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THE USE OF INFORMATION AND COMPUTER TECHNOLOGIES IN THE DEVELOPMENT OF «DIGITAL SAVVY» OF THE TEACHER

***Annotation.** The article describes the need to develop the digital savvy of teachers in connection with the transition to online learning. The possibilities of using information technologies in online learning are illustrated, which contribute to the development of interest in learning and the formation of imaginative thinking.*

***Key words:** information technology, online instructor, skills of the teacher.*

The world is changing, the environment is changing, technologies are developing. Accordingly, people change including students. Accordingly, how we were once taught, how we might have learned before, is already irrelevant to teach. Students now think differently. This is not always good, of course, one can be nostalgic a lot about the fact that the student went to the wrong one, but we cannot resist the mainstream.

Now the university is working within the framework of the University 3.0 concept, one of the points of which is the idea that the student, his needs are the main core around which the entire education system revolves in principle. Teachers must adapt to the student and, accordingly, present knowledge to him in the form that is most convenient for him.

The debate about the need for online teaching and the quality of online teaching and face-to-face (F2F) learning has been going on for years. These disputes appeared long before the outbreak of the pandemic. All these disputes disappeared at the moment when all training was transferred to a distance form.

It is noteworthy that authors such as Colley and Martin [1] summarize this situation for educators as «uncharted territory» and emphasize the need for «teacher adaptability», that is, the ability of educators themselves to adapt in terms of how they teach and how they achieve and improve their professional potential within this new normal. The situation with online learning may well represent a «new normal» that will need to be continued.

As part of the Erasmus+ project «Change in the educational environment: promoting innovative teaching and learning to improve the educational activities of students in the Eastern Partnership countries» (PRINTeL), in April 2021, a cycle of free online training seminars was held at the Belarusian State University, where the best practices of foreign universities in the field of application of innovative teaching methods and technologies in a pandemic are presented.

The author of the article conducted a training seminar on the topic «Competency-Based Approach and Assessment in Digital Learning». In the process of conducting trainings, some observations related to online education and training (OT&L) were identified:

- practical exercises or lab exercises cannot be substituted for OT&L;
- the teaching staff is not (sufficiently) prepared methodically and didactically;
- educational support from teachers is (too) greatly reduced in OT&L;
- lack of electronic equipment and materials, adequate IT and organizational support in many educational institutions;
- current survey and evaluation methods are not suitable for OT&L;
- OT&L leads to a much greater work and study load, causing psychological stress and leading to failure and burnout.

During the trainings, the main provisions of online learning were formulated.

Future learning and education must be...

- blended learning;
- in a balanced combination of several computer-supported teaching methods;
- with a clear link to adapted learning outcomes;

- focusing on well-defined competencies;
- include (interactive) video sessions and time for guided learning;
- aimed at stimulating independent learning of students;
- assessed by a motivated and experienced teacher.

The pandemic has forcibly made online education the new standard in education and forced «lecturers» to change their role to become «online instructors».

Computers find their direct application in all spheres of human activity, including in the field of education. There is no longer any doubt that information and communication technologies will improve the traditional teaching methodology. Computer technologies in teaching open up new technological options for teaching. Computers also change the lecturer himself, giving him the role of an «online instructor».

What new skills does online learning require from teachers? In table 1, I tried to group the skills of the teacher and what role he performs.

Table 1

Online teacher roles

Student expectations for the role of an OT&L instructor	The Role of the Instructor
Access to technology and familiarity with IT technologies	Technical savvy
Effective course management and training	Course Manager
Good introduction to the course	Course Instructor
Wide availability	Course Administrator
Uninterrupted communication	
Operational Feedback	
Extensive documentation and efficient and correct record keeping	
Encourage active learning	Coach / Mentor
Respect diverse talents and ways of learning	
Develop reciprocity and cooperation among students	
Focus on tasks and time management	

The main goal of the further development of education is the development of what can be called the development of «digital savvy» in the teacher. This indicates

the need to improve the qualifications of teachers when using information and computer technologies as the main guideline for the constant adaptation of teachers.

The article [2] presents some teaching methods that allow you to work with students interactively and remotely, while developing the digital savvy of teachers.

For example, in the learning process, we [3] quite effectively use the «Group puzzle» method (acquaintance with a specific topic or part of a topic) in combination with the Mentimeter online service, which is used to create real-time surveys and create interactive presentations. The student audience uses their smartphones to connect to the presentation, where they can answer questions, provide feedback, and more. Visualizing their responses in real time creates an interesting and interactive experience. Using the Mentimeter online service allows you to convey your message and engage students through surveys, quizzes, question and answer sessions in the learning process.

Manipulative teaching methods promote the transition from learning to learning, which involves the participation of students in what is happening in the classroom by self-management of the learning process. The educational process is focused on the trainees themselves (students), helps students to penetrate the essence of knowledge, building a personal scale of intellectual and creative qualities.

The experience of recent years has shown that student groups are becoming more heterogeneous in composition every year. All the more important is the need to use manipulative teaching methods using interactive and remote methods [4, 5].

Activities organized within the framework of this teaching method are focused on achieving an unknown result in advance, allow students not to passively acquire knowledge, but to create it on their own, help students to realize themselves, demonstrate their knowledge and abilities, as well as develop the ability to introspection and reflection.

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