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## TEACHING CONDITIONS OF THE DEVELOPMENT OF TEACHER'S INFORMATIONAL AND COMMUNICATIVE COMPETENCE IN THE PEDAGOGICAL HIGHER EDUCATION INSTITUTE

*Мақала ақпараттық және коммуникативтік технологиясының өзекті мәселерінің дамуын көрсетеді - педагогикалық ЖОО оқытушыларының құзіреттілігі және олардың компьютерлік сауаттылығын арттыру. Автор информациялық технология саласында білімдері жоқ педагогтар үшін маңызды мәселе көтереді. Педагогтардың кәсіптік деңгейіне қойылатын талаптардың күшеюі олардың сабақтарды ақпараттық технологияны пайдалану арқылы дайын еместігін және қаблетсіздігін көрсетеді, бірақ сонымен қатар олар оқытылатын пәндер бойынша сандық білім беру ресурстарын құру үшін білім мен тәжірибелік білік алуға ұмтылады және ниеттенеді.*

*Түйін сөздер:* ақпараттық және коммуникативтік құзыреттілік, оқыту шарттары, тиімділік, тәжірибе, иелену, компьютерлік сауаттылық, ынталандыру, өздігімен білім алу.

*Статья освещает актуальную проблему развития ИКТ-компетентности преподавателей педагогического вуза и повышения их компьютерной грамотности. Автор затрагивает важный вопрос большинства педагогов, не владеющих знаниями в области информационных технологий. Возрастающие требования к уровню профессиональной деятельности педагога показывают неподготовленность и неспособность организации занятий с использованием информационных технологий, но в то же время стремление и желание получить знания и практические умения создания цифровых образовательных ресурсов по преподаваемым дисциплинам.*

*Ключевые слова:* информационно-коммуникативная компетентность, условия обучения, эффективность, опыт, овладеть, компьютерная грамотность, мотивация, самообразование.

*The article studies the actual problem of the development of teacher's informational and communicative competence in the Pedagogical Higher Education Institute and increasing their computer literacy. The authors discuss an important question of the majority of teachers who have no knowledge in the field of information technology. Increasing requirements towards the level of teacher's professional activity show unreadiness and inability to organize classes using information technologies, but at the same time, the desire and ambition to gain knowledge and practical skills of creating digital educational resources on the subjects taught.*

*Keywords:* informational and communicative competence, teaching conditions, effectiveness, experience, to master, computer literacy, motivation, self-education.

Conditions are interpreted as a philosophical category expressing a circumstance which something depends on [1]. Moreover, the environment and situations consist of such conditions where phenomena are and develop as well. In a philosophical dictionary, a condition is defined as something on which something else (conditional) depends, which makes possible the existence of a thing, state, process, unlike both a cause, which gives rise to something (action, result of action) necessarily and inevitably, and reasons, which are the logical condition of the result [2]. When studying the definition of pedagogical conditions, we will rely on E.S. Kostyleva's interpretation [3], who defines pedagogical conditions as a combination of objective features of the content, forms, methods and material and technical factors providing the development of the personality within the pedagogical process.

Pedagogical conditions are a combination of objective factors (depending not only on a teacher's skills and talent, but which must be taken

into account within the pedagogical process as well) and subjective factors (teacher's talent, attitude toward the teacher and his subject, etc.), the development of which is a controlled and directed process.

In our study, we will attempt to solve the problem of the development of Physics and Mathematics teacher's informational and communicative competence (ICC) by identifying the effective pedagogical conditions.

When studying the category of pedagogical conditions within the development of teachers' ICC process, we define the pedagogical conditions of the development of teachers' ICC as interconnected and interdependent factors, making together the most optimal personal development environment and affecting the effectiveness of this process.

We define the teacher's ICC as a competence focused on practical use of information and communication technologies in professional educational activity, which is not only mastering

computer literacy components, but connected with the personal activity characteristics of an education specialist, highly prepared for the motivated and habitual use of the whole combination and diversity of computer tools and technologies in their professional activity: a teacher, a school psychologist, a trainer, a manager or the head of an educational institution” [4].

This study examines a teacher of the Faculty of Physics and Mathematics at a pedagogical university, who has mastered the initial level of professional training and has the following personal qualities: realizes himself as an independent personality; has a life, special and professional experience, which is an integral source of his self-education; aims at the realization of the knowledge, skills, abilities and qualities gained in training; seeks to solve his vitally important problems and achieve special goals.

In our opinion, continuous education based on self-education, is a major factor in the development of the Faculty of Physics and Mathematics teacher’s ICC at a pedagogical university. This is primarily due to the fact that postgraduate education fulfills the role of social protection toward the teacher’s personality, as he acquires greater internal freedom of activities, solutions, actions, and is less confused by stereotypes and is more mobile in the self-education process [5].

The continuous education is defined as a purposeful achievement and improvement of knowledge and skills throughout life, the combination of education and self-education, constant development and improvement of general educational and professional knowledge and skills [6].

According to V.E. Kulchitsky [7], the realization of continuous education due to the teacher’s self-education activities, will ensure:

- 1) supplement, deepening, clarification and improvement of basic, general and professional education;
- 2) compensation of disadvantages in basic education;
- 3) formation of individual educational activities;
- 4) realization of advanced experience and one’s own independent activities;
- 5) self-knowledge and self-improvement.

