

СЕКЦИЯ «ШЕТЕЛ ТІЛДЕРІН ОҚЫТУДАҒЫ АҚПАРАТТЫҚ ТЕХНАЛОГИЯЛАР»

СЕКЦИЯ «ИНФОРМАЦИОННЫЕ ТЕХНОЛОГИИ В ОБУЧЕНИИ ИНОСТРАННЫМ ЯЗЫКАМ»

IT COMPETENCE AND DIGITAL LITERACY

Азамат Раушангул

Астана халықаралық университеті

Қазақстан, Нұр-Сұлтан қ.

Abstract: This research article assumes that the teacher's ability to transmit to the child the necessary for his later life knowledge, skills independent cognition and development, and most importantly, attitudes towards this development are based on two prerequisites:

- digital literacy of a teacher;
- his professional ICT competencies.

Like a person of any other profession, the teacher must have digital literacy, that is, the basic knowledge, skills and attitudes necessary for life in a digital society. Already today in developed countries without the proper level of digital literacy becomes impossible by itself the fact that a person is employed, including a teacher, not to mention that digital literacy is the foundation for the development of professional ICT competencies.

Key words: digital literacy, IT competence, teacher's ability, modern information, skills and attitudes, knowledge and communication.

Аңдатпа: Ұсынылып отырған мақаланың негізі – мұғалімнің балаға қажетті нәрсені беру қабілетін болжайды, оның кейінгі өмірлік білімі, дағдысы үшін тәуелсіз танымы мен дамуы және ең бастысы, бұл дамуға деген көзқарас екі алғышартқа негізделген:

- мұғалімнің цифрлық сауаттылығы,
- оның кәсіби АКТ құзыреттері.

Кез келген басқа мамандық иесі сияқты, мұғалім де цифрлық сауаттылық, яғни цифрлық қоғамда өмірге қажетті негізгі білім, дағдылар мен көзқарастар болуы керек. Қазірдің өзінде дамыған елдерде тиісті цифрлық деңгейі жоқ адамның жұмыспен қамтылуы өздігінен мүмкін болмайды, оның ішінде мұғалім, кәсіби сауаттылығын шыңдау үшін АКТ құзыреттіліктерін дамыту міндет.

Кілт сөздер: цифрлық сауаттылық, АКТ құзыреттілігі, мұғалімнің қабілеті, заманауи ақпарат, дағдылар мен көзқарастар, білім мен коммуникация.

Introduction

Educators around the world are becoming increasingly aware of the benefits of which is provided by the skillful use of modern information and communication technology (ICT) in general education. ICTs help solve problems wherever essential have knowledge and communication. These include: improving learning processes, increasing educational schoolchildren's results and learning motivation, improving parental interaction and schools, communication in the school network and the implementation of joint projects, improving the organization and management of the educational process. And this is not surprising, since the opportunities that ICT provide for the development of an innovative economy and modern society, became available for education. [1]

The purpose of the study was to obtain objective data on the readiness of teachers to use the opportunities provided by digital technologies today in their professional activities. We consider this data starting point for monitoring and basis for corrective action in the field of improving the ICT competencies of teachers as parts of their professional development in accordance with the requirements, imposed by the emerging digital economy.

The tasks of the research article:

1. Studying international approaches to assess the level of digital literacy and ICT competencies of teachers
2. Calculation of digital literacy indices
3. Assessment of teachers' readiness to use digital technologies in the educational process (index of ICT-competencies)
4. Development of recommendations for all stakeholders to improve digital literacy of teachers and their readiness for widespread use ICT in the educational process.

