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VELKOMINN walujeung sumping  
SALUTATIO வரவரேல் BI XÉR HATÍ  
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## DIAGNOSTICS OF THE LEVEL OF FORMATION INFORMATION AND COGNITIVE COMPETENCE OF A STUDENT'S MULTILINGUAL PERSONALITY.

**Sadirova Dinara Sadikovna**

Teacher of English and Researcher (PhD) Of Tashkent Institute of Finance  
dinarasadikovna@096gmail.com

**Sarsenbayeva Diana Rustem qizi**

Student of Tashkent Institute of Finance  
Diana56810052005@gmail.com

**Musagitov Ilyas Ilkhamovich**

Student of Tashkent Institute of Finance  
musagitovilyas@gmail.com

*Abstract: This article is devoted to the study of the level of formation of information and cognitive competence of a student's multilingual personality. The article deals with the ascertaining stage of the study, aimed at determining the level of formation of information and cognitive competence of students studying English in higher educational institutions. A table of criteria (components) for the formation of this competence is given, the data obtained for each of the presented components is analyzed.*

*Keywords: competence, cognitive competence, information and cognitive competence, multilingual personality.*

The competence-based approach is one of the essential concepts of modern education. Competence is understood as an integrative characteristic of a person, which is a system of values and relations of a person, as well as the sum of knowledge and skills that a given person is ready to use in his activity, depending on a particular problem situation [5; 6].

Information and cognitive competence are one of the elements of general educational competence, that is, the ability to use the methods of mental work in the implementation of independent activities, using various information sources, as well as to give an adequate assessment of one's own knowledge and skills [1].

The notion of information-cognitive competence is closely related to the concept of cognitive competence. Cognitive competence is a set of knowledge and skills to carry out independent cognitive activity [4]. Information and cognitive competence are the ability of students to search for the necessary data and analyze it with the help of information and communication technologies.

A multilingual personality is a complex psycholinguistic structure that combines speech, communicative and vocabulary elements, that is, it is a person who performs speech activity in a foreign language and is a combination of various attitudes and values reflected in a foreign culture of communication [2].

One of the means of forming the information and cognitive competence of a multilingual personality is the use of web-2 technologies. In the context of the subject matter of this article, the use of web-2 technologies allows students to set a specific task (such as searching for the necessary information), which contributes to the formation of regulatory learning activities (skills and skills in goal-setting, organizing one's own activity and predicting it) - everything that is required from students for independent work with information for the development of information and cognitive competence [7].

In order to determine the current state of the problem of developing the information and cognitive competence of the multilingual personality of students, we conducted a

survey among teachers of higher educational institutions in Tashkent.

45.5% of the surveyed teachers answered that they use web-2 technologies two or three times during the time allotted for studying one section, 27.3% use the relevant services once per unit. 16% of respondents use web-2 every session. The main web-2 services that survey participants use in their teaching activities are video (38.9%) and audio podcasts (27.8%).

To the question "Do you use Web-2 in extracurricular activities to develop the skills of independent work of students in working with information?", Which implies the independent work of students of higher educational institutions in searching and analyzing information using web-2 technologies (the main "postulate" development of information-cognitive competence), 57% of respondents answered negatively.

Web-2 technologies can be used in teaching foreign languages both at the middle and senior stages, and in English classes at higher educational institutions.

We have analyzed teaching materials used in English classes in higher education institutions, namely: 1) Upstream teaching materials (Virginia Evans, Jenny Dooley) (Express Publishing) (2007) (pre-Intermediate level); 2) English File (Clive Oxenden, Christina Latham-Koenig, and Paul Seligson) (Oxford University Press) (2012) (Intermediate); 3) Enterprise (Evans Virginia, Dooley Jenny) (Express Publishing) (2008) (Level intermediate).

The analysis of the Upstream teaching materials data showed the insufficient focus of the presented exercises on the formation of information and cognitive competence of students by means of web-2. So, for example, in Upstream (Virginia Evans, Jenny Dooley) and Upstream teaching materials Enterprise (Evans Virginia, Dooley Jenny) a relatively small number of exercises are given aimed at developing information and cognitive competence. The Upstream teaching materials, English File (Clive Oxenden, Christina Latham-Koenig, and Paul Seligson) presents a larger number of exercises for the development of information-cognitive competence, however, most of them are not included in the main unit of the lesson and are used as additional material.

