

**DIGITAL TECHNOLOGIES AND PROFESSIONAL
COMPETENCE OF A TEACHER**

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Summary: the article is devoted to the role of digital technologies in the process of teacher's professional activity. The aim of the study is to analyze professional competence of a teacher based on the use of digital educational technologies and to analyze the types of digital technologies. The professional activity of a teacher has undergone significant changes over the past few years. Many problems of modern education today are directly related to communication and digital technologies.

Keywords: competence, digital educational content, "digital culture", methods.

**ЦИФРОВЫЕ ТЕХНОЛОГИИ И ПРОФЕССИОНАЛЬНАЯ
КОМПЕТЕНТНОСТЬ ПРЕПОДАВАТЕЛЯ**

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Аннотация: статья посвящена роли цифровых технологий в процессе профессиональной деятельности учителя. Целью исследования является анализ профессиональной компетентности учителя на основе использования цифровых образовательных технологий и анализ видов цифровых технологий. Профессиональная деятельность учителя за последние несколько лет претерпела значительные изменения. Многие проблемы современного образования сегодня напрямую связаны с коммуникациями и цифровыми технологиями.

Ключевые слова: компетентность, цифровой образовательный контент, «цифровая культура», методы.

The effectiveness of education has always depended on the level of training of teachers. The process of digitalization of education places high demands on the professional qualities and level of training of a teacher, his professional competence.

There are certain qualification characteristics of a teacher, general requirements for a specialist, official and functional duties of a teacher, etc. And what qualities of a teacher can indicate that a teacher is professionally competent (competent [from Latin “competentis” – appropriate, capable] – knowledgeable, authoritative in any field) and the level of his competence meets the requirements of innovative pedagogy [1, 12].

One of the main tasks of modern general education is the formation of digital competence. The central place in the formation of digital competence is occupied by the information and digital environment.

The information educational environment is understood as a specially organized set of components that ensure the systematic integration of new digital technologies into the pedagogical system in order to build a personality-oriented pedagogical system. The informational educational environment cannot arise spontaneously. Its formation is a purposeful management process. It is obvious that a teacher operating within the framework of the usual "chalk technology" is significantly inferior to his colleagues who conduct classes using a multimedia projector, an electronic whiteboard and a computer that provides Internet access.

In order to effectively use the possibilities of the digital educational environment, the teacher must meet the following requirements:

- possess the basics of working on a computer, as well as have access to an information educational space and be able to use it;
- work with multimedia programs;
- know the basics of working on the Internet, become a guide for students in mastering the Internet and teach them the effective use of digital resources for their education.

Digitalization of the educational process at the present stage puts forward the task of transition to new pedagogical technologies and progressive methods of education. In this regard, the most important tasks of improving the educational process are both improving digital culture of

teachers, as a consequence, improving the level of education and students, and the problems of adapting digital technologies in the field of education, developing uniform standards when creating software products. It is natural to discuss these changes in the context of the transformation of educational courses, changes in their content, methods and organizational forms of education. The updated content of education, together with the computer technology that supports and ensures this process, is the basis of all new generation educational programs offered to today's students. The main obstacle to the implementation of these programs is methodological practice, the existing content of training courses, closed educational architecture. New content and new digital technologies should be offered together with new pedagogical technologies, new methods and organizational forms of educational work, new regulations [2, p. 83].

Today, practical samples demonstrating:

- natural integration of new digital technologies available at educational institution into the educational process;
- the transition of teachers to the conscious use of all the wealth of potentially available methodological and information tools;
- improving the quality of educational work, using all the advantages of the existing educational system, solving long-term social problems facing society.

In order to use digital technologies tools in their activities, the teacher must:

- be aware of the existence of publicly available sources of information and be able to use them;
- be able to understand and consciously use various forms and ways of presenting data in verbal, graphical and numerical forms;
- possess methods of analysis and synthesis, be able to assess the reliability and practical usefulness of the available data from various points of view, use them to solve specific practical problems.

The high educational potential of modern digital technology no longer requires special evidence.

The digital information environment helps to change the practice of information dissemination, which, in turn, leads to a redistribution of responsibility for the results of educational work, gives the teacher a new

level of freedom in making decisions about changing the organization and methods of teaching and fundamentally changes his work.

“... if all subject teachers do not actively and constantly use the computer and the technologies associated with it, then we will not get off the ground. A child should be aware of the need for information and communication technologies when studying other subjects, and only a subject teacher can create this motivation for him. Only then will we achieve success in solving the task set before us...” V. A. Bolotov [3, p. 42]

Digital technologies dictate new requirements to the professional and pedagogical qualities of a teacher, to the methodological and organizational aspects of the use of digital, information and communication technologies in teaching. Today, any teacher has at his disposal a whole range of opportunities for using digital technologies tools in the learning process – this is information from the Internet, numerous electronic textbooks, dictionaries and reference books, presentations, programs that automate knowledge control, new types of communication – chats, forums, e-mail, teleconferences and much more. Thanks to this, the content of training is updated, an intensive exchange between the participants of the educational process is possible. At the same time, the teacher not only educates, develops and educates the child, but with the introduction of new technologies, he receives a powerful incentive for self-education, professional growth and creative development.

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