FORMATION OF FUTURE PRIMARY SCHOOL TEACHER'S INFORMATION COMPETENCE IN A HIGHER EDUCATION INSTITUTION

Loiuk Oksana

ORCID: 0000-0001-6027-0895

PhD in Pedagogy, Associate Professor, Associate Professor of the Professional Methods and Innovative Technologies in Primary School Department

Pavlo Tychyna Uman State Pedagogical University

Ukraine

Hritchenko Tetiana

ORCID: 0000-0001-6389-3203

PhD in Pedagogy, Associate Professor, Associate Professor of the Professional Methods and Innovative Technologies in Primary School Department

Pavlo Tychyna Uman State Pedagogical University

Ukraine

In the context of modern social and economic challenges, Ukrainian education should prepare a young person for life in an information society, that is, form his ability to confidently and critically apply information and communication technologies for searching, processing, creating information, sharing it in everyday and professional or educational activities. This indicates the importance of forming the individual's information competence.

In the State Standard of Primary School, one of the key competences is information and communication one, which "presupposes mastering the basis of digital literacy for development and communication, the ability to safely and ethically use the means of information and communication competence in education and other life situations" [4].

In order to effectively form the already mentioned competence in junior schoolchildren, firstly it is necessary to form it in future primary school teachers, in particular, in pedagogical higher education institutions.

To reveal the essence of the concept "information competence of the future primary school teacher", we will consider the concepts that correlate with it: "information", "competence", "information competence".

*Information (*lat. *informatio* – explanation, presentation*)* is "one of the general science concepts; in a broad sense – new information about the surrounding world obtained as a result of interaction with it" [2, p. 150].

Competence is "an integrated ability of an individual acquired in the learning process, which includes knowledge, abilities, skills, experience, values, and attitudes that can be integrally implemented in practice" [3, p. 2].

Educator N. Balovsiak defines information competence as "an individual's integrative formation, which reflects his ability to identify information needs, search for information and effectively work with it in all its forms and representations – both in traditional, printed form, and in electronic form; the ability to work with computer equipment and telecommunication technologies, and the ability to use them in professional activities and everyday life" [1, p. 4].

In this aspect, T. Pryshchepa states that the information competence consists of two groups of information skills:

- basic skills of working with information:
- ability to realize the need for information;
- the ability to identify lost information and restore it (to understand that there are various information sources; to be able to choose from a large number of resources only those that allow solving a specific problem; to know how to get access to the necessary information);
- the ability to develop information search strategies (clearly formulate a request for the necessary information; develop systematic search methods; understand the principles of creating knowledge bases and working with them);

– the ability to select information (use various search techniques; apply information and communication technologies; work with bibliographic services, archives, databases; know the latest technologies and be able to apply them);

– the ability to compare and evaluate information (understand that information can be subjective; refer to scientific publications; assess the information reliability; be able to work with several sources at the same time);

– the ability to systematize, process and reproduce information (choose the appropriate way of working with information in a specific situation; create your own knowledge system for the further work convenience; use already available information to solve tasks; reproduce information using various means; be aware of copyright issues existence);

– the ability to synthesize information, create new knowledge based on it;

– skills in using information technologies when working with information:

– carrying out an information search on the Internet (ability to use search engines, correctly compose a search query; know Internet portals related to professional activity; be able to find the necessary information using Internet directories);

– establishing communication using such Internet technologies as e-mail; chat; forums;

– the standard software use that allows you to process text, tabular, graphic documents; create presentations;

– the use of technical devices: computer, video camera, projector, etc. [6].

The Standard of Higher Education for the specialty 013 “Primary Education” of the first (bachelor’s) level of higher education defines the competencies that must be formed in future primary school teachers in the context of the studied phenomenon: general competence – the ability to search, process and analyze information from various sources; special competence – the ability to navigate in the information space, use open resources, information and communication and digital technologies, and operate them in professional activities [7].

Information competence of the future primary school teacher interpreted by the scientist A. Drokina as "the individual's systemic quality, which reflects his theoretical and practical ability to use ICT in the process of implementing training methods for those who have completed the first level of general secondary education, self-educational activities implementation" [5, p. 52].

As we can see, information competence is a component of a primary school teacher's professional competence, and therefore needs to be formed in the educational process of a higher education institution. Educational disciplines such as "Informatics and ICT", "Information and communication technologies in primary education" have an extraordinary potential in its formation. In practical and laboratory classes on primary education methods, students learn to organize the educational process in primary school using digital technologies and distance learning technologies for junior schoolchildren, to develop pupil's skills in the safe use of digital technologies and services. Separate tasks of practical and laboratory classes from "Methodology of teaching the integrated course "I explore the world"" involve the creation by students: presentations in Power Point format; exercises for mastering the content of the course "I explore the world" through the use of the LearningApps.org service; comics, animations, quizzes, didactic games, tests in the context of using online services (Storyboardthat, PowToon, Kahoot); an electronic portfolio on Google Drive to accommodate the samples database of all lesson types covered in the course. In the process of writing coursework on pedagogy, psychology, methods of primary education, future teachers learn to collect, interpret and apply data in the sphere of primary education using scientific activity methods; critically assess the credibility and reliability of information sources, comply with legal and ethical requirements regarding the use of information, communication and digital technologies.

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