All said above is the basis for the formation of teacher’s ICC due to:

– improvement of psychological, pedagogical and methodological knowledge, bridging the gap

between previously received professional training and new requirements of modern education;

- rearrangement of past its self-by date human factor, professional stereotypes that have developed in the course of professional experience, the ability to assess their teaching experience in terms of modern requirements of science;
- stimulation of motivation to the further professional self – development;
- mastering someone else’s professional experience and transfer it to your individual professional experience, on the basis of which it is possible to design its further pedagogical growth.

In addition, the implementation of the process of development of teachers’ ICC of physical and mathematical direction depends on some conditions, which can be divided into external and internal.

The external conditions include the following:

1. Basic ICT training.
2. Teachers’ readiness for lasting self-education and improvement of their ICT skills.
3. Attraction to the self-development of the all teaching staff at the same time. This will make it much easier to adapt to the new requirements of the professional life. Here, each teacher will be able to use new knowledge and skills in a circle of like-minded people.
4. As the system of professional development is an independent branch of professional development, its presence on the basis of the University is also an essential condition for the development of Teachers’ ICC competence.
5. Usage and improvement of the necessary infrastructure and educational and material base of the University.
6. Stimulating teachers’ self-education is also an important condition for the successful development of ICT competence.

The success of the development of Teachers’ ICC competence also depends on the internal conditions:

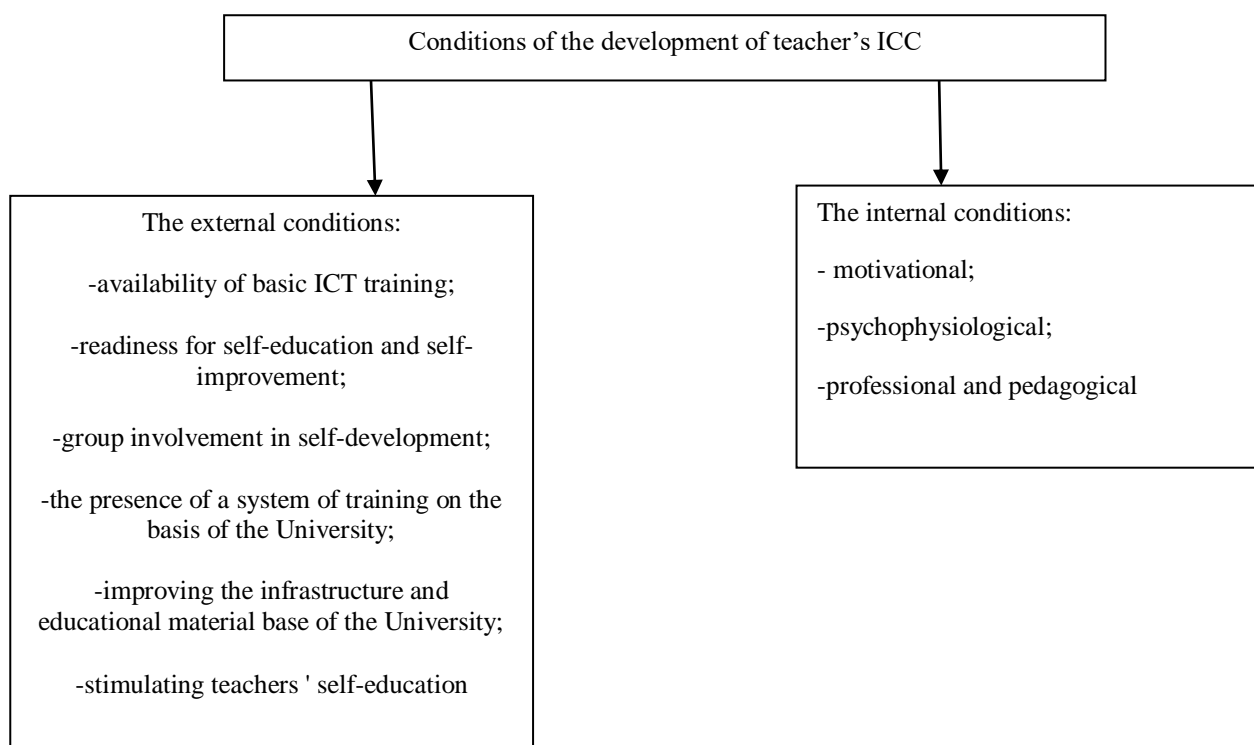
1. Motivational:  
The motivation is the process in which certain activities become known to the individual personal sense, creates the sustainability of interest and converts externally defined business objectives to the internal needs of the individual [8]. As motivation can be defined as an internal driving force of actions and deeds, it is one of the necessary conditions for the active inclusion of the teacher in professional development.
2. Psychophysiological (individual-personal):

This type of conditions can be attributed to the peculiarities of the nervous system, age, individual characteristics, manifested in different ways in the process of professional activity: teachers strive for professional growth to varying degrees, this is expressed in the presence of different stable individual styles, different understanding of the prospects of their profession.

3. Professional and pedagogical conditions, which are characterized by a set of forms of professional and pedagogical orientation. It is a

passion for pedagogical work, interest and love for students, psychological and pedagogical vigilance and observation, pedagogical tact, pedagogical imagination, organizational skills, justice, sociability, perseverance, purposefulness, balance, endurance, self-esteem, professional performance, spiritual, cognitive need and interest, intellectual activity, a sense of new [7].

In short, all of the above can be represented as the following diagram (picture 1).



Picture1- Pedagogical conditions for the development of teachers' ICC.

Compliance with and implementation of the above psychological and pedagogical conditions (internal and external), will ensure the effective development of teacher's ICC of physical and mathematical direction of the pedagogical University.

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