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THEORETICAL AND METHODOLOGICAL FOUNDATIONS FOR DEVELOPING THE INFORMATION COMPETENCE OF MILITARY PERSONNEL: INTERNATIONAL EXPERIENCE AND A COMPARATIVE PEDAGOGICAL ANALYSIS

Juraev Zamirjon Mamasadikovich,
Independent researcher of University of
Public Security of the Republic of Uzbekistan
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Annotation. This article reveals the importance of international research in the development of communication competence of military personnel in the context of informatization of education. It also describes the integral model of professional competence in the British tradition and the action competences in the German tradition.

Keywords: information competence, communication competence, information technology, information society, professional competence, action competence.

Introduction. Today, knowledge and information are the main keys to achieving productivity, competitiveness, wealth and prosperity. Therefore, countries are focusing on approaches that expand access to quality education. In order to develop human capital, we need to rethink our education and keep it up to date with the rapidly changing and evolving world. The problem is that if we compare the world today with the last century, we will see astonishing changes in science, the military, health care, communications and many other areas. Although much has changed due to advances in science and technology, education, the way students learn and teachers teach, has remained unchanged.

The International Society for Technology in Education (ISTE) emphasizes that today's teachers must be prepared to provide students with learning opportunities using technology. In fact, technology awareness should be one of the key skills for teachers to be prepared to use technology and improve student learning. In most parts of the world, the most effective progress in the use of information technology in higher education has been made since 1990.

Information technology is the process of learning and the methods of its application, carried out in the processing, transmission and production of information [1]. Information technology includes the collection, organization, storage, publication and use of information in the form of sound, images, graphics, text and numbers using computers and telecommunications equipment.

The significant changes brought about by information technology have been the source of major changes in the classroom. The most important changes stem from the fact that technology has allowed students to focus on information outside the classroom, which has led to an increase in their motivation to learn [1]. The role of information systems in education is to ensure the provision of necessary information. Developing countries, in addition to difficult access to technology, face structural and behavioral problems associated with it. The effectiveness of these technologies depends on political, cultural, economic, technical factors and the level of development of software, the quality of its institutionalization and use.

Considering the importance and role of information technology in education, it can be noted that the emergence of new technologies has increased the interest in learning through various methods of knowledge presentation, considering the use of technology to expand and develop various processes in

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the education system. Smart schools are making progress in the field of virtual education. Online education and distance learning are one of the new forms of education in the new century. At the beginning of the 21st century, the evolving educational environment and the growing need for education from individuals and society place great responsibility on educational institutions and their traditional structures. Today, various information and communication technologies have the potential to facilitate the process of education and learning.

Using information technologies and their tools, computer and modern curriculum planning, virtual curriculum, the ability to accelerate the process of information dissemination, various recognizable and repeatable learning resources, flexible structures, information search, as well as metacognitive understanding opportunities arise. The information society, economic, cultural and social life depend on information and communication technologies. Advantages of the information society:

1. Enriching leisure time;
2. Organizing remote work;
3. Providing new opportunities to increase national productivity and competitiveness;
4. Increasing employment;
5. Lifelong learning.

The role of information technologies in the education system of underdeveloped countries, based on the views of the UNESCO International Commission on the Study of Communication Accessibility, is considered one of the roles of communication and information technologies in education as the transmission of information necessary for growth, creation and growth. Skills such as the transmission of various extended messages necessary for the study of personality and skills, the recognition, understanding, appreciation and unity of listeners in social obligations are formed.

The expansion of information technology culture at various levels of education has great implications for society. In the future, military personnel and employees will not only be transformed into an active information technology generation, but can also play an important role in promoting information technology culture in society and the family environment. It is clear that military personnel and employees must first be able to understand the types of opportunities available and not ignore information technology.

The information competence of university students is constantly being studied from the point of view of foreign, in particular, American researchers and practitioners. The content of the concept of "information competence" in relation to university students is discussed in scientific literature, ways of forming information competence, the effectiveness of these methods, the influence of the level of information competence on academic performance are studied.

The term "information competence" is used in many documents of US educational institutions in slightly different, but generally similar semantic meanings. Thus, from the point of view of the ACRL (The Association of College and Research Libraries) - the US Association of Educational and Scientific Institutions Libraries - information literacy is “a set of abilities required by an individual to determine the need for information, the ability to find the necessary things, evaluate and effectively use them. [4]”

The list of key components of information competence includes the student's ability to:

- identify and clearly formulate the need for this or that type of information;
- determine the type and format of potential information sources;

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- assess the costs and benefits of obtaining the necessary information;
- choose the best methods of obtaining information;
- critically evaluate the received information and its sources, select information for inclusion in knowledge;
- effectively use the information obtained to achieve personal goals or as a member of a group;
- comply with ethical and legal standards for the use of information.

