



THE ROLE OF COMMUNICATION COMPETENCE IN THE EDUCATIONAL PROCESS

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Abstract

Innovations in education aim the teacher to form a personality that is able not only to participate in the pedagogical process, but also to provide the student with scientific and technical products and technological innovations, constantly modernizing the field of education. The article considers the role of information and communication technology (hereinafter referred to as ICT) of the competence of teachers in the educational process.

Keywords: communication technology, innovations, pedagogy, efficiency.

At present, it is important for a teacher to accumulate data on current processes in society, their rationality and regularity, as well as on the resources for technical optimization of competencies in the sector of information culture. The key parameters of the information society in literary sources are designated as:

- Formation on a global scale of a single information field capable of expanding the scope of available knowledge;
- Use of innovative tools of communicative interaction with the help of information resources;
- Elimination of disparity in the information sector;
- an increase in the index of satisfaction with the needs of students in products and data obtained with the help of information and communication technologies.

Informatization in its essence is a community of various kinds of processes (political and economic, social and legal, industrial and organizational, scientific and technical, etc.), which are mutually interconnected and focused on organizational measures that can implement:



1. the needs of society and the individual for information;
2. realize the rights of the society and the person in the sector of using software and hardware, as well as network resources and online products related to ITC.

Since one of the most important aspects of informatization is the worldwide introduction of the means and methods of working with information developed on the basis of the latest ICT (such as collection, analysis, storage and transmission), modern education is characterized by a corresponding trend. The essence of this trend is that in the process of teaching various academic disciplines, there is an integration of various ways of knowing the world, which is based on a systematic approach organized using modern technology and relevant ICT.

A direct consequence of the informatization of education are:

- growth in the quality of computer and video equipment;
- increase in the number of computer classrooms;
- creation of software development tools;
- the need to adapt virtual educational environments to a specific discipline, etc.

That is, informatization is at the same time a way of implementing both a new educational model and predicting the development of the educational system as a whole.

One of the most important conditions for the informatization of modern society is the formation of a personal information culture, the consequence of which is the need to develop information and communication competence (hereinafter ICC).

The first steps in this direction were taken in 1998 and implemented in the form of the "Information Literacy Standard", which consists of five parts. This standard says that for an educated person, the norm is the ability to work with modern ICT to find the information necessary in life and professional activities, process and evaluate, apply and further transfer. Similar requirements are put forward to work with information sources.

Modern versions that optimize the formation of the ICC of a teacher are understood as the formation of a space focused on the use of digital devices (hereinafter referred to as CBS), the need to create which is due to:

- requests from all layers of the information society;
- unstoppable breakthrough in the development of technological solutions;



- requests from employers;
- introduction of informatizing products into the educational and scientific process, into the sector of scientific and methodological developments;
- dynamic needs of business and government, social life and institutions of education, transport and technology.

The formation of this environment has a significant weight for the system of educational institutions, as it can effectively influence the ICC for teachers.

In other words, one of the main ways to develop the ICC of teachers is the full-scale introduction of ICT in the process of improving their qualifications, which leads to the modernization of curricula and special courses.

It should be noted that for teachers teaching lessons at school, the opportunity to use ICT arises only on the basis of modern programs and devices that involve not only displaying information from media or device memory, but also access to the Internet.

Thus, the information and communication solutions of Google Corporation, which are freely available and do not require a subscription, have reached high popularity. The potential of these resources as tools for using ICC in the classroom arises in connection with the unique options and modes of individual products:

- the ability to create documents with text, graphic or audio content, with the possibility of collective or remote access and editing (Google document);
- planning a day or a week in various tools (GoogleCalendar);
- work with photographic materials and graphics in editing mode (Picasa);
- the ability to create an email account protected from spam and connected to a search engine (Gmail);
- perform auto -translation of documents that are in the network access (Googletranslate);
- creation of portals and diaries reflecting the implementation of the educational project (GoogleSites ; Blogger);
- analytics of visits to specific platforms (GoogleAnalytics).

In addition, there is also a training center where teachers can take part in courses and webinars on using the company's products and cloud technologies in their own professional practice.

Thus, we have found that today software products and CBS are created mainly by large companies that study the needs of the modern consumer, who is in the Russian education sector. It is noteworthy that the integration



of current developments of teachers and IT specialists, global and national strategies, as well as specific participants in the educational process (teachers and students) is understood as a mechanism with a high level of efficiency as an educational space.

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