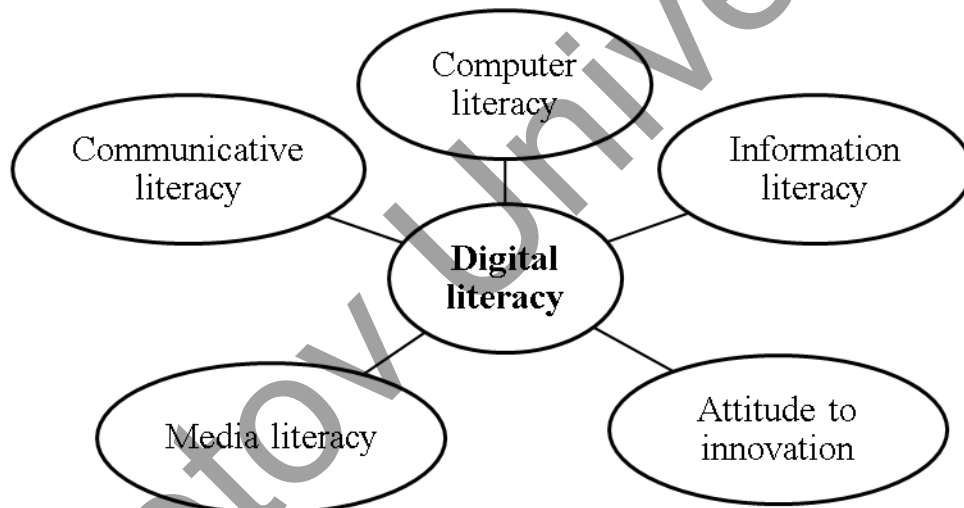
Research methodology. It is very important to use modern information technologies in teaching a foreign language in educational institutions. Teaching English using information and communication technologies, didactic game technologies and multimedia methods helps to effectively master the language. Therefore, the use of Internet resources and the use of technology to develop vocabulary is a key part of the process of learning a foreign language. Learning using Internet resources is not only a modern form of education, but also a guide to market globalization. As mentioned earlier, digital literacy, like general human literacy, "is not has a profession". Digital literacy a teacher is the same system of basic knowledge, skills and attitudes in the field of everyday use of digital technologies, like people of other professions. [2] The approach is based on the assessment of indicators of information, computer, communication literacy, media literacy and attitude to technology. Each of the listed indicators is assessed in three aspects: cognitive (knowledge), technical (skills) and ethical (attitudes):

- The cognitive aspect characterizes how a person evaluates, creates, critically approaches to work with information, computer, media, how he communicates with other users and how it relates to technologies;

- The technical aspect reflects the skill find the information you need, media material, as well as an understanding of how they work digital devices and new technologies;

- The ethical aspect assesses the attitudes of people to follow generally accepted regulations for the use of tools digital environment. For example, understanding the need to verify information and its sources, compliance norms of communication in the network, etc.

The main advantage of this approach is which became decisive for his choice during detailed study of international experience in this area, it became that the indicators measurements of digital literacy are formulated on the basis of an analysis of objective needs of the economy - based on big data and machine learning technologies, vacancies are studied and employers' requirements for digital skills and knowledge of candidates (demand-side analysis). At the time of the study, this the methodology seems to be the most developed and practice-oriented, it has become the result of the joint work of specialists from around the world. [3]



Information literacy – understanding the role and the degree of influence information for life human. Skills: ability to search and find information on different resources, understanding the benefits and harm to information. The concept of information literacy focuses on the ability to clearly articulate information necessary to solve a problem or take an effective solution, organize and arrange it in suitable and convenient formats to satisfy the interests of the alleged users, communicate quickly and easily, use the information for its intended purpose, for which it was collected, and then index and archive it for possible subsequent use. [4, 190]

Computer literacy – understanding of technical components of a computer and their principles interactions. Ease of use digital devices regardless of platform/interface, understanding the "purpose" of the computer and the purposes of its use. As digital technology evolves groups of the population who have access to them are getting more and more opportunities. [5, 109]

Media literacy – understanding the diversity of information sources, forms and channels its distribution. Skills: ability to search for news in different sources, check their completeness and reliability critical attitude to information messages, news.

Communicative literacy – understanding the difference digital communications from live communication. Skills: ability to use modern facilities communications (social networks, messengers) awareness of the presence special ethics and norms digital communication environment. Communication literacy is the key developing and maintaining social ties and the social capital of each person. Communication on the Internet allows you to compensate for the collapse of traditional communication [6, 17].

