

## THE PEDAGOGICAL CONTENT OF DEVELOPING INFORMATION-ANALYTICAL COMPETENCE IN PROSPECTIVE FOREIGN LANGUAGE TEACHERS

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**Abstract:** *This article examines the pedagogical approaches and content essential for developing information-analytical competence in prospective foreign language teachers. Information-analytical competence enables teachers to critically evaluate, interpret, and apply data and educational resources effectively in language teaching contexts. The study explores key components of this competence, including critical thinking, data analysis, and decision-making skills, and discusses strategies for integrating them into teacher education programs. Emphasizing the importance of these skills for effective language instruction, the article provides recommendations for curriculum design aimed at preparing competent and reflective foreign language educators.*

**Keywords:** *Information-analytical competence, Foreign language teachers, Teacher education, Pedagogical strategies, Critical thinking, Curriculum development, Professional competence*

### INTRODUCTION

The cultivation of information-analytical competence in prospective foreign language specialists, alongside the integration of new technological approaches into English language teaching, grounded in values and traditions, and the sufficient utilization of their didactic potential, constitutes a paramount priority within educational reforms. Concomitantly, the creation of pedagogical technologies that leverage both the latest advancements, developments, and regulations in English language teaching, incorporating contemporary resources, achieved outcomes, and emergent realities, alongside the utilization of philological sources, emerges as a pressing pedagogical concern. Furthermore, within the context of a New Uzbekistan, the evolving perception of education and the pervasive adoption of information technologies are instigating the formation of blended learning environments. Under these circumstances, the scope of instruction is observed to transcend traditional classroom settings, assuming a global dimension, thereby simultaneously offering enhanced accessibility and convenience for prospective professionals in

acquiring knowledge, while also foregrounding the imperative of cultivating information literacy and fostering analytical reasoning skills.

Literature review and methodology. Despite the variances inherent in the aforementioned dimensions of information-analytical competence, pedagogical practice reveals that the passive reception of information-analytical data by students is inefficacious. Consequently, when integrating media resources into the educational process, the primary pedagogical objective resides in cultivating the efficacious perception of media information through a system of critical thinking and creative tasks, precluding intellectual inertia. We concur with N.A. Sidorina's assertion that such an approach, coupled with the allure of multimedia tools, not only augments educational motivation but also contributes to the advancement of students' information-analytical competence. Drawing upon 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, et al., we posit that specifically designed pedagogical conditions are requisite for fostering the information-analytical competence of the student persona. This process, according to I.V. Grigoreva, is propitious when implementing the subsequent organizational-pedagogical conditions within the higher education institution's educational framework.[1].

Analysis and Results. The processes of modernizing the higher education system are characterized by an accelerated information-improvement of contemporary higher education, which, on the one hand, unveils new prospects for utilizing media resources and incorporating information-analytical technologies into the educational process. On the other hand, it compels pedagogical theory and practice to seek innovative methodologies for educating students, including prospective foreign language teachers, contributing to the development of the professional component of the student persona through maximal individualization of instruction.

It is evident that information-analytical competence is intertwined with all types of media (printed and graphic, audio, screen-based, etc.) and a variety of media-cultural and information technologies. This enables an understanding of how mass communications are utilized in society, designed to prepare young professionals for life in an information-rich society and ensuring the acquisition of the ability to employ media in communication with others. Furthermore, it becomes apparent that the primary task of media education for prospective foreign language teachers

in higher education lies in creating conditions for the development of the information-analytical competence of a self-developing, self-reliant individual who freely operates in a dynamic world.

We concur with I.V. Grigoreva's view that the problem of developing such an individual extends far beyond the confines of professional education, and the task of interacting with the information environment, where the most crucial processes of continuous human socialization occur, remains theoretically and practically relevant today.[2].

Analyzing information-analytical competence, we conclude that the overarching goal of media education – which expands the diverse directions, tools, and educational opportunities offered, incomparable with other traditional educational options in higher education – is the development of an adequate picture of reality in the minds of students within the contemporary multimedia space.

The information that prospective professionals (foreign language teachers) glean from media messages possesses compelling characteristics, such as emotional coloring and the currency of information, unlike purely educational data. Thus, teachers must be psychologically prepared for competition with the media, relinquishing authoritarianism, focusing more on what the student has specifically gained compared to what the teacher has consumed, and revising the criteria and methods for assessing student activities.

Given the state of knowledge inflation, particularly in the field of information technology, the teacher must analyze contemporary technical tools and software oriented toward education to modify the content of the higher education institution's media-educational space, making it aligned with active and modern trends, as well as the needs of students.

An analysis of scholarly literature reveals that, in the reviewed works of authors studying the problems of protection from negative information influences and ensuring the information-psychological safety of the individual (L.V. Astakhova, G.V. Grachev, L. Masterman, L.M. Simeli, D.S. Sinitsin, E.A. Stolbnikova, A.V. Fedorov, R.M. Yusupov, et al.), there is a realization that one of the means of protection for the individual is the development of critical thinking as a unique type of mental activity, the result of which is the identification of negative information influences in texts by relying on logic, reflection, dialogue, interpretation, and knowledge of the classifications of information influences that shape the individual's protective attitudes.[3].

Conclusion. Thus, the formation of information-analytical competence in prospective foreign language teachers primarily comprises the integration of information and education within the higher education institution's information-educational space, where professional education is realized in the contemporary context of the information society. Analyzing the individual system of development levels of the student's information-analytical competence, emphasizing the active role of information-cultural activity and the individual as a subject of interaction in the informatized space, enables us to further delineate the level of information perception. Consequently, the student's information-analytical competence serves as a dynamic disposition system for developing the individual's persona in novel informational environments, thereby leading to the advancement of the prospective foreign language teacher's information-analytical competence, aligning with the demands of the contemporary information society. The theoretical and methodological foundation for developing the student's information-analytical competence is constituted by the theory of intercultural dialogue, the ideas of media education, the structural system of information-analytical competence, the hierarchical organization of information-analytical competence, and person-centered concepts.

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