



## INFORMATION COMPETENCE OF A FUTURE PRIMARY SCHOOL TEACHER AS THE BASIS OF PROFESSIONAL ACTIVITY

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**Annotation:** *The article examines the information competence of future primary school teachers as an integrative quality that includes cognitive, technological, communicative, and value-reflective components. The structure and content of this competence are revealed, highlighting its key aspects — from theoretical knowledge to methodological and reflective skills.*

**Keywords:** *informational competence, digital technologies, teacher education, primary school, education digitalization, methodology, ICT tools, innovation.*

**Аннотация:** *В статье рассматривается информационная компетентность будущего учителя начальных классов как интегративное качество, включающее когнитивные, технологические, коммуникативные и ценностно-рефлексивные компоненты. Раскрыта структура и содержание этой компетентности, её ключевые направления — от теоретических знаний до методических и рефлексивных умений.*

**Ключевые слова:** *информационная компетентность, цифровые технологии, педагогическое образование, начальная школа, цифровизация образования, методология, инструменты ИКТ, инновации.*

**Annotatsiya:** *Maqolada bo'lajak boshlang'ich sinf o'qituvchisining axborot kompetentsiyasi kognitiv, texnologik, kommunikativ va qiymat-refleks komponentlarini o'z ichiga olgan integral sifat sifatida ko'rib chiqiladi. Ushbu kompetentsiyaning tuzilishi va mazmuni, uning asosiy yo'nalishlari — nazariy bilimlardan uslubiy va aks ettirish qobiliyatlariga qadar ochib berilgan.*

**Kalit so'zlar:** *axborot kompetentsiyasi, raqamli texnologiyalar, pedagogik ta'lim, boshlang'ich maktab, ta'limni raqamlashtirish, metodologiya, AKT vositalari, innovatsiyalar.*

Information competence is defined as an integrative personality trait that combines cognitive, technological, communicative and value-reflective components that ensure effective work with information in the pedagogical process. The cognitive aspect implies a deep understanding of the nature of information, knowledge of the methods of its search, selection and systematization. The technological component includes the ability to use modern ICT tools, electronic databases and multimedia resources to collect, process and present educational content. The communicative component reflects the ability to organize a dialogue and joint activities with colleagues and students, to transmit and discuss the results of the analysis in a timely manner. The reflexive value level forms a responsible attitude towards the ethical, legal and social aspects of information activities, as well as motivation for self-development and continuous professional development in a dynamic information space.

In pedagogical practice, information competence is a key condition for ensuring the quality of the educational process. A teacher with this competence is able to accurately identify the information needs of his audience, formulate clear learning objectives and effectively structure educational material. The skills of critical assessment of sources make it possible to avoid the dissemination of false information and form students' stable ability to distinguish between facts and manipulations. [1] The use of multimedia and interactive technologies contributes to the creation of a motivational learning environment that stimulates cognitive activity and independent research. Thanks to the developed information competence, the teacher optimizes class planning, flexibly adapts teaching methods to different styles of perception of students and ensures the involvement of each participant in the educational process in productive information and analytical activities.

1- 1- The table. The structure of this competence usually includes the following interrelated components

The Content component	The Content component
Cognitive (cognitive)	Knowledge of the basics of information technology, the principles of digital resources, the basics of information security, understanding the role of information in the pedagogical process.
Operational-activity (skills and abilities)	The ability to search, analyze, evaluate, process and create information, use information technology to solve pedagogical problems, and design the learning process using digital resources.
Reflexive-evaluative	The ability to self-assess one's own information activities, critically analyze information sources, and reflect on the effectiveness of information technology in teaching.
Value-based and motivational	Recognition of the importance of information culture for professional growth, positive motivation to use ICT in educational activities, and the desire for continuous self-education in the field of ICT.

Thus, information competence is formed at the intersection of knowledge, action, assessment and attitude to the information environment.

2. The content of the information competence of the future primary school teacher, the content of which can be divided into several key areas:



1- Fig. The content of information competence

1) Theoretical knowledge: The framework of theoretical knowledge includes several fundamental concepts, without understanding which it is impossible to build an integrated



system of working with information in the pedagogical process. Information is understood as any information about objects and phenomena of the real or virtual world, structured in the form of data, semantic load and context. [2]

2) Practical skills. The acquisition of practical skills in the field of information competence of a future primary school teacher begins with the development of skills in system information search both on the Internet and in traditional library catalogs. [4]

3) Methodological competencies. Designing lessons using ICT involves a systematic approach to shaping the learning process, in which digital technologies act as a tool for achieving clearly defined educational goals. At the stage of analyzing the educational situation, the teacher determines which ICT tools make it possible to fully reveal the topic and activate the cognitive activity of younger schoolchildren: interactive presentations for visualizing concepts, educational videos for demonstrating experiments or processes, virtual simulations for modeling complex phenomena. [5]

4) Reflexive and communicative competencies. A critical approach to information consumption and dissemination presupposes a systematic and conscious attitude of the teacher towards any data sources: from scientific publications and official documents to social networks and news feeds. This is primarily due to the analysis of the author's authority and competence, the methodological validity of the facts presented and the availability of references to primary sources.[3]

The formation of information competence requires special methodological support, where theoretical training alternates with practical exercises and reflection. It is important to include modules on media literacy, digital security and project activities in the curricula, as well as tasks on creating multimedia products and organizing electronic interaction. A differentiated approach that takes into account the age characteristics of younger students ensures the selection of adequate interfaces and game forms of presentation of the material. Ensuring online safety through integrated digital hygiene lessons and interaction with parents creates a unified educational space where the child receives support and reliable protection. Regular analysis of the effectiveness of the resources and formats used through digital dashboards and collective discussions allows teachers to continuously improve their practices and adapt them to the new challenges of the information society.

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