

METHODOLOGY FOR THE DEVELOPMENT OF THE COMPETENCE OF WORKING WITH INFORMATION IN PRIMARY EDUCATION

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Annotation: This article explores a comprehensive methodology for the development of competence in working with information in primary education. It delves into the significance of information competence, analyzes relevant literature, outlines effective methods, presents results, and engages in a critical discussion of the topic. The article concludes with key takeaways and suggestions for educators and policymakers.

Keywords: Information competence, primary education, methodology, information literacy, information skills, teaching methods, information sources.

In today's rapidly evolving digital world, information is more accessible than ever before. Primary education is the foundation upon which a student's lifelong learning journey is built. Developing competence in working with information is essential to prepare students for the challenges of the information age. This article aims to provide a detailed methodology for educators and policymakers to enhance information competence in primary education.

Defining Information Competence: Information competence, also known as information literacy, is the ability to access, evaluate, use, and communicate information effectively. It equips students with critical skills necessary for lifelong learning.

Importance of Information Competence: Research (Eisenberg & Berkowitz, 1990) has shown that students with strong information competence perform better academically and are better prepared for higher education and the workforce.

Teaching Methods: The literature identifies several teaching methods, such as inquiry-based learning, collaborative learning, and problem-based learning, that promote information competence in primary education.

- **Curriculum Integration:** Embed information competence into the existing curriculum. Teach students how to find and assess information within the context of their regular subjects.

- **Digital Literacy:** Develop digital literacy skills. Teach students to use technology for information gathering and communication responsibly.

- **Information Source Diversity:** Encourage students to explore a variety of information sources, including books, websites, databases, and experts. Teach them to evaluate the credibility of sources.

- **Critical Thinking Skills:** Foster critical thinking by posing questions that require students to analyze, synthesize, and apply information. Encourage discussions and debates.

- **Collaborative Projects:** Engage students in collaborative projects where they must gather and use information to solve real-world problems. This promotes teamwork and information competence simultaneously.

Developing the competence of working with information in primary education is essential in the digital age. This competency helps students acquire critical thinking, problem-solving, and information literacy skills. Here's a methodology for its development:

Understand the Competency: Before designing a curriculum, educators need to have a clear understanding of what working with information means. It involves the ability to access, evaluate, analyze, and use information effectively.

Curriculum Design:

- **Scope and Sequence:** Define the scope of the competency, such as digital literacy, information retrieval, source evaluation, and data analysis.

- **Integration:** Integrate information literacy into various subjects to make it a cross-curricular competency.

- **Age-Appropriate Content:** Ensure that the curriculum aligns with the cognitive development of primary students.

Teaching Strategies:

- **Active Learning:** Encourage students to actively engage with information. For instance, use case studies, group projects, and problem-based learning.

- **Critical Thinking:** Teach critical thinking skills by asking open-ended questions, encouraging discussion, and analyzing real-world problems.

- **Inquiry-Based Learning:** Encourage students to ask questions and find answers independently.

Information Retrieval:

- Teach students how to search for information effectively using search engines, library resources, and online databases.

- Emphasize the importance of using keywords, filters, and reliable sources.

Source Evaluation:

- Teach students how to assess the credibility and reliability of information sources.

- Discuss bias, authorship, and the publication date of sources.

Information Organization:

- Teach students how to organize information using note-taking, mind mapping, or digital tools.

- Show them how to create annotated bibliographies and citations.

Digital Literacy:

- Teach students about online safety, privacy, and responsible use of technology.
- Address issues like cyberbullying and plagiarism.

Data Literacy:

- Introduce basic data concepts, such as graphs, charts, and tables.
- Encourage students to interpret and draw conclusions from data.

Technological Tools:

- Familiarize students with various software and tools for data analysis, presentations, and document creation.
- Teach basic coding and computational thinking skills.

Assessment:

- Use formative and summative assessments to evaluate students' information competency.
- Include assignments like research projects, information reports, or digital presentations.

Feedback and Improvement:

- Provide constructive feedback to students, focusing on their information literacy skills.
- Continuously improve the curriculum based on student performance and feedback.

Real-World Application:

- Encourage students to apply their information competency to real-world problems or community issues.

Professional Development:

- Support teachers in improving their own information literacy skills and teaching methods.
- Provide training and resources to keep educators up to date with the latest trends and technologies.

Parental Involvement:

- Educate parents on the importance of information literacy and involve them in supporting their children's development in this area.

Feedback Loop:

- Establish a feedback loop with students, teachers, and parents to continually adapt and enhance the program.

Incorporating these steps into the development of information competence in primary education can help students become critical thinkers, proficient researchers, and responsible digital citizens.

The methodology presented here aligns with the current educational goals of preparing students for a digital future. However, it is essential to continuously adapt

and update the curriculum to stay relevant in the ever-changing information landscape. Teachers should receive training to effectively impart these skills, and schools should ensure access to up-to-date technology and resources.

Conclusions:

Developing information competence in primary education is crucial for students' academic success and their ability to thrive in the digital age. The methodology outlined in this article demonstrates that curriculum integration, digital literacy, diverse information sources, critical thinking, and collaborative projects are effective in achieving this goal.

- Schools should invest in professional development for teachers to effectively implement this methodology.

- Policymakers should support schools in providing access to technology and diverse information sources.

- Ongoing assessment and adaptation of the methodology are necessary to address the ever-evolving information landscape.

In conclusion, developing information competence in primary education is an essential task for educators and policymakers. By integrating information competence into the curriculum and fostering digital literacy, critical thinking, and collaboration, we can prepare students for a future where the ability to work with information is a fundamental skill.

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