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DEVELOPING THE METHODOLOGY OF TRAINING FUTURE INFORMATICS TEACHERS FOR TELECOMMUNICATION EDUCATION ACTIVITIES

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ABSTRACT

This article provides recommendations and skills for improving the methodology of training future informatics teachers for telecommunication education activities.

Keywords: information, communication education, information, information technologies, informatics.

Informatization of all spheres of human life and activity is one of the characteristic features of the current stage of society's development. Informatization is an objective development process associated with an increase in the role and level of influence of intellectual activity on all aspects of human life. The rapid development of information technologies and systems has changed human activity in almost all its aspects: social, economic and cultural spheres, provided effective use of huge information resources that were previously inaccessible; ability to collect, process and share information. These changes have had a serious impact on educational activities both in terms of educational content and in terms of using the capabilities of information systems to achieve educational goals.

Informatization of education includes: improving the quality of teacher training in the context of the introduction of information and communication technologies in a public school, and training future informatics teachers whose professional tasks require the introduction and introduction of current or near future. use of information and communication technologies and systems; use of modern information technologies and systems as a teaching tool and method in almost all studied subjects; training of future informatics teachers, taking into account the introduction of information and communication technologies and systems into the educational process of educational institutions and the entire educational system.

As part of the professional training of the future informatics teacher, it is necessary to highlight the informatics training conducted by the subject complex of the informatics block.

The processes of improving the content and methods of teaching future informatics teachers at the Pedagogical Higher Education Institution are constantly developing. Analysis of the content of the professional activity of an informatics teacher allows us to identify a number of functions related to the use of information systems and technologies:

- Teaching students the methods and tools of information systems design and their use in the computer science course;
- Use of information systems as a means of education, including distance education;
- Organization of the use of information and telecommunication systems in the educational process of other academic subjects, organization and management of school activities.

In this regard, the problem of training a teacher-expert in the use of information technologies and systems includes not only the justification of the ultimate goals of training such specialists, but also the detailed development of their training methodology.

At the same time, the issues of choosing the content and methods of teaching various computer courses aimed at meeting the need for qualified teachers in the modern conditions of informatization of the educational process of the school and society have not yet been sufficiently developed. One of such courses at the Pedagogical University is the subject "Information Systems", which we consider to be one of the main subjects in the block of informatics.

The problem of formation of general and professional competences of informatics teachers is related to the needs of the current stage of social changes, intellectualization of human activity, the tension of economic, political and spiritual problems being solved by society, especially the growing processes. Therefore, due to the complexity and dynamism of modern information and communication technologies, the development of new educational paradigms, and the complexity and dynamism of his/her professional-pedagogical, educational-technological training, the demands of the teacher are increasing.

The new target directions of education are based on the priority of human personality, whose development should become the main value and the most important result of education. These new features of the educational system are manifested in various directions of its development: the emergence of alternative forms of education, the development of new approaches to the formation of educational content, the creation of a new information-educational environment, etc. In such conditions, the issue of improving the content of methodical training of primary school teachers is becoming more and more urgent. In addition, there are unsolved problems that reduce the effectiveness of the introduction of ICT forms.

First of all, it should be noted that the theory and practice of using forms of information technology in education lags behind the pace of development of computer equipment and software.

These factors confirm the need to improve the content and forms of teaching the future school teacher in general, and in particular, the basic classes, to revise the existing technologies of methodical training in pedagogical universities and pedagogical institutes. In addition, modern approaches to teaching ICT organization of higher pedagogical education in a new way in terms and forms, raises the issue of criteria and professional competencies of a person for pedagogical activities.

Currently, there are many pedagogical studies in the world and local literature - in the field of teacher training in the context of informatization, where the problem of training specialists for activities in the context of informatization and computerization of society is considered. , some aspects or components of the use of IT technologies by teachers in the school are being developed.

Targeted and rational professional-pedagogical training of future informatics teachers depends on how we prepare them creatively and practically for planning.

The design of professional and pedagogical activity allows to think in advance of all actions and actions of students, to realize the goals and tasks of teaching and learning, to choose the optimal content of educational material, teaching tools and methods, and topics. and learning rhythm,

reasonable distribution of study time for each level of training, etc. Organization and implementation of forms of organization of teaching on the computer, first of all, requires preparation of teaching and learning tools, psychological and pedagogical preparation of teachers and students, creation of necessary didactic conditions for successful implementation of tasks. goals and objectives of education. In general, the analysis of the forms of organization of computer training allows you to clearly and precisely determine successes and failures in the implementation of the goals and tasks of training, avoid mistakes and shortcomings in the future, coordinate, and strengthen successes in mastering the computer.

2. Future informatics teachers should clearly and accurately imagine the essence, purpose, tasks, structure and content of the forms of organization of computer training, know and be able to follow didactic principles in the process of using one or another form of organization. knowledge and selection of appropriate tools and methods of computer learning, teaching and learning, monitoring and evaluation of acquired computer knowledge, skills and competences.

3. According to the traditional method of training future informatics teachers, according to the forms of organization of computer education, there is not enough study time and the content of the study material to master the subject, which ultimately leads to their It does not help to be scientific and competent. this problem.

To solve this problem, we increased the teaching time due to the introduction of additional training, as well as the form of circle work, which significantly enriched and optimized the content of this topic, its connection with other didactic topics. identified its main function. practical implementation of them in the forms of organization of computer training.

4. Measuring the quantitative and qualitative indicators of the formation of knowledge, skills and qualifications is an important didactic measure to determine the level of development of future specialists. In connection with our study, we measure and analyze the knowledge, skills and abilities of prospective computer science teachers in planning, organizing and conducting computer training. is about to do. In this sense, we have developed the following measurement method with levels such as zero, partial and whole. Zero level is the initial threshold, which indicates a lack of knowledge, skills and competences; partially - describes the acquisition of a certain amount of knowledge, skills, which can be described as the acquisition of elements of a certain system of knowledge, skills and qualifications; comprehensive - describes the complete acquisition of a system of knowledge, skills and abilities.

CONCLUSION

Computer literacy of the young generation is an integral part of preparing the young generation for life and work, because modern society cannot be imagined without information technologies. The use of educational technologies in general education schools of Tajikistan increases the effectiveness of educational work.

However, future school teachers are not ready to use innovative forms of teaching computer literacy. This was especially evident at the elementary school level. Our research confirmed the opinion that teachers at this stage of education do not have sufficient skills in using innovative and communicative technologies.

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