

DIAGNOSTICS OF DEVELOPMENT OF INFORMATION COMPETENCE OF FUTURE PRIMARY SCHOOL TEACHERS

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Abstract

The subject of diagnosis of the development of information competence of future primary school teachers is one of the urgent issues in the modern education system. In this article, research was conducted on the evaluation of the process of information competence development of primary school teachers and the development of effective diagnostic tools. Information competence is an important skill that includes searching, processing, analyzing and effectively using information in the educational process. In the study, teachers' skills in using information technologies, their level of professional training and methodical knowledge were studied. This article also includes methodological recommendations aimed at developing a diagnostic system of information competence for primary school teachers. In conclusion, the correct assessment and development of information competence plays an important role in improving the quality of education.

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INTRODUCTION

Today, the rapid changes in the education system and the wide spread of digital technologies lead to the formation of an information-based society. In this process, the information competence of teachers is of particular importance, because it is an important task not only to provide knowledge to modern students, but also to teach them to search, analyze and effectively use information. Especially, pedagogues who work with students at the stage of primary education create the foundation of this process. The information competence of primary school teachers affects not only their personal knowledge and skills, but also the ability of students to manage information correctly and effectively in the future. Therefore, the development of skills in the use of information technologies in the process of training future teachers is becoming an urgent issue. This study aims to develop effective diagnostic tools for determining and developing the level of information competence of future elementary school teachers, as well as to study their interrelationships in the process of professional training. In this way, practical recommendations are given on the formation of skills for working with information technologies, which are necessary for the future activities of teachers.

Main body

The importance of digital technology and information-based skills in the primary education system is increasing day by day. Therefore, the information competence of teachers, especially future elementary

school teachers, is a factor that directly affects the effectiveness of education. In this section, special attention is paid to the evaluation of the process of development of information competence of future elementary school teachers, analysis of diagnostic tools and methods. Information competence is one of the main skills required from teachers in the modern education process. , which consists of the following components:

1. Information seeking: the ability to search and sort information from the right sources;
2. Information analysis: the ability to understand, evaluate and apply the received information;
3. Effective use of information: skills of presenting information using technological tools and using them in the educational process.

These skills are of particular importance for primary school teachers, because in their work they not only impart knowledge to students, but also form their ability to search and analyze information independently. Determining and evaluating the level of development of information competence of teachers is important for proper planning of their professional training. Through diagnostics, it is determined which skills of teachers are not sufficiently developed and in which areas more support is needed. The diagnostic process includes the following main steps:

1. Assessment of the level of knowledge: teachers' theoretical knowledge of information technologies;
2. Identifying practical skills: studying the skills of teachers in the practical use of technologies;
3. The ability to use information resources: assessing the effectiveness of teachers in searching for and using information.

Various diagnostic methods are used to assess the information competence of future primary school teachers. They include the following main directions:

1. Questionnaires and tests: questionnaires and theoretical tests are used to determine the knowledge and skills of teachers. Through this method, their level of understanding of information technologies is determined.
2. Practical tasks: teachers' skills in using technology are tested by giving them practical tasks. This helps to assess the ability to process information and use it effectively in real situations.
3. Observation and portfolios: observation of teachers' use of technology in their classes and analysis of their personal portfolios are important diagnostic tools.

During the study, the level of development of information competence of future primary school teachers and the diagnostic process were analyzed. The obtained results showed that although the majority of teachers have practical skills in using information technologies, their abilities and efficiency are not sufficiently developed. Based on the deficiencies identified using diagnostic methods, recommendations for improving the qualifications of teachers were developed. The impact of information technologies and information competence on the educational process in primary education is evaluated as an important factor in improving the quality of teachers' education. Teachers with high information competence help students not only in imparting knowledge, but also in developing their independent learning and information processing skills. In conclusion, diagnosis and development of information competence of future elementary school teachers plays a key role in improving the quality of education. Teachers who master this competency will be experts in adapting to the modern educational process and providing their students with the skills they need to be successful in the digital world.

Conclusion

The development of information competence of primary school teachers is of great importance in the modern educational process. These competencies have a direct impact on the future learning processes of children, on the development of their independent information search and analysis skills. During the

research, the effectiveness of diagnosing the information competence of future teachers and the ways of improving the teachers' skills in this area were studied. Proper assessment of information competence and support to teachers through special training plays an important role in improving their professional preparation. Determining the knowledge and skills of teachers with the help of accurate diagnostic methods, developing their weak points, as well as introducing modern approaches in working with information technologies will greatly contribute to the improvement of the quality of education. Thus, the development of information competence of future primary school teachers is the main factor in the preparation of highly qualified pedagogues who meet the requirements of modern education. In the future, it is necessary to conduct additional research in this area, to further develop diagnostic methods, and to search for new innovative ways of forming the information competence of teachers.

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