

**OPEN ACCESS**

SUBMITTED 24 December 2024

ACCEPTED 26 January 2025

PUBLISHED 28 February 2025

VOLUME Vol.05 Issue02 2025

COPYRIGHT

© 2025 Original content from this work may be used under the terms of the creative commons attributes 4.0 License.

Pedagogical Foundations of Developing Informational and Analytical Competence in Future Foreign Language Teachers

Tojiboyeva Shokhistakhon Komiljonovna

Teacher of Termez University of Economics and Service, Uzbekistan

Abstract: Today, the tasks of integrating informational and analytical competence and developing them in mutual relation are gaining relevance in future foreign language teachers. Because nowadays there is a strong need for personnel capable of deep analytical analysis of information. In this process, the demand and need for high-potential and competitive personnel is increasing. In addition to expanding the scope of education of future foreign language teachers in higher education institutions, by organizing high-quality and effective education, the system of training personnel with modern knowledge and skills and the competence required by today's times will also be renewed. demands review and reform.

Keywords: Information-analytical, competence, experience, system, methodology, convention, international practice.

Introduction: Today, as a strong specialist, along with professional knowledge and skills, there is a need to develop information and analytical thinking skills. This makes it a priority to enrich the system of training future foreign language teachers with new approaches, widely apply foreign experience to it, and develop their analytical thinking on information with special emphasis on practical lessons.

This paragraph of the research paper analyzes the pedagogical need for the integration of information and analytical competence in future foreign language teachers, the current state of development of

information and analytical thinking in today's higher educational institutions, and the possibilities and solutions to eliminate shortcomings.

In the development of information and analytical competence of future foreign language teachers, the formation of an analytical mindset is a priority. After all, "analytical thinking is characterized by deep, comprehensive logical thinking on any issue, along with the provenness of the conclusion drawn. Therefore, it is important to teach students to have a unique approach, to clearly, logically, expressively state and justify their views in the formation of analytical thinking. The level of thinking of each person also allows analytical thinking to emerge as a result of the variety of knowledge." Therefore, the formation of the competence of future foreign language teachers to deeply analyze information when working with it affects their level of professional competence.

In developing analytical competence in future foreign language teachers, conscious critical thinking is of great importance, not blindly, dogmatically. In this regard, first of all, it should be noted that analytical thinking is the highest example of the development of critical thinking. Therefore, if we pay attention to the existence of contradictions between different views, approaches, and concepts related to the historical processes in the development of this analytical thinking, the development of critical thinking in a student is not a difficult problem.

To develop analytical thinking, we must first determine what this thinking itself looks like. In fact, genuine analytical thinking must contain elements of skepticism. For example, "the skepticism founded by Pyrrho was of incomparable importance for the development of critical thinking. However, the formation of critical thinking is also of great importance for the daily life of any person. After all, no one can turn a person with a developed critical thinking into his "puppet", and he makes fewer mistakes in his life than others. However, there is also great confusion in understanding what critical thinking is. The worst of these confusions is that a person directs this criticism only outward and cannot see his own mistakes and shortcomings. In order to avoid such shortcomings and to prevent the student from becoming a "sophist" (demagogue, sophist) in a negative sense, it is necessary to prepare him to identify the main features of critical thinking. The development of critical thinking in future history teachers encourages them to look at historical processes with a critical eye, analyze historical processes, compare them with each other, and work on sources. This develops analytical competence in them.

Therefore, critical thinking, a critical view of historical processes, and an approach to them were considered very necessary skills for a future history teacher. In general, critical thinking is a way of thinking that is aimed at analytically studying certain information, not at finding errors and shortcomings in the opinions of others. Accordingly, truly critical thinking within the framework of higher culture includes the following aspects in its content: openness to new thoughts and ideas that contradict one's own; striving to avoid mistakes in one's thoughts and views and to eliminate them; striving to distinguish between right and wrong among different opinions without bias, that is, objectively; not to express a critical opinion on an issue that one does not understand, to admit that one does not understand; to distinguish between justified and unfounded errors in thought, etc. Of course, if a person has a strong interest in knowledge, then the culture of critical thinking is intuitively well-formed. However, the tendency to show off one's own personality, boasting, and arrogance, which are pre-formed in the student's character, become a major obstacle to the formation of genuine critical thinking, which is very necessary for the development of analytical thinking.

