

**INTERPRETATION OF THE CONCEPT OF THE INFORMATIONAL-ANALYTICAL
COMPONENT IN THE GLOBAL PEDAGOGICAL PARADIGM**

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Abstract

This study examines the concept of the informational-analytical component within the framework of the global pedagogical paradigm. From the perspective of the 21st-century competency-based approach, a teacher's ability to search, analyze, interpret information, and make evidence-based professional decisions is substantiated as a core element of professional training. Drawing on the theoretical foundations of J. Dewey, P. Drucker, A.V. Khutorskoy, as well as reports from international organizations such as UNESCO and OECD, the informational-analytical component is defined as a central element of teachers' professional competence. The study also highlights its significance in the system of pre-service teacher education and educational quality assurance.

Keywords

informational-analytical competence, pedagogical paradigm, competency-based approach, reflective thinking, professional competence, quality of education.

The Concept of the Informational-Analytical Component from the Perspective of the 21st-Century Competency-Based Approach

The concept of the informational-analytical component is explained, based on several scientific foundations, from the perspective of the 21st-century competency-based approach as follows:

- UNESCO (2015): A teacher should function not only as a transmitter of information but also as a "knowledge analyst."
- P. Drucker: By introducing the concept of the "knowledge worker," he interprets analytical thinking as a core professional resource. The main capital of a modern specialist is the ability to analyze information and make decisions based on it.
- A.V. Khutorskoy: Defines analytical competence as a core competence that governs an individual's intellectual and reflective activities.
- Sh. Turdiev, B. Xodjayev (Uzbekistan): The professional maturity of a future teacher is directly related to the culture of working with information.

These ideas represent a synthesis of conceptual approaches widely found in global and national pedagogical literature.

Thus, the informational-analytical component is considered a central element within the structure of a teacher's professional competence.

The Current State of the Informational-Analytical Component in the System of Training Future Teachers (Diagnostic Analysis) . Based on surveys conducted among university students and analyzed according to diagnostic criteria, the following results were identified:

- 68% of students experience difficulties in critically analyzing information;
- 72% rely on ready-made methodological materials;
- Only 18% are capable of drawing independent analytical conclusions.

Level	Description	Percentage of Students
Low	Only receives information	41%
Medium	Partially analyzes information	41%
High	Independent analysis and conclusion-making	18%

According to the American philosopher and educator J. Dewey, educational effectiveness is ensured not merely by the transmission of knowledge, but through the development of the learner's (or future teacher's) "reflective thinking".

Reflective thinking involves:

- questioning the received information,
- analyzing it,
- identifying cause-and-effect relationships,
- and drawing well-grounded conclusions.

In his work "How We Think," Dewey defines reflective thinking as "the active, persistent, and careful consideration of any belief or supposed form of knowledge in the light of the grounds that support it and the further conclusions to which it tends."

Models for Developing Informational-Analytical Competence in International Practice

A number of models for developing informational-analytical competence exist in foreign educational systems.

International approaches include:

Finland: Research-based learning

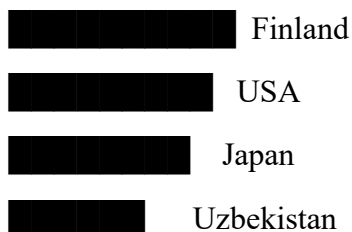
USA (INTASC):Data literacy and educational analytics

Japan: Lesson Study (analysis, observation, and reflection)

European Union: DigCompEdu – digital and analytical competencies of teachers

Comparison of International and National Practices

Level of Analytical Activity



Education Systems

OECD (2021) — the Organisation for Economic Co-operation and Development — is an international organization that conducts analytical research aimed at improving the quality and effectiveness of education in both developed and developing countries. According to its reports, teachers' competence in making analytical decisions is recognized as a key factor in educational effectiveness. The findings indicate that the quality of education is directly linked to the level of analytical decision-making.

Factors Hindering the Development of the Informational-Analytical Component

This issue has a problem-analytical nature, and the main hindering factors include:

Key factors:

1. Fragmentary inclusion of analytical activities in curricula;
2. Formal nature of monitoring and analysis in pedagogical practice;
3. Insufficient analytical culture among teachers.

Analysis of Problems and Their Causes

Scholar	Problem	Cause
L.S. Vygotsky	Low level of analytical thinking	Dominance of theory
J. Bruner	Lack of independence	Reliance on ready-made patterns
B. Bloom	Weak diagnostics	Absence of methodology

Conclusions

Based on the conducted analyses, the following conclusions are drawn:

- The informational-analytical component is regarded as a strategic competence in global pedagogy;
- In practice, it has not been systematically developed to a sufficient extent;

- International experience places analytical activity at the center of education;
- In the national education system, it is necessary to develop this component through specially designed pedagogical conditions.

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