DEVELOPMENT OF INFORMATION COMPETENCE OF FUTURE PRIMARY CLASS TEACHERS THROUGH VIRTUAL TECHNOLOGIES

Suvankulova Aziza Abdurazzaq kizi
Gulistan State University 1st year foundation doctoral student

Annotation: *In the article, a modern educational institution is responsible for the formation of a socially active, positive-thinking person, the development of the skills and competences of students to use the flow of information correctly, the acquisition of innovative technologies, the task of independent learning by deepening and expanding knowledge. The problem of shifting attention from a knowledgeable approach to a competent approach is discussed in the modernization of national education. The concept and brief essence of virtualization of education is revealed.*

Key words: *modern education, virtual education, information technologies, elementary school, computer science course, future elementary school teachers, future professional specialization.*

Аннотация: *В статье современное образовательное учреждение несет ответственность за формирование социально активной, позитивно мыслящей личности, развитие умений и компетенций учащихся по правильному использованию информatsионных потоков, овладение инноваtsионными технологиями, задача самостоятельного обучения путем углубления и расширения знаний.Обсуждается проблема смещения внимания со знающего на компетентностный подход в модернизаtsии отечественного образования. Раскрывается понятие и краткая сущность виртуализаtsии образования.*

Ключевые слова: *современное образование, виртуальное образование, информatsионные технологии, начальная школа, курс информатики, будущие учителя начальных классов, будущая профессиональная специализация.*

In the conditions of the transition to the information society, the non-traditional school model based on education requires the training of personnel based on the social order. In the context of information education, with a sharp increase in the volume of all types of information, each new generation faces new conditions that require different knowledge.

Today, as a result of the rapid development of information and communication technologies, new achievements are being made in many fields. In our opinion, the use of ICT for the purpose of improving the education system is also very important.

Students live in a "special" field of knowledge created by new communication tools that is much richer and more complex than any traditional method of education. With the emergence of information priorities, virtual education can gradually return to self-education. The introduction of multimedia educational products is carried out not only by educational institutions, therefore, the educational process can be carried out directly outside the social institution, but "with a computer" individually. Virtual education is closely related to distance education, but is not limited to it. It can (and does) occur in the

normal face-to-face interactions of teachers, students, and subjects. Distance education technologies make it possible to expand the possibilities of full-time education by increasing the possibility of mutual use of students, teachers, specialists and information complexes located far from each other. The main goal of virtual education, as well as human education in general, is to determine and achieve one's destiny in the real world, including the virtual component.

The information society demonstrates the high level of virtualization in the social, economic, and political aspects of society's life, and this indicates the trend of virtualization of the entire society's life. The virtualization of the educational system is based on a technologically informed approach, which consists of virtual information space, virtual educational models, virtual educational technologies, virtual information structures and information effects. These components represent new educational technologies as an integral part of virtuality.

Virtual modeling and virtual technologies create new factors for connecting visual images with objective reality, which are characterized by such factors as space scale, time scale, time reversal, modeling of unrealistic situations. The emergence of information models containing large information capacity has created additional opportunities for virtual education. Virtual educational technology is one of the new educational technologies implemented using information and telecommunication technologies in the process of virtual information interaction between the student and the educational resource. Virtual ta'limning o'ziga xos xususiyati - bu o'qituvchi bilan talaba va virtual haqiqat o'rtasida vositachining yo'qligi. Bu texnologiyani faol ishbilarmonlik o'yiniga asoslangan o'rganish bilan solishtirishimiz mumkin.

The advantages of virtual education are often justified by the possibilities of using multimedia teaching tools. Mediation is the basis of virtual education, and now it is becoming a necessary element of traditional education. The variety of surrounding events and the connections between them can create different structures of images in the mind. Naturally, the methods of reflecting reality should be as polymorphic as possible. Therefore, the complexity of the information effect, that is, if information is mediated, it has such a great impact on the communicator in terms of influencing the information-mental structures in the receiver's mind.

Therefore, a modern educational institution has the task of forming a socially active, positive-thinking person, developing the skills and competences of students to use the flow of information correctly, mastering innovative technologies, deepening and expanding knowledge, and learning independently. puts in front of z. The problem of shifting attention from a knowledgeable approach to a competent approach is especially relevant in terms of modernization of national education. Reforms in education, in the strategy of modernization of the content of higher education, the main result of the activity of the educational institution is not only the system of knowledge, skills and qualifications, but also having a set of basic competencies in civil-legal, linguistic, communication, information and other fields. It is clearly defined that he must be a graduate. One of the strategic aspects of the modernization of higher education, which envisages the organization of a new model of the educational process with the use of innovative information technologies in teaching

science with elementary school students and in extracurricular activities in order to increase the effectiveness of the educational process. Informatization of primary education. Informatization of education sets new requirements for the quality of professional expertise of primary school teachers and their level of training. In the context of improving education, the integral indicators of the quality of future teacher training should be considered as professional-specialist competence characterizing the ability to use acquired knowledge and experience in certain situations. The teacher's professional competence includes various structural, including informational parts. It is known that in the conditions of innovative education, the teacher's information skills clearly determine his professional pedagogical competence. The formation of the information skills of the future elementary school teacher implies the development of the main components of his information ability (professionally oriented skills related to the implementation of various information activities) and blocks of special components, this study in their work, they are defined together as special information competence.

