DEVELOPING INFORMATION COMPETENCE OF FUTURE PRIMARY SCHOOL TEACHERS AS A PEDAGOGICAL PROBLEM

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Annotation: This article analyzes the development of information competence of prospective primary school teachers as a pedagogical problem. The study highlights the role of modern information and communication technologies (ICT) in the educational process, as well as methods to improve teachers' information literacy and professional skills. Furthermore, the theoretical and practical foundations of forming information competence in the pedagogical process, existing challenges, solutions, and best practices are considered. The article is aimed at enhancing the quality of education through the development of information competence among primary school teachers.

Keywords: information competence, primary school teacher, pedagogical problem, information literacy, ICT

Аннотация: В данной статье анализируется развитие информационной компетентности будущих учителей начальных классов как педагогической проблемы. В работе рассматривается роль современных информационно-коммуникационных технологий (ИКТ) в образовательном процессе, а также методы повышения информационной грамотности и профессиональной квалификации учителей. Кроме того, исследуются теоретические и практические основы формирования информационной компетентности, существующие проблемы и стратегии их решения, а также передовой опыт. Статья направлена на повышение качества образования через развитие информационной компетентности учителей начальных классов.

Ключевые слова: информационная компетентность, учитель начальных классов, педагогическая проблема, информационная грамотность, ИКТ.

Today's educational process is characterized by the widespread use of information and communication technologies. Teachers are now expected not only to deliver lessons but also to possess the ability to effectively use digital resources, interactive programs, and modern teaching methods. Therefore, enhancing the information-based competencies of future primary school teachers is regarded as a relevant and pressing pedagogical task.

The formation of information competence is understood as the ability to quickly find information, analyze it, organize it, and apply it logically within the pedagogical process. This skill enhances a teacher's professional level and elevates the quality of the educational process to a higher stage. Thus, studying the theoretical and practical ways of developing information literacy among primary school teachers is of great importance.

Scientific research, pedagogical experiences, and advanced methods related to the professional development of teachers are also analyzed. For instance, the implementation of interactive methods, organizing lessons using digital platforms, and supporting students' independent thinking require special attention. From this perspective, the article aims to scientifically substantiate the issue of developing future primary school teachers' ability to

work with information and to develop practical recommendations. The results of the study serve to improve the quality of education, equip students with modern skills, and organize the pedagogical process effectively.

In the context of an information-oriented society, one of the most important tasks facing the education system is to develop a teacher's ability to work consciously, critically, and effectively with information. In this regard, information competence emerges as a key indicator of a teacher's professional maturity. Information competence is not limited to the use of technical tools; it also includes the ability to search for, select, analyze, evaluate information, and apply it appropriately within the educational process.

The Eastern thinker Abu Nasr al-Farabi stated: "Knowledge leads a person to perfection, but correct use of knowledge elevates one to the level of wisdom." This idea deeply reveals the essence of information competence. That is, it is not the availability of information, but its purposeful and appropriate use that serves as a key factor in achieving pedagogical outcomes. A future primary school teacher should not merely be a transmitter of information, but rather an individual who analyzes information and adapts it to the learners' level of understanding.

From a pedagogical standpoint, information competence contributes to the development of students' independent thinking, critical approach to problems, and logical reasoning skills. This is because the primary education stage serves as the foundation of personal development. If a proper culture of working with information is formed at this stage, students' intellectual development in subsequent stages of education will be stable and sustainable.

Currently, there are several challenges in developing information competence in the training of future primary school teachers. One of them is the insufficient formation of skills in using information and communication technologies. In some cases, future teachers use ICT tools only at a technical level and are unable to integrate them with didactic objectives.

The great thinker Alisher Navoi wrote: "Knowledge does not reach perfection unless it is adorned with practice." This idea highlights the importance of linking theoretical knowledge with practice in the educational process. In developing information competence, it is essential not only to provide knowledge but also to teach how to apply it in real pedagogical situations.

Another significant problem is the low level of information literacy. This negatively affects teachers' ability to select reliable sources and distinguish incorrect or superficial information. As a result, the quality of lesson content declines, and there is a risk of students acquiring superficial knowledge. Therefore, forming a culture of working with information in the training of future primary school teachers should be considered a pedagogical necessity.

International experience shows that the development of information competence should be systematic and continuous. For example, in the Finnish education system, teachers regularly participate in training sessions on digital pedagogy. These trainings are rich in both theoretical knowledge and practical activities, enabling teachers to effectively use information technologies in real classroom settings.

In Japanese pedagogy, the principle of "lifelong learning" is considered a priority. This approach develops future teachers' skills in self-improvement, searching for new information, and applying it to professional practice. As a result, teachers do not become dependent on information sources but manage them consciously and effectively.

In the experiences of Germany and South Korea, information competence is developed through interactive platforms, virtual environments, and project-based activities. This process allows teachers to organize lessons based on individual and differentiated approaches.

An analysis of global experience indicates that developing information competence enhances teachers' creativity and positively influences the quality of education.

Today, developing the information competence of primary school teachers is one of the most important tasks of modern education. Research findings show that teachers' skills in working with information not only improve lesson quality but also contribute to the development of students' independent thinking and logical analysis abilities.

The theoretical and practical foundations examined in the article demonstrate that forming information competence requires a systematic approach and the application of advanced methods and technologies. International experience confirms the effectiveness of teacher training through regular trainings, interactive platforms, and project-based activities. As a result, teachers gain the opportunity to conduct lessons in an individualized, engaging, and practice-oriented manner. Consequently, developing the information competence of primary school teachers enhances the quality of education, fosters students' modern skills, and elevates the effectiveness of the pedagogical process. Continued research on this issue, the implementation of new methods and technologies, and the adoption of advanced international experience will contribute to the further development of education.

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