



## PSYCHOLOGICAL CHARACTERISTICS OF INFORMATION COMPETENCE OF FUTURE PRIMARY SCHOOL TEACHERS

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**Abstract:** Future primary school teachers must possess didactic skills in many ways. In particular, the preparation of visual aids for working with children of primary school age, the application of electronic educational technologies in training sessions, and their presentation in a "language" that children understand are important. Therefore, it is necessary to pay attention to the level of development of information competence in students. Because, students' ability to work with information and deliver it to a children's audience in an audio-visual way ensures the effectiveness of education. Therefore, it is important to identify the factors that influence the development of students' information competence and thereby form the relevant competence in future primary school teachers.

**Keywords:** information competence, cognitive, technological, motivational-value, creative, visual aids, electronic educational technologies.

statistical differences were found only in the cognitive ( $H=40.281$ ;  $p \leq 0.01$ )

No significant differences were found in the technological component of information competence of future primary school teachers. If we focus on the results, we can see that the indicators according to this criterion have uneven development. For example, the smallest value is observed in course 2. This indicates an



unevenness in development. However, the differences between courses are not at a significant level. No significant difference has been observed, including in the motivational-value component. However, when we look at the results, the indicators decreased from the 1st year to the 4th year. This indicates that students' perception of information as a value decreased as they progressed to their 4th year.

In general, students' information competence leads to the development of the ability to critically view social information, its dissemination in the media, the direction of the information flow, checking the reliability of information, and increasing a creative approach. This is due to the increase in students' professional knowledge and the formation of practical skills.

According to the above empirical data analysis, the following aspects were found to be important in the information competence of future primary school teachers. In particular, the skill of working with social information leads to an increase in cognitive processes:

- Development of students' visual, auditory, and tactile senses through working with information technologies;
- The use of digital technologies in education is associated with increased perception, which enhances the effects of information extraction and processing;
- Increased processes related to the breadth of imagination in data storage and information processing, and the focus of attention on educational information;
- There was an increase in creative thinking and internal speech in the processing of digitized data.

In conclusion, it was found that the cognitive component is prioritized in the level of development of information competence in future primary school teachers.

In the next stage of our dissertation research, we studied the dynamics of the development of students' information competence in relation to their learning motives. Because, we assume that students' information competence develops in conjunction with the learning process and educational motives. Therefore, N.A.Stepanova, L.N.Sannikova, S.N.Jurevich, N.I.The results obtained from the questionnaire "Determination of Socio-Informational Competence" developed by Levshinas were analyzed by A.A.Rean, W.A.Yakunin, N.S.The relationship between the results of the questionnaire "Diagnosis of Students' Learning Motivation" modified by Badmayeva was studied. Initially, we considered it appropriate to conduct a more in-depth analysis of students' learning motivation. The main reason for this is that the development of learning motivation in students and

its manifestation in activity is a complex process. Educational activity embodies a wide range of qualities and skills of the student's personality, which determine the structure of the student's personality, his scientific and creative potential, and the individual style of educational activity.

Table 2.8

**Dynamic characteristics of students' learning motives (n=374)**

| Specification                                                    | Course 1 |                    | Course 2 |                    | Course 3 |                    | Course 4 |                    | H       | p     |
|------------------------------------------------------------------|----------|--------------------|----------|--------------------|----------|--------------------|----------|--------------------|---------|-------|
|                                                                  | N        | Intermediate range | N        | Intermediate range | N        | Intermediate range | N        | Intermediate range |         |       |
| Communicative motives                                            | 92       | 208,68             | 95       | 182,67             | 97       | 192,62             | 90       | 165,43             | 7,766   | 0,051 |
| Self-defense motive                                              | 92       | 236,18             | 95       | 167,20             | 97       | 188,38             | 90       | 158,22             | 29,083* | 0,000 |
| Prestige motives                                                 | 92       | 214,93             | 95       | 189,56             | 97       | 185,79             | 90       | 159,12             | 12,416* | 0,006 |
| Professional motives                                             | 92       | 217,02             | 95       | 173,19             | 97       | 193,02             | 90       | 166,49             | 12,276* | 0,006 |
| Motives for realizing one's potential in the field of creativity | 92       | 220,60             | 95       | 174,56             | 97       | 196,38             | 90       | 157,76             | 18,144* | 0,000 |
| Education and                                                    | 92       | 205,67             | 95       | 197,14             | 97       | 188,08             | 90       | 158,12             | 10,120* | 0,018 |



|                   |    |        |    |        |    |        |    |        |       |       |
|-------------------|----|--------|----|--------|----|--------|----|--------|-------|-------|
| cognitive motives |    |        |    |        |    |        |    |        |       |       |
| Social motives    | 92 | 176,26 | 95 | 201,31 | 97 | 193,09 | 90 | 178,39 | 3,511 | 0,319 |

Note: \*\* $p < 0,01$ , \* $p < 0,05$

to study the motivational sphere of students, especially to study learning motivation in depth. A. Rean, W. A. Yakunin, N. S. We analyzed the results obtained from the "Diagnosis of Students' Learning Motivation" questionnaires modified by Badmayeva across courses. After analyzing the results in the cross-section of courses, we analyzed them in relation to information competence. The results from these methodologies are presented in Table 2.8.

results of our dissertation research were analyzed using the Kruskal-Wallis (H) criterion. The results showed significant statistical differences in student performance in self-abduction ( $H=29,083$ ;  $p \leq 0.01$ ), reputation ( $H=12,416$ ;  $p \leq 0.01$ ), creativity ( $H=18,144$ ;  $p \leq 0.01$ ), academic and cognitive ( $H=10,120$ ;  $p \leq 0.05$ )

first-year students are afraid of having difficulty completing pedagogical assignments because they lack the necessary competencies. As a result, students develop didactic fears, concerns about education. This reinforces the motives of "taking away" them by looking for "easy paths" in completing complex missions. In

2. It has been observed that both "professional" and "educational-cognitive"

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