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INFORMATION COMPETENCE AS AN INTEGRAL DYNAMIC CHARACTERISTIC OF LEARNERS

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ABSTRACT
This work concretizes the essence and structure of the concept of information competence as an integrative quality of an individual, defines its components within the framework of educational activities.
KEYWORDS: ***competence, information competence, information and communication technologies, educational process.***

INTRODUCTION

One of the most important tasks of the school is the upbringing of a creative, cultural, active personality who will be able to find his place and express himself, to navigate in a constantly changing, complex, progressing reality with its increasing volumes of information. All the knowledge, abilities and skills acquired by a person in the process of learning and growing up are just the means that he will have to use in future activities. But in all areas of our activity, one of the fundamental tools with which we carry out it is communication and the information obtained with its help. The lack of the necessary skills in communicative techniques for obtaining information by any participant in the educational process leads to a distorted transmission and reception of knowledge, opinions and feelings, ideas. Therefore, information competence should be considered one of the main factors in the formation of a student's personality.

The formation of information competence at the present stage of the development of education should be considered as one of the priority tasks of teaching and development of schoolchildren, as an integrative personality quality, which is the result of the reflection of the processes of selection, assimilation, processing, generation and transformation of information into a special type of subject-specific knowledge, which allows taking, develop, implement and predict optimal solutions in various fields of activity, including educational.

MAIN PART

Information competence is studied by researchers in two senses, both broad and narrow. In a broad sense, it is the ability to carry out analytical processing of information, to apply information technologies, to solve search and information problems, using library resources as an information retrieval system - to interact with information using information technologies.

In the narrow sense - the ability to use technical and methodological means of information technology for the search, processing, presentation, transmission of information [12].

I. A Zimnyaya defines the concept of "information competence" as "reception, delivery, processing of information, skills in working with multimedia technologies, as well as possession of skills in working with Internet resources" [9].

S.V. Trishina understands information competence as "knowledge, skills, abilities and ways of working in the field of information technology, which are aimed at solving professional problems" [17]. Accordingly, information competence is "certain knowledge, abilities, skills and methods of activity acquired during training, aimed at effective decision-making in professional and educational activities using information technologies" [5].

Issues related to information competence have been researched in the works of modern foreign scientists (Elaine Allen, Jeff Seaman, Betty Collis, Hirumi, Palloff and Pratt, Claire McDonnell, Roisin Donnelly), who believe that information competence is designed to enable students to cope with increasing

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amount of information, critically evaluating the information received. Scientists pay special attention to the technological component (web 2.0, e-learning platforms, content delivery, etc.) [18, 23] and forms of organization of the educational process: e-learning (e-learning) [25, 33], blended-learning (mixed technology training) [26, 32], case study (case study) [27, 28].

The main trend is the transition from local education to global education, which is based on massive open online courses [20, 21, 22, 24]. Special attention of researchers is paid to the problems arising in the interaction with students and ways to solve them, the preparation of teaching materials for teachers in the field of using information technology in educational activities [19, 29, 30, 31].

Information competence is an integrative quality of a person, which is the result of the reflection of the processes of selection, assimilation, processing, generation and transformation of information into a special type of subject-specific knowledge, which allows to make, develop, implement and predict optimal decisions in various fields of activity. In accordance with the standards of the new generation, a personality-oriented approach is currently used in teaching, which puts the child's personality, its intrinsic value, originality, and the subjective experience of everyone at the forefront.

Agreeing with the opinion of A.D. Arnautov, we will classify information competence as key for a modern specialist in the conditions of the formation of a digital society, which ensures the productivity of his activities in various fields [2]. Based on the requirements for key competencies proposed by A.V. Khutorsky, let us substantiate our judgment.

Indeed, information competence is used and allows solving problems in different spheres of human activity based on the ability to search, process and apply information.

This characterizes multifunctionality and interdisciplinarity as requirements for core competencies. The multidimensionality of information competence is associated with the fact that its implementation uses intellectual abilities, including abstract thinking, critical thinking, reflexive processes. The above allows us to classify information competence as a key competence for a person in a digital society.

The analysis of scientific research has shown differences in the opinions of scientists regarding the amount and content of the components included in the structure of competence. The strategy of modernization of general education in the structure of competence highlights the integrative nature of knowledge and skills, the focus of the content of education on the result, and intellectual components.

The five-component structure of competence is distinguished by I.A. Winter: motivational, cognitive, behavioral, value-semantic, emotional-volitional components [9].

E.V Borytko distinguishes 3 components in the structure of competence, adding experience to the cognitive and volitional components. From our point of view, the structure of competence presented in the studies of S.I. Osipova, I.L. Savostyanova, I.V. Yanchenko [14], including motivational-value, cognitive, activity, reflexive-evaluative.

Indeed, any competence is an activity characteristic, and a motivational-value aspect is distinguished in the structure of any activity. The success of the activity is facilitated by knowledge of general normative strategies and some experience in its implementation, which determines the cognitive and activity components.