Regulatory competence. Its content includes mastery of certain normative relations in the field of teacher-learner, teacher-parent, knowledge and skills of using basic documents on children's rights and obligations of adults towards children (Child's Rights Convention, the International Convention on Human Rights and Fundamental Freedoms, the Constitution of the Republic of Uzbekistan, the Law "On Education"), moral and legal regulations regulating the relationship of man to man, society and nature we include ownership of land, environmental and legal culture. The content of reflective competencies includes: the ability to analyze and evaluate one's own work and the behavior of learners, self-awareness, self-motivation and self-actualization increase It is considered a regulator of personal achievements of the pedagogue, as well as a motivator for professional growth and improvement of pedagogical skills. Reflexive competence is directly integrated with special competences. Special competencies distinguish a primary school teacher from other pedagogues and require additional learning. We defined its content as follows: a) subject competence - preparation for applying knowledge of the scientific foundations of the content of the primary education course, a positive attitude to the subject of study, the necessary volume of special concepts in interaction with the content of the educational material. the skill of conscious acquisition, understanding and systematization of scientific information on science; the ability to adapt the content of the academic subject to the capabilities of learners. b) methodical competence - readiness to plan, select, synthesize and build educational material for the subject, preparation for organizing various forms of training for the subject, preparation for implementation of active approaches to education and primary school students' ability to organize educational work, preparation for the use of innovative teaching technologies, competent use of health technologies of teaching. In such an approach to determining the structure of the primary teacher's competence, it can be used in the development of new educational content and new curricula, programs, writing textbooks, as well as in the development of innovative technologies for the training of future teachers. there is an opportunity to rely on and shorten the adaptation period of a young specialist.

Thus, the teacher's information competence begins to serve as a decisive factor in increasing the effectiveness of the educational process in primary school. The scientific basis of the competent approach is given in the works of O. V. Akulova, Y. S. Zair-Bek, I. A. Zimnyaya, V. A. Kozyrev, A. A. Pinsky, N. F. Radionova, M. V. Rizhakov, A. P. Tryapitsina, I. D. Frumin, A. V. Khutorsky, S. Y. Shishov and others from the scientists of the Commonwealth of Independent States. The problem of the formation or development of the teacher's information competence was considered by many scientists: O. B. Zayseva, N. V. Kisel, A. M. Orobinsky, M. M. Pshukova, O. G. Smolyaninova. G. G. Brusnitsina, T. V. Dobudko, S. A. Zayseva, I. V. Ryakhinova, A. A. Uzdenova and others researches are devoted to the issue of preparing for computer lessons in elementary grades. In them, the issues of using information technologies in the educational process in the teaching of the computer science course in the theory and methodology of primary education or in the training of future primary school teachers were studied. However, special attention was paid to the development of information competence of future primary school teachers.

We believe that the primary teacher should perform the following tasks in the development of information competence:

- information skills as one of the most important components of the professional qualification of the future primary school teacher, as well as the information competence of the future primary school teacher organization of goal-oriented processes of improvement;

- development in the field of new information technologies, the expansion of their didactic capabilities and the correct orientation of teachers in the process of primary education. Thus, we came to the conclusion that it is necessary to form the qualification of the future primary school teacher to use new information technologies correctly in his professional activity. In the process of solving these tasks, approaches to the formation of information competence (management in development) of the future elementary school teacher were developed.

To study the basis of information competence development of the future elementary school teacher: the ideas of humanization and personal development, the concept of developmental and educational teaching, the concept of a personal approach to the organization of the teaching process, pedagogical phenomena and its application. is a systematic approach to learning.

LIST OF USED LITERATURE:

1. Begimkulov U.Sh. Theory and practice of organization and management of informatization of pedagogical educational processes. //Ped. science. doc. diss. - T.: 2007.- 305 p.

2. Zayseva O.B. Formirovanie informatsionnoy kompetentnosti budushchikh uchiteley sredstami innovatsionnyx: Dis. ... candy. ped. nauk/ O.B. Zayseva.- Armavir, 2002.- 169 S.

3. Zimnyaya I.A. Kompetentnost cheloveka – novoe kachestvo resultatova obrazovaniya/ I.A.Zimnyaya// Problemy kachestva obrazovaniya. Kniga 2. Kompetentnost

cheloveka – novoe kachestvo rezultata obrazovaniya: Mat. XIII Vseros. soveshchaniya.- M.: Ufa: Issled. The center is a special problem, 2003. - S. 4-13.

4. Zlotnikova I. Ya. Formirovanie informatsionnoy kompetentnosti budushchego uchitelya-predmetnika v pedagogicheskom vuze / I. Ya. Zlotnikova// Pedagogical informatics.- 2004.- No. 1.- S. 40-44.

5. Pak N. I. Information approach and electronic means of education: monograph Krasnoyarsk: RIO KGPU, 2013.

6. Deshko I.P. Information construction: Monograph. - M.: MAKS Press, 2016. - 64p. ISBN 978-5-317-05244-7. 3. Tsvetkov V. Ya. Information Constructions // European Journal of Technology and Design, 2014, Vol.(5), No. 3- p147-152 4. Tsvetkov V. Ya. Information interaction // European Researcher. - 2013. - Vol. (62), No. 11-1. - p.2573- 2577 5. Zayseva O.V. Igrovoe incrementnoe obuchenie // Slavyansky forum, 2016. - 3(13). - pp. 105-111.

7. Rosenberg I.N., Svetkov V.Ya. Information situation. // Journal of applied and fundamental research. - 2010. - 12. - pp. 126-127.