

**PEDAGOGICAL POSSIBILITIES OF INFORMATION EDUCATION ENVIRONMENT IN THE DEVELOPMENT OF SOCIO-PEDAGOGICAL COMPETENCE OF FUTURE TEACHERS**

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**ABSTRACT**

*The content of the terms "environment", "educational environment", "educational environment" and "informational educational environment" is revealed in the article. In the context of the globalization of society, the role of the information education environment and its pedagogical possibilities are scientifically based. Also, the purpose, tasks and conditions of creating an information environment in modern educational conditions are revealed.*

**KEYWORDS:** *Educational Activity, Educational Environment, Educational Environment, Information Educational Environment (IEE), Pedagogical Possibilities Of Information Educational Environment, Information Environment Blocks, Information Resources.*

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**INTRODUCTION**

The concept of the learning environment, which is understood as a continuous, integral form of development of learning opportunities in terms of the formation of the global information space of human society, inevitably enriches the meaning of the information system and its optimal management process, such as self-learning based on the principle of expediency, speed, efficiency and clear work considerations. serves. Information educational environment (IT) appears as one of the categories of worldview along with the scope of information - matter, space and time, movement, etc., about the processes and laws of information transmission, distribution, processing and transformation, as well as one of the most important conditions of life [1 ]. The information educational environment is the ultimate model of movement, multidimensional information, which is created, transmitted and used in the form of symbols, signals, information flows and environments, as a space that creates conditions for understanding a single view of the world for the information civilization of the individual worldview. One of the most characteristic functional features representing the adaptive model of the global information educational environment is electronic communication systems and teaching tools of IEE in the communicative aspect [3].

The interpretation (interpretation) of the component of the general information educational environment is of particular importance in terms of familiarization with the principles of the civilization of the animated subjects of IEE and the basics of the information paradigm, in essence, the establishment of cooperative actions, mutual agreements. In this regard, it is necessary to understand the abbreviation IEE as "information-educational environment" and not "information-educational data".

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Psychologist M. Chernoushek admits that the concept of "environment" is interpreted based on several approaches in scientific and pedagogical literature and practice. He expresses his opinions about the environment as follows [7]:

- does not have clearly defined and clearly recorded boundaries in environment, space and time;
- we receive information about the environment through our various sense organs;
- information about the environment is not the same, it can be divided into different parts (important, primary, secondary information);
- there is always more information in the environment than we perceive, record and understand;
- a person knows what the environment is through his practical activity;
- any environment has psychological and symbolic (symbolic) significance along with its natural and other specific features;
- the environment is affected as a whole.

In the science of pedagogy, the educational aspects of the environment are analyzed and determined. But its educational aspects as a research object require extensive scientific research. H.F. Rashidov puts forward the following opinion about the "educational environment": "where a person is motivated to learn, there will certainly be an educational environment, that is, an educational environment. In this case, the same environment may be educational for one person and non-educational (neutral) for another person. Each person has the opportunity to independently form his own educational environment within a specific educational space" [5]:

In the context of the formation of a multidimensional IEE of education, it envisages the technologicalization of the pedagogical process in higher education institutions, information technologies (IT) - technological systems of delivery of educational materials and ideal tools used to provide feedback, modernization of information transmission and its distribution. For the operation of IEE, on the one hand, scientifically based pedagogical theories, psychology, informatics, informatics and technologies of using the most modern possibilities of management, on the other hand, synergistic, integrative, coordinating, developing, aimed at realizing the main tasks of the information educational environment in the conditions of pedagogic higher education institutions, professional-oriented, general cultural, humanistic and others are important.

Although the information learning environment has been studied in various fields, three main ones can be distinguished. First, IEE is one of the types of activity. In it, a person was considered as a participant in the process of communication, that is, it mainly means the ability to demonstrate the ability to transfer personal knowledge to others in an informational form, and vice versa, to transform the received information into personal knowledge.

Secondly, it is considered as a system of historically formed forms of communication.

Thirdly, as an information infrastructure created by the entire society, it includes publishing houses, libraries, information centers, databases, mass media, etc.

