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DEVELOPMENT OF INFORMATION COMPETENCE OF FUTURE TEACHER OF INITIAL CLASSES IN VOCATIONAL AND EDUCATIONAL ACTIVITIES

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БЎЛАЖАК БОШЛАНҒИЧ СИНФ ЎҚИТУВЧИСИНИНГ КАСБИЙ-ПЕДАГОГИК ФАОЛИЯТИДА АХБОРОТ КОМПЕТЕНТЛИГИНИ РИВОЖЛАНТИРИШ

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Аннотация. Шахснинг ахборот компетентлиги жамиятни ахборотлаштириш жараёни билан бевосита боғлиқдир. Ахборотнинг экспоненциал ўсиши жамиятга таъсир кўрсатиб, уни ахборотлашувига олиб келади. Ушбу мақолада бўлажак бошланғич синф ўқитувчиларининг ахборот компетентлиги унинг касбий компетентлигининг зарурий ташкил этувчиси сифатида ўрганилган.

Калит сўзлар: бўлажак бошланғич синф ўқитувчилари, ахборот компетентлиги, ахборот, ахборотлаштириш, касбий компетентлик, касбий фаолият.

РАЗВИТИЕ ИНФОРМАЦИОННОЙ КОМПЕТЕНТНОСТИ БУДУЩЕГО УЧИТЕЛЯ НАЧАЛЬНЫХ КЛАССОВ В ПРОФЕССИОНАЛЬНО-ПЕДАГОГИЧЕСКОЙ ДЕЯТЕЛЬНОСТИ

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Аннотация. Информационная компетентность человека напрямую связана с процессом информатизации общества. Экспоненциальный рост информации влияет на общество и приводит к его информатизации. В данной статье информационная компетентность будущих учителей начальной школы рассматривается как необходимый компонент ее профессиональной компетентности.

Ключевые слова: будущие учителя начальной школы, информационная компетентность, информация, информация, профессиональная компетентность, профессиональная деятельность.

DEVELOPMENT OF INFORMATION COMPETENCE OF FUTURE TEACHER OF INITIAL CLASSES IN VOCATIONAL AND EDUCATIONAL ACTIVITIES

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Annotation. Information competence of a person is directly related to the process of informatization of society. The exponential growth of information affects society and leads to its informatization. This article considers the information competence of future elementary school teachers as a necessary component of their professional competence.

Key words: future teachers of primary school, information competence, information, professional competence, professional activity.

The development of science and technology will create a highly automated information environment. Accordingly, training should provide people with the necessary skills for learning in the new information environments of their lives, including the widespread use of modern information technologies and an understanding of the new world and the world of information.

American teacher F.S. Schlecht notes that "students who successfully master the main school curriculum learn to apply their knowledge in familiar situations, but do not acquire the skills to work independently with information and cannot succeed in the information society" 1; AT 6]. Therefore, information competence is one of the main advantages of modern general education. In her work, N. A. Morozova [2] emphasizes the need to form different core competencies at different age stages of development (for example, preschool - mainly personal and communicative; in school - general education, information, communication, vocational training). - Comprehensive, significant, cultural, social and labor, informational, communicative, political and social, life competences in a multicultural society, ability and desire to learn throughout life). But there are also a number of competencies that a person must form throughout his life. Such competencies also include information competency.

The competence of information competencies in the field of independent cognitive activity - "as part of the acquisition of knowledge from various sources of information, including extra-curricular resources" [3; B.13].

Today there is no clear definition of the concept of information competence. The authors differ in their interpretations of this concept. In some cases, the term "information culture" is used, which, in our opinion, refers to information competence, and in some studies, the authors use the terms "information competence" and "information culture" as synonyms.

In the literature there are many approaches to describe the concept of "information culture". A review of the literature allows us to conclude that this concept is universal. From the point of view of the cultural approach, culture is considered as the organizer of the general personality culture, as a person's lifestyle in the information society, as a process of harmonization of the person's inner world, since it acquires the entire amount of socially significant information.

N.I. Jendina claims that this is an important information world that "unites" all components of the information culture, and this applies to "generalized approaches to information, information resources, information systems, information technologies, information, the role of the information society and people in the environment. their views, ideals, principles of knowledge and activity "[4].

In a literal sense, information culture is seen as the ability to work with information and use new information technologies to receive, process and provide information, that is, to carry out information activities aimed at meeting information needs. In this case, in our opinion, it is appropriate to talk about information competence.

Let's see what different authors add to the concept of "information competence". ON Krylova and T.G. Galactionova claims that information competence can be considered as a person's ability to independently seek, select, analyze, organize, express and transmit information [5].

exactly Smolyaninova also interprets information competence as "a universal way of searching, receiving, processing, expressing and transmitting information, generalizing, systematizing and converting information into knowledge" [6; b.161].

LG Osipova understands information competence as "the ability to navigate the vast, dynamically updated and growing information space, quickly find and integrate relevant information into their activities, and solve practical and research problems" [7; B.25].

VI Nazarov and L.V. Puppet is considered as the ability to collect and process large amounts of information using modern multimedia tools [8]. European Kochurova understands the system of "computer knowledge and skills that ensure the level of receipt, processing, transmission, storage and expression of relevant professionally relevant information" within the framework of information competence [9; AT 4].