The critical-analytical attitude to history, which is required to be developed in future foreign language teachers, is a complex way of thinking, and its formation goes through various stages, from passive reception of information to independent approach to solving specific problems. Therefore, in order to educate future foreign language teachers as specialists with high analytical thinking, we must first create conditions for the awakening and development of critical thinking skills in them. In this regard, the critical spirit and way of thinking in history education serve as the most important and necessary conditions, basis, and foundation.

However, since critical thinking is not easy and fast, but a complex theoretical and didactic process that goes through certain stages, it requires a certain methodological preparation from the teacher. The formation of critical thinking in the pedagogical process mainly consists of the following stages: creating conditions and grounds for critical thinking; inviting critical thinking; critical understanding of the material. The analytical thinking style is inextricably linked with the worldview of the knowing subject and the nature of methodological principles. Therefore, a change in worldview and method leads to a change in the way of thinking. Consequently, the way of thinking affects the method and worldview in the process of formation, and by solving one or another task in the field of scientific knowledge, it sets new tasks for us and encourages us to solve them in a new way. When a specific problem is

solved, it affects the new thinking process. Here the creative and active nature of the thinking style is manifested. In general, there are various ways of thinking, and each of them tries to replace the universal way of thinking that can reveal the truth. However, "many of them were to some extent rejected in the process of historical development, since they could not meet the requirements of the new era. These include sophistical, eclectic, metaphysical, mechanistic, metaphysical and other ways of thinking. Although they are still used spontaneously and occasionally, they cannot be the dominant method of modern thinking. Similarly, dialectical and synergetic methods, which are attracting the attention of many people today, are unlikely to become absolute, unique methods of human thinking. They also occupy a special place among other methods that have their place and significance in the "ladder" of universal human thinking. Humanity has learned to use each of these methods in the right area and when necessary, and continues to operate based on this experience in practice. It is very important to develop analytical thinking in future foreign language teachers, and in this it is effective to change, expand and influence their "way of thinking and the scope of thinking through new approaches. In general, being a high thinker should be the most important quality of every cadre. Because a deep-thinking specialist knows in advance that a problem will arise, can correctly assess situations, can make quick decisions, and these qualities are considered very necessary aspects in revealing historical truths.

In the development of information-analytical competence in future foreign language teachers, analytical thinking, along with analytical skills, information culture is also very important.

The globalization of information culture, which was formed and developed in the process of historical development of mankind, did not arise spontaneously in a dry place without any reason. On the contrary, it is the result of the creative development of relations of succession to the historical heritage of ancestors who preceded them, the generalization of their experience. In particular, the globalization of current information processes should be assessed as a stage of development of the history of general information culture, a state of existence of a specific social reality.

Therefore, in the process of knowing any historical phenomenon, it requires a complex and systematic study of the history of its theory, methodology and practice. Especially in the current conditions, when a complex of global problems is being formed and their interdependence (correlation) is increasing, the tasks of restoring and creatively developing the rich material

and spiritual heritage of information culture created in the historical process are on the agenda.

REFERENCES

- Мирқосимова, М. М. (2020) Талабаларда аналитик тафаккурни ривожлантириш технологияси. Scientific Bulletin of Namangan State University: Vol. 2 : Iss. 4 , Article 89. Available at: <https://uzjournals.edu.uz/namdu/vol2/iss4/89>
- Фалсафа қомусий луғат. Тошкент.:Ўзбекистон файласуфлари миллий жамияти. 2004,—Б. 85.
- Conley, David T. Toward a More Comprehensive Conception of College Readiness. Educational Policy Improvement Center. 16 May 2011. <http://epiconline.org/files/pdf/Houston%20A+%20Friday%202-15-088.pdf>
- Ғозиев Э.Тафаккур психологияси. Тошкент.: Ўқитувчи.-1990. —Б. 26.