

PROVIDING THE MINDS OF THE OUT-OF-THE-BOX DIGITALIZATION AS THE BASIC COMPONENT OF THE INFORMATION CULTURE OF THE TEACHER

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INTRODUCTION

Information culture is an integral part of the basic culture of an individual as a system characteristic that allows you to effectively participate in all types of work with information: obtaining, accumulating, coding and processing, creating on this basis a qualitatively new information and its transfer, practical use. Information culture essentially includes the following components: literacy and competence in understanding the nature of information processes and relationships; humanistically oriented informational value-semantic sphere (aspirations, interests, worldview, value orientations); developed information reflection; creativity in information behavior and social and informational activity.

Thus, in its knowledge-activity aspect, the presence of an information culture presupposes the possession of certain knowledge and skills when using modern information technologies to solve cognitive, professional and other tasks. It should be noted that modern science has accumulated a certain experience in the study of the phenomenon of information culture of the individual and in this aspect - problems of formation of information competence of teachers of higher education.

At the same time, it is advisable to note that both in science and in pedagogical practice at the present time remains objectively unresolved the contradiction between the need to form information competence and the

incomplete development of pedagogical conditions that make it possible to make this process the most effective.

THE INITIAL PRESUPPOSITIONS

Thus, in studies addressing the problem of creative self-development Bogomolov (2007), Anisimov (2008), Polat (2021) and to accept value-oriented attitudes towards mastering the mechanism of creative self-development within the framework of the subjective position to one's own life. These authors define information competence as the basis of information activity - the main type of activity in information society. In turn, information competence as an "integrative quality of a person, which is the result of the reflection of the processes of selection, assimilation, processing, transformation and generation of information into a special type of subject-specific knowledge that allows you to develop, accept, predict and implement optimal solutions in various fields of activity". Information competence can be defined as "new literacy", which includes the skills of active independent processing of information by a person, making fundamentally new decisions in unforeseen situations using technical means.

METHODS

In the process of performing this work, the following research methods were used: analysis of philosophical, psychological, methodological literature and works on the problem of distance learning. Common to these approaches is the definition in the phenomenon of information competence of an inextricable relationship with the knowledge-activity component - knowledge and skills to work with information on the basis of information pedagogical technologies and solving everyday educational and cognitive tasks with the help of computers and electronic teaching aids. Wherein informational and communicative competence of students should be singled out as the most significant, since they form socio-cultural life, serve as the main means of realizing interpersonal relations, which is extremely important in the aspect of organizing educational and cognitive activities of students in the disciplines of the social and humanitarian cycle, which form the world outlook.

Information competence is his personal education, that is, the assigned system of knowledge, skills and abilities to work with information, as well as the ability and willingness to carry out various activities using this system. Based on this, information it seems appropriate to consider the competence of students as a combination of two components - information literacy and information behavior. The first component is determined by the presence of the appropriate competencies among students - knowledge, abilities and skills application of information technology tools to work with information (search, storage, processing, transfer). The second component is a set of actions and activities of trainees to use their information literacy in the interests of solving educational and applied problems in the course of educational and cognitive activities in the study of social and humanitarian disciplines. As a result of these actions and activities, personal qualities, value attitude to information are formed, methods of action, ability and readiness are developed to adequately respond to changes in the information space of the studied subject (BOGOMOLOV, 2007).

In recent years' pedagogical research aimed at studying certain aspects of preparing a teacher for the performance of his professional activity, the competence-based approach dominates in the sense that, as a rule, the measure of the success of the training of a future teacher is the degree (level) of his professional competence, or certain components of this competence (see, for example, studies devoted to the formation of information competence of future primary school teachers [8], a foreign language, labor, future teachers of technical universities, etc. The basis for the analysis of the structure of information competence of a distance learning teacher for us is two provisions borrowed from previously conducted research:

- 1) The nature of competence is such that it can manifest itself only in organic unity with human values, that is, subject to deep personal interest in this type of activity. Therefore, in addition to the cognitive (knowledge) and operational-technological (skills, experience) components, information competence presupposes the presence of an individual's intrinsic motivation for the qualitative implementation of information activities, the presence of an attitude towards this activity as a value.
- 2) Information competence of a teacher can be structurally represented as a combination of two blocks: a block of basic and a block of special components.

