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INFORMATION COMPETENCE AS AN IMPORTANT COMPONENT OF A MODERN FOREIGN LANGUAGE TEACHER'S PROFESSIONOGRAM

Abstract. The article considers the importance of information competence as a necessary component of professional training of a modern foreign language teacher. Information competence is considered as the ability of a teacher to work effectively with information, use information resources and technologies to achieve educational goals. The article deals with the importance of information competence in the professionogram of a modern foreign language teacher. The definition of information competence is given and its main components are named. The main skills that make up the information competence of a future foreign language teacher are described. The main methods and strategies for developing information competence among future foreign language teachers are also highlighted. The article emphasizes the importance of using information and communication technologies together with other modern pedagogical technologies. The methodological skills that need to be formed in future foreign language teachers during their studies at a higher educational institution are listed. The article characterizes the main aspects of information competence in the context of teaching foreign languages, such as the search, evaluation, processing and use of information for the preparation and conduct of lessons. The role of information competence in successful pedagogical practice is analyzed and examples of its implementation in the educational process are given. Positive trends towards high-quality content of the educational process are described, taking into account modern changes and requirements for foreign language teachers. The main provisions necessary for the formation and development of the professional level of information competence of future foreign language teachers are highlighted and ways to intensify all levels of the educational process are described. The necessity of developing the future teacher's personality in the information society is noted.

Keywords: information competence, information and communication technologies, internet technologies, information society, individualization of educational activities.

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ІНФОРМАЦІЙНА КОМПЕТЕНЦІЯ ЯК ВАЖЛИВА СКЛАДОВА ПРОФЕСІОГРАМИ СУЧАСНОГО ВЧИТЕЛЯ ІНОЗЕМНИХ МОВ

Анотація. Стаття розглядає важливість інформаційної компетентності як необхідної складової професійної підготовки сучасного вчителя іноземних мов. Інформаційна компетентність розглядається як здатність вчителя ефективно працювати з інформацією, використовувати інформаційні ресурси та технології для досягнення навчальних цілей. У статті йдеться про важливість інформаційної компетенції у професіограмі сучасного вчителя іноземних мов. Дано визначення інформаційної компетенції та названо основні її компоненти. Охарактеризовано основні уміння, які складають інформаційну компетенцію майбутнього вчителя іноземних мов. Висвітлено також основні методи та стратегії розвитку інформаційної компетентності у майбутніх вчителів іноземних мов. У статті наголошено на важливості використання інформаційно-комунікаційних технологій разом із іншими сучасними педагогічними технологіями. Перераховано методичні уміння, які необхідно сформувати у майбутніх вчителів іноземної мови під час навчання у вищому навчальному закладі. У статті розглядаються основні аспекти інформаційної компетентності в контексті викладання іноземних мов, такі як пошук, оцінка, обробка та використання інформації для підготовки та проведення уроків. Проаналізовано роль інформаційної компетентності в успішній педагогічній практиці та наводяться приклади її впровадження в навчальний процес. Описано позитивні тенденції до якісного наповнення змісту навчального процесу з урахуванням сучасних змін та вимог до вчителя іноземних мов. Висвітлено основні положення, необхідні для формування та розвитку професійного рівня інформаційної компетенції майбутніх учителів іноземних мов та описано шляхи інтенсифікації всіх рівнів навчально-виховного процесу. Наголошено на необхідності розвитку особистості майбутнього вчителя в умовах інформаційного суспільства.

Ключові слова: інформаційна компетенція, інформаційно-комунікаційні технології, інтернет-технології, інформаційне суспільство, індивідуалізація навчальної діяльності.

Problem statement. The current economic development of Ukraine has significantly affected the process of informatization of the entire education system. Informatization of general secondary and higher vocational education has received a special impetus thanks to state targeted programs for informatization of education.

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These programs contributed to the creation of technical conditions for the intensive use of information and communication technologies in the educational process, including teaching a foreign language.

