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THEORETICAL ASPECTS OF THE USE OF THE FORMATION OF DIGITAL CULTURE OF FUTURE ENGLISH TEACHERS IN THE INFORMATION AND EDUCATIONAL ENVIRONMENT OF THE UNIVERSITY

Annotation. The article deals with the requirements for a modern teacher of foreign languages in the context of digital education. The article presents the system of training students – future teachers of foreign languages – who have digital competencies, and describes the experience of developing digital competencies in lecturers at the Institute of Language and Literature.

Keywords: a foreign language teacher; professional requirements; digital education;digital competencies; an educational program.

Introduction

In modern society, traditional teaching methods are increasingly losing their relevance, which is reflected in a noticeable decrease in the quality of education in vocational education. Teachers are faced with the task not only to acquire a certain set of competencies and skills to use the information environment, but also to realize the importance and effectiveness of the universalprocess of informatization of education.

Materials and types of research

The professional standard "Teacher" incorporated elements of the teacher's digital competencies. The teacher must possess information and communication competence, which compositionally consists of:

- general user – this is basic computer knowledge, knowledge of the Microsoft Office package (basics of working with text editors, spreadsheets, PowerPoint formats), the ability to useInternet services (e-mail, browsers), multimedia equipment, etc.;
- general pedagogical ICT (Information and Communication Technologies) competence involves methodically competent use of web resources, training programs to achieve the objectives of the lesson, the ability to organize training in a computer classroom, the ability to maintain documentation in the electronic environment of an educational institution;
- subject-pedagogical ICT competence includes the ability to optimize the learning processof your subject using information technology.

Research questions

The formation of the information culture of future English teachers involves the phased implementation of the model:

- the motivational and value stage aimed at the formation of sustainable motivation of students to master ICT in the process of professional training;
- communicative and productive, involving the purposeful formation of skills and abilities of future English teachers to master methods, techniques, methods and means of obtaining, processing and storing information, as well as computer skills as a means of information management;
- a professional activity stage aimed at the formation of students' abilities to work with information resources, the practical application of acquired knowledge in the educational process;
- the reflexive and creative stage is conditioned by the formation of the abilities of future English teachers to analyze, assess their own level of mastery of information culture, and a creative approach to the use of ICT in future professional activities.

Research results

Digital technologies for learning English – podcasts (Fastbox, Apple podcasts, podcasts in VK), technologies for working with vocabulary (Memrise, Quizlet, Lingualeo, Duolingo), online dictionaries (McMillan, Multitran, Urban Dictionary, Cambridge Dictionary, Woordhund, Reverso Context), technologies for communicating with native speakers (Italki.ru, InterPals.net, Mylanguageexchange.com, Rosettastone.com, Tandem), for practicing phonetics (Forvo.com, Upodn.com, Am-en.ru), as well as social networks, thematic sites.

Digital tools – virtual JAM BOARD, PADLET, MIROD Q, online questionnaires, screencasts, systems for creating tests; services for organizing the educational process in a remote format (GoogleClassroom, for example), interactive presentations and infographics, educational web quest, interactive exercises through online services, interactive games, quizzes, crosswords online-services, online services for creating animations and videos.

Digital footprint – presentations uploaded on the Internet, videos, comments on networks,blogs, network projects, etc.

Digital competence is an important survival skill and knowledge asset in the digital age (Yu. Zhao, M.S. Sanchez Gomez, A.M. Pinto Llorenti, L.Zhao); "the ability (along with a solid theoretical basis) to apply the knowledge and skills necessary for planning, implementing, evaluating and constantly reviewing teaching and learning processes supported by digital technologies" (I.V. Kalnitskaya, O.V. Maksimochkina) [1];

Media competence is "a set of motives, knowledge, skills, and abilities of a person contributing to media educational activities in an audience of different ages" (S.S. Babajanov) [2]; "media competence is associated with the systematization of media knowledge, skills, and value attitude to media education in general" (N.V. Zmanovskaya) [3];

Digital literacy is "a new form of literacy, which implies the search, evaluation and use ofvarious sources of information in order to form a comprehensive meaningful

understanding of a specific issue, topic or situation" (M.S. Dobryakova, I.D. Frumina) [4];

Digital skills are "the skills necessary for a person to use information and communication technologies to achieve goals in his personal and professional life" [5].

Preparation of students. Educational activities. All educational programs of the Institute include the module "Introduction to Information Technologies and artificial Intelligence systems", which contains such disciplines as "Digital Culture, digital professionalism and the basics of artificial intelligence", "Information Technology in linguistics".

During the development of these disciplines, students, in addition to mastering practical skills of working in an electronic environment, learn to conduct an examination of linguistic software products, use them in educational and research activities, get acquainted with the concept of computational linguistics, electronic corpora, electronic dictionaries in Russian and foreign languages [8].