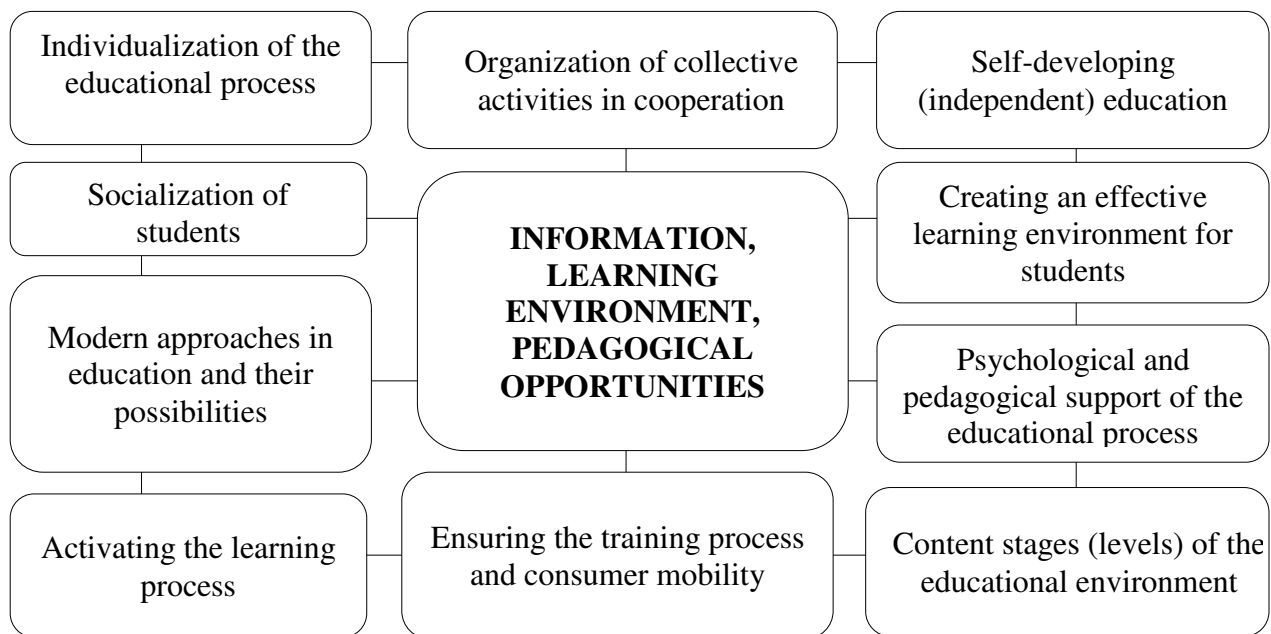
One of the characteristics of any information environment is that it allows you to get the necessary data, information, hypotheses, theories, etc. It is necessary to educate and develop the skills of receiving and processing information. This skill is formed during the educational

process. Researchers note that the information environment of educational activities is formed as follows:

- by the pedagogue (he determines the content of the course program, selects educational literature, teaching methods, communication style, etc.);
- by the pedagogical team of the educational institution (it determines the general requirements for students, the traditions of this educational institution, the form of interaction between pedagogues and student groups, etc.);
- by the state as a social institution (it determines the general material provision of education, the social order for the formation of one or another system of knowledge and views).

So, the information-educational environment is the informational, technical and educational methodical support of the educational process, as well as the system of interaction of its participants. Pedagogical possibilities of the information learning environment are presented in Figure 1.

Each subject of the educational process forms its information environment independently. As a subject of the educational process, he creates information resources and uses them to develop not only himself, but also the information environment.



**Figure 1. Pedagogical possibilities of information educational environment.**

In our opinion, the information-educational environment in the conditions of mixed education refers to the informational, technical and teaching-methodical support of the educational process, as well as the organizational aspects that form the basis of the system of interaction of its participants.

Thus, the essence of the information-educational environment is interpreted differently. The most important points in these interpretations can be singled out.

When talking about learning environments (or educational environments), researchers mean interrelated learning and teaching processes (in the indicated processes, both processes are

present). The concept of "learning environment" further defines the concept of "learning environment", since a learning environment can contain many learning environments. However, unlike learning environments, which can be organized or emerge spontaneously, learning environments are always ad hoc. In this way, the educational environment is understood as the interdependence of specific material, communication and social conditions that ensure the teaching and learning processes. In this case, the presence of the teacher/learner in the environment, the interaction and cooperation of the environment and the subject is assumed.

In our opinion, the educational environment is a specially organized environment aimed at students' acquisition of certain necessary modern knowledge, skills, skills and competences. In it, it will be possible to change the goals, content, methods and organizational forms of education within the framework of a specific educational institution. In other words, it is a complex of external organizational forces and material supplies that provide ample opportunities for the processes of education and personal development. O.P. Okolelov talks about the pedagogical learning environment, he means the systematic education created by the participants of the educational process, instilled with a special, specific interaction for this education. In this case, communication within the environment takes the lead.

Recently, the term "information environment" is widely used in consumption, and in the future, it is expected to be manifested in the conditions of information exchange organized with the help of special software tools of educational institutions that are connected in a certain way.

In order to ensure the information environment in modern education, the following conditions must be met:

- a system of means of "communication" with universal culture. It serves to store, organize and present the information that makes up the content of the accumulated knowledge, as well as to transfer, process and enrich it;
- system of independent work with information;
- existence of both vertical and horizontal intensive communication between the participants of the educational process.

The information environment consists of five blocks: value-targeted, programmatic-methodical, information-knowledge, communicative, technological.

The value-purpose block includes the goals and values of pedagogical education, and they can be important in achieving the specified educational and teaching goals.

The software-methodical block contains all the necessary information related to the possible strategies, forms and programs related to the preparation.

The information-knowledge block includes the system of knowledge and skills that form the basis of the student's future professional activity, as well as determine the characteristics of the learning activity, affecting its effectiveness. In addition, it shows the role of information in education.

The communicative block includes forms of mutual communication and communication between the participants of the pedagogical process.