Analysis of recent research and publications. In a number of pedagogical and methodological studies, such scientists as M.I. Zhaldak, N.I.Bychkova, L.A. Kartashova, T.I. Koval and others reveal the didactic potential of introducing information and communication technologies in the process of teaching a foreign language: the implementation of a personality-oriented approach to learning, multi-level, creating conditions for the formation of all components of foreign language communicative competence, maximum consideration of the interests and needs of students.

The aim of the article is to reveal the importance of an information competence in the professionogram of a modern foreign language teacher and to analyze the peculiarities of its development.

Presentation of the main material. The information competence of a foreign language teacher is understood as the ability to use a wide range of information and communication technologies in the process of teaching a foreign language and culture of the language being studied. The component composition of information competence is presented differently in the works of researchers from different branches of scientific knowledge. In particular, we can identify the following components:

- Cognitive component which is considered as the process of analyzing, processing, receiving, transmitting, predicting, providing, selecting and storing information. In other words, it is knowledge and correct application of information in professional activities.

- Technical and technological component which includes work with information using information technologies. The computer becomes the main means of working with information to achieve the educational goal.

- Communicative component which implies the use of languages to establish, maintain communication and transmit information, master the means of communication (verbal, nonverbal).

- Value-motivational component which means creation of motivational values, showing interest in mastering and using information, which contributes to the expansion of knowledge, self-improvement of the individual, and further knowledge transfer [3, p. 33].

- Reflexive-self-awareness and self-esteem of the individual, influence on the opinion of others. This component contributes to awareness of its purpose in the information society, self-regulation of professional activity occurs as a comprehensive analysis of the results.

It should be noted that this classification of the component composition of information competence is purely theoretical in nature and cannot be used in practice in its existing form. This is because there is no clear line between the skills that make

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up the various components. On the contrary, in real life, many skills relate to several components at the same time. In this regard, in accordance with the components of information competence, we offer a list of communicative and cognitive skills that make up the information competence of a foreign language teacher. Taking into account the fact that the skills of value-motivational and reflexive components are general pedagogical and can relate to different types of competence, it was decided to exclude them from the list.

Thus, the information competence of a future foreign language teacher will consist of the following skills:

- search and select Internet resources in a foreign language;
- use the software to create author's online training materials;
- critically evaluate the information received;
- use synchronous and asynchronous internet communication tools in the process of teaching a foreign language;
- use various search engines and search technologies for educational purposes;
- introduce modern internet technologies into the educational process.

It should also be noted that the component composition of information competence is not static, but may change depending on the emergence and application of тем, even more effective information and communication technologies. Therefore, these skills reflect the information competence of specialists in the field of teaching a foreign language at the present stage [3, p. 32].

The development of the modern information society creates the need for compliance of the school and higher education system, content and teaching tools with the rapid changes taking place around us. the search for effective ways to form an information culture related to information literacy of both teachers and schoolchildren, namely the skills to use information and communication technologies (ICTs) in various spheres of life and professional activity, comes to the fore. In this regard, the use of ICT together with modern pedagogical technologies as innovative forms and methods that contribute to the comprehensive development of students in general and the formation of their foreign language communicative competence in particular is of great importance. Modern tools for organizing students' educational activities place high demands on the teacher: he must be a creative and skilled specialist in his field, must have the latest pedagogical technologies and forms of work. Involvement in the educational process of ICT and pedagogical technologies of the third millennium, among which the project technology is defined as key, increases the level of motivation of students, allows more effective use of academic and extracurricular time, differentiates the process of mastering a foreign language, taking into account the individual characteristics of schoolchildren, that is, to bring the learning process to a fundamentally new level. The leading role of project technology is due to its versatility, a comprehensive way of organizing training, and the dialogic nature of the educational process. This innovative technology involves the use of a whole set of creative, problem-based,

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search, research, group, interactive, presentation, reflection and other methods and techniques, as well as ICTs as electronic learning tools. Project technology combines a deep study of the content of an academic discipline and a broad involvement of intersubject connections. In teaching foreign languages, it is aimed at integrative use of various types of foreign language speech communication in order to create personal creative products for students in authentic situations of educational and socio-cultural activities. Due to its didactic potential, the project technology is able to ensure the formation and development of students' skills of the 21st century ("the 4Cs of 21st century skills"), namely critical thinking skills, communication skills, collaboration skills and creative skills [11].

