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## THE DESCRIPTION OF THE CONCEPT "SOCIAL-INFORMATION COMPETENCE"

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### ABSTRACT

Today, the concept of “socio-informational competence” is actively used in the use of language. According to the description, this type of competence represents a person’s ability to correctly relate to information transmitted on social networks, to be able to separate it according to the principle: whether this or that information is needed or not needed, important or not important. Effective mastery of this competency helps prevent a person from wasting time on social networks. The article reveals the lexical, psychological and pedagogical meaning of the concept of “social and informational competence”. The lexical content of the main concept is explained on the basis of its characteristic descriptions.

### KEYWORDS

Competence, social competence, informational competence, socio-informational competence, pedagogical description of socio-informational competence.

### INTRODUCTION

One of the most important features of the modern world is the size and speed of the information flow. Today, the role of social networks in ensuring rapid information exchange between social entities is increasing compared to other types of mass media. Therefore, information is becoming a necessary factor not only in professional activities, but also in social

relations. However, no matter how important information is in social relations, not all of them are equally important, necessary and useful for individuals of different age groups. Worryingly, much of the information being shared on social media is useless, if not necessary, for all audiences. This, in turn, requires people of different ages, especially young people, to

form a conscious attitude towards the information transmitted on social networks.

Formation of socio-informational competence in the young generation (in general secondary schools) and development (in secondary specialized, professional and higher educational institutions) requires a carefully based pedagogical and psychological approach to this process.

The rapid development of means of information transmission and communication technologies has caused a great wave in the society during the last quarter of a century. The size and volume of this wave, known as the "flow of information", is related to the subjective ability of each person, worldview, life aspirations, and the goal he has set for himself. However, young people who do not yet have enough life experience and a stable outlook have a need for management psychological and methodical support in order to decide on a conscious attitude to the information transmitted through various mass media (media), social networks. In order to effectively implement pedagogical activities aimed at the development of social-informational competence among young people, including students, it is desirable to be aware of the meaning and description of the basic term - "social-informational competence".

As a result of the cognitive analysis carried out to study the essence of the problem, it became known that researchers have different views on the concept of "social-informational competence".

In particular, a group of researchers believes that the basic concept under study is lexically synonymous with terms such as "information competence", "social competence", "information-communicative

competence". The approaches of group researchers are wrong. After all, each of the terms such as "information competence", "social competence", "information-communicative competence" is an independent category and serves to express different situations.

The researchers of the second group have a mistaken view that all professional and social knowledge, skills, qualifications and experiences acquired by a person are reflected on the basis of socio-informational competence.

Researchers belonging to the third group, in our opinion, are right. Thus, the concept of "social-informational competence" directly serves to express a person's attitude to the information transmitted by social networks and mass media. In general, the concept of "social-informational competence" serves to express a person's attitude to the information transmitted by social networks and mass media.

As a proof of our opinion, we will get acquainted with the dictionary meaning, pedagogical-psychological description of the concepts of "information competence", "social competence", "information-communicative competence" and "social-information competence".

Information competence is a person's ability to self-control and ensure the consequences of his actions, taking into account his personal qualities, existing experience, readiness to perform appropriate tasks, as well as professional activities using ICT and specific tasks in everyday life. the ability to effectively perform information activities (O.I. Mironova) [10, - p. 169].

The concept of "information competence" in language use was used for the first time at the beginning of the

21st century, more precisely in 2001, in the report "Information competence in California state universities" carried out by the Department of "Information Literacy" of the University of California [13].

O.I. Mironova shows that the main qualities reflected on the basis of information competence are the following: knowledge of information and communication tools and the information processed through them, especially related information processes; use of ICT in education, professional activity and organization of everyday life; choosing effective ways to solve tasks created by information as an object; mastering the methods and methods that allow searching, collecting, evaluating, interpreting, processing, analyzing, presenting, storing, distributing information, as well as improving the quality of organizing these actions based on existing experience; independent organization of personal activities aimed at working with information and establishing self-control in its implementation; assessment of the importance of information and effective responsibility at the modern stage of society's development

Making a personal contribution to the implementation of information activities by using t [10, p. 170].

Based on the above-mentioned points, it is worth saying that the concept of "information competence" is the acquisition (searching) of information sources of a person - traditional means: newspapers, magazines, television, radio, as well as information technologies (IT) - the Internet, mobile communication devices, computer devices. , storing, analyzing, evaluating, processing, distributing, organizing mutual active information exchange), having theoretical knowledge, practical skills, qualifications and experience, expressing the ability to use them purposefully in professional activities or personal daily life. On the basis of this competence, the main emphasis is not on the organization of interpersonal communication (information exchange), feedback. A person can search for information with the help of various traditional means, information technologies, store, analyze, evaluate, process, and distribute the received information, but in addition, he does not aim to organize feedback, that is, to organize mutual active information exchange. So, the main difference between information competence and information-communication competence is the absence of mutual active information exchange in interpersonal relations.

