

## THEORETICAL BASIS OF THE NATURE AND STRUCTURE OF INFORMATION COMPETENCE IN STUDENTS

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**Abstract:** This thesis discusses the theoretical foundations of the nature and structure of the use of digital educational technologies in the development of students' information competence in the process of higher education.

**Key words:** pedagogy, educational system, digital educational technologies, professional conditions, information competence.

### **Introduction.**

Competence categories are widely covered in modern pedagogical literature. Analysis of the works of leading domestic scientists allows us to distinguish several approaches to defining the concept of competence. Understanding competence as a set of interrelated personal qualities: knowledge, skills and methods of activity. Competence is considered by these researchers as a person's possession of appropriate powers.

Foreign scientists (E. F. Zeer, L. S. Lisitsina, G. K. Selevko, etc.) have noted the reliance on the active component of pedagogical education in defining the terms under consideration. Summarizing the opinions of these authors, we can say that it describes various objects and types of activities of a specialist, and competence acts as an integral quality that is manifested in the general ability of a person and his readiness for his activities.

Focusing on the educational result and considering competence as the readiness of the subject to effectively organize his resources to achieve the goal, and competence as an educational result expressed in the mastery of a certain set of competences G. B. Golub , A. N. Zavyalova, E. Ya. Kogan et al.

In general, the understanding of the terms of competence from the joint, operational and effective aspects allows the essence of these concepts to be most clearly expressed in relation to the field of education. The analysis of psychological and

pedagogical literature allows us to give a generalized definition, because the knowledge, skills and methods of activities aimed at successful professional self-realization and competence in solving educational and professional problems obtained as a result of studying at the university is considered as the ability and readiness to use the competences acquired and developed in higher education.

The definition of "information competence" is widely used in the science and practice of modern pedagogy. Information competence of researchers is understood as knowledge, skills, abilities and methods of activity in the field of digital educational technologies, aimed at solving professional problems. Based on the analysis of the features available in the scientific and methodological literature, information competence can be defined as specific knowledge, skills and methods of activity obtained as a result of training aimed at effective decision-making in educational and professional activities using digital educational technologies.

Thus, it can be noted that the constant updating of the conceptual and categorical apparatus of pedagogy and education is accompanied by an active understanding of many new categories and concepts, which, in particular, include the concepts of "competence", "information competence", etc. contains z. The range of available definitions is currently very broad. This approach can be explained by the fact that scientists provide different bases for their definitions (in some cases, a detailed description of the constituent elements is included in the specific definitions, in some interpretations, attention is paid to the universality of the desired definition).

If we proceed from the definition of the concept as a form of rational cognition, if we reflect the objects and events of reality in a generalized form and the relationship between them through the general and special properties that manifest the properties of the object and event, then "information we can say that the beginning of the development of the concept of "competence" has its roots. It continues until the end of the 90s of the 20th century.

However, a generally accepted definition of the term "information competence" has not yet been defined. It should be noted that most researchers interpretations of the

term "information competence" have a similarity in that information competence is inextricably linked with knowledge and skills. The ability to work with information on the basis of digital educational technologies and to solve daily educational tasks with the help of computer technologies, understands information competence as "the ability to master information technologies and work with all types of information."

A. N. Zavyalov expands the interpretation of information competence and defines it as "*acquiring knowledge, skills and experience in solving certain socio-professional problems with the help of digital educational technologies, as well as one's own knowledge and the ability to improve experience*".

E. F. Sabzi considers information competence to be the basis of professional competence, because it, on the one hand, ensures the implementation of the student's professional knowledge, knowledge and skills, and on the other hand, it is a condition for his work.

A. L. Semenov sees information competence as a new literacy, which includes the skills of active independent processing by a person, making radically new decisions in unexpected situations using technological tools. In the last definition, the weakness of the interpretation is seen due to its "principality", since the use of technological means implies reliance on empirical experience, which does not allow "*making radically new decisions*" even in "*unexpected situations*".

The existence of different definitions of the terms used in dissertation research in the literature, on the one hand, indicates the pluralism of opinions in this scientific field, and on the other hand, it is necessary to determine the place of information competence within the competence-based approach. Therefore, the problem of classification of information competence remains important for the science of modern pedagogy.

To date, there is no single classification of competence, and there is no single point of view on how much and what kind of competence should be formed in a student during higher pedagogical education. The following groups of competences are distinguished in the scientific literature;

Professional competencies. These competences in foreign literature are considered

as "*readiness and ability to solve problems and problems in a purposeful, methodologically correct way, based on knowledge and skills in the subject, as well as to evaluate the results*", while local researchers call them professional techniques, skills, technologies and methods of teaching science.

Core competencies. These competencies are defined as "in the abstract, the ability to reason, analyze and synthesize, to be a leader, to solve problems, to adapt, to work both in a team and independently", in general, these are all people, their professional are powers that should be possessed regardless of affiliation.

Social-personal competences are a type of competences that relate to the individual himself as a person and to the interaction of the individual with other people, groups and society.

Information competences are understood as knowledge, skills and methods of activity aimed at independent and successful participation in professional activities using digital educational technologies.

It should be noted that there are different bases under these competency groups. First, they are divided into those that belong to all people, and at the same time they are divided into specific characteristics (qualities, characteristics) of people. Second, it is a set of competencies based on a practice-oriented approach that should include informational competencies.

Thus, the study and analysis of theoretical approaches to the consideration of the nature and structure of information competence allows us to determine the pluralism of opinions, the existence of many interpretations of the main concepts of the subject: the research of the concepts of "*competence*", "*professional competence*" and "*information competence*" as a topic can be explained by its relative novelty in the science of pedagogy and the multifaceted nature of their application in educational practice. In this study, the term competence is understood as the knowledge, skills and methods of activities aimed at successful professional self-realization obtained as a result of training in education, and "*competence*" is understood as the ability and readiness to use acquired and developed powers. The term "*professional competence*" is used in the

sense of a comprehensive set of knowledge, skills and experience, as well as personal qualities that allow a teacher to effectively design and implement his professional activities. Information competence of students is defined as an integral quality characterized by a high level of theoretical knowledge and practical skills in the field of digital educational technologies, and the application of these knowledge and skills in the process of mastering the main curriculum of higher vocational education ability to apply, willingness to use digital educational technologies in professional activities to ensure high quality of the educational process.

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