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## **METHODOLOGY OF DEVELOPING INFORMATION COMPETENCE IN FUTURE HISTORY TEACHERS**

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### **Abstract**

This article examines the issues of developing information competence in future history teachers. The importance of information handling skills in the context of digitalized education is scientifically substantiated. Based on competency-based and activity-oriented approaches, the study identifies the essence, structural components, and mechanisms for forming information competence. A methodology for its development using multimedia technologies and digital educational resources has been designed. The results of the experimental study confirm the effectiveness of the proposed methodology. The findings can contribute to improving the training process of future history teachers in higher education institutions.

**Keywords:** Information competence, history education, future teacher, digital education, multimedia technologies, competency-based approach, information culture, teaching methodology, innovative pedagogical technologies, digital resources

### **BO‘LAJAK TARIX O‘QITUVCHILARIDA AXBOROT KOMPETENTLIGINI RIVOJLANTIRISH METODIKASI**

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### **Annotatsiya**

Mazkur maqolada bo'lajak tarix o'qituvchilarining axborot kompetentligini rivojlantirish masalalari tahlil qilingan. Zamonaviy raqamli ta'lim muhitida axborot bilan ishlash ko'nikmalarining ahamiyati asoslab berilgan. Tadqiqot jarayonida kompetensiyaviy va faoliyatga yo'naltirilgan yondashuvlar asosida axborot kompetentligining mazmuni, tarkibiy komponentlari va ularni shakllantirish mexanizmlari aniqlangan. Shuningdek, multimedia texnologiyalari va raqamli ta'lim resurslaridan foydalanish orqali axborot kompetentligini rivojlantirishning samarali metodikasi ishlab chiqilgan. Tajriba-sinov ishlari natijalari ushbu metodikaning samaradorligini tasdiqladi. Tadqiqot natijalari oliy ta'lim muassasalarida bo'lajak tarix o'qituvchilarini tayyorlash jarayonini takomillashtirishda muhim ahamiyatga ega.

**Kalit so'zlar:** axborot kompetentligi, tarix ta'limi, bo'lajak o'qituvchi, raqamli ta'lim, multimedia texnologiyalari, kompetensiyaviy yondashuv, axborot madaniyati, ta'lim metodikasi, innovatsion pedagogik texnologiyalar, raqamli resurslar

### **Аннотация:**

В данной статье рассматриваются вопросы развития информационной компетентности будущих учителей истории. Обоснована значимость навыков работы с информацией в условиях цифровизации образования. В исследовании на основе компетентностного и деятельностного подходов раскрыты сущность, структурные компоненты и механизмы формирования информационной компетентности. Разработана методика её развития с использованием мультимедийных технологий и цифровых образовательных ресурсов. Результаты опытно-экспериментальной работы подтвердили эффективность предложенной методики. Полученные результаты могут быть использованы для совершенствования подготовки будущих учителей истории в системе высшего образования.



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**Ключевые слова:** информационная компетентность, обучение истории, будущий учитель, цифровое образование, мультимедийные технологии, компетентностный подход, информационная культура, методика обучения, инновационные педагогические технологии, цифровые ресурсы

## INTRODUCTION

Modern globalization and digitalization processes have brought fundamental changes to the education system and require new types of competencies from pedagogical personnel. In particular, the skills of future history teachers to work with information, that is, information competence, are considered an important component of their professional training[1].

Today, the sharp increase in the flow of information, the increase in digital sources and the presentation of historical information in various formats require the selection, analysis and critical evaluation of information in the educational process. In this regard, the formation of future history teachers as individuals with information competence is one of the urgent tasks of pedagogy[2].

The purpose of the study is to develop an effective methodology for developing information competence of future history teachers.

## METHODOLOGY

The following scientific and pedagogical methods were used in the research process:

analysis of scientific literature and regulatory documents;

comparative and pedagogical analysis;

pedagogical observation;

questionnaires and test surveys;

experimental work;

mathematical and statistical analysis.

The object of the study is future history teachers studying in higher educational institutions[5]. The subject of the study is the content, forms and methods of developing their information competence.

Methodologically, the study was based on the concepts of a competency-based approach, a systematic approach and activity-oriented education.



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## RESULTS

As a result of the study, the following structural components of the development of information competence of future history teachers were identified:

interest in working with information;  
the desire to obtain independent knowledge.  
knowledge of information sources;  
the ability to analyze and think critically.  
skills in searching, sorting and processing information;  
the use of digital technologies.  
self-assessment;  
analysis of the effectiveness of information use.

Also, during the research, a model for the development of information competence was developed. The following elements took the main place in it:

use of multimedia technologies;  
digital educational resources;  
interactive teaching methods;  
independent research activities.

The results of experimental and test work showed that when the educational process is organized based on the developed methodology, students' information competence increases significantly[4].

## DISCUSSION

It was found that the results obtained are consistent with modern pedagogical research. In particular, information competence is important in that it includes not only technical skills, but also critical thinking, analysis and information culture.

This competence is even more important in history education, because:

historical sources can be diverse and contradictory;  
the risk of misinterpretation of information is high;  
it is necessary to form historical thinking in students.

Therefore, the methodology for the development of information competence should be organized on the basis of an integrative approach[7].



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## CONCLUSION

As a result of the study, the following conclusions were drawn:

Information literacy is one of the main professional competencies of a future history teacher.

Multimedia and digital technologies serve as an important tool in its development.

The developed methodology serves to increase the effectiveness of the educational process.

Information literacy allows for in-depth and critical mastery of historical knowledge.

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