

2. Сандық білім беру ресурстарын оқу процесінде қолдану бойынша әдістемелік ұсынымдар, –Астана: Ы. Алтынсарин атындағы Ұлттық білім академиясы, 2015. – 32 б.
3. Абилядина С.К., Айдарбекова К.А., Ануарбекова Г. Білім беру мазмұнын жаңарту жағдайында сандық білім беру ресурстарын пайдалану//Бъдешите изследвания - 2020: Материали за XVI международна научна практична конференция. – Vol.7: Педагогически науки: София.«Бял ГРАД-БГ», 2020.-P. 62-65.
4. <https://imektep.kz/kz>

**Sergaliyeva D.T.**, Karaganda University named after academician E. A. Buketov, faculty of foreign languages, gr. MIYA-52, master student  
(*Supervisor – Candidate of pedagogic sciences, assistant professor Assanova D.N.*)

## TEACHER'S IT COMPETENCIES IN THE CONTEXT OF DISTANCE LEARNING

The use of Internet technologies has become an integral part of the daily life of all mankind. This is evidenced by the fact that the number of Internet users is growing steadily around the world. Modern society requires a transition to a fundamentally new level of access to quality education. The XXI century is characterized by the creation of a knowledge society, the key components of which are knowledge, experience, skills, competencies and innovation. At the present stage, there is a comprehensive mass introduction of information technologies in all areas of education. The main goal of informatization of the education system is to transform modern information resources and information and communication technologies into a resource of the educational process that ensures the formation of qualitatively new educational results.

The pandemic of viral infection in 2020 showed the vulnerability of humanity to various circumstances that prevent personal communication. Teachers were called upon to ensure a continuous and high-quality educational process through distance learning based on the use of electronic educational resources.

In scientific and periodical domestic and foreign literature, there is a lot of material that describes the pros and cons of social networks in education. This problem became more urgent during the pandemic, when all educational institutions were forced to switch to distance learning. However, despite all the disadvantages of using various network platforms in the educational process, such as unstable access to technological resources, the low quality of sources on the Internet, many factors that distract from educational activities, etc., we must agree that this is a powerful tool for organizing interaction of students and teachers, their participation in professional communities. Technology can be a very effective tool, but it is just a tool. Technologies are not intended to replace a teacher; rather, the idea is to create such a learning environment that will allow switching the organization of the educational process to a higher level, ensuring the formation of qualitatively new educational results.

The specifics of the field of education are such that it will always have special requirements, because the efforts of the system are aimed at people. Therefore, along with technological progress in the educational sphere, the process of its humanization is also important. The main goal of the education system is, of course, to prepare a person for life in an ever-changing world. Therefore, it is necessary to build the educational process in such a way that it develops the potential capabilities of a person, helps to find themselves and develop their talents in the professional and social sphere. After all, while working on the Internet, a student can not only gain new knowledge, but also actively practice useful communication skills through interaction with other members of professional online communities [1].

All of the above indicates that, first of all, a modern teacher today is not only a traditional teacher with general competencies, but also a person who knows the educational segment of the Internet, who is oriented in pedagogical network communities, who has the skills to conduct the educational process using information and communication technologies, knowing pedagogical technologies of distance learning, able to teach his subject in any form using any means of communication. The teacher himself forms the educational environment for training a specialist: he designs the content of an academic discipline, a professional module, and selects the necessary software. Consequently, the level of competence formation of each graduate depends on the personal and professional qualities of the teacher.

Initially, the term competence was used in pedagogy only in relation to the study of a foreign language. It was first used by N. Chomsky, a professor at the University of Massachusetts (USA), in 1965. By competence, he meant "the speaker's knowledge of the language", distinguishing it from "the use of the

language" [2]. In modern society, the concept of "professional competence" of a teacher is considered from the point of view of a humanistic approach to education, the purpose of which is the formation and development of the student's personality [3]. Thus, we can conclude that the competence of a teacher is something that can be learned, his pedagogical, psychological and methodological literacy, the presence of practical work experience, it depends on various personality traits, its main source is training and subjective experience. Professional competence is characterized by a constant desire to improve, acquire new knowledge and skills, and enrich activities. The willingness to constantly improve their skills, professional development is the psychological basis of competence.

