

THE IMPORTANCE OF ICT IN PREPARING FUTURE ENGLISH LANGUAGE TEACHERS FOR PROFESSIONAL ACTIVITIES

Tuxtayeva Nilufar Achilovna

Senior Teacher, UzSWLU

nilufartuxtayeva0609@gmail.com

+998909403876

Abstract: The article gives an information about the practicality of use ICT in the educational process of universities. It is known that ICT expand the educational environment, providing access to global, scientific, cultural resources. The basic duty of universities is to create appropriate conditions for the professional development of future English teachers, to increase the effectiveness of their pedagogical activities, to prepare future foreign language teachers for continuous professional development, to develop the ability for independent thinking, to expand their interest and needs for self-education by means of information and communication technologies.

Keywords: information and communication technologies, foreign language teacher, higher pedagogical educational institutions, training, resources, e-distant learning.

Today, by radically changing the system of teaching foreign languages in our country, by introducing advanced methods of teaching using modern pedagogical and information and communication technologies, the ground has been created for training specialists who can freely communicate in foreign languages. For future specialists, the opportunities for wide use of the achievements of world civilization and information resources, development of international cooperation and communication have been expanded. Priorities were set for improving the policy of working with young people, educating the intellectually developed young generation as a well-rounded person, aligning the quality of education and its assessment criteria in higher education institutions with international standards, and in-depth study of foreign languages [2].

The material and technical base for the development of professional competences of future specialists is being developed, a system based on regulatory documents and modular qualification requirements is being introduced. At the same time, there is a need for specialists to accept their professional activities as the basis of personal formation to achieve life success, and to improve educational technologies related to the field. Based on the goals of the development strategy, the educational paradigm aimed at meeting the requirements for the universal, intercultural and communicative level of the personnel growing in higher education institutions is directed to the development of these issues. It is important to introduce a cultural studies and competence approach to the activities of future English language teachers, to ensure the continuity and continuity of learning foreign languages, and to enrich the content of education [3].

Since the task of acquiring knowledge by students is a product of mental activity, it is closely related to the role of speech in the realization of higher mental tasks of a person, especially thinking. The informational task of speech activity includes the informational task of speech competence, which consists in making the information received by students have a personal meaning. The value of information increases depending on how important it is in practice. The validity and reliability of this opinion has been fully confirmed in the test fields of the research and in the pedagogical practice of future English language teachers. Students put their knowledge and skills into practice during the pedagogy period. The information function of speech competence is not only the ability of students of the field to receive information, but also the approach of competence - the application of the received information in their own activities was substantiated.

The communicative task of linguistic competence is to be able to choose the means of speech adequately for the current pedagogical situation. First of all, this is due to the diversity of the arsenal of speech skills and the adequacy of their selection in relation to the current situation.

The motivational function of linguistic competence is determined by a career-oriented attitude. The chosen professional activity style of the teacher is also

expressed in speech activity. Speech competence determines the direction of the teacher's personality, that is, the set of needs and motives that determine the main direction of the person's behavior. The motivational function of speech competence is manifested in speech behavior. The direction of speech behavior depends on the teacher's level of speech competence formation. Depending on the values of the teacher in the pedagogical activity, he chooses speech tools that put the student in a certain position.

In conclusion, the advantages of self-improvement with the help of ICT in comparison with other forms of increasing the professionalism of a future foreign language teacher are that: under appropriate conditions for organizing this process, the professional growth of the teacher becomes continuous; it makes it possible to take into account his professional requests and needs, as well as individual characteristics, as much as possible; it does not require large financial and economic expenses, that is, it is economical, does not require a long break for the teacher from work at school, associated temporary replacements, etc. Combining traditional and information and communication technologies in learning a foreign language will ensure a higher level of assimilation of educational material. A necessary condition is the creation of appropriate conditions for self-improvement, professional growth of the future teacher and increasing the effectiveness of his pedagogical activity.

REFERENCES

1. Joseph Sheil. Education // The Council of Europe and Language Learning for European Citizenship. – Vol. 10. – Issue 2. – 1996. – P. 88–103.
2. Polat E.S. New pedagogical and information technologies in the education system / E.S. Polat, M.Yu. Bukharkina, M.Yu. Moiseeva, A.E. Petrov. – Moscow: Academy, 2001. – 272 p.
3. Bashmakov A.I. Development of computer textbooks and training systems. – Moscow: Information publishing house "Filin", 2003. – 616 p.
4. Zakharova I.G. Electronic educational and methodological complexes – experience of creation and application // Education and Science. – 2001. – No. 5. – P. 44–56.