

DEVELOPMENT OF INFORMATION COMPETENCE OF FUTURE TEACHERS ON THE BASIS OF AN INTEGRATIVE APPROACH

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ABSTRACT: The article presents ideas about the pedagogical foundations of the development of information competence of future teachers. Information competence in pedagogic subjects, information competence of students of higher educational institutions of pedagogy is aimed at professional development.

KEYWORDS: Information, information technologies, information competence, communication, competence, information literacy, pedagogical communication, competence, professional information, pedagogical technology.

INTRODUCTION

Mechanisms for the development of information competence of future teachers on the basis of an integrative approach are being implemented in the world institutions of Higher Education. Systematic work is being carried out on the implementation of large-scale projects to organize educational processes in the means of information and communication technologies, develop information competence of future teachers on the basis of an integrative approach, ensure harmony with the culture of countries. Development of information competence of students in World educational and scientific research institutions, development of information competence of future teachers on the basis of an integrative approach, at the same time, scientific research is being carried out to improve the effectiveness of the introduction of new educational standards into the educational process, improving the abilities of students on the basis of modern information and communication technologies. On the basis of an integrative approach, special attention is paid to scientific research on improving the development of information competence and professional training of future teachers on the basis of qualification requirements, raising the quality of education to an international level, establishing modular education.

In recent years, the normative foundations and material and technical base of improving pedagogical mechanisms for the development of information competence of future teachers on the basis of an integrative approach, through the means of Information Communication Technologies, based on foreign experience, are being created in all higher educational institutions of the Republic of Azerbaijan on the basis of international qualification requirements «Improving the quality and efficiency of the activities of higher educational institutions on the basis of the

introduction of international educational standards and assessment of the quality of education» was made a priority.

Decree of the president of the Republic of Uzbekistan No-4947 of February 7, 2017 “On the strategy of Action for the further development of the Republic of Uzbekistan”, PD No-3775 of June 5, 2018 “On additional measures to improve the quality of education in higher educational institutions and ensure their active participation in the comprehensive reforms carried out in the country, The decisions PD No-2909 of April 20, 2017 “On measures for the further development of the higher education system” and the implementation of tasks set out in other regulatory legal acts related to this activity will serve to a certain extent the development of professional information competence in higher educational institutions simultaneously with the excellent training of information technologies by future teachers. In the strategy of Action for the further development of the Republic of Uzbekistan in 2017-2021, “Continuous improvement of the quality and level of professional skills of pedagogical personnel” was established as one of the most important priorities for the complex development of the higher education system. Of all this, we are pursuing a single goal – it was argued that Uzbekistan must be competitive on a global scale in the field of science, intellectual potential, in the field of modern personnel, High Technologies. Pedagogical communication is seen as holistic, separate from, beyond the educational process. Professionally significant personal qualities, pedagogical abilities, pedagogical situation, professional knowledge and skills, pedagogical communication are revealed on the topics of pedagogical theories, systems, technologies, introduction to the pedagogical profession. At the same time, based on the materials of a large number of studies on the problems of pedagogical activity, it is in the direct pedagogical dialogue of the teacher and student that the professionally significant personal qualities of the educator are also of particular importance, the pedagogical situation of which is manifested, in which humanity should be oriented in teachers, while it can be noted that, On the basis of an integrative approach, the development of information competence of future teachers, the concept of information competence in the use of Information Communication Technologies in the educational process have a strong place in the scientific and educational process.

In the process of research, it was found that the study of foreign languages through the means of Information Communication Technology, various aspects of this problem were studied in the research work of educators, psychologists, Methodists, linguistic scientists. For Example, M.T. Irisqulov argues that in the process of information competency, an effective result can be achieved through the harmonious training of skills such as listening and understanding, speaking, reading and writing.

"Professional information competence" has general characteristics, but at the same time it is a manifestation of an individual's internal culture. Sufficiently complete correspondence to this point of view is presented in the works of Yu.V. Frolov and D.A. Makhotina, where competence is defined as "a subject area in which an individual is well aware and shows readiness to act", and competence is "an integrated description of personality traits, the result of training a graduate of a higher education institution to work in certain areas (competencies) is understood.

O.I. Matyash insisted that working with information is classified into three areas of study of the phenomenon of communication in the development of knowledge. The first direction is information – linear communication and its components – Source, Channel and information receiver. The second direction is psychological. The third direction is social.

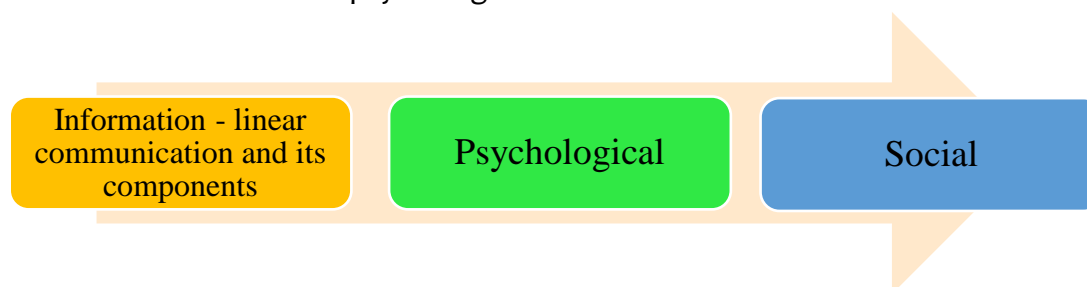


Figure 1. O.I. Matyash's three directions of studying the phenomenon of communication in the development of working with information knowledge

The inclusion of components in the process of development of information competence led to the recognition of the need to include issues related to the history, culture, socio-cultural traditions, national outlook of the country of the studied language.

Information competence has general characteristics, but at the same time it is a manifestation of the internal culture of a person. According to M.A. Akopyan, information competence is multifaceted and multi-functional according to its function, it is determined by the appropriate level of development, and the social group together and through this social group performs the function of spiritual communication with society and other cultures.

Competence it is the ability and ability to apply to practice a complex of acquired theoretical knowledge, practical skills, qualifications and personal qualities, competence is a characteristic quality of a person who is a skilled owner of his profession corresponding to a particular position, that is, competence is the effective use of theoretical knowledge in activities, the ability to show a high level of professional In the context of market relations, resisting strong competition, which is a priority in the labor market, requires each Specialist to have professional competence, to consistently increase it. The competence of information in the professional activities of future teachers is the acquisition by the teacher of the knowledge, skills and qualifications necessary for the implementation of his professional and pedagogical activity, and the ability to apply them at a high level in practice. The information competence of the future teacher assumes that the specialist will be able to constantly enrich his knowledge, learn new information, understand important social requirements, seek new information, process them and apply them in his activities.

This urgent task ahead of us assumes a more comprehensive application to life of personality-oriented education, aimed at the formation of an independent life position, social activity, high mental and spiritual potential.

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