The block of basic components of information competence includes components, each of which is an alloy of knowledge, skills and value attitudes towards the performance of one or another type of information activity, aimed at expanding the professional horizons and self-education. These are knowledge, skills and value attitude to the receipt, processing and assimilation of existing information, the creation and transmission of new information (POLAT, 2021). The selection criterion of the correspondence of each of these components to the corresponding component of information competence formed at the pre-professional level (the level of a secondary school graduate) and its consideration in the context of professional pedagogical activity can serve as a guide for the selection of the basic components of the information competence of a distance learning teacher. The block of special components of information competence includes components related to the use of new information technologies in distance pedagogical activity (ANISIMOV, 2008).

Determining the principle of selection of special components of information competence, we start from ideas about the structure of pedagogical activity: gnostic; design, constructive, organizational and communicative. The selection of special components of the information competence of a distance learning teacher is carried out according to the criterion of compliance of each selected component of competence with one or another component of pedagogical activity. The set of special components of information competence constitutes a special component of the information competence of a distance learning teacher. To achieve productive levels of development of the teacher's information competence, it seems appropriate to highlight the following pedagogical conditions:

- ensuring the motivation of students to master the content of academic subjects within the framework of creating an indicative basis for their activities and choosing an individual educational trajectory;
- implementation of a technological approach to the formation of information competence of students;
- systematic application of traditional and electronic components of subject educational and methodological complexes in the course of organizing educational and cognitive activities;
- purposeful management of the educational and cognitive activity of students at all stages of the process of forming information competence by didactic means, as well as by implementing
- monitoring its performance;
- availability of technical and technological infrastructure (databases and information resources; computer facilities; technical service facilities, electronic training aids; technologies to ensure the collection, storage, processing and transmission of information), which makes it possible to implement didactic functions of traditional and electronic components of subject educational and methodological complexes;
- the presence of a scientifically grounded system of criteria for assessing the levels of formation of students' information competence;
- stimulation of educational and cognitive activities of students in the modeling of electronic components, taking into account the scientific and methodological foundations of their creation and systemic application;
- the use of cognitive tools based on the intelligence of the student, and not on the artificial intelligence of the computer (responsibility for planning, decision-making and self-control over the process of educational and cognitive activity lies with the student, and not with the computer) (ANISIMOV, 2008).

Thus, a special component of the information competence of a distance learning teacher can be considered as an integral professional and personal quality of a teacher, including a set of knowledge, skills and value attitudes towards distance learning and education of students using modern communication technologies and differentiated into components selected according to the criterion of their compliance components of the pedagogical activity of the teacher (gnostic; design, constructive, organizational and communicative). As a kind of competence in the general sense of the word and as a component of the teacher's professional competence, the informational competence of a teacher of distance learning is, in terms of its meaning, adequate to the ability of a teacher to apply his knowledge and skills for the real performance of his functional duties within the framework of his competence, in this case - a teacher of distance learning.

Let us turn further to the disclosure of the concept of a teacher's readiness to conduct distance educational activities. In the psychological and pedagogical literature, professional readiness is determined by:

- as the presence in the subject of the image of the structure of a certain action and the constant focus of consciousness on its implementation,
- as a set of personality attitudes to the process, object, result of activity, and to oneself as a subject of activity, expressed in the presence of special knowledge, skills, skills,
- in a special property of the teacher's personality as the ability to act in new, constantly changing conditions, as a special functional state of the teacher's psyche, characterized by the formation and mobilization of all the components necessary for his full inclusion and dedication in the educational process.

Most researchers consider the professional readiness of a teacher as a systemic quality, which includes a positive attitude towards a particular type of activity; character traits, abilities, temperament adequate to the requirements of activity; motivation, necessary knowledge, skills, abilities, stable professionally important features of perception, attention, thinking, emotional and volitional processes. The professional readiness of the teacher is a stable characteristic of the personality. It operates constantly, it does not need to be formed every time in connection with the task at hand. Pre-formed, this readiness is an essential prerequisite for successful performance. We emphasize that professional readiness for pedagogical activity is interpreted at the level of value orientations, at the level of understanding and at the level of skills and abilities, therefore, functionally, it includes, on the one hand, psychological, psychophysiological and physical readiness, and on the other, scientific-theoretical and practical training.