The general competencies of a teacher can be grouped into several blocks: personal, organizational, intellectual and communicative. The following professional and pedagogical competencies are distinguished: socio-psychological; professional and communicative; general pedagogical; subject; managerial; reflexive; information and communication; competence in the field of innovation; creative competence. There are also professional skills (hard skills) – the skills of a teacher, which are extremely important in the educational process, but are not related to the teaching methodology. Such as creating a comfortable psychological environment in the learning process; involving all participants in the learning process; strategic planning; the skill of applying formative assessment; maintaining a professional image, etc.

Globalization and modern conditions require all specialists to constantly improve, they must be able to use information resources productively. First of all, this applies to teachers. A distance education teacher must have a system of professionally significant qualities. In this case, competence as a professional quality is determined by the presence of three groups of characteristics: technical competence, subject and methodological competence. Technical competence is a necessary condition for working in a remote format, which consists in the ability of the teacher to use digital educational technologies and equipment, IT-communication for the full implementation of the educational process. Subject competencies are the foundation of a teacher's professional skills, and it is their duty to know the subject well. Methodological competence is the knowledge of the basics of the theory and methodology of higher education, the ability to "adjust" the methodological system of training to work in a remote format in compliance with the relevant pedagogical principles. To modernize the educational process, teachers should use social networks and blogs, video chat and video conferencing programs, 3D communication systems, cloud services, and many other tools. In the context of distance learning, it is possible to effectively organize teamwork, long-term project activities, international exchanges, including scientific and educational ones, mobile continuing education and self-education, and even networking activity of people located at the ends of the globe.

The teacher's readiness for remote work is one of the most important professional competencies. It should be maintained and intensively used, be the subject of development in the professional training of teachers, professional development [4]. Accordingly, the training of teachers for remote work should be considered a necessary direction of the personnel policy of an educational institution [5].

In order to determine the level of development of IT competencies of teachers and their readiness for learning in a distance format, the branches of JSC "National center of improving qualifications "Orleu" together with the Education Departments of the regions in November 2020 on behalf of the Ministry of Education and Science of the Republic of Kazakhstan conducted a survey. The questionnaires contained questions on the following aspects of teaching activities: curriculum and assessment, teaching practices, digital skills, educational organization and management, professional development of teachers. 306 482 teachers from 6 858 schools of the republic took part in the survey. The level of digital competencies of teachers was defined as basic, sufficient (average) and optimal (high). During the survey, high results were revealed for acceptable and optimal levels in Aktobe, WKO and Karaganda regions. 66,262 (22.3%) of the interviewed teachers showed a basic level, 202,546 (66.1%) an acceptable level covering basic level, 35,674 (11.6%) an optimal level with coverage of teachers from basic and acceptable levels (Figure 1). The analysis of the total indicator of the level of IT competences of teachers in the Republic of Kazakhstan is 100% at the basic level, 77.7% at the acceptable level and 11.6% at the optimal level. Thus, the majority of teachers have IT competence formed at an acceptable level of [6].

However, most teachers do not know how to analyze strategies for using digital technologies and service applications when developing their own digital educational resources. The results of the analysis of digital skills of teachers show that most are able to organize a distance educational process in ZOOM, have an idea about the use of electronic educational resources. But, at the same time, more than half of the respondents experience: insufficient knowledge of the Windows operating system; difficulties in protecting information from viruses; difficulties working in MS Excel; difficulties in storing information in the cloud, and others.