Attitude to innovation – understanding technology trends. Skills: willingness to work with new and modern technologies (applications, gadgets) understanding the benefits technological innovation for development society and myself personally. The attitude of a person to innovative technologies is on a par with information, computer, communication and media literacy. If a person follows technology, he is more interested in development own digital literacy. [7, 41]

Conclusion

The results of the digital literacy assessment show that two-thirds of teachers and teachers have enough knowledge, skills and follow the correct attitudes. Topics no less there is a need for teachers to develop:

- knowledge in the field of modern computer technology and software provision, as well as the principles of their work;
- skills in using modern technologies (gadgets and applications);
- installations in the field of verification of information from the Internet and the media and in relation to the benefits of modern gadgets for human everyday life. This step is a prerequisite for further development. ICT competencies used in professional activities by teachers.

The purpose of my using the technologies are communicative competence and its components in particular information communication, development of digital competencies. improve grammatical, phonetic, lexical skills, developing students' reading, writing, speaking and listening skills. Currently used digital and multimedia linguodidactic resources: Electronic dictionaries, including in the learning process used: explanatory dictionary, reference book, terminological, illustrated and interactive dictionaries; original materials in the target language (text, graphics, video, audio, game formats); special educational resources for teaching a foreign language (electronic textbooks and printed assignments use of developed computers, programs; interactive educational materials); applications (MS Word, MS PowerPoint, web browsers); electronic synchronous instruments (chats, instant messengers, video conferencing) and asynchronous (email, forums, social groups. networks) communication; internet resources used in the learning process (hot-list, multimedia album, three-character, thematic sample, web-quest) can be used in everyday language learning. [8, 19] These technologies are used in different ways in teaching a foreign language. Organizational activities of students,

for example: classroom work; extracurricular activities; remote learning and blended or blended with audience elements includes training. The most promising training in foreign languages it should be noted that this is with a teacher and students directly via electronic means of communication coordinates related, independent and additional work allows. Multimedia and digital resources for teaching English performs the following functions: Educational (during the presentation of language material used); trainer (teaching skills and used to develop communicative competence); Supervision (formation and control of knowledge and skills); Integrated (the above elements combines. When using multimedia and digital technologies in lesson planning, there are three stages in accordance with the general laws of resource use it is necessary to organize the work by Point before the first text -the Internet resources used here are planned, the task is set in advance. The second stage text – assignment through digital resources. The third stage after the text is digital resources. The task is automatically checked.

References

1. Структура ИКТ-компетентности учителей. [Электронный ресурс]. 2011. URL: https://unesdoc.unesco.org/ark:/48223/pf0000213475_rus (дата обращения: 05.01.2019)
2. Martin, Grudziecki. Digital: Concepts and Tools for Digital Literacy Development. DigELuti: Concepts and Tools for Digital Literacy Development, 2006
<https://www.tandfonline.com/doi/full/10.11120/ital.2006.05040249>
3. Chetty K., Wenwei L., Josie J., Shenglin B. Bridging The Digital Divide: Measuring Digital Literacy, 2017 [Электронный ресурс]
https://www.g20-insights.org/policy_briefs/bridging-digital-divide-measuring-digital-literacy/
4. Сетевая активность ученых и преподавателей как фактор развития их творческого начала. Соколова И.В. в сборнике 2012. С. 190–194
5. Информатизация системы управления научно-образовательными ресурсами вуза как показатель инновационного развития. Аймалетдинов Т.А. В сборнике: Продолжая Грушина. Материалы Второй международной научно-практической конференции. 2012. С. 109–110.
6. Развитие сетевых взаимодействий в системе социального образования. Соколова И.В., Аймалетдинов Т.А., Иванченко Д.А., Плахтий М.В., Воронина Е.П. Москва, 2009. Издательство НАФИ, 2019. – 84 с.
7. Цифровая грамотность для экономики будущего / Т.А. Аймалетдинов, Л.Р. Баймуратова, В.И. Гриценко, О.А. Долгова, Г.Р. Имаева, К.В. Смирнов. – М.: Издательство НАФИ, 2018. - 86 с.- с. 41
8. Селевко Г.К. Современные образовательные технологии: учеб. пособие. – М.: Народное образование, 1998. – 256 с