Willingness is viewed as an integrative personality trait, which includes motivational-value, cognitive and operational (operational-activity) and emotional-volitional components. The informational component is also distinguished as a separate component. The motivational component of readiness includes a positive (value) attitude to educational and cognitive activities, an awareness of the personal and professional significance of the acquired knowledge, skills, abilities, the presence of a persistent cognitive interest in solving professional problems. The cognitive component implies the presence of psychological and pedagogical knowledge about the object (subject) and the process of activity, the ability to generalize, systematize and apply them in the performance of professional functions. The operational component includes professional abilities and professional thinking, abilities, skills, an individual style of activity in solving professional problems. The emotional-volitional component implies dedication, a strong will to overcome external and internal obstacles in the process of solving pedagogical problems, responsibility for achieving the set educational goals. The information component represents the readiness of a specialist for professional activity using information and communication technologies.

RESULTS AND DISCUSSION

Comparing the characteristics of the concepts of "competence" and "readiness" available in the scientific literature, it can be noted that, despite the similarity of the content of these concepts, the interpretation of "readiness" is often accompanied by a special indication of the decisive role of the motivational-value component in the structure of this phenomenon. As part of the "terminological preparation" for the upcoming study of the pedagogical conditions for the formation of the readiness of a university teacher for distance educational activities, we will allow ourselves to clarify our understanding of the difference between the concepts of "competence" and "readiness".

Its essence boils down to the following. Stable internal motivation and a developed emotional-volitional side of the personality are especially necessary in conditions when the performance of an activity is associated with the need to resist the unfavorable factors of the environment in which this activity should be carried out. We use the term "readiness", meaning by this the teacher's motivation and purposefulness at the level necessary to overcome obstacles in the performance of professional activities. It seems that this level of professional training differs from the level sufficient for the competent performance of professional duties under standard conditions. This distinction between the concepts of "competence" and "readiness" is essential, since in a number of cases (for example, when performing the functions of a distance teacher), the teacher (being in the currently unregulated regulatory and organizational-

pedagogical field of activity) should, in our opinion, not just information competence, as an integral part of his professional competence, but his readiness (in the above sense) to conduct distance teaching.

CONCLUSION

The implementation of the pedagogical conditions we have designated for the development of information competence of teachers should be carried out within the framework of the selected effective teaching technologies. At the same time, the systematic use of traditional and electronic components of educational and methodological complexes in this aspect should be considered as a law-based pedagogical activity of a teacher who carries out scientific a well-grounded organization of the didactic process and having a higher degree of efficiency, reliability and guarantee of the result than is the case with traditional technologies.

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Providing the minds of the out-of-the-box digitalization as the basic component of the information culture of the teacher

Digitalização do professor como componente básico da cultura da informação

La digitalización del docente como componente básico de la cultura de la información

Resumo

O artigo é dedicado a estudar o desenvolvimento e formação na escola profissionalizante superior acerca da competência de informação definida como um componente básico da cultura da informação. O autor das disposições que contemplam no ensino dos alunos promoverão a realização de uma técnica eficaz de aplicação de sistemas de tecnologias de informação e comunicação e o cumprimento dos objetivos de localizar o ensino médio.

Palavras-chave: Digitalização. Educação à distância. Ensino superior. Comunicações em rede local.

Abstract

Article is devoted to questions of formation and development of the higher vocational school of the information competence defined as a basic component of information culture. The author of the provisions which account in student teaching will promote realization of an effective technique of system application of information and communication technologies and achievement of the objectives of high school education locate.

Keywords: Digitalization. Distance education. Higher education. Local network communications.

Resumen

El artículo está dedicado a cuestiones de formación y desarrollo de la escuela profesional superior de la competencia de la información definida como un componente básico de la cultura de la información. El autor de las disposiciones que tienen en cuenta en la docencia de los estudiantes promoverán la realización de una técnica eficaz de aplicación del sistema de las tecnologías de la información y la comunicación y la consecución de los objetivos de ubicar la educación secundaria.

Palabras-clave: Digitalización. Educación a distancia. Educación superior. Comunicaciones de redes locales.