

## DEVELOPMENT OF ICT COMPETENCE OF FUTURE FOREIGN LANGUAGE TEACHERS

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**Abstract.** This article is devoted to the development of information and communication competence in future teachers of a foreign language. It reveals the role of information and communication technologies (ICT) in teaching foreign languages, shows the components of ICT competence, gives the advantages of using ICT in teaching a foreign language.

**Key words:** competence; ICT-competence; the structure of ICT-competence of a foreign language teacher; ICT usage in foreign language teaching.

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The development of information competence among students of higher professional institutions will contribute to their mastery of knowledge and values, as well as the development of skills and abilities necessary for continuing education and self-education throughout life. The informatization of education, including language education, is directly dependent on the competence of teachers and educators to use modern information and communication technologies (ICT) in the learning process.

The European Union defines key competencies as “a combination of knowledge, capacities and attitudes adapted to the context” [2].

By competence A.V. Khutorskoy defines “competence as a set of interrelated qualities of personality, set in relation to a particular range of subjects and processes” [7].

Being competent is related to everything that society requires to overcome the obstacles of the time in which it develops [1].

Thus, *competence* is often understood as a set of professional skills necessary to perform a certain type of activity, and *being competent* is considered as a quality of a person reflecting his ability to perform a particular activity.

Information competence or ICT competence is the link between the professional competence of a specialist and social competence [10].

S.R. Markulis proved that information and communication competence and professional competence in the information society are interdependent and interrelated [9].

And also ICT competence was defined as:

“purposeful effective application of technical knowledge and skills to reality” [8];

“ability to manage information of various kinds in pedagogical practice” [14].

In 2011, UNESCO developed, at the initiative of the United Nations, recommendations for teaching staff in the field of ICT use. The UNESCO competence structure identifies six areas (modules) of pedagogical activity related to the use of ICT:

- 1) understanding the role of ICT in education;
- 2) curriculum and assessment;
- 3) pedagogical practices;
- 4) technical and software tools of ICT;
- 5) organization and management of the educational process;
- 6) professional development [15].

The functional load of these modules is prescribed in accordance with the three stages of informatization of an educational institution, which are determined by the corresponding stages of professional development of teachers:

- 1) Using ICT requires the ability to help students use ICT to enhance learning;
- 2) Knowledge acquisition requires the ability to help students acquire in-depth knowledge of subject matter and apply it to complex, real-world problems;
- 3) Knowledge production requires the ability to help students create new knowledge.

ICT competence of a foreign language teacher is a construct consisting of theoretical knowledge of modern information and communication technologies and practical skills to create and use educational Internet resources, social

services Web 2.0 and other ICTs in the process of formation of language skills and development of speech skills of students in teaching a foreign language and culture of the country of the studied language [4,13].

Also, P.V. Sysoyev and M.N. Evstigneev defined the component composition of ICT competence of a foreign language teacher and identified *the value-motivational, cognitive, operational, communicative and reflective components*. [4,5].

*The value-motivational component* of ICT competence of a foreign language teacher implies awareness of the importance and need for ICT use in teaching activities, taking initiative in using ICT to solve professional tasks, striving for self-improvement of using new information and communication technologies in foreign language teaching.

*The cognitive component* of a foreign language teacher's ICT-competence is characterized by a certain knowledge of how modern ICT can be used in teaching a foreign language and culture of the country of the target language.

*The operational component* of a foreign language teacher's ICT competence is determined by the implementation of theoretical knowledge in practice and contributes to the development of the following skills:

- to ensure the information security of students in the implementation of Internet projects;
- to search and select information in a foreign language for educational purposes on the Internet;
- critically evaluate the information received from the Internet;
- create and use author's educational Internet resources, synchronous and asynchronous Internet communication tools, Web 2.0 technologies, linguistic corpus, information and reference resources of the Internet, network tests;
- organize network interaction between participants of the educational process.

*The communicative component* assumes the ability of the teacher to share the accumulated knowledge and skills, as well as to discuss with colleagues the experience of using ICT in teaching a foreign language. The essence of the *reflexive component* is the ability of the teacher to carry out self-assessment and self-analysis of the activities on the use of ICT in the educational process in order to continuously improve innovative methods.