Specially designed for students of the philological profile of the first (Bachelor's) level, selective disciplines for mastering innovative educational technologies, including project-based ones, which are taught after studying the basic course of foreign language teaching methods, are designed to familiarize future teachers with the theoretical foundations and methods of using modern technologies in teaching a foreign language, to form the necessary professional and methodological skills for students.

The above-mentioned shortcomings indicate the need to improve the information and communication competence of future foreign language teachers and purposefully develop their methodological skills, namely:

- development of criteria and parameters for evaluating students' project work, especially holistic and analytical assessment scales (rubrics);
- creation and use of educational materials for managing autonomous project activities of schoolchildren;
- application of interactive techniques in project-based foreign language teaching.

No less important is the issue of forming students' methodological skills of self- and mutual evaluation of educational projects (for example, web quests) [6, p.366].

Therefore, fundamental changes in the modern development of higher education institutions in Ukraine are characterized by a tendency to high-quality content of the educational process and the definition of modern information technologies in teaching students to ensure the versatile development of the individual. The computer can be effectively used in a wide variety of communication tasks and situations, taking into account the psychological characteristics of students, both to get acquainted with new language material, new samples of utterances, and can create optimal conditions for successful development of program material: this ensures a flexible, sufficient and feasible load of exercises for all students. An important feature of a computer in teaching a foreign language is that it can work in a communicative-directed dialog mode and in a certain way, make up for the lack of a natural communicant, modeling and imitating it. The use of computer tests and diagnostic complexes in a foreign language practice classes will allow the teacher to get an objective picture of the level of assimilation of the studied

material in a short time and correct it in a timely manner. At the same time, it is possible to choose the level of difficulty of the task for a particular student, analyze its positive and negative features. It is new learning technologies based on information and communication technologies that make it possible to intensify the educational process, increase the speed of perception, understanding and depth of assimilation of huge amounts of knowledge. It is no coincidence that the choice of English language teaching strategy today is primarily about the student's activity, teaching – learning (instead of training, which involves active leadership of learning on the part of the teacher) [11].

It is thanks to information technologies that working with educational material becomes more interesting and important. Therefore, the teacher performs a managerial function rather than an informational one and becomes, in fact, a consultant in independent training of students. After all, the role of a teacher is to create conditions for mastering professional skills, preparing for self-education, building up dignity and intelligence. This, in turn, raises the problem of improving pedagogical skills, improving the skills of specialists and effectively implementing modern information technologies in the pedagogical training of students. Individualization of educational activities as an important reference point for the successful provision of the educational process is also implemented within the framework of differentiated training (in the conditions of mass work), which provides for the division of all students into conditional groups with homogeneous psychological characteristics and level of training. Building independent work necessarily takes into account the multi-level content of education, unloading and redistributing information, and changes the traditional functions of teachers. The transition to democratic relations in the educational process corresponds to modern transformations in the European higher education area and provides for personal inclusion in activities with the available means or the need to look for new ones. This means that at all stages of organizing educational activities, the teacher should show wisdom and tact, positive emotions, and not reproach students for their low academic performance, physical disabilities, or negative behavior. After all, the very first task of a teacher is to create an environment that is provided with appropriate relationships, which would provide moral assistance, encourage students to become better. Improving the effectiveness of each individual's activities will undoubtedly depend on taking into account the structural construction of the content of academic disciplines, including the practice of a foreign language. Today, theories are actively being developed regarding the qualitative content of all components of such content. Therefore, to ensure the quality of training, it is necessary to create conditions for an optimal combination of methods and forms of independent activity, which is an important factor in the effective implementation of modern information technologies for organizing training in the democratization of training of a future specialist [1].