Let us analyze the characteristics and structure of information competence, considered as the basic concept of research. The study of the considered concept is devoted to the works of scientists: V.V. Bondar, D.S. Ermakova, E.F. Morkovina, S.V. Trishina, A.V. Khutorskoy and others [7, 13, 17]. According to S.V. Trishina and A.V. Khutorsky “the structure of information competence includes the following components: cognitive - is a system of acquired knowledge necessary for the creative solution of professional problems; activity-creative - contributing to the formation and development of students of various ways of activity necessary for self-realization in professional activity; personal - reflected in the personal qualities of the subject and responsible for the semantic) ”[16].

D.S. Ermakov identifies the following “elements in the structure of information competence:

- cognitive, which combines the skills of working with information and knowledge about the goals of information work, as well as about the principles of activity, limitations and capabilities of hardware and software methods of information processing;

- Need-motivational, which is responsible for the presence of interest and motivation to study ways of working with information and means of information and communication technology; promotes awareness of the need to work with information to extract knowledge, including with the help of information technology;

- Value-semantic, actualizes in the awareness of the social and personal significance of information and the use of information and communication technologies, backbone;

- Emotionally strong-willed, reflected in such personality traits as perseverance, decisiveness, endurance, organization;

–Practically - active, combines the skills and abilities of using information and communication

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technologies with the experience of creative activity "[6].

Information competence of a person, from the point of view of E.V. Petrova "enters into close interaction with the information competence of society, which, interacting, enrich each other and develop jointly" [15].

In addition, special attention is paid to the presence of pedagogical reflection, which is present in the work of S.L. Surmenko and V.V. Kotenko [11]. A distinctive feature of V.V. Brezhnev, is the presentation of the motivational component in conjunction with value relationships, which includes "the attitude and request for information - awareness of the value of working with information, motivation to search for meaningful information, understanding the value of using information technology, striving for self-education, targeting when working with information, the need to work with information, the formation of the subject position of the student, orientation in the information environment, readiness to use information resources as a source of knowledge "[3].

The interaction of these two components in the context of the development of modern information technologies is acceptable. At the same time, special attention is paid to the communicative component of information competence, "which is responsible for the critical assessment of the results of activities with information, self-control and communication in the course of information work" [10].

In this regard, based on the analysis of the considered components of information competence, which are highlighted by the considered scientists, within the framework of this study, we have determined the structure of information competence of students, including the following components: motivational-value; information technology; communicative; reflective.

The highlighted components of information competence are complementary and define the integration of personal qualities and the activity component. The motivational-value component presupposes the interconnection of motives, values and problems associated with the development of modern information technologies. The motives include interest in mastering information technologies for personal and professional purposes, awareness of the importance of informatization in the modern world, where there is a social significance of information as a resource and information technology means, as tools for interacting with it. Values include awareness of the role of information competence in the educational process of a university, compliance with ethical norms and rules for the use of information and communication technologies, understanding the importance of information competence in professional activities, and the willingness to use information resources as a source of knowledge. In addition, there are certain problems of the readiness of students to master new technologies, which are associated with an emerging new environment in which there is a system of rules that requires a certain amount of time to adapt.

The development of a positive attitude towards information technology is associated with overcoming the psychological barrier when working in a new learning environment. The implementation of this criterion is achieved through the inclusion of students in the electronic information and educational environment, the active use of various types of information in educational activities, the effectiveness of which can be achieved through the organization of blended learning.

The information technology component includes cognitive and activity components and is aimed at mastering modern technologies that a student needs in their professional activities. This component is aimed at gaining knowledge of working in the electronic information and educational environment, and the ability to update and apply them in practice, based on the use of e-learning and distance learning technologies in the educational process [1]

Within the framework of this component, the development and practical application of the means and tools necessary for the implementation of an effective search for information on the network, work with programs for processing text and audiovisual information takes place.

The communicative component includes interaction with people based on the observance of the rules of communication within the electronic information and educational environment, the ability and willingness to use various methods, forms and means of communication in local and global networks, including the practical implementation of performances with multimedia support, the desire for development communication capabilities [4].

The reflexive component as a means of "feedback", which allows students to carry out self-analysis of their activities, which is necessary to work with the means of the electronic information and educational environment. Reflection is based on the analysis of their own activities within the electronic information and educational environment, which undoubtedly contributes to the development of information competence.

CONCLUSIONS

Summing up, it should be noted that information competence in a broad sense can be understood as a person's ability to fully comprehend the realities of the information society and use all the opportunities provided to him, the ability to comprehensively adapt and self-actualize in the information society. It is also necessary to take into

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account the downside - the more informationally competent a person is, the more necessary and in demand he is in the information society. Information competence is not something originally set, it can be acquired and improved; a prerequisite for this is appropriate education. Without using all the educational opportunities that modern information and communication technologies provide us, it is impossible to prepare a specialist whose qualifications would correspond to the rapidly changing realities of life.

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