# THE ROLE OF INFORMATION TECHNOLOGIES IN THE DEVELOPMENT OF PROFESSIONAL COMPETENCES OF FUTURE ENGLISH TEACHERS

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## ABSTRACT

*This article describes the educational opportunities of modern information technologies for future teachers of English in the era of digitalization of higher education. It also characterizes the educational potential of modern information technologies in teaching English to students. The main competencies for the use of information technologies in teaching English are theoretically substantiated.*

**KEYWORDS:** *Digitalization Of Education, Information Visualization, Interactive Presentations, Online Assignments.*

## INTRODUCTION

The future of the country, the development of all spheres of human life and the success of ongoing reforms depend directly on the effectiveness of policy in the field of education and science.

Decree of the President of the Republic of Uzbekistan dated October 8, 2019 No PF-5847 "On approval of the Concept of development of the higher education system of the Republic of Uzbekistan until 2030" was approved. It focuses on the quality of training in pedagogical areas of foreign languages, revision and improvement of curricula and programs in these areas and specialties on the basis of best international practices, the formation of students' skills in using modern information technology in education, all general education in the regions. The main priorities of the development are to provide schools with highly qualified professional teachers who teach foreign languages with the ability to use modern information technology [1].

Also, in the Address of the President of the Republic of Uzbekistan Sh.M.Mirziyoev to the Oliy Majlis and our people dated January 6, 2021, the teaching of foreign languages in 2021 was identified as one of the priorities. These decisions will ensure positive results in the process of modernization of the system of teaching foreign languages, including English, in our country [2].

The effective use of innovative pedagogical technologies, interactive methods and information and communication technologies in the formation of the competence of future English language teachers in higher education institutions in the field of information technology is a requirement of the times.

Learning English requires a variety of methodological, technological methods and tools. This is especially necessary in the process of learning, listening to, and communicating with native speakers of a foreign language. Students are helped by modern information technology.

Scholars such as J.J.Jalolov[5], G.Makhkamova[7], T.K.Sattarov[8], O.Hoshimov[9] have conducted research in our country on the pedagogical problems of training future English

language teachers. Scientists from the Commonwealth of Independent States, such as N.I.Arshinova[4], E.V.Koroleva and E.A.Senchenko[6] conducted research on the development of information technology competencies of future English teachers.

Although research has been conducted by scholars in various fields on the problem of forming the competence of future English teachers, the issue of improving the system of developing the competence of future English teachers in information technology in the context of digitalization of education has not been specifically studied.

In improving continuous and perfect learning at all levels of the English language education system: teaching of certain special subjects in technical and international specialties in foreign languages in grades 1-11 of general secondary schools, specific criteria for assessing the level of knowledge of foreign languages at each stage of education and It is organized on the basis of new state educational standards, using modern innovative information and communication and teaching techniques, curricula and plans, innovative textbooks.Also, fiction, TV shows, newspapers and electronic magazines are regularly published in English, and distance learning is being carried out intensively at all levels of education.

In the context of digitalization of education, it is necessary to develop the following competencies to teach future English teachers the effective use of information technology in their professional activities:

- Competence to search for information in the database (search for audio and video materials, textual information, electronic textbooks and manuals, online assignments required in the course in a database such as Cambridge University Press and Oxford University Press);

- Competence in working with software (research shows that future English teachers can work mainly with office programs in part with Microsoft Word and Microsoft PowerPoint, the use of special software in professional activities, such as simulators to activate students' knowledge and automatically monitor their knowledge possible);

- Ability to create interactive presentations, information visualization (ability to present educational content and research in graphical and visual form. In addition to Microsoft PowerPoint and Microsoft Excel, it is advisable to use Quizziz, Kahoot, Miro, Padlet, Google Charts);

- Competence in the use of videoconferencing (use of videoconferencing tools such as Zoom Meetings, Skype, Jitsi, Facebook Meeting Room. These tools allow online presentations, work with documents and applications);

- Competence to create educational content (Jing, ISpring software can create, edit educational content and post the finished content on You Tube or social sites for students to use) [3].

The above competencies can be used to develop lexical and grammatical skills at any stage of the lesson. This saves a lot of time, increases control efficiency and objectivity. Students rise to a new level of interactive communication between human and computer and work in real time.

Thus, the use of modern information technologies in the teaching process, complemented by new pedagogical design and interactivity, is very important and inevitable. But doing so requires the teacher to have a set of digital competencies. Educators must undergo special training that prepares them for the reliable and conscious use of information technology in the educational process.

In our opinion, the psychological readiness diagnostics of the use of digital technologies in the teaching process of future English teachers will reduce the resistance of students to innovation in education, optimize creative and innovative activities in the application of information technology, and increase the chances of future teachers to create authoritative e-learning content.

Research shows that these competencies need to be developed for future English teachers to carry out their professional careers effectively. Prospective English teachers need to be specially trained to learn information technology consciously and perfectly. This training can be done in the framework of the subject "Information Technology in Education".

The purpose of teaching the subject "Information Technology in Education" to future English teachers is to provide theoretical knowledge on the use of information technology in education, the correct choice of software to solve problems of professional activity and to solve problems based on the acquired knowledge, independent use of modern information technology software. is to develop acquisition skills. In the process of teaching this subject, students are introduced to modern information and communication tools and programs of teaching, the essence of the possibilities of information technology and their practical application in the educational process, as well as scientific achievements and innovations, teaching to create educational resources.

In conclusion, the extensive use of information technology in the process of teaching English to students offers many other advantages and opportunities. For example, the use of multimedia didactic tools leads to better mastery of English. Through the interactive nature of information technology, pedagogical cooperation is activated and strengthened, resulting in effective linguistic learning. This process serves to organize and integrate educational content focused on a single approach to the effective use of advanced foreign experience and innovative educational technologies.

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