In his research, I.G. Kisl's component structure of information competence [9, - p. 111-112] as follows (Table 1):

Table 1. Information competence (IC) component structure (I.G. Kisl)

Component structure of I C	Мавжуд муҳит объектлари	Компетентликнинг ижтимоий аҳамияти	
		Ташкилот учун	Шахс учун
Information search competence	Information encyclopedia, Internet sites	Decree, Resolution, rule, orders, regulatory documents	Getting new information
Information-analytical competence	Literature, Mass media, Internet sites	Analysis of the organization's work: equipping the building,	Ability to analyze behavior and situation

		placing advertisements, updating it	
Information and communication competence	Telephone, mobile phone, computer, email, Internet	Advising visitors on the services provided, preventing and resolving conflict situations, handling customer objections to the services	To organize communication with social subjects
Informed assessment (reflexive) competence	Tests, questionnaires	Conducting necessary organizational and technical measures, tests and questionnaires	Application of acquired advanced knowledge in a real life situation
Information-ecological competence	Mass media, Internet sites	Ensuring freedom in the organization, monitoring compliance with production sanitation and hygiene	Ensuring environmental cleanliness
Self-development and improvement competence,	Literature, mass media, Internet sites	Improving the professional skills of employees	Self-improvement and development
Information-practical competence Owning a personal computer	Telephone, Internet sites, mobile phone, manual	Working on a personal computer	To have personal computer
Information-ethics and information-law competence	Organizations, legal documents.	Monitoring of employees' compliance with labor and production rules and labor protection standards.	Having a personal opinion and the right to protect personal property.
Competence of information storage (information security)	Information storage under a password in a safe	Ensuring the safety of confidential documents	Knowledge of information protection tools, methods and methods

As shown in the presented table, I.G. Kisla considers information-communication competence, which is an independent category, to be a quality reflecting on the basis of information competence.

In the context of globalization, information comes from various sources - newspaper, magazine, bulletin, radio, television, tape recorder, telephone, mobile device, computer, printer, scanner, fax, modem,

copier, as well as audio recording, video recording, e-mail, Internet, being distributed using information technologies such as social networks.

The term "digital competence" is also used as an alternative to the concept of "information competence" in the current environment where digital technologies are developed. The concept of "digital competence" is defined by the Council of Europe as



follows: a competence that represents the bold, critical, rapid use and interaction of digital technologies for the purpose of education, work and participation in the life of society [14].

According to the recognition of the organization (Council of Europe), digital competence includes information literacy, as well as awareness of knowledge in information-related fields (literacy), communication and collaboration, digital content creation (in particular, programming), information security (including accessibility based on digital management and cybersecurity-related) and related problem-solving competencies [14].

Relying on the given definition and O.I. Mironova, I.G. Kisl's opinion on the main quality (components) reflected on the basis of information competence

it is possible that the concept of "information competence" serves to mean the "relationship" between a person and information and communication technologies, in particular, digital technologies (for example, computer technology), a mobile device, and how effectively it is implemented.

Social competence is an ability based on the uniqueness of mental processes, emotional control and social experience, which represent understanding of oneself and others, prediction of events between individuals ("Pedagogical psychology" dictionary (Dictionary "Pedagogical psychology") [2, p. 327]; this is a descriptive indicator of socio-psychological knowledge, moral-legal evaluation conclusions that ensure successful adaptation to tasks such as official business communication, work team and active movement in the social environment [12, - p. 122].

From the given definitions, it is understood that social competence represents a person's adaptation to the social environment, his communication with subjects, and his attitude to social problems. Our opinion O.G. Krasnoshlykova. The views of O.G.Koshevaya, V.N.Kelasev, I.L.Pervova on qualities reflected on the basis of social competence are also confirmed. According to them, social competence exhibits the following qualities:

adaptation of the young generation to the market environment, which is on the path of forming values that increase responsibility for their personal well-being and the state of development of society through the acquisition of social skills and practical skills related to the spheres of economy and social relations; solving negative social problems related to the increase in drug addiction, crime, and criminal offenses; ensuring social agility, which represents readiness for rapid changes in social and economic roles [7, - p. 23];

a person has a certain social status that allows him to use the available resources in the social environment and environment; a person has social reflection, the ability to foresee the results of his actions, enjoyment of his activity, taking into account the consequences; not to harm others and others, taking into account their activity; the ability to acquire special knowledge, skills, competences (as well as other regulatory ideas) that allow them to enter a certain environment; the ability to resist negative pressure from the environment (the ability to say "no" to challenges and threats to personal development); the ability to solve problems in unconventional, unique ways; participation in cultural processes, without which motivations for one's own actions and aspirations cannot be formed, which ensure the independence of a person, and at the same time ensure his ability to

resist negative threats; the existence of a demand for a person in a certain social structure (after all, if a person is denied in a certain social environment, this indicates that he is incompetent); manifestation of motivation and initiative in a person; communicativeness [8, - p. 363-364].

