICT competence" and "ICT competence" of a foreign language teacher, develops a nomenclature of knowledge and skills that make up the ICT competence of a foreign language teacher, proposes the structure of ICT competence, and also reveals the ratio of the component composition of ICT competence and the structure of ICT competence of a foreign language teacher.

Index Terms—ICT, competence, cognitive, ICT structure, didactics, axiological, reflexive.

摘要：本文致力于外语教师ICT能力的培养。它明确了外语教师“ICT能力”和“ICT能力”概念的定义，制定了构成外语教师ICT能力的知识和技能术语，提出了ICT能力的结构，以及揭示了外语教师ICT能力构成与ICT能力结构的比例。

索引词——信息通信技术、能力、认知、信息通信技术结构、教学法、价值论、反思。

Introduction.

One of the key competencies that foreign language teachers must master is the competence in the use of information and communication technologies [1]. It should be noted right away that there are two terms: ICT competence and ICT competence, which are often used synonymously, but they denote different aspects related to the mastery of information and communication technologies.

In this study, following V.V. Kotenko [4], by competence, we mean an alienated, predetermined social requirement for the educational training of a specialist, which is necessary for his effective productive activity in a certain area, and by competence - the level of a

specialist's possession of the relevant competence, including his personal attitude towards it and the subject of activity. 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 for creating and using educational Internet resources, social Web 2.0 services and other ICT technologies in the process of forming language skills and development speech skills in teaching a foreign language and culture of the country of the target language. ICT competence of a foreign language teacher is the ability to use educational Internet resources, social services Web 2.0 and other

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information and communication technologies for the purpose of 120 M.N. Evstigneev of the formation of language skills and the development of speech skills in teaching a foreign language and culture of the country of the target language.

Discussion

In the scientific literature, when considering the structure of competence, scientists traditionally distinguish four or five components. For example S.V. Trishina [11], describing the structure of information competence, identified the following five components: cognitive, value-motivational, technical and technological, communicative and reflective. Other researchers, in particular V.V. Kotenko and S.L. Surmenko [4], there are four components: value-motivational, cognitive, activity and pedagogical reflection. If we analyze two classifications of the structure of information competence, we can see that the didactic content of the activity component in the classification of Kotenko and S.L. Surmenko [4] includes two components of the classification of S.V. Trishina [11]: communicative and technical and technological. At the same time, it should be noted that for S.V. Trishina's priority is the ability to communicate by means of information and communication technologies, while the ability to use Internet resources for education and self- education remain outside the classification proposed by the author. It should also be noted that these classifications of the component composition of information competence are purely theoretical and cannot be used in practice in their current form. This is because there is no clear line between the skills that make up the different components. On the contrary, in real life, many skills simultaneously relate to several components. In particular, the ability to search and select Internet resources in a foreign

language simultaneously refers to both the cognitive component, because it is the ability to perform operations with information, and to the activity component, reflecting the ability to use new information technologies to work with information.

In our study, when considering the structure of ICT competence of a foreign language teacher, we distinguish the following interrelated five components:

Cognitive - mastering the knowledge and skills to use ICT technologies in teaching a foreign language, as well as understanding the goals and objectives and seeing the ways and results of ICT integration in teaching a foreign language. For example: the ability to search and select information in the target language includes the theoretical foundations of working with Internet search engines, general rules for finding information in the target language, knowledge of the criteria for assessing and selecting the most high-quality sources of information, etc.

Operational - the development of skills in the practical use of ICT technologies in teaching a foreign language. For example: the ability to use Web 2.0 technologies (social services of blogs, wikis, sub- Structure of ICT competence of a foreign language teacher of 121 castes, bookmarks) in teaching a foreign language consists in the free use of the shells offered by Web

2.0 technologies and the application of theoretical knowledge in practice, and namely the use of blogs in individual or group work in the classroom, creating author blogs and podcasts, editing other people's wiki pages, etc.

Axiological - showing interest in mastering ICT technologies, motivating the use of new information and communication technologies in the professional activities of a foreign language

teacher to solve educational goals and objectives. For example: the ability to evaluate the information received is an awareness of the essence of using the criteria for evaluating Internet resources for educational purposes with their further use in their professional activities, etc.

