

# FORMATION OF INFORMATION COMPETENCE OF A MODERN EDUCATOR

Karimova Go‘zalxon Berdiquil qizi  
Lecturer, Department of Preschool Education  
Fergana State University

## Abstract:

This study is devoted to studying the process of developing information competence in modern educators. The purpose of the study is to identify factors influencing the development of information competence of educators in the context of modern educational requirements and digitalization of society. The concept of “teacher information competence” was developed, including its structure and composition. The levels of formation of components of information competence and the levels of teacher readiness as a whole were investigated. It turned out that information competence occupies an important place in the formation of general, cultural, personal and professional competencies among teachers. It is expressed in the specialist’s ability to work with information, information and digital technologies, information resources, interactive and multimedia equipment, as well as in the use of innovative forms and methods of organizing the educational process.

**Keywords:** educational process, information technology, information teaching aids, educator, competence, pedagogical activity.

## Introduction

Today mankind is experiencing a transition from industrial society to information society. One of the distinctive features of the information society is the special importance of information and information technologies in the life of society. Under the influence of modern information technologies, there is a need to develop the higher level of pedagogical education as a key system-forming area in the Republic of Uzbekistan [3]. At present, the Republic of Uzbekistan is undergoing extensive reform in the education system in order to revise the achievements in the educational sphere, to instill knowledge and skills that a graduate should possess [11, p. 84; 12, p. 51]. There are active discussions about the directions of changes in education, the definition of minimum requirements for graduates of educational institutions and methods of their achievement. New competencies are introduced together with the requirements to the personal qualities of students necessary to ensure comprehensive professional training of future specialists [1; 2]. The requirements for professional training of vocational education teachers concern not only their professionalism and qualification, but also affect the quality of training of future middle-level specialists and working professions [5]. Therefore, the formation of general, cultural, personal and professional competencies in teachers is an important aspect, especially in the context of information competence. Information competence implies the



ability of a specialist to work effectively in the following areas. Recognition of the competence approach in modern pedagogy as a fundamental principle of teacher training clearly directs both university teachers and future teachers to master integrative professional and pedagogical competence. This requires a new understanding of the goals, values and realization of innovative approaches in the development and use of modern pedagogical technologies, including information and communication methods. Theoretical consideration of the process of formation of information competence confirms the need to use a variety of methods and to ensure the flexibility of the teaching system, which is able to quickly respond and adapt to constantly changing conditions. The aim of the article is to identify the opportunities and aspects of information competence formation in teachers.

### **Theoretical literature review**

Recently, in the research environment there is an increasing interest in the issue of formation of information competence in teachers of vocational training. This topic is addressed by Petrova P.K., Emelyanova V.E., Lavina T.A. Aspects of psychological aspects of information competence formation in teachers of vocational training are considered in the works of Shmeleva S.V., Bocharova L.V., Shevchenko E.M., Dostovalova E.V., Ovcharov A.V., Kachalov N.A. and other authors. At the moment there are studies devoted to the technologies of formation of information competence in undergraduate, specialist and graduate students of various pedagogical directions. These studies are reflected in the works of such authors as Silaste G.G., Bogdanova A.V., Rozin I.N., Lukichev G.A. and others [cited in: 7]. There are also studies devoted to the comprehensive informatization of society, as well as various production and social processes. These topics are studied by authors such as E.S. Polat, V.I. Andreev, K.K. Kolin, A.M. Atayan, S.D. Karakozov, A.P. Ershov, A.Y. Uvarov, I.V. Robert, A.N. Tikhonov, B.S. Gershunsky and others. Studies of the concept of informatization of education and educational processes play a significant role, as they reveal the essence of the social and cultural component of informatization. Also important are scientific works that describe the signs and conditions for the formation of information society. These studies are conducted both by foreign scientists (A.D. Ursul, R.F. Abdeyev, N.N. Moiseeva, Y.F. Abramov, V.A. Kopylova, T.P. Voronina) and foreign researchers (O. Toffler, D. Bell, G. Kahn, W. Dizard, etc.) [cited in: 8].

After analyzing the scientific works, we can conclude that the information competence of a teacher of vocational training means the ability of a specialist to work effectively with various types of information, information technologies and resources. It is also important to be able to choose the optimal ways of their use in training classes to achieve the best results in the educational process and improve the performance of students.

### **Material and methods of research**

The research material was a review of existing studies, scientific articles, publications and methodological literature related to information competence in the context of education. Research method - definition of competencies: determination of key competencies required for



modern educators in the field of information literacy, including the ability to work with information technology, assess information, search and analyze data.

### Results of the study

After the analysis of the organization of educational process in preschool educational organizations [4], teaching aids and methodological recommendations in the field of preschool education and upbringing of preschool children, it was revealed that one of the conditions for the formation of information competence of preschool teacher professional training is the introduction of elements of innovative, interactive and computer-based learning technologies in subjects, courses and disciplines. In order to establish interdisciplinary links and obtain practical skills in working with information and information resources. In the course of their studies, students learn the theory of application of information technology in professional disciplines, including different types of technologies, their use in training classes, and the selection of the most appropriate combinations of multimedia, computer and demonstration technologies depending on the objectives of the training session. This may include introducing a new topic, repeating material or checking the assimilation of previously learned material. Thus, along with gaining professional knowledge and skills, students develop information competence, which allows them to successfully master new educational methods and subjects of study. In the process of formation of information competence at bachelors in higher education institutions an important role is played by:

- the ability of teachers to determine the information needs of students, which arise at the initial stage of training and change as it progresses. This process takes into account the conditions of the future professional activity of the graduate, as well as the peculiarities and typical problems faced by this profession [9];

- personally significant priorities of the learner and his/her real learning opportunities.

Achievement of the set goals is manifested in the final results of information competence formation as the student's personality develops. These results are evaluated taking into account the criteria related to cognitive, value, motivational and operational-activity aspects.

To fully understand the essence of information competence of a preschool professional education teacher requires the study of its structure. After studying the works of researchers and identifying the common and different aspects they emphasize in determining the structure of information competence, we found the following components of the teacher's information competence:

- The cognitive component of information competence includes the following aspects:

- 1) understanding of the structure of information and methods of its transformation;
- 2) awareness of the basic principles of information functioning;
- 3) the ability to recognize different types of information threats and find ways to protect against them;
- 4) conscious understanding of social and legal aspects in the field of information [10].

- The operational-activity component includes the following aspects:

- 1) development of skills to identify indicators for information retrieval;
- 2) mastering the methods of information transformation;



3) mastering the techniques and methods of effective use of information;

4) acquisition of experience in using information.

- The value and meaning component implies the ability to evaluate information from different points of view, including the aspect of tolerance.

- The motivational component includes the awareness of the goals and objectives of information search, with the student realizing and taking into account the personal and social significance of his or her work.

### Conclusion

Nowadays, the formation of information competence of preschool teachers is closely related to the use of information technology in the training of future teachers, as well as additional courses to develop skills to work with information and information resources. These courses should be taken by both students and teachers of universities as well as where the educational program for training future specialists in the field of secondary vocational education is implemented.

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