

# THE INFORMATION COMPETENCE AS A FACTOR OF MANAGEMENT FOR FUTURE MANAGERS IN THE EDUCATION SYSTEM

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## ABSTRACT

The article analyses the information competence as a factor of management for future managers in the education system. Modern society is gradually coming to understand the need for the formation of information competence as an important social problem. Since the theory of management of educational systems, the components of which are: definition and properties; control subjects; scheme of management activities; performance criteria for management; methods (species), types, forms, terms, tools, functions, principles, objectives and creates mechanisms of management in education.

**Keywords:** Analysis, competence, key competencies, information competence, the formation of information competence, development, management.

## INTRODUCTION

One of the directions of the National Program of Personnel Training in Uzbekistan, which focuses on creating the necessary conditions for achieving the quality of education, including at the university, is associated with the implementation of the formation of management in the educational system based on new State educational standards. The basis of changes in all spheres of public life that are currently taking place in Uzbekistan is the idea of an information society based on the creation, distribution and consumption of information resources accumulated by mankind, huge in volume.

The transformation of modern civilization into an information society actualizes, first of all, the problem of the formation of the information competence of an individual, which becomes a determining factor in the effectiveness of his labor activity and everyday life. [1].

It is true that many domestic and foreign researchers say that management is real and necessary not only in the field of technical, production processes, but also in the field of complex social systems, including pedagogical ones. Since the objects of management can be biological, technical, social systems [3].

Management generally refers to activities aimed at making decisions, organizing, controlling, regulating the controlled object in accordance with a given goal, analyzing and summing up based on reliable information [2]. Since the implementation of the competence-based approach in education contributes to the achievement of its main goal - the training of a competitive and qualified specialist of the appropriate level and profile, who is fluent in his profession and is oriented in related areas of activity, ready for continuous professional growth, social and professional mobility and capable of highly effective work in the specialty. In this regard, we agree with the opinion of A.A. Temerbekova, who believes that "Competence is an integral quality of a person, expressed in the ability to successfully (effective) professional activity, taking into account its social significance based on the knowledge, skills and methods of

action." Also, the term "competence" (translated from Latin - conformity, proportionality) has two meanings: the terms of reference of any institution or person; a range of issues in which this person has knowledge, experience. Competence within the topic under discussion indicates the level of education. In one of the pedagogical discussions on the competence-based approach, the following definition was proposed: competence is the ability to act in a situation of uncertainty [6].

In our opinion, the information competence of a person is system-forming, since the level of mastery of all other key competencies by a person depends on the level of mastery of this competence. The main task of the general education system is to lay the foundations for the information competence of an individual, i.e. help the student to master the methods of collecting and accumulating information, as well as the technology of its comprehension, processing and practical application. At the same time, information competence is understood by us as an integrative quality of a person, which is a unity of motivational, theoretical and practical readiness to carry out information activities based on the assimilation of methods of acquiring knowledge from various sources of information. The development of a competence-based approach in education has led to the emergence of the concept of "key competencies", one of which many researchers consider information competence. IT. Ionova believes that information competence is an integrative quality of a person, systemic education of knowledge, skills and abilities of a subject in the field of information and information and communication technologies and experience of their use, as well as the ability to improve their knowledge, skills and make new decisions in changing conditions or unforeseen situations using new technological means [4].

## LITERATURE REVIEW

Analysis of the literature on information competence allowed us to conclude that information competence is a multi-level and multi-component definition. [5, 7]:

- ✚ obtaining information - the user selects information rationally and efficiently;
- ✚ information evaluation - the user evaluates information critically and competently;
- ✚ use of information - the user applies / uses the information accurately and creatively.

