



DEVELOPING STUDENTS' COMPETENCIES IN WORKING WITH INFORMATION

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ABSTRACT

This article discusses the formation of students' competence in working with information, the use of various interactive methods in this process, and ways to effectively organize the learning process. In today's information-driven society, students must do more than simply gather facts—they need to interpret, evaluate, and apply information in meaningful ways. As the world becomes increasingly digital, developing competencies in working with information has become essential for academic achievement, workplace readiness, and informed decision-making.

Introduction. We live in an age of information abundance, where students are constantly exposed to vast amounts of data across digital and traditional platforms. However, access alone does not equate to understanding or effective use. Developing students' information competencies is essential to help them become critical thinkers, lifelong learners, and responsible users of information. These competencies are not limited to academic research but are vital for everyday decision-making, digital literacy, and career readiness. In the 21st century, the ability to find, evaluate, and effectively use information is a core skill for academic success, professional development, and active citizenship. This article explores the importance of developing students' competencies in working with information, outlines key skills involved, and presents strategies that educators can use to enhance these competencies in various learning environments. In the Republic of Uzbekistan, like in developed countries of the world, more attention is paid to the development of computer and information technologies, and the DTS for educational programs and subjects has been revised based on a competency-based approach.

The implementation of the DTS, formed on the basis of this competency-based approach, requires modernization through innovation in other components of the educational process: teaching methods, tools and forms.

As our Head of State Sh.M. Mirziyoyev noted, "The development of education and upbringing, science, healthcare, culture and art, sports, ensuring that our youth acquire in-depth knowledge, master foreign languages and modern information and communication technologies remains our constant priority task" [Sh.M. Mirziyoyev 2017:16].



The state of development of modern technologies depends, first of all, on the intellectual potential of society, that is, on the development of the education sector. Therefore, determining educational methods and their role in increasing pedagogical efficiency is a defining, even decisive, step in the development of our country.

In line with the times, modern information technologies are boldly entering the system of continuing education. In literature classes and extracurricular activities of academic lyceums and vocational colleges, information technologies, including electronic textbooks, are being used to provide a wider study of literary materials. Not only that, but literary works in electronic versions are also being made available to readers. Information sources can provide students with the following information: newly published literary works; the life and creative work of a writer or poet, his works and annotations on them; a brief review of the literary period, information about writers and poets who lived and worked in this period; a dictionary so that students can read and understand the content of a classical literary work; questions and assignments about the work; tests on the work or an excerpt from it; tasks to understand the linguistic features of the work.

It is clear from the above observations that creating a data warehouse for literature studies is one of the current problems. It is worth noting that efforts in this direction have only just begun, and the scope of work that still needs to be done is vast. After all, as it is written in the textbook "Information Technologies", "Independent and conscious activities of users include creating information objects, searching for the necessary information objects, collecting, analyzing and extracting information, organizing, presenting it in the necessary form, transmitting information objects (in the form of text, conversation, picture, game and other forms), modeling, designing, planning objects, etc." [Abdukodyrov, 2002: 7].

The procedure for using the knowledge repository is also not the same: allocating a special computer lesson, using the knowledge repository on the computer as a separate stage in a certain part of the lesson, organizing group and general independent work of students, organizing extracurricular learning.

The use of information technologies in the educational process is one of the issues that are currently in the focus of attention of all subject teachers. Because information technologies, especially the Internet,

develop students intellectually and strengthen their critical thinking skills. With the help of the Internet, there is an opportunity to provide them with a certain number of additional materials. It is especially important that students' use of Internet technologies in the educational process should be fully controlled by the teacher. In this process, the following requirements are imposed on teachers:

- Possession of computer literacy and knowledge of the use of Internet technologies.
- Organization of students' activities in searching for and analyzing the necessary materials.
- Monitoring the stages of students' work on the Internet and assessing its quality.

Events and competitions held in literature classes play an important role in developing students' communicative competencies. To enhance students' competence in working with information, literature teachers should use educational videos and films related to the topic, select information from additional literature and websites, and assign students to prepare



essays and presentation materials based on these sources. This will help expand students' scientific worldview. It is necessary to effectively and appropriately utilize lessons, extracurricular activities, excursions, and out-of-class sessions for this purpose.

