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INFORMATION COMPETENCE IN THE SYSTEM OF GENERAL EDUCATION COMPETENCIES OF FUTURE TEACHERS IN THE CONDITIONS OF THE CREDIT EDUCATION SYSTEM

Annotation. *In the formation of professional competencies of a future teacher, the formation of information competence and the joint study of skills for working with educational information occupy a special place. This should be a mandatory integral part of the educational process in higher educational institutions. The article examines information competence in the system of general educational competencies of future teachers in the context of the credit system of education.*

Key words: *technology, credit, educational process, knowledge, students.*

Анотація. *У формуванні професійних компетентностей майбутнього викладача особливе місце посідає формування інформаційної компетентності і спільне вивчення навичок роботи з навчальною інформацією. Це має бути обов'язковою невід'ємною частиною освітнього процесу у вищих навчальних закладах. У статті розглядається інформаційна компетентність у системі загальноосвітніх компетенцій майбутніх викладачів в умовах кредитної системи навчання.*

Ключові слова: *технологія, кредит, навчальний процес, знання, студенти.*

Introduction. Educational credit technology is a relatively new phenomenon in education. Researcher R.R. Mirzoev, in his work on the theory of the credit system and the formation of student competencies, notes that understanding global experiences and implementing new educational forms has led to the development of numerous dissertations and monographs on this topic [1; 2]. While the concepts of «competence» and «competencies» were traditionally used to describe individuals, they have recently become integral to the development of educational standards, curricula, programs, and textbooks, specifically concerning the formation of specific competencies. The transition to the credit system is linked to the introduction of

state standards for higher professional education. Key features of these standards include:

- A competency-based approach focused on learning outcomes;
- Quantifying workload in credit units;
- Reducing the volume of direct instruction and increasing independent student work;
- Prioritizing an active approach to information gathering and active learning strategies.

Therefore, the topic of the study is relevant.

The purpose of the article is to reveal information competence in the system of general educational competences of future teachers in the conditions of the credit system of training.

Research Results. As researcher R.R. Mirzoev observes, the search for new educational forms has led to the development of credit-based education [1]. In this system, each subject is assigned a specific number of credit units, and a cumulative credit rating determines eligibility for a bachelor's or master's degree [3 - 5].

The transition to credit-based education requires methodological, educational, scientific, and organizational support to provide students with a comprehensive information and methodological framework. The primary focus of teachers and administrators should be on meeting mandatory standards and organizing independent student work (ISW), which involves:

1. Fostering a high degree of self-directed learning by motivating students to engage in ISW.
2. Effectively planning and organizing ISW, tailored to the student's course and specialization.
3. Strengthening the motivational role of teachers in providing methodological guidance.
4. Providing students with information and methodological training.
5. Utilizing computer technology and active learning methods.

6. Establishing trust and partnership between students regarding information access and utilization.

The credit system promotes academic mobility, standardizes the measurement and accounting of educational achievements, facilitates the recognition of student learning outcomes, and expands opportunities for implementing new learning technologies aimed at developing essential professional competencies. It is a system designed to enhance self-directed learning and the creative assimilation of knowledge through individualization, flexible course selection within a regulated educational process, and consideration of credit volume (complexity of academic disciplines).

The credit system is a non-linear approach to organizing education, empowering students to independently plan their learning trajectory. A competency-based approach ensures that future teachers develop the professional competence necessary for their careers.

Researcher S. Turonov emphasizes the teacher's role in competency development, arguing that student competency formation depends on the teacher's pedagogical skills [6]. He notes that information competence enables students to: «...draw informed conclusions based on critical information; independently set goals, justify them, plan and execute cognitive activities to achieve those goals and their outcomes; independently select, find, and analyze information, identify key issues, adapt and interpret them according to the goal, utilize various technical means, including modern information technologies; use facts and logical reasoning, process and present information; systematize information, analyze, summarize, and interpret information literally and meaningfully, and apply the results in their practical work» [6].

Today's university graduates must be proficient in modern information technologies, possess strong communication skills, be able to impart knowledge through innovative methods, work effectively in teams, and have the capacity for independent knowledge acquisition and continuous professional development.

