

THE CONTENT OF THE CONCEPT OF “INFORMATION COMPETENCE”, INFORMATION COMPETENCE OF A TEACHER AS A COMPONENT OF HIS PROFESSIONAL COMPETENCE

Barno Abdullaeva

Doctor of Pedagogical Sciences, Professor
Vice-rector for Science and Innovation
Tashkent State Pedagogical University named after Nizami
Tashkent, **UZBEKISTAN**

ABSTRACT

The informational competence of the individual is closely connected with the process of informatization of society. The exponential growth of information affects society, causing its informatization. Informatization is based on such fundamental discoveries and inventions as personal computers, optical disks of tens and hundreds of gigabytes, which allow compactly storing the contents of entire libraries, fiber-optic communication channels, video text communication systems, methods for presenting data and knowledge, email systems, etc. .P. All this technique provides the creation of a highly automated information environment, which theoretically makes it possible to access any knowledge at any time, in any place.

Keywords: Informational competence, professional competence, concept content.

INTRODUCTION, LITERATURE REVIEW AND DISCUSSION

Therefore, training should ensure the formation of new competencies in people that they will need in the new information environment, including for education in the context of the widespread use of modern information technology training, as well as a new holistic worldview and information worldview.

According to the American teacher F.S. Shlekhti “those students who successfully master the basic course of the school curriculum will learn to apply their knowledge in a familiar situation, will receive diplomas, but will not be able to work independently with information and acquire knowledge, will not be able to count on success in the information society” [8; C.6]. Therefore, one of the main priorities for modern general education is information competence.

ON. Morozova in her work [9] notes that at different age periods of personality development, it is necessary to form different key competencies (for example, in preschool childhood, primarily personal and communicative; in the school period, general cultural, educational, informational, communicative; in the period of professional training - value-semantic, general cultural, social and labor, information, communicative, political and social, life competences in a multicultural society, competencies, implementation Suitable ability and willingness to lifelong learning). However, there are a number of competencies that need to be formed throughout a person’s life. These competencies include information.

Despite the fact that in the “Strategy for the modernization of the content of general education” information competence is not explicitly included in the structure of key ones, it can be traced as part of competence in the field of independent cognitive activity - “mastering the methods of acquiring knowledge from various sources of information, including extracurricular” [one;

P.13]. The text of this document states that a set of key competencies should cover areas such as information and communication.

The concept of information competence today is not well-established and uniquely defined. The authors put emphasis in different ways when interpreting this concept. Currently, there are a number of works that use the term “information culture”, while, in our opinion, we are talking about information competence, in some studies the authors use the terms “information competence” and “information culture” as synonyms. It is necessary to distinguish between these concepts. In the work of B.S. Gershunsky defined a hierarchy of levels of educational results, which in increasing terms looks like this: literacy - education - professional competence - culture - mentality [7].

In the “Russian Pedagogical Encyclopedia”, culture is defined as “a historically determined level of development of society, of the creative forces and abilities of a person, expressed in types and forms of organization of people's lives and activities, in their relationships, as well as in the material and spiritual values created by them. ... Culture includes ... knowledge, skills, abilities, level of intellectual, moral and aesthetic development, worldview, methods and forms of communication realized in a person’s activities ”[4, P.486]. In the work indicated above, B.S. Gershunsky indicated that culture is “the highest manifestation of human education and professional competence. It is precisely at the level of culture that human individuality can be expressed in the most complete form ”[7, p. 85].

In the literature there are many approaches to the definition of the concept of "information culture". Analysis of publications allows us to conclude that this concept is multifaceted. From the point of view of the culturological approach, information culture is considered as a component of the general culture of a person, as a way of human life in the information society, as a process of harmonization of the person’s inner world during the development of the entire volume of socially significant information. As indicated by N.I. Gendina, an important link “holding together” all the components of the information culture, is the information worldview, which is a system of “generalized views on information, information resources, information systems, information technology, informatization, the information society and a person’s place in it, on people's attitudes to the environment information environment, as well as their beliefs, ideals, principles of cognition and activity resulting from these views ”[3].

In a narrow sense, information culture is seen as the ability to purposefully work with information and use new information technologies to receive, process and transmit it, i.e. carry out information activities aimed at meeting information needs. In this case, in our opinion, it is legitimate to talk about information competence.

Consider what various authors include in the content of the concept of "information competence". IT. Krylova and T.G. Galaktionova noted that information competence can be considered as the ability of an individual to independently seek, select, analyze, organize, represent and transmit information [7].

O.G. Smolyaninova also considers informational competence as “universal methods of searching, receiving, processing, presenting and transmitting information, generalizing, systematizing and turning information into knowledge” [8, P.161].

L.G. Osipova understands information competence as “the ability to navigate the vast, rapidly updated and growing information field, quickly find the necessary information and integrate it into your system of activity, apply it to solve practical and research problems” [1, P.25].

IN AND. Nazarov and L.V. Kuklin consider information competence as the ability to receive and process large amounts of information using modern multimedia tools [9].

O.I. Kochurova as information competence refers to a system of “computer knowledge and skills that provide the level of receipt, processing, transmission, storage and presentation of professionally determined information necessary in a particular profession” [7, C.4].

A.V. Khutorsky includes information competence in the ability to independently search, analyze and select the necessary information, organize, transform, save and transmit it using real objects (TV, tape recorder, telephone, fax, computer, printer, modem, copier) and information technology (audio and video recording, email, media, Internet). This competency “provides skills for the student’s activity with information contained in subjects and educational fields, as well as in the surrounding world” [5, P.64].

In our opinion, this definition is incomplete. In the conditions of informatization of education, the teacher should be able to use new information and communication technologies in the educational process to increase its effectiveness.

