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IMPORTANT FACTORS OF FORMING INFORMATION COMPETENCE OF FUTURE IT TEACHERS

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Abstract
The article is devoted to the theoretical analysis of the competency model of teacher training. Approaches to determining the content and structure of information competence of future teachers are considered. The main tasks of forming the information competence of future informatics teachers are indicated.

Keywords: competence-based approach, information competence, components of information competence, information competence of informatics teachers.

Since the success of the reforms implemented in Uzbekistan has created the need to fundamentally change the attitude to information provision in society, now very important attention is being paid to the use and further development of modern computer and telecommunication systems and technologies in all areas.

As noted in the speech of the President of the Republic of Uzbekistan, "The rapid implementation of measures and projects in the field of information, communication and telecommunication technologies is becoming more and more important.

During the years of independence in our republic, important works were carried out in the system of working with information. That is, the effective research conducted in this regard has become a criterion of success in the field of information communication. This has opened the doors of opportunities for working with the information system in the educational system even wider.

Socio-personal, economic and organizational management, general scientific and general professional competences serve as a basis that allows the graduate to move quickly in the labor market and be ready for professional development through continuous education.

The block of special competencies (professionally oriented knowledge and skills) solves tasks on the object and subject of training, provides connection with the object, the subject of work. Scientific knowledge, which provides the ability of experts to solve complex problems and make independent decisions, is the cognitive basis of all competences.

The list of tasks in the field of professional activity for graduates of a specific educational field is the basis for developing the composition of competencies necessary for their effective work. All these competencies are the main basis for the development of educational content. Competency lists and content are also used to check the level of preparation of the graduate. Among the wide range of competencies that a future specialist must acquire, the leading place is occupied by information competence, which is a collection of a number of special skills and abilities that guarantee an increase in the effectiveness of the educational process through "skillful" application.

The concepts of "information competence" include the following interpretations at the current stage of pedagogic development:

• complex individual psychological education based on the integration of theoretical knowledge, practical skills and set of established personal qualities in the field of innovative technologies [2];

• new literacy, which includes the skills of active independent processing of information by a person, making fundamentally new decisions in unexpected situations using technological tools [6].

In our opinion, the unifying basis of research on the problem of competence formation and development is the very concept of "information".

, the result of mapping to a special type of subject knowledge that allows the development, reception, prediction and development of the processes of selection, acquisition, processing, transformation and creation of information.

Computer literacy **-** learning the minimum set of knowledge and skills for working with a personal computer , understanding the basics of informatics and the importance of information technology in the existence of society. The ultimate goal of mastering computer literacy is to prepare qualified specialists of computer technologies who can personally use software for processing text, graphics, tabular data, navigate computer networks, and have the skills to work with multimedia and hypertext. Computer literacy is not enough for a person to work in the information world.

Information literacy **is** an exemplary way of working with symbols, models, data, information and presenting them to an interested consumer to solve theoretical and practical problems :

- storage and transmission of information;
- personnel training system, preparation of a person for effective use of information media, information and telecommunication media.

, and evaluating information . This conclusion is consistent with the understanding that education as a whole system always includes scientific and educational information that are interrelated . Educational activities are related to information processing - its search, collection, storage and systematization, information application and change.

In our opinion, the effectiveness of using information in the educational process is largely influenced by a subjective factor - the level of information readiness, information and computer competence of distance education students. At the same time, it should be taken into account that during the period of study in higher educational institutions, the development process takes place and future of experts professional information behavior personal algorithms by developing goes

We TP Petukhova student's information competence includes mastering the following types of practical experience:

• practice of cognitive activity strengthened in the form of knowledge results in the field of informatics and information technologies;

• the practice of implementing certain methods of information activity in their future subject and relevant fields (experience in solving exemplary problems of using information technologies in the indicated sectors) - in the form of the ability to perform actions according to the model;

• the practice of creative activity in the field of professionally oriented technologies - in the form of the ability to make effective decisions in controversial situations;

• the practice of implementing emotional-value relations related to the use of information technologies in the form of personal directions in various activities.