The formation of a foreign language teacher's competence in the use of information and communication technologies will be effective if the development of an appropriate methodology is carried out taking into account the following pedagogical conditions:

- a) foreign language teacher's methodological competence by the time of training;
- b) foreign language teacher's information competence by the moment of learning;
- c) development of foreign language teacher's computer literacy by the moment of training;
- d) continuous development of motivation in application of ICT in professional activity;
- e) development of educational and methodological support for professional development course for foreign language teachers [5].

ISTE has compiled a list of the most commonly cited conditions necessary to create learning environments conducive to powerful uses of technology.

Essential Conditions for Implementing ICTs in Teacher Education, such as:

*Shared Vision*. There is proactive leadership and administrative support from the entire system.

*Access*. Educators have access to current technologies, software, and telecommunications networks.

*Skilled Educators*. Educators are skilled in the use of technology for learning.

*Professional Development*. Educators have consistent access to professional development in support of technology use in teaching and learning.

*Technical Assistance*. Educators have technical assistance for maintaining and using the technology.

*Content Standards and Curriculum Resources*. Educators are knowledgeable in their subject matter and current in the content standards and teaching methodologies in their discipline. Student-Centred Teaching in all settings encompasses student-centred approaches to learning.

*Assessment*. There is continuous assessment of the effectiveness of technology for learning.

*Community Support*. The community and school partners provide expertise, support, and resources.

*Support Policies*. School and university policies, financing, and rewards structures are in place to support technology in learning [6].

Computer technologies and other aspects of digital culture have changed the ways people live, work, play, and learn, impacting the construction and distribution of knowledge and power around the world [3].

The inclusion of ICT in the independent work of students makes it possible to prepare a specialist who is competent both in information technology and in the professional field of activity. The interest of the students in such independent work will help them improve their education, form self-organization skills and allow them to develop and improve independently in the future [12].

The advantages of ICT usage in foreign language teaching can be listed as:

1. Capacity to control presentation. This capacity marks the difference between computers and books. Books have a fixed presentation, unlike computers, which can combine visual with listening materials, text with graphics and pictures.
2. Novelty and creativity. A teacher may use different materials for each lesson, not like in teaching with textbooks, where all classes presenting a certain topic are the same.

3. Feedback. Computers provide a fast feedback to students' answers through error correction. It not only spots the mistake but also corrects it, sometimes even giving the appropriate advice.

4. Adaptability. Computer programs can be adapted by teachers to suit their students' needs and level of language knowledge [11].

The multimedia facilities allow you to listen to speech in the target language, adapting it to your level of comprehension, and in a grammar lesson, the use of ICT is possible for almost any topic. With the right arrangement, successful color design, the use of diagrams and tables, voice accompaniment (pronunciation of examples in a foreign language), the material will be perceived easier and faster.

In addition to the different platforms and applications for electronic devices, there are many websites with a set of grammar rules and exercises. For example, we often use the website <https://learnenglish.britishcouncil.org/>. There are grammar rules by level, and afterwards a quiz to evaluate the studied topic.

We chose "Adjectives and prepositions" as additional independent assignments for the students, which the students mastered on their own and then did test assignments on which they performed well.

Also, there are lots of methods and approaches for teaching a foreign language which take place with using ICT, for example, the project method is often used in foreign language lessons.

The project method is the essence of developmental, person-centred learning.

In our experience, the topic "Brands" was chosen for the development of speaking skills, and students were given a free choice of brands regarding any field in which they had to prepare a presentation and present their project.

As a result, interesting brands were presented, and with the use of an interactive whiteboard, the whole group was actively involved in the lesson process. This method contributed to the motivation to learn the language, the development of both ICT competence and communicative competence among students.

After analyzing the experience of using ICT in foreign language lessons, we can conclude:

- multimedia technologies accelerate the learning process;
- contributes to a sharp increase in students' interest in the subject;
- improves the quality of assimilation of the material;
- helps to develop ICT competence;
- encourages students to work independently.

Summing up, it can be noted that the main goal in training for future foreign language teachers is the formation of foreign language communicative competence and its components, and to achieve this goal, it is also necessary to be competent in ICT directions. Consequently, ICT competence of a future foreign language teacher is binding and important in becoming a professionally competent foreign language teacher.

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