S.R. Udalov considers the informational competence of the teacher as “the ability to purposefully work with pedagogical information and use informatization tools and information technologies to obtain, process and transmit it” [10, P.105]

V.A. Slastenin, I.F. Isaev, A.I. Mishchenko and E.N. Shiyonov in the structure of professional competence of teachers highlight informational skills, emphasizing that these are not only the skills of presenting educational information, but also “the skills and abilities of working with printed sources and bibliography, the ability to extract information from other sources and didactically transform it, i.e. the ability to interpret and adapt information to the tasks of training and education ”[4, P.48]. At the stage of communication with students, the teacher’s information skills, as the authors indicate, are manifested in the ability:

- clearly and clearly state the educational material, taking into account the specifics of the subject, the level of preparedness of students, their life experience and age;
- it is logically correct to build and conduct a specific story, explanation, conversation, problem statement;
- organically combine the use of inductive and deductive paths of presentation of the material;
- formulate questions in an accessible form, concisely, clearly and expressively;
- use technical means of visualization in training: to express thoughts with the help of graphs, charts, diagrams, drawings;
- promptly diagnose the nature and level of students learning new material using a variety of methods;
- rebuild, if necessary, the plan and course of presentation of the material [4, P.48-49].

Research I.V. Schukina is devoted to the formation of the information culture of students of philological faculties. It should be noted that although the author uses the term “information culture”, it is essentially about the formation of information competence of future philologists, which the researcher defines as students' knowledge of the “potentialities of modern infocommunication technologies, the ability to use these opportunities in everyday work, in the

process of preparing and making decisions in their future professional activities, using an arsenal of informatization tools to solve professional problems, the ability to build information models of the studied processes and phenomena and analyze information models using automated information systems, knowledge of 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 education management” [6, P.10].

E.I. Trofimova, considering the professional competence of a teacher, believes that the list of requirements for a graduate of a pedagogical specialty should be supplemented with a block of information skills, including the following components:

- subject - to know the principles of computer operation, basic concepts of computer science and information processing techniques;
- custom - work with the main types of software;
- evaluation - evaluate the reliability of information from various sources of the information environment;
- pedagogical - to competently apply information technology in the educational process [3, P.61].

Thus, the informational competence of a teacher is considered as a necessary component of his professional competence. Various authors include in the informational competence of a teacher such components as knowledge and skills in the field of computer science fundamentals; orientation in the main types of documents and types of publications in the field of education; possession of formalized methods of analytical and synthetic processing of information; knowledge of information retrieval methods in accordance with professional information needs; the ability to interpret and adapt information to the tasks of training and education; skills of presentation of educational information; skills related to the collection, processing, search, storage and presentation of information using new information technologies and the Internet; the ability to correctly use new information and communication technologies in the educational process to increase its effectiveness.

The nature of competence is such that it can manifest itself only in organic unity with human values, that is, subject to a deep personal interest in this type of activity. Therefore, in addition to cognitive (knowledge) and operational-technological (skills, experience) components, information competence assumes that the individual has an internal motivation for the quality implementation of information activities, the presence of a relationship to this activity as a value.

REFERENCES

1. Gershunsky B.S. Computerization in the field of education: Problems and prospects / B.S. Gershunsky.- M.: Pedagogy, 1987.- 264 p.
2. Gershunsky B.S. Education Philosophy for the 21st Century (in search of practice-oriented educational concepts) / B.S. Gershunsky.- M.: Inter-Dialect, 1997.- 697 p.
3. Ivanova E.V. Information competence of a teacher in a modern school / E.V. Ivanova // Development of scientific pedagogical knowledge: problems, approaches, results: Sat. scientific Art. Graduate students / Ed. A.P. Tryapitsyna [et al.] .- SPb.: NIIH SPbSU, 2003 - Issue. one.
4. Karakozov S.D. Information culture in the context of the general theory of personality culture / S.D. Karakozov // Pedagogical informatics.- 2000.- No. 2.- P. 41-55.

5. Kochurova O.I. A system for teaching adults the use of computer technology in professional activities: Abstract. dis. ... cand. ped sciences / O.I. Kochurova. - St. Petersburg., 1996. - 20 p.

6. Krylova O.N. The development of information competence of students and teachers of a pedagogical university through the creation and use of thematic multimedia collections on the topics of the pedagogical cycle of disciplines [Electronic resource] / O.N. Krylova, T.G. Galaktionova // "Congress of Conferences Information Technologies in Education": ITO-2003.- Electron. Art. - Access mode to art .: <http://ito.edu.ru/2003/II/3/II-3-3286.html>.

7. Morozova N.A. Additional education as one of the most significant foundations for ensuring the formation of key human competencies / N.A. Morozova // Problems of the quality of education. Book 2. Human competence - a new quality of the result of education: Mat. XIII All-Russian. meeting.- M.: Ufa: Issled. center of problems of quality of sub-ki special-in, 2003.- S. 60-67.

8. New pedagogical and information technologies in the education system: Textbook. pos. for stud. ped Universities and systems qual. ped frames / Ed. E.S. Polat.- M.: Publ. Center "Academy", 2000.- 272 p.

9. Polonsky V.M. Dictionary of concepts and terms on education and pedagogy / V.M. Polonsky.- M., 2000.- 367 p.

10. Professional pedagogy: A textbook for students studying in pedagogical specialties and areas / S.Ya. Batyshev, G.M. Romantsev, B.S. Gershunsky [et al.] .- M.: Vocational education, 1997.- 512 p.

11. Russian pedagogical encyclopedia: In 2 vols. / Ch. ed. V.V. Davydov.- M.: Big Russian Encyclopedia, 1993.- T.1.- 608 p.