Without engaging future specialists in independent information processing, it is impossible to cultivate active individuals and professionals who meet societal needs.

This highlights a key requirement for professional training: the educational process should focus not only on transmitting information but also on developing students' productive thinking, information competence, and intellectual potential.

This is impossible without well-developed information competence, an understanding of logical information analysis and complex processing, and the ability to think creatively. This requirement is central to the credit system, particularly concerning the professional training of future teachers. Its full implementation relies on organizing independent student work with educational information, a crucial element in developing future teachers' information competence.

Thus, in higher education, a credit system based on the principles of the European Credit Transfer and Accumulation System (ECTS) is widespread. With the advent of the ECTS credit system, it has become easier for students, teachers and employers around the world to understand each other. Having started your studies in one place /city, country/, you can get a diploma and develop your career in any other place /city, country/.

In Ukraine, on September 17, 2014, the credit-modular system of organizing the educational process was abolished and ECTS was introduced [7].

The application of the ECTS procedure in Ukraine is regulated by the Law of Ukraine «On Higher Education» [8], the Law of Ukraine «On Professional Pre-Higher Education» [9], Methodological recommendations of the Ministry of Education and Science of Ukraine on the introduction of the European Credit Transfer and Accumulation System and its key documents in higher education institutions and in higher education standards, approved by the Ministry of Education and Science of Ukraine [10].

The European Credit Transfer and Accumulation System (ECTS) is a credit transfer and accumulation system used in the European Higher Education Area for the purpose of granting, recognizing, validating qualifications and educational

components and promoting academic mobility of higher education students. The system is based on determining the academic workload of a higher education applicant necessary to achieve certain learning outcomes, and is recorded in ECTS credits (Article 1, Clause 9 of the Law of Ukraine «On Higher Education» [8].

The European Credit Transfer and Accumulation System, or ECTS, is a tool developed by the European Union for the compatibility of higher education systems in different countries [11].

This is a European process of creating a single higher education area. The idea of ECTS is to make higher education more attractive to the younger generation from different countries of the world and to create favorable conditions for academic mobility of the global student community.

ECTS has advantages (Fig. 1) and disadvantages (Fig. 2).

Advantages of ECTS					
Expanding mobile opportunities in obtaining higher education	Transfer from one educational institution to another and/or continue/simultaneously study outside your country with minimal costs	Provides greater accessibility and transparency of different learning systems	Provides the opportunity to make educational programs comparable. Students, teachers, and employers can better understand and compare educational achievements.	Helps universities plan, implement and evaluate curricula in line with European standards, and students better understand their educational goals and progress	Contributes to improving the quality and increasing the efficiency of learning

Fig. 1. Advantages of ECTS

Disadvantages of ECTS		
Sometimes difficult to understand and use (when higher education students and academic staff encounter it for the first time)	Requires higher education students to do a lot of independent work and study (which can contribute to excessive workload for students)	There are differences in the use of the ECTS system by different universities and countries around the world (may lead to inequality in the assessment and recognition of academic achievements)

Fig. 2. Disadvantages of ECTS

However, ECTS is only a tool, and the effectiveness of its use remains in the hands of teachers, scientific and pedagogical staff, administration of higher education institutions and their applicants (students), who at the same time learn to take responsibility for their results.

Of great importance here is the formation of information competence of teachers, scientific and pedagogical staff, administration of higher education institutions and their applicants.

Conclusions. In developing the professional competencies of future teachers, the joint development of skills in working with educational information holds a special place in building information competence. It should be a mandatory and integral part of higher education. This approach enhances the effectiveness of the learning process. Collaborative skills are particularly important for future teachers. Beyond increasing efficiency, these classes foster competencies essential for successful teaching, such as the ability to cooperate, accept diverse ideas, work in teams, listen to colleagues, express opinions, and engage in constructive dialogue. Future teaching involves teamwork, and preparation for this begins in the student classroom. Moreover, students can utilize these collaborative strategies in their future careers.

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