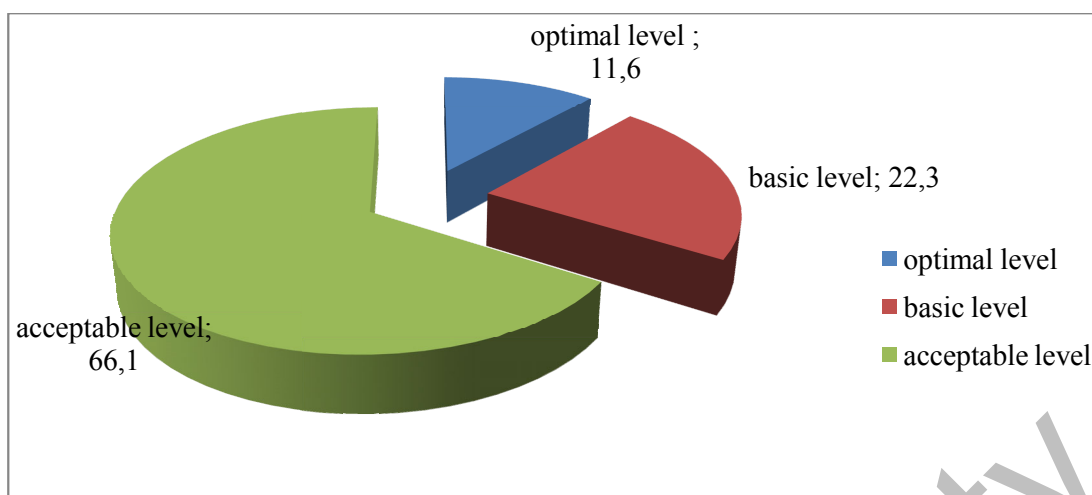


Figure 1. The level of development of IT-competencies of teachers of the Republic of Kazakhstan

Thus, now all educational institutions are faced with an urgent need to create a training program and advanced training for teachers who are ready for professional development in the field of distance technologies. There are two main problems that hinder informatization: the unpreparedness of teachers to work using informatization means and the low quality of content, incoherence, inconsistency with methodological systems of teaching educational information resources [7].

There is no unified classification of competencies in the republic, the formation of which should be sought in the preparation of distance education teachers. To train a competent teacher of Distance Education, it is necessary to systematize the requirements for the qualification level of a specialist and the employer's expectations in relation to a graduate of a vocational educational institution. We also consider it expedient that the introduction of systematic IT-training of specialists in the country's pedagogical universities, in addition to the compulsory computer science course, it is necessary to introduce additional courses on information and communication technologies in education into their training program. The professionalism and competence of the teacher are the key conditions for achieving the modern quality of education. In connection with the development of Internet technologies, the demand for a highly qualified, creatively working, socially active and competitive teacher who is able to educate a socialized personality in a rapidly changing world has increased.

#### References

1. Лямин А.В., Хоботова А.Р., Чежин М.С. Использование социальных сетей в образовании – СПб: Университет ИТМО, 2015. – 67 с.
2. Ломакина, Г. Р. Педагогическая компетентность и компетенция: проблемы терминологии / Г. Р. Ломакина. — Текст: непосредственный // Педагогическое мастерство : материалы I Междунар. науч. конф. (г. Москва, апрель 2012 г.). — Москва: Буки-Веди, 2012. — С. 276-279. — URL: <https://moluch.ru/conf/ped/archive/22/2190/> (дата обращения: 02.02.2021).
3. Байденко В.И. Выявление состава компетенций выпускников вузов как необходимый этап проектирования гос впо нового поколения: методическое пособие. – м.: исследовательский центр проблем качества подготовки специалистов, 2006. – 72 с.
4. Никуличева Н.В. Квалификационная характеристика как основа для повышения квалификации преподавателя дистанционного обучения // Открытое образование. 2013. № 5. С. 16-23.
5. Галиханов Г.Ф., Хасанова М.Ф. Подготовка преподавателей к онлайн-обучению: роли, компетенции, содержание // Высшее образование в России. 2019. № 2. С. 51-62.
6. [https://www.nur.kz/kaleidoscope/1891571-vyavlen-uroven-it-kompetencij-pedagogov-strany/?utm\\_source=clipboard&utm\\_medium=article-fragment](https://www.nur.kz/kaleidoscope/1891571-vyavlen-uroven-it-kompetencij-pedagogov-strany/?utm_source=clipboard&utm_medium=article-fragment)
7. Бидайбеков Е.Ы., Камалова Г.Б., Киселева Е.А. О необходимости подготовки и переподготовки педагогических кадров в области информатизации образования. Научно-методический журнал «Педагогика и психология». 2011. №1. -С.164-167.