Preparation of students. Design and scientific activities. The development of ideas for students' project work is directly related to the digital component. If a student is developing an event project, then there is no need to conduct it in an offline format. Online quizzes, web quests,and intellectual games conducted online made it possible to reach a larger number of interested people, and students themselves acquire new digital knowledge and skills and master new digital tools during the development and implementation of projects.

At the moment, the higher education system is at the stage of transition from one educational standard to another. So, in the 2020-2021 academic year, 3rd-5th year students study according to the SESHE (the state educational standard of higher education) 3+ curriculum, and 1st and 2nd year students already study according to the SESHE 3++ curriculum. The difference in the name of ICT disciplines and the time of their development can be traced in Table 1.

Over the past 2 years, the number of students' final qualifying papers on distance, electronic, and blended learning has increased 5-fold. As an example, we will cite such topics as the Web quest as an effective technology for the formation of cognitive universal educational actions (in English lessons), the didactic functions of Internet technologies in the process of learning and learning a foreign language, etc.

First, you need to pay attention and understand what competence is. Competence, translated from Latin, "competentia" means a range of issues where a person is knowledgeable, has knowledge and experience - compliance with the requirements for employment; - the ability to perform special work functions [13]; - generalized methods of action that ensure the productive performance of professional activities (A.G. Sergeeva) [14].

Due to the digitalization of the education system, the ability to use new, advanced educational programs and technologies in teaching is necessary. Today, along with the traditional learning system, distance learning is also widely used, learning through educational platforms such as Google Classroom, Daryn.online, bilimland kz, Bilimal.kz and ZOOM. Proper and competent use of these educational platforms helps to improve the quality of knowledge of both students and teachers. For example, online courses, ready-made video lectures, tasks for consolidating the studied educational material and monitoring academic performance can be uploaded to the Open Edx platforms.

Table 1 - Continuity of ICT disciplines in SESHE 3+ and SESHE 3++

SESHE 3+	SESHE 3++		
Name of the discipline	Course/semester total volume	Name of the discipline	Course/semester volume
Information technology	2nd year/3rd sem. 54 aster. hour.	ICT and media information literacy	1st course/2 sem. 108 astr. hour.
		Educational practice, technological (design and technological) practice	1st course/2 sem. 54 astr. hour.
A workshop on professional activity in theinformation environment of an educational institution	3rd year/6th sem. 54aster. hour.	Electronic school of the XXIcentury	4th year/8th sem. 81 aster. hour.
		Distance learning technologiesin the educational process of theschool	5th year/9th sem. 81 aster. hour.

Conclusion

We note that the challenges of modern society push teachers to constant development, to the formation of new competencies, in particular, digital competence, the content of which is adjusted depending on the development of Internet technologies. In order to form young people for the digital economy, teachers need to constantly improve their skills and master new technologies themselves.

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ҚОЛДАНУДЫҢ ТЕОРИЯЛЫҚ АСПЕКТІЛЕРІ УНИВЕРСИТЕТТІҢ АҚПАРАТТЫҚ-БІЛІМ БЕРУ ОРТАСЫНДА БОЛАШАҚ АҒЫЛШЫН ТІЛІ МҰҒАЛІМДЕРІНІҢ ЦИФРЛЫҚ МӘДЕНИЕТІН ҚАЛЫПТАСТЫРУ

Аңдатпа. Мақалада цифрлық білім беру жағдайында заманауи мұғалімге ұсынылған Шет тілдеріұсынылған. Цифрлық құзыреттілікке ие болашақ шет тілі мұғалімдерінің студенттерін даярлау жүйесі ұсынылған, сондай-ақ тіл және әдебиет институты оқытушыларының цифрлық құзыреттіліктерін қалыптастыру тәжірибесі сипатталған.

Кілт сөздер: шет тілі мұғалімі; кәсіби талаптар; цифрлық білім; цифрлық құзыреттілік; білім беру бағдарламасы.

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ТЕОРЕТИЧЕСКИЕ АСПЕКТЫ ИСПОЛЬЗОВАНИЯ ФОРМИРОВАНИЕ ЦИФРОВОЙ КУЛЬТУРЫ БУДУЩИХ УЧИТЕЛЕЙ

АНГЛИЙСКОГО ЯЗЫКА В ИНФОРМАЦИОННО-ОБРАЗОВАТЕЛЬНОЙ СРЕДЕ УНИВЕРСИТЕТА

Аннотация. В статье представлено предъявляемых к современному учителю иностранных языков в условиях цифрового образования. Представлена система подготовки студентов будущих учителей иностранного языка, обладающих цифровыми компетенциями, а также описан опыт формирования цифровых компетенций у преподавателей Института языка и литературы.

Ключевые слова: учитель иностранного языка; профессиональные требования; цифровое образование; цифровые компетенции; образовательная программа.