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Research Article

INFORMATION AND COMMUNICATION TECHNOLOGIES AS A MEANS OF FORMING PROFESSIONAL COMMUNICATIVE COMPETENCE OF STUDENTS OF PEDAGOGICAL PHILOLOGY

Abdurakhmonova Hilola Rakhmatullaevna
Senior lecturer of the department, "Russian language and literature" of Termez State Pedagogical Institute, Uzbekistan

Abduraimova Aziza Ikromjon's daughter
Student of the 3rd year of the Faculty of Philology, Termez State Pedagogical Institute, Uzbekistan

ABSTRACT

This article deals with information and communication technologies (ICT), their classification and characteristics, as the creation and development of information society implies their wide application in education. The article reveals the concepts of forming ICT competence of a teacher in the system of professional and pedagogical education. The material reflecting the forms, methods and techniques of ICT use contributing to the effectiveness of teaching Russian language and culture of speech is given.

KEYWORDS

Information and communication technologies, ICT-competence, student, philologist, teacher, problem, education, learning process.

INTRODUCTION

In the modern world, information and communication technologies play a huge role in the formation of professional communicative competence of students of philology-pedagogy. These technologies allow them to improve and develop their communication skills and use them effectively in their professional activities.

".... ICT are technologies that use computing and telecommunication means to collect, store, process

and transmit information in order to work with information quickly and efficiently" [1, c. 33-35].

One of the main ways of using information and communication technologies for the formation of communicative competence is the use of Internet resources and social networks. With their help, students can communicate, exchange information, participate in discussions and debates, which contributes to the development of argumentation skills, logical thinking and the ability to express their thoughts clearly and reasonably.

In addition, information and communication technologies allow students to learn and develop anytime and anywhere. They can study literature, watch video lessons, communicate with teachers and colleagues, participate in webinars and online courses. This helps them improve their knowledge and skills, broaden their horizons and prepare for their future careers.

Digital technologies have great potential to transform

the educational process. It is necessary to retain the humanitarian values and meanings of education in order to create more effective methods of learning and

self-learning. There is no doubt that their use can improve the quality of learning, enhance student participation and develop the necessary competences. However, it is also necessary to take into account the possible limitations and challenges associated with the use of digital technologies in education and to continuously update curricula and methodologies to optimally exploit the potential of these technologies. [2, c. 465].

In the formation of professional communicative competence of students of philology teachers there are several simple possibilities of using ICT. In the modern world, the student philologist for the

information competence of the teacher in his practice should master with the most simple and understandable competence approaches, expressing the specificity of the development and implementation of ICT in the educational process. First of all, these are the simplest technologies of the 80s and 90s. These are teaching aids with traditional teaching methods and methodological resources, namely the Microsoft Word software.

In Russian language lessons for group and individualised learning and the pace of assimilation of new language material promoting the growth of independence and cognitive activity of students in the conditions of multilevel learning, the future teacher should have a mastery of application of technologies based on electronic learning tools created at the beginning of our century. This can be distance learning technologies (including webinars, online seminars, online courses. They will create convenient and comfortable conditions allowing to expand opportunities for group and individual learning.

With the activation of communicative methods of teaching philology teachers on the Internet, students can study round the clock with the help of pedagogical support at a convenient time and form for them. Because in the Internet it is possible to acquire any foreign language and country information, to develop infinitely in any abilities at any age. For this purpose it is necessary and correct to form the purpose of self-development of personality and to choose disciplinary courses oriented to obtaining special knowledge and skills for self-discovery.

One of the main problems related to the use of information and communication technologies in education is insufficient training of teachers and students in their effective use. Many of them do not have sufficient competence in working with modern

technologies, which complicates the learning process and limits their opportunities.

Another problem is the imperfection of available educational platforms and programmes, which do not always meet the needs of students and teachers. Often there are problems with navigation, updating information, collaboration, etc.

One way to solve these problems could be to conduct systematic courses and trainings to teach teachers and students how to work with information and communication technologies. It is also necessary to constantly update and improve educational platforms and programmes, taking into account the needs and requirements of modern education.

"The fundamentally new possibilities of obtaining information and its ever-increasing volume, new ways of communication cannot but have a significant impact on education. The learning process itself, the role of the teacher and the role of the student are beginning to change significantly. Whereas in the past the teacher shared his knowledge with students and helped them to draw knowledge from books, today. The role of the instructor is becoming different and the emphasis in teaching is shifting more and more to the student's independent work. This poses new, more complex challenges for the teacher. He must orientate himself in the boundless sea of information, teach his students to turn information into knowledge and give them a taste for this work" [3, p. 13].

It is also important to actively apply the latest technologies in the learning process, creating interactive lessons, online courses, webinars and other forms of work using information and communication technologies. Only in this way it is possible to effectively develop professional communicative competence of students of philology-pedagogy and prepare them for the modern requirements of the labour market.

"The emergence of various computer technologies in schools and universities has brought significant changes in the pedagogical process. Intellectual training of teachers will be subsequently replaced by computer programmes, and thus the teacher who taught science and knowledge will appear as a supervisor and consultant" [4, p. 54-60].

Thus, information and communication technologies are an effective means of forming professional communicative competence of students of philology-pedagogy. Using them in the learning process, students can improve their skills of communication, analysis and argumentation, as well as prepare for a successful career in the field of education and culture.

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