Communicative - the formation of communication skills in the target language using ICT technologies and the use of language as a means of working with information in a foreign language. For example: the ability to use the linguistic corpus and other reference materials in the formation of grammatical and lexical skills includes the use of language as a means of searching, understanding and using the basic rules of grammar and vocabulary in different communication situations, etc.

Reflexive - the development of self-esteem of the individual and self-analysis of the activities of the teacher of a foreign language. For example: the ability to use online tests for monitoring and self-monitoring of progress is to check the acquired knowledge, correct mistakes, draw certain conclusions, etc.

In a number of works by P.V. Sysoev [8] shows the ICT component of the competence of a foreign language teacher, which includes the following components:

Knowledge: - about the main search engines and general rules for searching and selecting information on the Internet in a foreign language for educational purposes [7, 9]; - on the criteria for the assessment and selection of information received from the Internet in a foreign language for educational purposes [7, 9]; - the structure of five types (hotlist, multimedia scrapbook, sample subject, treasure hunt, webquest) of author's educational Internet resources (on a foreign language and culture of the country of the target

language) and their methodological potential [5, 6, 10]; - means of synchronous and asynchronous Internet communication used in teaching a foreign language and culture of the country of the target language (e-mail, web forum, chat, ICQ); - Web

2.0 technologies used in teaching a foreign language and culture of the country of the target language (social services of blogs, wikis, podcasts, bookmarks) and their methodological potential [3];

Skills: - to search and select Internet resources in a foreign language for educational purposes [7]; to evaluate the information received from the Internet for educational purposes [7]; create five types (hotlist, multimedia scrapbook, sample subject, treasure hunt, webquest) of author's educational Internet resources (on the foreign language and culture of the country of the target language) and use them in the educational process [5, 7, 9];

– use the means of synchronous and asynchronous Internet communication in teaching a foreign language and culture of the country of the target language (e-mail, web forum, chat, ICQ);

to use Web 2.0 technologies in teaching a foreign language and culture of the country of the target language (social services of blogs, wikis, podcasts, bookmarks) [7–8];

use the linguistic corpus and other information and reference materials in the formation of grammatical and lexical speech skills [2, 4];

use online tests to monitor and self-monitor student progress.

Use of information communication technologies

The use of information and communication technologies in teaching English plays a very

important role. They help to implement a student-centered approach to learning, provide individualization and differentiation of learning, taking into account the abilities of children, their level of learning, inclinations. schoolchildren; replenish the vocabulary of students; to form students' stable motivation to learn English. The world of the latest information technologies is taking an increasing place in our life. Using them in the classroom and / I increases the motivation and cognitive activity of students of all ages, broadens their horizons. A modern computer is an effective means of optimizing the conditions of mental work in general, in any of its manifestations. Forms of working with computer training programs in foreign language lessons include:

study of vocabulary; practicing pronunciation;
teaching dialogical and monologic speech;
teaching writing;
working out grammatical phenomena.

In English lessons, with the help of a computer, you can solve a number of didactic tasks: to form skills and reading skills, to improve the writing skills of schoolchildren; replenish the vocabulary of students; to form students' stable motivation to learn English. The world of the latest information technologies is taking an increasing place in our life. Using them in the classroom and / I increases the motivation and cognitive activity of students of all ages, broadens their horizons. Information and communication technologies contribute to the strengthening of educational motivation for studying FL and improving the knowledge of students. ICT are aimed at intensifying the learning process, at improving the forms and methods of organizing the educational process.

Informatization process

The modern period of development of a civilized society characterizes the process of informatization.

One of the priority directions of the process of informatization of modern society is the informatization of education - the introduction of new information technologies in the education system.

The process of informatization of education leads not only to a change in organizational forms and teaching methods, but also to the emergence of new ones.

In connection with the development of the process of informatization of education, the volume and content of educational material changes, and the restructuring of curricula is taking place. Parallel to these processes, innovative approaches are being introduced to the problem of the level of knowledge of students, based on the development and use of a complex of computer testing, diagnosing methods of control and assessment of the level of assimilation.