After conducting a survey of English language teachers and analyzing teaching resources in English used in universities, we set about implementing the next task of our study: determining the level of formation of the data and cognitive competence of a student's multilingual personality.

To do this, we needed to develop an appropriate diagnostic material based on certain criteria for the level of formation of information and cognitive competence of students. After analyzing the existing methods for studying information-cognitive competence, we propose the following criteria for the formation of information-cognitive competence of students [3]. The data is presented in the table below.

**Criteria for the formation of information and cognitive competence of a student's multilingual personality.**

Criteria (components of information and cognitive competence of a multilingual personality)	Low level	Average level	High level
1, Motivation	positive motivation for the implementation of information cognitive activity	the presence of a system of values for the implementation of information and cognitive activities	high level of demand for implementation of information and cognitive activities
2. information knowledge	search for the necessary information in accordance with assigned task	search, processing and transmission of the necessary information	search, processing and transmission of the necessary information, analysis
3. Information Skills and Skills	common work skills with information, its presentation in in the form of an abstract, tables, etc.	availability of advanced skills of working with information; presentation by received information accompanied by a presentation	availability of promotion learned skills to work with information, possession of ICT; skill development design and creation various kinds works through web-2 services

The survey data showed that 66% of students use various web-2 services for independent learning of foreign languages. Most of these services are web applications for smartphones, namely: 1) audio podcasts (56% of those who use web-2, i.e. 66% of those stated above); 2) video podcasts (12% of respondents); 3) various general online applications (Linguae, Duolingo, etc.) (28% of respondents). 72% (of the total number of respondents) indicated the importance of using web-2 to form a holistic foreign-language picture of the world and use information resources to expand their own horizons.

78% of the total number of survey participants were in favor of greater emphasis on the use of various web-2 services in foreign language classes. The average score of the group on the motivational component of information-cognitive competence was 4.1.

To identify the level of formation of the "Information knowledge" component, we used tasks for the ability to accurately interpret the text, namely, drawing up a short plan based on what was read (a low level of formation of the criterion) and drawing up a brief retelling of the text. Students were also offered tasks to determine the most accurate answer to the problem posed in three texts on similar topics: to present the

main idea of the text in no more than five sentences, as well as to determine the high level of formation of information and cognitive competence, the task was to analyze various news reports and presenting the information received as a single message. The group's average score for the Information Knowledge component was 3.9. Tasks involving the search and analysis of the presented data caused the greatest difficulties; 16% of the respondents coped with them.

The third block of diagnostic material included tasks to test the criterion "Information skills and abilities". Here, exercises were presented on the use of ICT - (Information and Communication Technology) tools for searching and processing the necessary information: students were offered several links to various texts united by a common theme, the task of the students was to write one general text on the presented topic and fill in the corresponding online table. Students had to present the received information in the form of an online presentation (intermediate level of formation) or an online blog (high level), which includes various audio and video inserts. 49% of the participants in this stage of the study were able to cope with the second stage of tasks (creating a web presentation), 7% used the data obtained to create their own web blog, 98% of the respondents were able to present information from various online sources in the form of a table (low level of formation of the presented criteria). The average score of the group for this component of information and cognitive competence was 3.3.

The results obtained allow us to draw the following conclusions. We have identified a fairly high motivation of students to use web-2 tools in foreign language classes. However, in our opinion, we should not disregard the fact that not all students, despite the high prevalence of a sufficiently wide number of different web-2 services (which can be accessed both through personal computers and smartphones), use them in everyday life. life to learn a foreign language.

More than half of the participants in the ascertaining stage of our study have an average indicator of the formation of the criterion "information knowledge", which, in turn, on the other hand, indicates an insufficient formation of skills for processing and analyzing the information received.

About half of the study participants are proficient in basic ICT tools, however, working online causes certain difficulties: in particular, no more than 10% of students are fully proficient in web-2 technologies in terms of implementing all the criteria presented.

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