THE THEORETICAL ASPECT OF INCREASING THE READINESS OF HIGHER EDUCATION TEACHERS TO USE THE VIRTUAL ENVIRONMENT AS AN EXAMPLE OF CREDIT EDUCATION

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Annotation. Issues of formation of technological training of the university teacher, use of virtual educational environment with credit have been considered. The issue of readiness in modern pedagogy and psychology, educational environment with credit technology is analyzed through scientific approaches to the implementation of Bologna process parameters in Higher Education.

Keywords: Information and Communication Technology, credit education technology, readiness, professional readiness, professional suitability.

Introduction. Modern teacher should act not as a source of knowledge, but as the leader and organizer of the educational process, namely: individualize the educational process through the independent work of students; use information technology in providing the student with methodological materials; direct the student to obtain and analyze information independently. The success of professional activities of professionals in today's society depends on the degree of ownership of the tools and services that their information and communication technology provides.

Literature view. Abdurazakov M.M, Najmudinova P.A information and communication considering the problems of the teacher's readiness for professional activity in the educational environment, it is worth noting that the use of ICT not only increases the effectiveness of human activity, but also includes the way of thinking, lifestyle, ways of directing it in the social space. ICT serves as a means of professionalization and socialization of students, formation of technical, technological and scientific knowledge necessary for professional activity in the information society.

Research methodology. Relying on how qualitatively pedagogical personnel are trained, how "free" they use the tools of information and communication technologies in the educational process, we can say that under them there are "software, software and technical tools and devices that work on the basis of microprocessor, computational techniques, as well as modern information transmission systems that provide the opportunity to collect, produce, store, process, transmit and, we understand the"information exchange systems" in many respects the future of the whole world society will depend on. If the teacher of a higher educational institution is a scientist and educator as a specialist in a certain field of knowledge, demonstrates a creative attitude to professional activity in the educational process, and at the same time professionally handles ICT, then its pedagogical effect will increase several times.

Analysis and results. The transition of higher education to credit education technology faxes the teacher's technological readiness to use the virtual learning environment in his / her professional activities. Within the framework of the credit technology of education, students are given the freedom to choose their own educational track record, as well as the teachers who take the courses, in which the teachers are obliged to:

- Presentation of their courses through the means of information and communication technologies, using all kinds of multimedia and animation tools; design of electronic textbooks, development of distance courses;

- Use of Internet sites by students to obtain information from the New actual content of information through independent izlash;

- Transfer a large part of communication and interaction with students to the network (the feature of messaging services is that correspondence is delivered to the address within a few seconds, regardless of the physical distance, making them an integral part of the learning processtiradi);

- The use of virtual space opportunities to organize the independent work of students under the guidance of various (MI) independent work and (ORTMI) teachers;

- Development of different types of Test and other Test assignments;
- Control students ' knowledge and skills using electronic means and so on.

In the pedagogical literature, a kind of preparation is distinguished: psychologicallyhemotional, professional and other types. Some of us will consider mavj approaches.

Attention should be paid to the problems of the teacher's readiness for professional activity in the information and communication educational environment, the use of ICT includes not only the effectiveness of human activity, but also the way of thinking, lifestyle, ways of directing it to social space. ICT serves as a means of professionalization and socialization of students, formation of technical, technological and scientific knowledge necessary for professional activity in the information society.

The analysis of the existing approaches shows that most often readiness is studied as a certain state of consciousness, psyche, functional systems in the conditions of responsible actions or preparation for them. Readiness seems to be the ability, inclination of the projectile to move at a sufficiently high level, is based on decisive conditions for rapid adaptation to working conditions, professional improvement and the continuation of professional development.

Technology is inextricably linked with all the diverse manifestations of the personality of the teacher, and in this the methodology is the procedure by which methods and tools are applied, regardless of the person who carries them out. It can be seen that the pedagogical task can only be effectively solved by the teacher who is ready to apply it with the help of appropriate technology.

Pointing out that the term "technology" to pedagogy is brought from the field of information technology, he once again stressed that the teacher's willingness to use ICT in educational activities can be defined as technological readiness. We define it as the ability of the teacher to solve professional problems using the tools and methods of information and communication technology and they are::
- To carry out information activities on collection, processing, transmission, storage of information resources in order to automate the processes of information-methodical provision;
- Creation, evaluation and implementation of information content distributed on the Internet for e-learning resources and educational purposes;
- Organization of network cooperation (communication) between interactive services operating on the basis of educational process and ICT;
- Manage the independent work process of students in a Virtual learning environment.

Conclusion / Recommendations. The professional qualities of the teacher depend on the ability to integrate in their work new methods, forms and tools of education, including the willingness to learn and use them on the basis of ICT and to improve the effectiveness of the educational process, the level of its compliance with the requirements of the information society with the aim of their professional experience.

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