The technological block includes all educational tools used in the information environment (new information technologies, telecommunication networks).

The analysis of the literature allows to determine the "social quality" of the educational environment of the information, it reflects the characteristics and values of the relations of the groups of people interacting in the social-educational environment.

Considering the qualitative uniqueness of the information environment through the uniqueness of the relationships connecting people, we came from the concept of education as a free relationship based on the need of people to receive information and transfer the received information. Based on this assumption, it can be said that the information environment is a space of specially organized relations.

The theoretical analysis of works on pedagogy makes it possible to come to the following important conclusion: the environment is a specific regulator of the relations of the educational subject and at the level of its organization (social-pedagogical, organizational-pedagogical and psychological-pedagogical).

Choosing this approach provides the following opportunities:

1. Distinguishing the macro- and micro-levels of the definition of the information environment. The first is related to determining the exact structure of the educational environment, which can be expressed as a space of relations of educational groups within the framework of the social approach. The second one is related to the communicative rationalization of the life activities of these groups, which is the basis for considering the team as subjects of the educational environment, the group in terms of their interaction with the environment, and the acquisition of professional and spiritual culture.
2. Representation of the quality of the information environment as a specific necessity of the social order.
3. To demonstrate the communicative aspect of the activity of educational groups as a determining method of development of the educational environment.
4. To distinguish the development of the individual's ability to create individual life projects as a cultural potential of the information environment and to activate this ability as the main function of the information environment.
5. Determining the humanization of human morality at all levels of personal development in the information environment as an indicator of human development.

The obtained conclusions were clarified on the basis of the results of the study of problems in the interaction of the person and his environment, and they indicate the following:

- the environment is inextricably linked with human activity and serves as an important factor in regulating his morals;
- a person is connected with any component of the environment through the processes of adapting to it and changing it;
- the process of interaction between the person and the environment has a two-way nature. On the one hand, it affects the development of a person through its structural elements. On the other hand, a person creates this environment while entering into relationships with other persons, objects and events, giving it a certain social quality;

- the level of attachment of a person to the environment is different both physically, physiologically, and psychologically, and it can be expressed by indicators of remoteness, control, and identification characterizing the processes of personalization of the environment;
- a person's character depends to a large extent on what image of the environment is formed in his mind.

Based on the above points, it can be said that the information-educational environment in higher pedagogic educational institutions is an information infrastructure, organizational-methodical tools that provide the possibility of quick access to pedagogical information, implement the goals and tasks of pedagogical education and develop the science of pedagogy. , includes a set of technical and software tools for storing, processing, and transmitting information. It is clear from this that students cannot become full-fledged pedagogically competent teachers without acquiring information about the pedagogical information educational environment, without mastering the methods of its use.

Three types of information-educational environments are common, namely knowledge presentation, independent learning, and both knowledge presentation and independent learning (mixed type). Some types of information-educational environments are currently widely used in practice, and some are only theoretically described in scientific and pedagogical literature.

Currently, the creation of an information-educational environment based on innovative approaches in the higher education system, especially in the field of higher education, is considered one of the urgent socio-pedagogical problems. In our opinion, the modern model of the development of pedagogical competence of students of higher educational institutions can be imagined as an information-educational environment (IT) aimed at developing the learner's personality. The information-educational environment formed in the higher education system, without a doubt, serves to improve the professional knowledge of teachers, students and system employees and master the methodology of practical application of the acquired knowledge.

The main goal of creating an information learning environment in the educational system is to meet the requirements for learning using the most modern information and telecommunication technologies, regardless of where students live, as well as the necessary services of education.

In order to realize the main goal of the information-educational environment, it is necessary to solve a number of tasks: to create an opportunity to conduct educational and methodological support and independent economic policy of the educational institution; preparation of an exemplary service complex; automation of the process of creating a list of information resources that provides the maximum possible information to the user in a voluntary higher education institution entering the information educational environment; to make it possible for voluntary scientific-pedagogical personnel to use the information educational environment, regardless of the place of work; description of statistical and other dynamic data on the information educational environment and automation of their collection; providing monitoring of the informational educational environment; formation of the scientific-methodical database and the staff of professors and teachers engaged in it; regularly expanding databases.

It is necessary to apply an algorithmic approach to the creation of an information-educational environment. This is important for improving the continuous and professional training of specialists, including those who improve their qualifications. It is a promising direction. The information-educational environment is a software-telecommunication complex, which ensures

the organization of the educational process with uniform technological means. In our opinion, in order to create and optimize the information-educational environment of higher education institutions and to make it function according to the purpose, it is necessary to implement the following:

- determining the purpose and task of creating an information-educational environment;
- development of the principles of creating an information-educational environment;
- development of operating procedures of the information-educational environment;
- determining the structure of the virtual office of the educational institution;
- defining and clarifying the elements of the information-educational environment and the structure of users;
- formation of information resources;
- development and support of the information-educational environment.

Therefore, the main goal of creating an information-educational environment in higher education institutions should be to maximally satisfy the need of educational institution managers and teachers to acquire knowledge and develop pedagogical competence in various specialties.

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