This list can be supplemented and elaborated on using the “Information Literacy Standards” adopted by the American Library Association. Formulating questions based on information needs in accordance with this standard [2]:

- identify key concepts and terms that describe the need for information;
- explain how information can be combined with original ideas;
- generate new information from existing information;
- know how information is produced, organized, and disseminated;
- understand the interrelationships between information, knowledge, and academic disciplines;
- be able to distinguish resources that are aimed at different audiences and have different purposes (for example, distinguish a popular source from an academic one);
- distinguish between primary and secondary sources;
- determine the validity of the information received and make decisions about expanding the information search;
- consider the feasibility of learning a new language or acquiring skills to collect the necessary information or understand the context;
- make a realistic plan and schedule for obtaining the necessary information:

Common to all the above interpretations of the term “information competence” is the integral nature of information literacy, which includes the components “knowledge”, “activity” and “attitude”.

The strategy for forming information competence in universities (for example, at Ohio University) is characterized by the presence of several stages (corresponding to the year of study of students), which differ in the tactics of forming competence [2].

In the first year, the student begins methodological development - familiarization with library resources. The student prepares and conducts a small research project under the joint supervision of a librarian and a faculty teacher - representative.

The second-year student receives guidance on writing a project in a future specialty, the assessment of which includes an analysis of the author's information skills. Based on the results of this work, the student is awarded from 200 to 300 points (depending on the faculty).

In subsequent years, students have the opportunity to increase the credit opportunities of selected courses by enrolling in a special module - an information program accompanying a particular course. These "support programs" are prepared by the teachers of the relevant courses in collaboration with library representatives.

Further development of students' information competence can be achieved through various means, including presentations, seminars, symposia, textbooks, computer-based learning programs, etc. The use of these tools is a prerequisite for students to demonstrate their skills. Students have the opportunity to apply for assessment and calculation of appropriate scores when they believe they have achieved the task of acquiring information literacy. These indicators have been adopted as national standards in a number of countries in the United States.

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The American Management Association has identified five clusters in its classification of competencies, including resource, interpersonal, information, system and technological competencies. The relationship between different clusters of competencies and their differentiation, according to the developers of this approach, should be carried out in the process of modeling the main factors of success and assessing the degree of their formation in individual clusters.

Also, effective work has been carried out in the UK, namely, the competency approach in education is a set of general principles for determining educational goals, selecting educational content, organizing the educational process and assessing educational results. These principles include the following rules:

- The meaning of education is to develop students' ability to independently solve problems in various fields and activities based on the use of social experience, and its element is the students' own experience.
- The content of education is a didactically adapted social experience of solving cognitive, ideological, moral, political and other problems.
- The meaning of organizing the educational process is to create conditions for the formation of students' experience of independently solving cognitive, communicative, organizational, moral and other problems that make up the content of education.
- Assessment of educational results is based on an analysis of the educational levels achieved by students at a certain stage of education.

For the UK, a competency approach has been developed, an integral model of professional competence, which is characteristic of those who are formed as professionals after graduation.

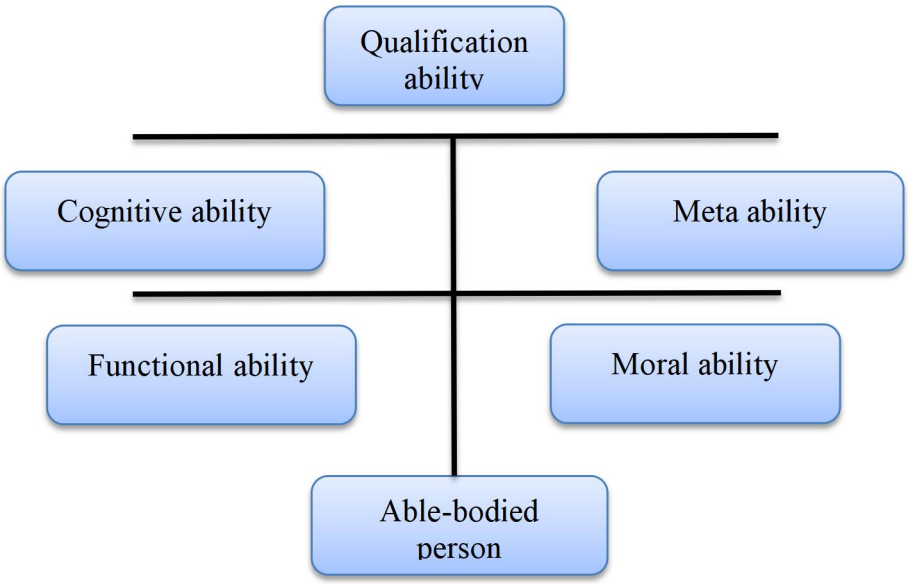


Figure 1. Integral model of professional competence (British tradition)

The approach of the UK educational institutions to the development of information competence is characterized by the desire for greater integrity and functionality by integrating the knowledge, understanding, values and skills that are characteristic of those who are formed as professionals after graduation.

