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THEORETICAL ASPECTS OF EDUCATION AND COMPETENCE OF TEACHER OF FOREIGN LANGUAGE

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Abstract: Students exchanged information, complementing each other, compared the approach to teacher training. In a lively discussion, their communicativeness was formed, socio-cultural competence was replenished with new knowledge. Since the discussion was conducted in English, it also influenced the improvement of foreign language communicative competence of students, which is part of the cognitive-technological component of professional competence.

Key words: information culture, method, component, students, training, individual.

The information level of modern person is determined by his information culture, and the information culture of the individual, as a culture in general, reflects the active creative activity of man and, accordingly, the development of man himself as a subject of this activity. By its nature, information culture involves not only certain knowledge, but also the use of this knowledge for something, in connection with something and improving them in the process of a particular activity, including related to information. Moreover, the use and improvement of knowledge is important only in creativity, implemented in any area of human life. Therefore, the motives of creativity, the motives of this human activity are a natural psychological component of such a characteristic of personality as its information culture.

Under the information culture of teachers, we understand a set of algorithms for pedagogical activities associated with the broad involvement in the educational process of new information and communication technologies.

At the present stage of development of society, the information culture of the teacher should be considered as a necessary condition for his professional competence. It should be noted that no progress in education, associated with the involvement of new information technologies, will not happen as long as the information culture of the future teacher will be a kind of addition to the existing system of psychological, pedagogical and subject training. In our opinion, pedagogical universities should form an information culture, in which, in addition to students studying the course "Technical teaching aids and computers", new information technologies should be widely involved in the study of other subjects, in particular, in foreign languages.

The development of the system of continuing education, changing the goals of general, compulsory education, the transition to a personality-oriented educational paradigm, reducing the role of education in shaping the mentality of the younger generation, the transition to other carriers of social memory determine the potential for broad involvement effective organization of the transition from authoritarian pedagogy to the pedagogy of cooperation (based on the possible implementation of a truly collective educational and cognitive activities of students).

At the same time, it is obvious that this possibility is unlikely to be realized if teacher training remains focused on the "retransmission" component of pedagogical activity. In our opinion, the "artist at the board" in the school classroom will soon give way to a "screenwriter", "director" of joint creative activities of students. In other words, already today the pedagogical HEI must train, first of all, teachers who are able to do without the methods of authoritarian pedagogy, teachers-consultants.

It is also clear that the pace of development of this trend will be determined primarily by the specifics of the subject. Until recently, it was believed that the use of computers is limited to mathematics, programming, physics, chemistry. As for the disciplines of the humanities, it can be used only as an electronic database, and in the practice of teaching - mainly as a means of visibility. Probably, at the initial stage it was, but due to the expansion of computer capabilities and the acquisition

of experience in creating training programs, the scope of its use has expanded significantly.

When learning foreign languages, the choice of curricula is practically unlimited - lexical and grammar tests, texts, dialogues, songs, videos in foreign languages, the opportunity to listen to the speaker and yourself and much more; - all this, on the one hand, allows to learn foreign languages more effectively, and on the other - forms professional competence in future teachers, developing in them necessary professionally significant qualities, reflection, ability to work independently, leads to self-improvement, revealing their creative potential, broadening the horizons, etc.

However, it should be noted that any technical means of teaching play an important but still supporting role in teaching foreign languages: they expand the didactic capabilities of the teacher, but in no way replace it. The teacher will always remain a central part of the teaching system.

At the same time, we had the opportunity to simulate natural communication during the human-machine dialogue, which was facilitated by the following factors:

- authenticity of language material;
- the ability to properly "understand" the messages that are embedded in the program, and adequately respond to them;
- situational design of dialogue (creation of conditions characteristic of a natural communicative situation);
- extensive use of computer formulas of language etiquette, including phrases with a certain emotional color;
- personification of the computer through creation of its role (role game).

During research and experimental work with the use of computer science in the classes of professional scientific and subject training, students did not passively perceive information, but actively interacted with the computer as a source of information and a generator of tasks. They received from the computer tasks aimed

at the formation of language, speech and socio-cultural competencies that make up the foreign language communicative competence, performed them; there was a feedback in the form of reaction to the message entered by the student (in the form of the remark, exposed or not exposed point, estimation), then there was a correction of an error, transition to the following task. All this required from the students of the experimental group constant active activity aimed not only at mastering the material, but also at the formation of communicativeness, reflection, the desire for self-improvement, contributed to the education of cognitive activity of students. For example, after taking a grammar test, students were asked to refer again to the theoretical information guide that was in the program, and after they checked their work and corrected all, in their opinion, errors, to see what errors the computer found. Such work developed their ability of self-correction, self-assessment, forced to consciously approach the theoretical understanding of linguistic phenomena, they developed skills to apply the acquired theoretical knowledge. In practice, the students of the experimental group also formed a personal component of professional competence, namely, such important qualities for the teacher as pedagogical thinking, observation, will. The adaptability of computer learning allowed us to take into account the individual characteristics of students, such as the ability to concentrate, speed of perception, features of thinking, memory, temperament.

It is known that recently such great direction of computer training as network training causes great interest of scientists. This includes working on the Internet, the World Wide Web (WWW), and the use of e-mail. In the third millennium, the Internet is becoming an effective learning tool. One of the reasons for this is that it allows you to communicate with a large number of people whose interests coincide, and thus provides a real opportunity to exchange views, hold discussions, broaden your horizons and knowledge. Thanks to communication, positive personal qualities, the ability to think creatively, the culture of communication in particular, and general culture in general are formed.

An important feature of the Internet as a means of learning is that it makes available global educational resources. You can find any information of interest on the web. Therefore, this work is also part of self-education. The digital libraries used by students through the Internet offer a unique endless resource for obtaining information on any subject. We can assume that they are more attractive to students due to the following features:

- information is relevant (students can get the most up-to-date information on the issues they are researching);
- information from primary resources (in many cases students use the same data and information sources as scientists);
- information is versatile (provides breadth and depth in many subordinate areas; in conventional libraries the set of material on the desired subject is limited; digital libraries can expand the range indefinitely, providing access to an unprecedented breadth of information sources);
- resources are presented in various formats (in particular, information is available in digital form for easy manipulation and use);
- information is available at any time.

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