The student's information competence can be expressed in three main directions:

• everyday life (as a result of informed behavior and interaction, decision-making in life situations, etc.);

• the educational process (as a result of activities in typical and exemplary situations, as well as related to educational informatization);

• real activity (participation in the student's practice period, scientific research, combining study and work, etc.) [4].

It should be noted that information competence is a social phenomenon, because, on the one hand, it is social in its content (it develops, is formed and manifested in society), on the other hand:

it describes the interaction of a person with society, society and other people with the help of information and communication technologies.

Analysis of different interpretations of information competence allows us to identify the following meaningful features:

• integral nature of knowledge and skills;

• universal feature (by nature and level of application);

• multifunctionality (it should allow solving various problems in everyday, professional and social life);

must include various mental processes and intellectual abilities);

• intellectual saturation (that is, significant intellectual development is needed to master it: abstract thinking, self-reflection, critical thinking, etc.);

• voluminous character (it should represent multifaceted competence in the field of education and ensure connection with actual personal problems);

interdisciplinary nature and excessive subjectivity (in terms of education).

If remote education _ _ of students information competence from goals one and higher professional education _ _ of the result structural element that if we count it focus on preparing students as future specialists for a fulfilling life in the modern information society.

Currently, it is not enough to talk about information and computer training of specialists, which is usually understood as learning information technologies and teaching students to use them correctly to solve certain typical tasks close to their future professional activities.

The analysis of the literature and our experience shows that information competence should be considered as the ability of a university graduate to actively use professionally oriented information technologies in their future activities and related fields. It includes a system of knowledge and skills in the field of informatics and information technologies, value orientations and experience in the use of professionally oriented information technologies. It is carried out as a component of the specialist's professional competence .

includes a motivational-valuable, reflective-evaluative and operational component.

From the point of view of professional training, it seems appropriate to distinguish two main stages of formation of information competence

Future professionals in higher education:
• informational competence as a means of professional support for specialist activities;
• information competence as a component of professional activity of a specialist.
The scope of formation of information competence of specialists is determined by the content of information and communication sciences provided for in the curriculum. Their size and structure depends on the level and type of professional training (main, additional, general professional or within the scope of specialization).
But all of them are aimed at the formation, development and improvement of the systematic professional thinking of students, which will allow for algorithmic, comprehensive, systematic analysis and analysis of problems of professional activity in the future. problem solving.
The key to information competences of a modern teacher is their purposeful formation at various stages of continuous training of pedagogical staff. A well-known approach to consider the methodological system of education as a set of five hierarchical subordinate components [5]: goals, content, methods, organizational forms and training manuals can be applied to the system of formation of information competences. a student of a pedagogical university and an acting teacher.
Based on this, a number of main tasks that need to be solved for the formation of information competences:
1. to teach students the techniques and methods of working with a personal computer and some external devices or to combine, complete and improve them;
2. to teach students the techniques and methods of working with special software or to combine, complete and improve them;
3. to teach students the techniques and methods of working in the Internet global computer network, as well as in local computer networks, or to combine, complete and improve them;
4. formation of students' skills to search for necessary modern educational information and methodical materials from the global Internet network;
5. teaching students to create network educational resources, pedagogical software, methodological, didactic and organizational;
6. mastering materials for conducting lessons and large-scale information and communication technologies, using them in conducting various types of lessons carried out within the framework of educational and extracurricular activities;
7. teaching didactic, psychological-pedagogical and methodological techniques that allow future teachers to form the necessary information competence in their future students;
8. formation of competencies in the field of using distance education in one's professional activity.
The content of training on the formation of information competencies of future teachers is the organizational and methodological support of teaching science (educational standards, curricula, programs, computerized methodical education systems, etc.), as well as , is determined by its current state. In the scientific and technical plan of "Informatics" science. The content of education cannot be considered in isolation from the goals and objectives of teaching, which have a significant impact on it.
Therefore, information competence is an integrative characteristic of a person, which is the result of reflection on a special type of subject knowledge that allows the development, reception, prediction of

the processes of selection, acquisition, processing, transformation and creation of information. . making optimal decisions in various fields of activity. Information competence is the ability to acquire knowledge, skills and experience in solving social and professional tasks with the help of the application of new information, as well as the ability to increase knowledge and experience in the professional field.

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