A computer in the educational process is not a mechanical teacher, not a deputy or an analogue of a teacher, but a means for teaching children, strengthening and expanding the possibilities of his teaching activity.

The computer takes over the lion's share of the teacher's routine work, freeing him up time for creative activity.

The computer brings the process of teaching English as close as possible to real conditions. Computers can perceive new information, process it in a certain way and make decisions, can memorize the necessary data, reproduce moving images, control the operation of such technical teaching aids as speech synthesizers, video recorders, tape recorders. Computers significantly expand the possibilities of teachers

to individualize teaching and enhance the cognitive activity of students in teaching English, allow them to maximally adapt the learning process to the individual characteristics of students. Each student gets the opportunity to work at his own pace, i.e. choosing for yourself the optimal volume and rate of assimilation of the material.

The use of computers in English lessons

The use of computers in English lessons significantly increases the intensity of the educational process. With computer learning, a much larger amount of material is assimilated than it was done at the same time in the conditions of traditional learning. In addition, the material is assimilated more firmly when using a computer.

The computer also provides comprehensive (current, midterm, final) control of the educational process. Control, as you know, is an integral part of the educational process and performs the function of feedback between the student and the teacher. When using a computer to control the quality of students' knowledge, a greater objectivity of assessment is also achieved. In addition, computer control can significantly save educational time, since the knowledge of all students is checked simultaneously. This allows the teacher to pay more attention to the creative aspects of working with students.

Another advantage of a computer is the ability to accumulate statistical information during the educational process. Analyzing statistical data (the number of errors, correct / incorrect answers, requests for help, time spent on completing individual tasks.), The teacher judges the degree

and quality of knowledge formation among students.

The computer removes such a negative psychological factor as "fear of response". During traditional classroom studies, various factors (pronunciation defects, fear of making a mistake, inability to articulate their thoughts aloud.) Prevent many students from showing their real knowledge. Remaining "alone" with the display, the student, as a rule, does not feel constrained and tries to show the maximum of his knowledge.

Computers also create favorable opportunities for organizing independent work of students in English lessons. Students can use the computer both for studying specific topics and for self-control of the acquired knowledge. Moreover, the computer is the most patient teacher, capable of repeating any tasks as much as necessary, achieving the correct answer and, ultimately, automating the skill being worked out.

As an information system, the Internet offers its users a variety of information and resources. The basic set of services may include:

- email; teleconferences; video conferencing;
- the ability to publish your own information, create your own home page;
- access to information resources: reference directories;
- search engines; conversation on the net.

These resources can be actively used in an English lesson.

Mastering communicative and intercultural competence is impossible without communication practice and the use of resources. The Internet in a foreign language lesson in this sense is simply irreplaceable: the virtual environment of the Internet allows you to go beyond the temporal and spatial framework, providing its users with the opportunity to

authentically communicate with real interlocutors on topics relevant to both sides. However, we must not forget that the Internet is only an auxiliary technical means of teaching, and in order to achieve optimal results, it is necessary to correctly integrate its use in the lesson process.

There are many computer programs available to assist the English teacher and student in mastering the English language.

Computer based teaching programs have many advantages over traditional teaching methods. They allow you to train various types of speech activity and combine them in different combinations, help to understand linguistic phenomena, form linguistic abilities, create communicative situations, automate language and speech actions, and also ensure the implementation of an individual approach and the intensification of students' independent work.

Results

New information technologies attract students and are one of their main interests. Therefore, the use of information technology in the educational process contributes to the formation of positive motivation. The advantage of using a computer is that it can improve the professional level of teachers. Acquaintance with new ICTs is striking in its opportunities, which open up to improve the educational process and the education system as a whole. New information technologies introduced in education contribute to its rise to a qualitatively new level.

Conclusion

From the experience of working with information and communication technologies, I can say that they undoubtedly contribute to an increase in students' motivation to learn English and the formation of individual, creative,

cognitive abilities. It is information technologies that can make the educational process for a student personally significant, in which he can fully reveal his creative potential, show his research abilities, imagination, creativity, activity, independence. No wonder this technology belongs to the technologies of the 21st century. It is obvious that in the near future the study of foreign languages with the introduction of new information and communication technologies from the field of research will move into the field of education and will become widespread.

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