



Professional Training of Future Primary School Teachers in the Field of ICT

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Annotation. *This article describes the change in the requirements for the professional training of primary school teachers as a result of the emergence of new processes related to informatization, integration, technologization, etc. in education.*

Key words: *primary school teachers, competence, respondent, information and communication technologies, professional competence, questionnaire, pedagogical observation, conversation.*

The consistent modernization of the entire educational system is associated with general trends in World Development, one of which necessitates the transition to a post-industrial and informational society. The main stage of this transition process involves not only the active use of computer technologies in the educational process, but also the informatization of education, the management of educational institutions and the educational system as a whole, the creation of an infrastructure that provides the process of informatization, which is associated with the introduction of information and communication technologies (ICT)

A new qualitative level of vocational education leads to a change in the requirements for professional training of a specialist in the conditions of informatization of Education, which, of course, includes professional training in the field of ICT. And these changes also affect the professional training of future teachers.

Analysis of state educational standards of higher professional education in the specialty of pedagogy made it possible to draw conclusions about the fact that along with the daily professional tasks of the teacher, there are goals and objectives such as the ability to use modern scientifically based methods, methods and means of teaching subjects, including technical means of teaching, information and computer technology.

Of particular importance today is the first teacher of children, that is, the primary school teacher, in the formation of an adequate perception of the modern world by a child, his readiness for a big life in an informed society.

In a modern informatized society, the effective organization of the educational process in primary school is no less important than the professionalism of the first teacher, the quality of the technical means used in the course process and the content of computer programs. V. K. Vlasova noted that "it is necessary to improve the qualifications of specialists who are able to qualitatively teach primary school students the basic subjects prescribed in the school curriculum using new information technologies, as well as introduce children to the complex world of modern computer science. These specialists should be well versed in child psychology, master the methodological methods of teaching school-age children, and become mature specialists in the field of Information Technology."

However, in the modern educational space, which is in harmony with informatization processes, many unresolved problems are still visible, including the problems of using ICT tools in the professional activities of primary school teachers.

The mandatory minimum of the subject "the use of modern information and communication technologies in education in the educational process" is as follows:



1. The main concepts and definitions of the field of science - informatization of Education.
2. Goals and objectives of the use of information and communication technologies in education.
3. Information and communication technologies in the implementation of models of information and information activities in education.
4. Information and communication technologies in increasing the cognitive activity of students.
5. Information and communication technologies in the implementation of the system of control, assessment and monitoring of educational achievements of students.
6. Methods of analysis and examination of electronic software and methodological and technological tools in educational purposes.
7. Methodological aspects of the use of information and communication technologies in the educational process.

The analysis of the target component, as well as the content of the educational and methodological implementation of the process of professional training of future primary school teachers in the field of ICT, was carried out on the basis of educational programs and educational and methodological complexes developed in the section of the subjects mentioned above.

The following goals and objectives were set for teaching the subject "mathematics and informatics": "the unity and interdependence of mathematics and Computer Science in the minds of students, the formation of their significance in the conditions of the formation of a modern informatized society", "teaching students theoretical knowledge and practical skills in mathematics and Computer Science in order to freely operate in modern information, formation of the idea of mathematical modeling and the introduction of information theory", "familiarization of students with the basic concepts of mathematics and informatics, mathematical methods, information methods and tools used in the humanities; study of modern information technologies, trends in their development, the formation of practical information processing skills in students, the use of mathematical methods and information technologies in educational and; "The ability to form the foundations of theoretical knowledge in mathematics and computer science, necessary to solve everyday problems encountered in the student's professional activities, and, using the knowledge and skills mastered in the field of Informatics and mathematical competence, to eliminate the typical problems of professional activity corresponding to his qualifications", etc.

Analysis of educational and methodological support in the section of disciplines aimed at professional training of future primary school teachers in the field of ICT determined the orientation of the content of general professional orientation and materials on the formation of knowledge and skills in the subject "Informatics and ICT".

There is no information about the narrow specialization of the professional activities of future specialists in the field of primary education.

Conclusions:

This article describes the change in the requirements for the professional training of primary school teachers as a result of the emergence of new processes related to informatization, integration, technologization, etc. in education.

Based on the existing work of modern scientists, a specific theoretical understanding of the problem, an analysis of the educational and methodological support of the professional training of future primary school teachers in the field of ICT, as well as preliminary studies carried out, the problems of using ICT tools in the professional activities of primary school teachers were described, and the problems

All this made it possible to show contradictions that indicate the importance of the problem under study, and also contributed to the search for ways to solve these contradictions.



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