



COMPETENCE IN USING INFORMATION AND COMMUNICATION MEANS IN FUTURE EDUCATION

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Abstract: This article describes preliminary practical activities to improve the competence of future elementary school teachers in using information and communication tools. Also, in the conditions of global mass communication, the ability to analyze, systematize and interpret information has become the most valuable resource today, and in this context, several methods can help to form the competence of future elementary school teachers in using information and communication tools. It aims to teach teachers how to effectively use information and communication tools in the successful teaching and learning of students. Global informatization naturally affects the educational process. The main task of the educational system is to determine the modern trends of the development of the society and to introduce pedagogical technologies that form a positive experience and reflect modern social changes into the educational process, to bring the educational process into an orderly, controlled system. The purpose of the research is to find effective ways of demonstrating information activity, to create a model that will contribute to the development of competence in using information communication tools among future elementary school teachers on the educational bases of the mathematical cycle.

Key words: competence, pedagogical practice, model, pedagogical modeling, synthesis, technology.

Introduction:

The teaching-methodological complex of the subject "Theoretical foundations of elementary mathematics" was developed in order to form the competence of information and communication tools in future primary school teachers. It should be assumed that attention to gesture-symbol and algorithmic activity in solving mathematical problems will stimulate the formation of the ability to analyze, synthesize and visualize information. This has a negative impact on the formation of information and communication media competence. The process of forming the competence of information and communication tools of the future primary school teacher is multi-component and is considered a multi-level model. Based on the works of G.V. Sukhodolsky, A.N. Dakhin, V.M. Mikheev, dedicated to the method of modeling in pedagogical sciences, modern educational technologies, studying the experience of existing educational models such as "Educational information system", "Creative task system", "Modeling", "Pedagogical research" we can note that one of the main principles is systematicity, its essence is to introduce additions to the system. Y.V. According to Viktorova's research, mathematical problems reorganize certain coding styles (verbal-speech, visual, sensory-emotional, which is a sufficient basis for forming the components of the information and communication media competence of a primary school teacher in the future. refers to the ability to work, visualize, implement information models, and communicate unifying

information. Aims to teach teachers how to effectively use information and communication tools for successful education and learning of students.

1. Purpose of education:

The first step in the formation of the methodology is to determine the goals of education. Teachers should learn what information and communication tools to learn and how to use them. The goals include that students learn vocabulary and words, search for information independently, and exchange information temporarily and permanently.

2. Educational Technologies:

Teachers develop their own teaching methods and teaching materials for learning about educational technologies and information and communication tools. This includes technologies, websites, apps and software, articles and video tutorials. Teachers should use convenient and effective technology to manage students.

3. Practical training:

Teachers should involve students in practical training with information and communication tools. This is necessary for students to learn how to interpret information in a practical way, participate in learning and how to express concepts. For example, students can express their thoughts through texting, presiding, blogging, etc. can be expressed through

4. Guide and Resources:

The methodology teaches teachers how to use information and communication tools and how to use them effectively. These resources can range from manuals to textbooks, from e-libraries to video tutorials.

5. Monitoring and Evaluation:

Teachers should monitor students' progress and how effectively they use information and communication tools. It is important to assess students, check their acquired knowledge, skills and opinions, to determine the right direction in the educational process.

This methodology can be applied to teachers and primary school students to form the competence of effective use of information and communication tools. It is easy to find other studies and practices related to this issue.

Methodology name: "Best practices for teaching ICT competence"

1. Coaching and support:

- Teachers coach students in learning information and communication tools.
- Encourage students to be inspired to express themselves through support activities and open dialogue.

2. Applying Reality:

- In the classes, they teach by studying real world examples, news and other information.
- Provide readers with a sense of reality through articles, videos and audio materials.

3. Practical training:

- Teachers expose students to participation in various practical activities with information and communication tools.
- Provides students with a hands-on approach by completing tasks such as blogging, creating videos, hosting, and creating websites.

4. Applications and programs:

- Teachers encourage students to learn by introducing them to ICT applications and programs.

- By constantly introducing new applications and programs, students are taught to be successful in the effective use of information.

5. Educational materials:

- Teachers create articles, video lessons, e-textbooks and other educational materials for students to learn the competence of using information and communication tools. The learning materials are structured appropriately for the students to understand easily and in depth.

6. Monitoring and evaluation:

- Teachers monitor how effectively students use information and communication tools.

- Through regular assessment and feedback events, students' progress is reviewed and they are taught to work independently and collaborate on social networks.

7. Sohagoh lesson styles:

- Engage students through interactive teaching methods and the use of assistive technologies.

- Through short videos, electronic pencil demonstrations, webinars and interactive tasks, students' understanding is deepened in the lessons.

Conclusion:

The use of information and communication tools helps in the effective formation of information competence of primary school students, including practical approaches and indicators for teachers.

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