It should be especially noted that information competence is a multifunctional and complex structure, the components of which are in continuous development and interaction, therefore it cannot be fixed once and for all in the form of a standard or pattern of behavior, clearly defined characteristics of consciousness and thinking, universal forms educational and professional activity, as it is perceived, mastered and reproduced by each person individually and in a unique way, reflects a personal approach in pedagogical science. At the same time, the activity approach actualizes the mechanisms of internal self-regulation of a person and contributes to the identification of his individual preferences, attitudes, values, and their active manifestation in special educational situations. [8].

Based on the above, we can conclude that the level of information competence formation cannot be reduced only to quantitative indicators and measurement results (if we do not consider information competence only in the context of computer literacy). For its qualitative assessment, a deep analysis of the personal value-semantic sphere is necessary, the patterns of which have not yet been sufficiently studied in psychology and pedagogy, which significantly complicates the psychological and pedagogical diagnosis of the process of forming information competence.

The theory of management attracts primarily by its personal orientation, when the activities of a manager (manager) are based on genuine respect, trust in their employees, and creating situations of success for them. It is aspect of management that substantially complements the theory of pedagogical management [9].

## METHODOLOGY

We know modern education will develop in different directions, and it is characterized by the following properties:

- ✚ humanization;
- ✚ humanitarization;
- ✚ differentiation;
- ✚ diversification;
- ✚ standardization;
- ✚ multivariance;
- ✚ multilevel;
- ✚ fundamentalization;
- ✚ computerization;
- ✚ informatization;
- ✚ individualization;
- ✚ continuity.

Since the competence of state educational authorities without fail includes:

- ✚ development and implementation of targeted and international programs in the field of education;
- ✚ development of state educational standards and establishment of the equivalence of educational documents;
- ✚ state accreditation of educational institutions, assistance to their public accreditation;
- ✚ the establishment of the procedure for attestation of teaching staff of educational institutions of various types and types and requirements for educational qualifications of these teaching staff;
- ✚ formation of the structure of the education system; development of lists of professions and specialties for which vocational training and vocational education are conducted;
- ✚ direct financing of the activities of educational institutions established by them;
- ✚ creation of state funds for the stabilization and development of the education system;
- ✚ development of state standards for financing educational institutions, as well as material and technical security and equipment of the educational process;
- ✚ forecasting the development of a network of educational institutions, preparing proposals for the allocation of targeted subventions from the national budget for the development of education in the regions;
- ✚ control over the implementation of education legislation, state educational standards, budgetary and financial discipline in the education system.

## RESULTS

It should be emphasized that the components of information competence "Evaluation of information" and "Use of information" allow the future manager to form a special information style of thinking, which implies the development of an optimal response to incoming information, the formation of skills to act in conditions of excessive information, mastery of methods of analytical and synthetic information processing [8]. A well-formed information style of thinking will allow us to evaluate the qualitative side of information, select reliable information from the mass of information, correlate with existing knowledge, critically rethink,

fold and deploy, complete the missing links, correctly interpret and use the information received to make various kinds of decisions, taking into account when evaluating alternatives rational, aesthetic and moral and ethical criteria.

A theoretical analysis of the literature on information competence made it possible to conclude that for the development of information competence of future managers, it is necessary to perform the following tasks:

- the formation of information needs and ideas about information retrieval activity as vital in the information society;
- mastering rational techniques and methods of independent search for information in accordance with the tasks and information needs arising in the course of training, mastering the techniques of formulating information requests;
- mastering the methods of analysis and synthesis of information;
- study and practical use of the technology of preparation and registration of the results of independent educational and research work;
- mastering rational methods of using information in professional activities.

## CONCLUSIONS

Thus, the study showed that by now there have been certain preconditions for a scientific solution to the problem of forming a manager's information competence, many of which reflect the personal and activity orientation of competence as a result of modern education. The theoretical and empirical generalization of the problems of this study allowed us to develop a dynamic model of the process of forming the information competence of a manager and highlight the main structural components in it: content, procedural and diagnostic. This model determined the goal, objectives, psychological and pedagogical conditions for the formation of information competence, its content, methods of form and means, as well as the methodology for its assessment.

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