



Euro Asian
Journals



Pedagogical Content of Developing Information- Analytical Competence Of Future Foreign Language Teachers

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Abstract. This article presents some opinions on the development of informational and analytical competence of future foreign language teachers. Also, the article contains opinions on foreign and national experiences related to the development of informational and analytical competence of future foreign language teachers.

Keywords. Future teacher, competence, informational-analytical competence, didactic possibilities, educational approaches, knowledge, development, learner.

Introduction. Development of informational and analytical competence of future foreign language teachers, application of new technological approach to English language education, based on values, traditions and rational use of their didactic capabilities are the main directions of educational reforms. In this direction, the creation of pedagogical technologies for the use of philological resources, along with today's news, changes and laws, modern sources, achieved results, the latest realities in the teaching of the English language, is one of the urgent pedagogical problems. As a result of the change of attitude towards education and the widespread introduction of information technologies, the process of formation of a mixed educational environment is taking place in the new Uzbekistan. In such conditions, it is observed that teaching is moving out of classrooms and gaining a global scope. In addition to providing future personnel with the opportunity and convenience of obtaining knowledge, it also creates an informational culture and develops the ability to think analytically.

Literature analysis and methodology. Despite the differences in the above areas of informational-analytical competence, pedagogical practice shows that passive perception of informational-analytical information by students is



ineffective. Therefore, the main pedagogical task in the introduction of media resources into the educational process is to develop effective perception of media information through a system of critical thinking and creative tasks that excludes intellectual inactivity. We agree with N.A. Sidorina's opinion that such an approach not only increases educational motivation with the attractiveness of multimedia tools, but also contributes to the development of students' informational and analytical competence.

Based on the research of A. Yu. Belogurova, I. A. Zimnyaya, V. A. Slastenin, E. I. Isaeva, Z. K. Kargieva, A. V. Rayseva, O. A. Gavrilyuk, V. I. Slobodchikova, O. P. Kutkina, I. V. Grigorieva, N. V. Khlizova and others, a special organization for the development of the informational and analytical competence of the student We believe that pedagogical conditions are necessary. This process, according to I.V. Grigoreva, will be successful in implementing the following organizational and pedagogical conditions for the educational process of the higher educational institution.

Analysis and results. The processes of modernization of the higher education system are characterized by the acceleration of the informatization process of modern higher education, which, on the one hand, opens up new perspectives for the use of media resources and the introduction of information and analytical technologies into the educational process, and on the other hand, pedagogical theory and practice for students including forces future foreign language teachers to look for new methods of teaching, contributes to the development of the professional component of the student's personality with maximum individualization of teaching.

It can be seen that informational and analytical competence is related to all types of media (print and graphic, sound, screen, etc.) and various media cultural and information technologies. It provides an understanding of how mass communication is used in society, is designed to prepare young professionals for life in an information-rich society, and provides the ability to use media in the process of communicating with other people. In addition, the main task of media education of a future foreign language teacher of a higher educational institution is the information of a self-sufficient, self-sufficient individual who develops freely in a dynamic world. - it is clear that it consists in creating conditions for the development of analytical competence. We, I.V.Grigoreva,



the problem of developing such a person is far from the scope of professional education, and the task of interacting with the information environment, where the most important processes of continuous human socialization take place, remains relevant both theoretically and practically today, we agree.

Analyzing information-analytical competence, we come to the conclusion that the main goal of media education, which expands the various directions, means and educational opportunities offered by higher education, which cannot be compared with other traditional educational options, is in the minds of students is the development of an adequate picture of reality in the modern multimedia space.

The information that future personnel (foreign language teachers) receive from media messages has attractive features such as emotional tone and relevance of information, unlike educational information. Thus, the teacher must be psychologically prepared for competition with the media, he must abandon authoritarianism, be more interested in the information consumed, what the student actually received than what the teacher himself received, students' the criteria and methods of performance evaluation should be revised.

Taking into account the state of knowledge inflation, especially in the field of information technology, the content of the media-educational space of the teacher, in order to modify it in accordance with active and modern trends, as well as the needs of students, modern technical tools and must analyze the software

The analysis of the scientific literature showed that in the reviewed works of the authors who study the problems of protection from the influence of negative information, ensuring the information and psychological security of the individual (L.V.Astakhova, G.V.Grachev, L.Masterman, L.M.Simeli, D.S.Sinitsyn), interpretation is the determination by relying on knowledge of the classifications of informational influences that form protective attitudes of the individual.

Conclusion. Thus, the formation of informational and analytical competence of future foreign language teachers is primarily the result of the integration of information and education, where professional education is carried out in the modern conditions of the informational and educational space of the higher



educational institution. Analyzing the individual system of levels of development of the student's informational-analytical competence, emphasizing his active role as a subject of interaction in the informational-cultural activity and informational space, we can further distinguish the level of information perception. As a result, the informational-analytical competence of the student serves as a dynamic disposition system for the development of the human personality in new information conditions, which leads to the development of the informational-analytical competence of the future foreign language teacher of the higher vocational school that meets the requirements of the modern information society. . The theoretical and methodological basis of the development of the informational-analytical competence of a student is the theory of communication of cultures, media-educational ideas, the structural system of informational-analytical competence, level organization of informational-analytical competence, person-oriented concepts

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