



## THE CONCEPT OF "INFORMATION CULTURE" OF THE MILITARY EDUCATOR SELF-FORMATION

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<b>Received:</b> 8 <sup>th</sup> January 2022 <b>Accepted:</b> 8 <sup>th</sup> February 2022 <b>Published:</b> 18 <sup>th</sup> March 2022	The "Information culture" of the military educator (hereinafter referred to as the educator) is recognized as an important area of mastery of pedagogical skills.
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The "Information culture" of the military educator (hereinafter referred to as the educator) is recognized as an important area of mastery of pedagogical skills. The "information culture" of the teacher is formed on the basis of the following criteria:

- master the methods and techniques of obtaining, processing and using information related to their professional activities;
- a set of qualities that improve the pedagogical skills of the teacher, reflecting knowledge and ideas about information processes in the environment, access to the media, mastering the system of ethical and special-professional skills related to information culture, as well as computer literacy;
- computer literacy and information retrieval skills, information efficiency in the use and evaluation of information, computer communication technologies, the acquisition and use of information technology in all areas of pedagogical activity. Modern information resources help educators to improve their professional skills. In this case, the teacher: As an educator
  - conducts classes, ensures the correct and effective organization of the teaching process; As a consultant
  - manages the learning process, conducts group counseling and communication sessions, provides individual advice to students on various issues of the subject; As a manager
  - manages the training, monitors the achievement of full-fledged goals (tests, exams, etc.).

In modern conditions, there is only the first stage of the formation of the information culture of the teacher - the stage of formation of modern computer literacy. Equipping military educational institutions with information and computer tools will create conditions for the formation of computer literacy of teachers. Changing the organization of the learning process, the formation of skills to create information products, curricula on the computer - is the next step in the development of information efficiency of the teacher. The information culture of the educator implies the ability to build an information model. Considering modeling as a universal method of studying real-world events, processes, and objects, the educator who has a method of constructing an information model engages in research work, creates conditions for its active participation in modeled situations.

Another way to show that a teacher has methods of modeling information is to be able to create and use multimedia presentations, video and audio textbooks in the classroom. They fill the learning material algorithmically with perfect information and allow it to be represented as a system of bright base images. We would like to emphasize that the use of Microsoft Office allows teachers to create their own multimedia reports, assignments, tests and various other materials. Due to the pandemic caused by the spread of the COVID-19 virus in the world, educational institutions have switched to the form of online education, and computer-assisted lectures and other forms of education through ZOOM programs. The presentation has become a new tool for educators: demonstration tools (slides, videos, audio textbooks, animations) help students to form figurative images and concepts based on them. Using the collection of teaching materials available in the manual, the educator begins to actively search for material from various information resources, involving learners in the process. Such collaborative activities not only stimulate learners' learning activities, but also unite learners and educators as collaborators working on a single project.

Modern education is unimaginable without the use of Internet resources. The Internet has great potential for educational services. Email, search engines, online conferences, online Olympiads and quizzes have become an integral part of modern education. It provides a wide range of educational services, both in-class and out-of-class. It

is no exaggeration to say that the use of Internet educational resources has made the educator the manager of the educational process.

Increasing the capacity of information culture in the structure of pedagogical skills is determined by the following factors: sharp increase in the volume of information; the inevitability of information dissemination due to the integration and differentiation of modern science; rapid obsolescence of knowledge due to the exchange of scientific and social paradigms. There is no doubt that the formation and development of an information culture of educators is an integral part of the ongoing reforms in education. Simple computer skills are the first step in improving a teacher's professional information skills. The formation and development of the information culture of the teacher is entrusted to the administration of the educational institution, in particular, the deputy head for teaching and affairs, educational and scientific-methodical services, training centers. Activities at the institutional level should be based on the educational institution's information program. The goal of such a program is to improve the quality of education through the active use of information technology. This goal can be achieved by addressing the following issues: creation of a single information environment of the institution in order to increase the effectiveness of methodological work, meeting the needs of teachers and clear management of information flow in scientific and methodological documents; use of information technologies in continuing professional education and intensification of the educational process; creating conditions for the formation of an information culture in teachers and students.

The implementation of such a program will allow to effectively organize the learning process, analyze the results of the activities of the whole team and each participant in the learning process, to determine the level of effectiveness of the application of information technology in the educational process. The following educational Internet resources can be used in the organization of activities aimed at theoretical and practical training of teachers at all stages of mastering and application of information technology in the program:

- Single information space of pedagogical educational institutions of the Republic of Uzbekistan - [www.pedagog.uz](http://www.pedagog.uz) Currently, the portal [www.pedagog.uz](http://www.pedagog.uz) consists of the following information and educational resources:
  - single electronic educational and scientific resources;
  - single alumni database and electronic ordering of staff transmission system; distance learning resources;
  - distance learning courses;
  - electronic educational resources;
  - electronic educational and methodical complexes;
  - open electronic system of activity of the specialized protection councils on pedagogy;
  - electronic system of methodical application of young teachers;
  - electronic conference-forum;
  - The official site of the electronic system of pedagogical education in the republic. It is known that the obsolescence of information, especially the rapid obsolescence, means that the educator must be constantly educated, creative (independent and specially organized). In the context of modernization of education, the requirements for the training of teachers in the system of continuing pedagogical education are growing.

Distance courses are an invaluable aid to educators in self-improvement based on modern information technologies. The Internet allows you to choose a preparatory topic, save time and increase the effectiveness of teaching. The ability to express oneself and one's experience is an important aspect of pedagogical information culture. Sometimes educators do not accept the fact that the administration requires computerized work programs, work reports, and modern office work. However, the skills and competencies to prepare documents using both technical and software tools are more precise, and the desire characterizes the educator as a skilled educator who is ready for innovation.

The use of computers in diagnostics and monitoring of learning activities also characterizes the level of knowledge of the teacher of information and communication technologies. Adherence to the health standards of both learners and educators when using computers is an integral part of pedagogical information culture.

In conclusion, the introduction of new information technologies does not eliminate the traditional technologies of teaching.

Computer tools and information technology have a great impact on the didactic process, increasing its activity, but at the same time the principle of pedagogical expediency in the use of information and computer tools in the learning process is required.

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