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The German educational system has adopted a different approach, which initially focused on action competences. A distinctive feature of the approach is that it focuses on the curricula of the vocational education system. At the beginning of each plan, a set of competences is placed, which are specific to each discipline and mainly define the priority areas of study, as well as (to a lesser extent) the knowledge, skills and qualifications planned for mastery. The standard typology of competences is focused on the sphere of future professional activity of graduates of educational institutions. It includes subject, personal and social competences. In this context, the main idea of modernizing education is to develop quality criteria that will allow educational outcomes to be brought as close as possible to the expectations of employers.

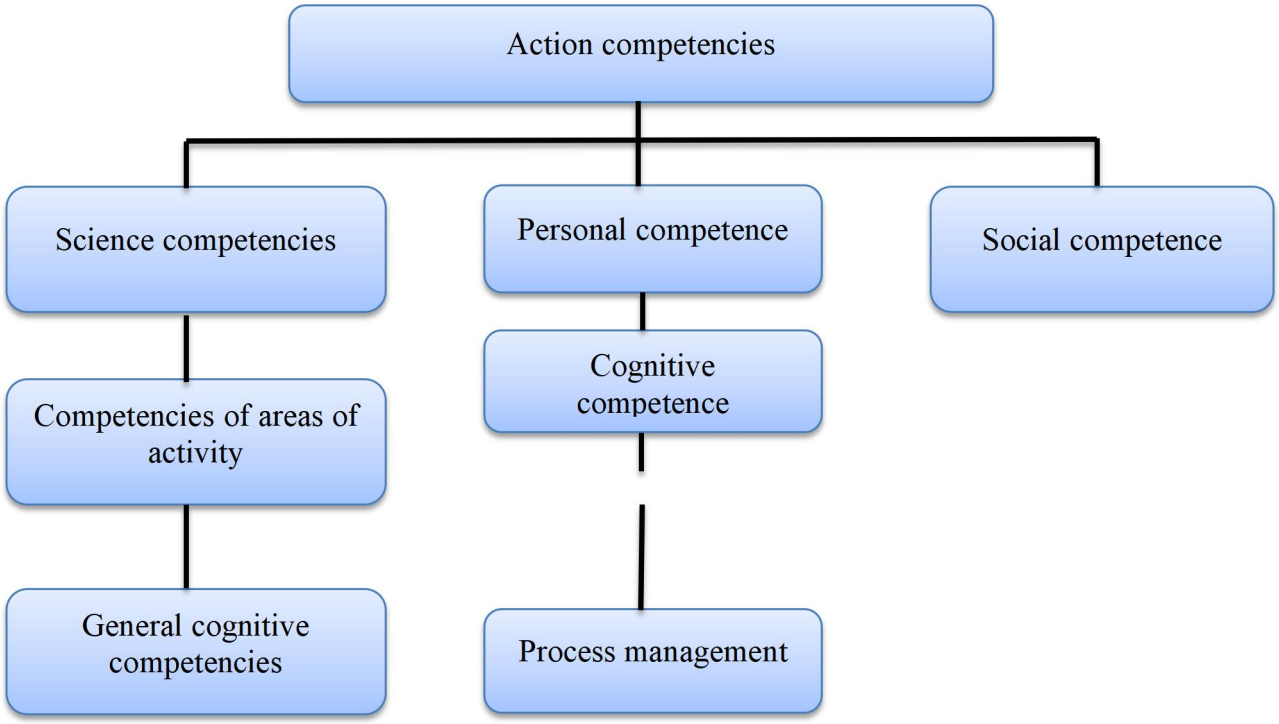


Figure 2. Action competencies. (German tradition)

According to the typology adopted in the German education system, cognitive and functional subject competencies characterize the student's ability to perform tasks and solve practical problems based on scientific knowledge and skills. General cognitive competencies are considered a prerequisite for the development of subject competencies. The most important personal competencies, including cognitive and social competencies, include the ability of students to search for, analyze, evaluate possible ways of self-development, independently formulate requirements and limitations in personal, work and social life, as well as develop skills in choosing and implementing life plans.

In this situation, educational processes are more focused on the formation of the student's internal capabilities, intellectual potential, and abilities to perceive and assimilate information.

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