Information-communicative competence - knowledge of the methods that ensure the interaction of social entities and realities, the ability to work in a group, various social roles and other qualities ownership [6, - s. 20-21]; possession of knowledge about social relations in the society in which a person lives and the influence of individuals on each other [4].

The above-mentioned definitions of social-communicative competence serve to mean the communication between individuals, the positive or negative attitude of subjects towards the social existence, the process, events, events taking place in it, and other persons, the exchange of information during social relations, the importance of mutual communication in the development of an individual.

I.A. Akhmetshina, A.A.Loseva, S.A.Ozerova, who studied the description of the basic concept, emphasize that the following qualities are reflected on the basis of socio-communicative competence in the example of a pedagogue: professional activity, as well as verbal and high level of skills in written communication, communication culture, business negotiations, establishing effective influence between individuals, modeling and managing one's own behavior, making strategic decisions, solving problems, controversial and conflicting situations [1, - p. 350-351].

Socio-information competence is an educational result that allows students to receive, use and manage information in different social and professional conditions for their future activities (T.A. Chekalina) [11, - p. 122-123]; working with information technologies, the ability to express a critical attitude towards social information distributed through mass media (E.F. Zeer, E.E. Symanyuk) [3, - p. 27] competence related to the use of information and communication technologies, the main structural basis of which is the individual abilities and qualities of a specialist (M.N. Ivanovskaya) [5, - p. 210].

It is clear from the given definitions that social-Informational competence is an independent category, which does not directly mean social or informational competence, but shows individuality. In our opinion, this specificity indicates a conscious attitude to the information transmitted through social networks in IT, awareness of the methods and methods of protection against their harmful effects.

If the student can solve the tasks that arise in the process of using digital technologies or communication tools, then it can be concluded that he has developed social and informational competence. Consequently, social-informational competence allows a person to independently evaluate the goals, processes and results of activities based on a conscious approach and reflection while realizing internal changes [11, - p. 124].

In our opinion, when explaining the concept of "social-information competence", it is necessary to emphasize the unity of the terms "social" and "information". In modern conditions, if information is transmitted mainly by information technologies, it is necessary not to ignore the dissemination of information of a social

nature through social networks. Accordingly, it is permissible to say that subjects with different socio-informational age, profession, education level, interest, and life aspirations are presented to the audience.

It is true that today information related to a certain field is distributed in social networks through a special site, network, channel (for example, Telegram messenger). However, the information (information) transmitted in them does not have a specific system, moreover, it is not transmitted consistently, continuously, and purposefully. As a result, knowledge (systematic information) is not created.

Through social networks, information (information) that is mainly entertaining, sensational, without sufficient evidence and proof is quickly spread. Usually,

these data are not analyzed or processed by the contact owners. And naturally, in most cases, it does not serve to develop thinking. In addition, information that contradicts the laws of Uzbekistan and the moral and ethical requirements of the society is also distributed in various social networks. This situation requires the young generation to develop a conscious, analytical and critical approach to foreign, destructive information distributed on social networks, and to develop social and informational competence.

During the theoretical study of the problem, based on the above-mentioned opinions, the types of information competence manifested in a person such as "information competence", "social competence", "social-communicative competence" and "social-information competence" were summarized as follows (Table 2):

Table 2. Working with personally identifiable information cognitive description of types of competence

Types of competence to work with information	Their cognitive description	Sources
Information competence	The person's theoretical knowledge, practical skills, skills and experience in mastering information sources - traditional means and information transmitted through IT (searching, storing, analyzing, evaluating, processing, distributing, organizing active information exchange). professional activity or the ability to use it purposefully in personal daily life	Traditional means: newspapers, magazines, television, radio, as well as IT - Internet, mobile communication tools, computer devices
Social competence	Competence means the level of adaptation of a person to the social environment, communication with subjects, attitude to social problems	Personal vitagen experience, traditional media: newspapers, magazines, television, radio, as well as IT - Internet, mobile

		communication devices, computer devices
Social communicative competence	Competence that means the communication between individuals, the positive or negative attitude of the subjects towards the social existence, the process, events, events and other people, the exchange of information during social relations, the importance of mutual communication in the development of the individual personality.	IT - Internet, mobile communications, computer equipment
Social information competence	Competence expressing the awareness of a person's conscious attitude to the information disseminated through social networks in IT, the methods and methods of protection against their harmful effects.	IT - Internet, mobile communications, computer equipment

Thus, social-informational competence, which means having the ability to correctly react to the information transmitted in social networks, distinguish them according to the principle of unnecessary and unnecessary, important and unimportant, defines the image of a modern person. Its effective utilization helps to prevent a person from wasting time on social networks. Therefore, it is necessary to pay serious attention to the development of socio-informational competence of learners at all stages of continuous education, including in HEIs, as one of the important socio-pedagogical tasks. Social-information competence in organizing this process understanding the essence, being aware of the aspects that differ from concepts such as "information competence" and "information-communicative competence", which are recognized as an alternative to this term in the sources, ensure the effectiveness of pedagogical activity.

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