A.V. Independent search, analysis and selection of information necessary for the Farm information competence, its relevant objects (TV, tape recorder, telephone, fax, computer, printer, modem, copying equipment) and information technology (audio and video recording, e-mail, media, Internet)) provides skills for organizing, reorganizing, storing and delivering. This competency "ensures that the student has the skills to work with information available in the academic and educational fields and around the world" [10; b.64].

S.D. Karakozov considers information competence: "The information society is characterized by the ability for citizens to have access to information that is not confidential to them. [eleven; b. fifty].

V.G. The competence of information includes "knowledge of analytical methods of information processing; with special skills in using various technical devices, from telephone to PC and computer networks; use and receive information from different sources, express and express them in different ways, effectively working in their psychophysiological data; the ability to use ICT in their work by creating new sources of information "[12].

Specialists of the Department of Education and Science of the North-East Administration of the Samara Region Administration, within the framework of information competence, "understand, systematize, critically evaluate and analyze information received from the graduate's point of view, draw informed conclusions, and use the information received to plan and carry out their activities." the ability to systematize existing information, present it in various forms and on different media in accordance with the requests of the consumer of information. They understand [13].

New Hampshire Nasirova [14], A.A. Derkach also studied the competence of professional information and expressed a number of opinions [15; b.532-533].

Competence in information activity is also reflected in the ability to cope with the negative consequences of information technology (for example, deviations from the computer, fear of the

computer, poor communication, ignoring the identity of the communication partner and equating it with a message package, etc.); b.533].

The analysis of the literature allows us to conclude that the concept of "information competence" is versatile. Significant features include information worldview, theoretical knowledge in the field of computer science, knowledge and skills in searching, analyzing and using information, skills and abilities to use modern information technologies, active social attitudes and motivation of the subjects of the learning environment.

The concept of "information competence" is explored by researchers in a narrow and broad sense. In a literal sense, information competence is linked to the ability to use new information technologies, modern techniques and techniques to search, receive, process, present, transmit and transmit information. In our view, information competence is not only the ability to use new information technologies to work with information, but also to carry out analytical and synthetic information processing, to solve information-search tasks using the library as an information-search system, ie using information technology. related to

As mentioned earlier, graduate training in recent years is linked to the notion of future professional competence. In the context of education modernization, it is necessary to understand professional competence as an integral indicator of the quality of future teacher training, which is not defined by a particular set of knowledge and skills, but rather a person's ability to apply knowledge and experience gained in a particular situation. The teacher's professional competence includes a variety of competencies, including information competence.

In modern conditions, it is known that the information competence of a teacher determines his / her professional competence as a whole. The teacher should know basic types of documents and publications in the field of education, channels and sources of scientific and pedagogical information, methods of analytical and synthetic processing of documents, search languages, libraries and databases. He should be able to use bibliographic catalogs, indexes and files, understand the structure of books and dictionaries, compile bibliographies on a particular topic, create a factual or bibliographic database on a computer-assisted problem [17; b. 141].

Moreover, in the context of education informatization, a teacher should be able to use new information and communication technologies to enhance the effectiveness of the educational process.

E.V. Ivanova considers the teacher's information competence as a particular form of special subject matter knowledge that enables them to make effective decisions in professional and pedagogical activities, as an organizational component of a teacher's professional competence. [18].

Thus, the author links the teacher's information competence only with computer literacy and the ability to use new information and communication technologies in the learning process.

O.G. Smolyaninova distinguishes competences in the professional competence structure of teachers, which determine the level of readiness to work independently in the open educational environment.

S.R. Udalov considers the pedagogical competence of the educator as "the ability to use information and information technology for the purposeful use of pedagogical information and its acquisition, processing and transfer" [20; b.105]

V.A. Slastenin, I.F. Isaev, A.I. Mishenko and E.N. Shiyanov identifies information skills in the teacher's professional competence structure, noting that it is not only the presentation of educational information, but also the "skills and ability to work with resources, the ability to obtain information from other sources, and the didactic transformation of information". [21; b.48].

According to the authors, the teacher's information skills are manifested in the following abilities when communicating with students:

XB Scientific-research work of Shukin is devoted to the formation of information cultures for students of philological faculties. Although the author uses the term "information culture", it is about the formation of information competencies of future philologists, the researcher is aware of the students 'competence" to know the potential of modern information and communication technologies "; the use of information to solve problems, the studied processes and events, the ability to build information models and analyze information models using automated information systems, to know the psychological and pedagogical foundations of educational informatization, the ability to use the

educational resources of the Internet and network technologies in the educational process and educational management [23; AT 10].

Teething Trofimova, studying the professional competence of the teacher, believes that it is necessary to supplement the list of requirements for graduate students in the field of pedagogy with information skills, which include the following.

Therefore, the teacher's information competence is seen as a necessary component of his or her professional competence. Different authors have knowledge and skills in the field of computer science for the information competence of a teacher; knowledge of the main types of educational documents and publications; possession of formal methods of analytical and synthetic information processing; have the skills to find information in accordance with the needs of professional information; skills in interpreting information and adapting to educational tasks; presentation of educational information; skills related to the collection, processing, search, storage and presentation of information using new information technologies and the Internet; introduction of new information and communication technologies to increase the effectiveness of the educational process.

The nature of competence lies in the fact that it can only be combined with human values, that is, in the context of a deep personal interest in this type of activity. Therefore, in addition to the cognitive (knowledge) and operational-technological (skills, experience) components of information competence, there is an intrinsic motivation for the quality of a person's information activity and value attitude to this activity.

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