The development of information and communication technologies creates opportunities for access to the Internet network, almost instant exchange of

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information between students and teachers. Of course, these technologies require a good material base of higher education institutions, access to a server computer. The results of monitoring educational activities, of course, are expressed in its assessment, that is, in determining the level of performance of tasks, their preparation, and the ability to creatively solve problems. In order to form ideas about improving the activities of a higher education institution, a teacher should study the sources of information received (printed or oral), identify the results of pedagogical practice, and study the professional experience of teachers.

The rapid progress of Information Technologies, the use of computer technologies in modern society led to the formation of a new field of pedagogical knowledge – Media Education, caused by the need to be sociable and contact, easily adapt to different social groups. Attracting Internet resources and telecommunications networks for planning and conducting classes allows students to work at an individual pace, cooperate with their peers and teachers. Today, the distribution of telecommunications networks, the development of the Ukrainian internet sector, the intensification of the introduction of internet services in various spheres of public life, digital broadcasting, the further development of multichannel telecommunications networks and further computerization are relevant. Therefore, the training of young people, based on the use of Information Technologies, online courses, improves their orientation in the future, which allows them to use very valuable time (training) not only for mastering knowledge, but also for self-preparation for classes and participation in them [2], [7].

Almost every researcher dealing with the problem of integrating Internet technologies into the process of teaching a foreign language has considered the educational potential of Internet resources. The additional possibility of creating an information and visual learning environment, of course, contributes to improving the level of socio-cultural competence of students. The Internet creates unique conditions for getting acquainted with the cultural diversity of the communities of the countries whose language is being studied, which is not always possible for a traditional foreign language textbook. At the same time, a foreign language is used as the main means of education and self-education. However, in almost all studies, researchers explicitly or implicitly refer to Internet resources as additional or auxiliary educational materials. These resources should be considered as analog or alternative in the educational process. According to modern research, the lack of necessary training for teachers to work with information technology tools is one of the main reasons that hinder their comprehensive and purposeful use in the educational process. Therefore, the formation and development of an appropriate level of information competence of future teachers is an urgent task, the solution of which will contribute to the pedagogically appropriate use of information technology capabilities in order to improve the educational process.

The need to form and develop a professional level of information competence of future foreign language teachers is due to the following provisions:

- implementation of the social order dictated by the informatization of modern society: (the need to train a future foreign language teacher in the field of Information Technologies; the need to use pedagogical and information technologies to prepare students for independent cognitive activity);

- development of the personality of the future foreign language teacher, his preparation for independent productive foreign language activities in the information society (except for the transfer of information and knowledge embedded in it), which provides for:

1) development of constructive, algorithmic thinking due to the peculiarities of communication with information technologies;

2) development of creative thinking by reducing the share of reproductive activity;

3) development of communication skills based on the implementation of joint projects with students from the countries whose language is being studied;

4) developing the ability to make optimal decisions in a difficult situation (during speech telecommunications business games, working with simulator programs, etc.);

5) development of philological research skills (when working with modeling programs and intelligent educational systems);

- intensification of all levels of the educational process:

1) improving the efficiency and quality of training through the use of Information Technologies;

2) identification and use of stimuli for activating students' cognitive activity;

3) deepening intersubject connections as a result of the use of modern information processing tools in solving educational problems [5, p. 82].

Conclusions. So, at the stage of forming the cognitive-procedural component, it is proposed to introduce educational and professional tasks and problem-based search tasks that make the learning process practice-oriented. In order to form the technological and design component of the professional competence of a future foreign language teacher, it is necessary to make a transition from the theoretical educational activity of students to the direct solution of professional problems in the real educational process during pedagogical practice. This type of activity most contributes to the formation of technological and design skills that ensure the strategic orientation of pedagogical activities, determine the level of professional competence.

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