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IMPROVING THE ORGANIZATIONAL AND PEDAGOGICAL CONDITIONS FOR THE DEVELOPMENT OF INFORMATION COMPETENCE OF TEACHERS IN THE ERA OF DIGITALIZATION

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Annotation
The article discusses role of teaching by taking into account modern features in the teaching profession, in the process of improving the prospective teachers' professional competence, and the learning process organization. Effectiveness of the competence formation in prospective teachers determined by the qualitative criteria, the relevance of which relates to the educational process content and pedagogical conditions. Implementation of pedagogical activities following the principles and competent approaches to person-centered learning, new teaching methods used in pedagogical practice, plans of proposed methods for basic competencies formation in teachers, analysis effectiveness of decision making in certain pedagogical situations were discussed. This article analysis about the ways of improving the organizational and pedagogical conditions for the development of information competence of teachers in the era of digitalization.

Keywords: organizational skills, pedagogical conditions, information competence, digitalitions, information technologies

Introduction

Pedagogical content knowledge is a type of knowledge that is unique to teachers, and is based on the manner in which teachers relate their pedagogical knowledge (what they know about teaching) to their subject matter knowledge (what they know about what they teach). It is the integration or the synthesis of teachers' pedagogical knowledge and their subject matter knowledge that comprises pedagogical content knowledge. Motivational-value, content-procedural, organizational-managerial, and reflex-appraisal components are defined in the structure of readiness. The motivation-value component aims to increase students' motivation for the project work, as well as their comprehension of its significance for future instructional

engagement. The content-procedural component focuses on the stepwise development of project activities over the project's complete life cycle: research, planning, development, deployment, and quality assurance. The organizational and management component of project management is concerned with the coordination of interactions between teachers, students, and university administration, as well as the development of strategic goals, the prediction of project outcomes, diagnostics, and control. The goal of the impact-assessment component is to create a reflective preparation for project activities. The impact-assessment component is aimed at the formation of a reflective readiness for the project activity. Materials and methods: When writing the article, the following methods were used: theoretical and methodological analysis and synthesis of existing special domestic and foreign scientific and methodological literature, a conceptual analysis of scientific articles and publications. An interdisciplinary scientific and theoretical analysis of the problem was conducted on the subject of the research, as a result of which the conclusion was made that the organizational and pedagogical conditions for the readiness of future teachers for the project activity are to be developed. Results: The set of organizational and pedagogical conditions necessary and sufficient for the successful formation of the project activity of future teachers in conditions of digitalization of education is justified. The program of experimental and experimental research of the readiness of future teachers for the project activity on motivational-value, substantive-procedural, organizational and managerial, reflective-evaluative components is implemented, ensuring objectivity, complexity, consistency of monitoring and evaluation of the results of project activities. In the context of digitalization of education, a set of organizational and pedagogical conditions is justified as required and sufficient for the successful creation of future teachers' project activity. The program of experimental and experimental research of future teachers' readiness for project activity on motivational-value, substantive-procedural, organizational and managerial, reflective-evaluative components is implemented, ensuring objectivity, complexity, and consistency of project activity monitoring and evaluation. Teachers differ from scientists, not necessarily in the quality or quantity of their subject matter knowledge, but in how that knowledge is organized and used. In other words, an experienced science teacher's knowledge of science is organized from a teaching perspective and is used as a basis for helping students to understand specific concepts. A scientist's knowledge, on the other hand, is organized from a research perspective and is used as a basis for developing new knowledge in the field. Nevertheless, the institutionalized competence in the development of vocational education is a recent phenomenon appeared with other innovations such as introduction of self-managed

learning, the integration of theory and practice, prior learning and the new theories validation, including authentic learning, social constructivism and knowledge construction. To assess the organizational and managerial readiness, a team was organized work that made it possible to create in conditions of joint activity with a teacher and fellow students projects at a higher quality level. Development of practice-oriented projects has shaped students' desire to solve specific educational problems aimed at improving the quality of education. Gradual development by students project activities contributed to a non-standard, original approach to the development projects to solve educational problems. Creativity and non-standard approach initiated the development of students' abilities to integrate the acquired knowledge and acquire new ones. When writing the article, the following methods were used - theoretical methodological analysis and synthesis of existing special domestic and foreign scientific and methodological literature, conceptual analysis of scientific articles and publications on topic; study and generalization of both domestic and foreign developments and implementation projects to create digital environments in project activities; application of methods generalizations, comparisons, forecasting. An interdisciplinary scientific and theoretical analysis of the problem on the subject of the study, which resulted in reasonably concluded that it is necessary to develop organizational and pedagogical conditions for the readiness of future teachers for project activities

While most research on digital competences has focused on single actors (teachers, students, and school leaders), a burgeoning but often overlooked field of research examines school-level competencies in the context of supporting digitalization and educational change. The purpose of this research is to look into how schools arrange their organizations, institutional infrastructure, and activities in order to prepare for digitalization. Interviews with school administrators and educational technologists from five upper secondary schools with substantial expertise in digitalization and remote teaching were conducted for the study. By using three categories, namely setting the direction, developing people, and developing the organization, as an analytical framework, this study identifies two types of digitally competent school organizations: goal-and structure-oriented schools and culture-oriented schools. This study's insights serve as a point of departure for understanding the different ways schools can organize themselves to become comprehensive, stable, and digitally competent organizations and for understanding important challenges related to this process. According to the findings, it is critical to create an environment that allows actors and practices to change and evolve in order to create a digitally capable school organization. Building digitally proficient teams to promote change and development,

installing technical equipment, organizing technical and pedagogical assistance, managing time and budget, and addressing elements of leadership are all essential components in this area. Teachers' knowledge of students' talents and learning strategies, as well as their ages and developmental levels, attitudes, motives, and prior knowledge of the subjects to be taught, is one component. Hundreds of research on student misunderstandings in science and mathematics have made students' past knowledge more visible in the recent decade. Teachers' grasp of the social, political, cultural, and physical surroundings in which students are supposed to study is another component of teacher knowledge that contributes to pedagogical content knowledge. Socialimplications in this study are resulted in society development changes, mainly the problem of globalization, the growth of the strategic direction of the market economy, changes in international relations and modern requirements for the teaching profession, ability to organize humanization processes, the ability to strengthen international relations, interpersonal and intercultural ties, etc., in-depth training, taking into account the above-mentioned modern requirements in the formation of the ICT competence in prospective teachers. The practical meanings associated with the learning process organized in a systematic way, where students will be able to create new ideas, further develop mentally and gain professional knowledge through a variety of activities, and gain experience in using the obtained skills in the right situations. Conclusions, future teachers' willingness and competence to conduct project activities in a digital environment will help to organize the educational process in the digital age.

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