The teacher must develop students' competence in working with information to perform didactic tasks using media. This also includes

developing skills in searching, sorting, processing, storing, and effectively using information from media sources, as well as fostering media literacy. Literature teachers are required to focus on developing students' self-development competence as individuals.

This involves paying attention to students' independent work and education, encouraging continuous physical, spiritual, mental, intellectual, and creative self-improvement, striving for perfection, fostering lifelong independent learning, regularly enhancing cognitive skills and life experiences independently, and acquiring skills for alternative assessment of one's behavior and independent decision-making. The use of innovative technologies in the educational process, including student-centered approaches, allows for the development of students' self-development competence as individuals.

The main requirement of an information society is, first of all, the creation of conditions for work related to the preparation of information, its "processing", storage and delivery to members of society. Today, the organization of education on the basis of a competency-based approach, the formation and systematic development of the competencies of teachers and students are among the urgent issues of pedagogy. Competence is a social requirement set in advance for the educational preparation of students for effective activity in a certain field. Competence is multifaceted and has several interpretations. Competence means the acquisition of appropriate competencies by the student. Competence includes the personal qualities that the student has and the minimum level of knowledge, skills, qualifications and practical experience accumulated in the given field of activity. Specific competencies are distinguished from basic competencies. Basic competencies are a model of the student's future life and social activity. Once students acquire certain knowledge, skills, competencies, and experience, they can apply the competencies they have acquired through their activities.

Basic competencies are more necessary for the future social activity of the student. Competencies mastered within the framework of a specific educational subject mainly ensure the effectiveness of educational and future professional activities. Competencies are formed based on the lifestyle, cultural, spiritual life, and traditions of the people of each country. In this regard, one of the active organizers of society is undoubtedly students.

Therefore, it is appropriate to properly organize the student's system of working with information. As a result of the use of "information systems", theoretical knowledge and practical skills are formed. The function of information systems. Purposeful influence on a controlled process based on information, the goal of which is predetermined and a program for achieving this goal is developed - decision-making. The process of forming a decision is called the decision-making process. Decisions made in accordance with the division of labor within the framework of managing an organization are included in one or another function of management. Ensuring the decision-making process, that is, providing the necessary information at the right time and in the right place, is one of the main tasks of the organization's information system. Therefore, the essence of the decision, the process of its



adoption, the failure of the decision-making process significantly affects the activities of the organization's information system, the technology used there, and even necessitates the formation of a whole class of information systems - decision-making systems. Since the competence system in working with information has acquired significant importance, it is permissible to dwell on it. Competence in working with information implies the ability to search for, sort, process, store the necessary information from media sources, use it effectively, ensure its safety, and form the ability to have a media culture. That is, it is necessary for students to be able to use it in the relevant fields of study, as well as receive information.

The implementation of these goals creates the organization of education based on a competency-based approach. To build on this approach, it is necessary and necessary to improve the teacher's competence. Achieving lesson effectiveness is largely determined by the teacher's competence and professional skills. The term "competence" (from Latin *competentio* strive,

I am worthy, worthy, ability) means the possession of deep knowledge and experience, high skills, awareness, efficiency. A competent approach is becoming the conceptual basis of education in the world. Currently, competence is not only the possession of knowledge, but also the ability to adapt it to practice.

It can be observed in experiments that the teacher's level of achievement of lesson effectiveness is high.

- the teaching process is carried out systematically;
- the transfer of didactic materials in a coherent manner, limited to the provision of previously known knowledge, skills and qualifications;
- the volume of knowledge being learned is standardized;
- the "teacher-learner" relationship is leading;
- exercises based on ready-made models are widely used.
- materials aimed at forming a creative approach to receiving information in learners are included in didactic materials;
- the volume of knowledge is not limited depending on the breadth of creative imagination in learners;
- among the "teacher-learner" relationships, a wide place is given to the relationship of the learner;
- a wide place is given to problem-based learning.

Development of students' competence in working with information. The ability to apply knowledge in relevant scientific fields, solve problems, evaluate situations and put forward the necessary hypotheses requires creativity from learners. Factors that create a creative approach in the process of working with information:

- Individual characteristics of a person:
 - the ability to assess unusual (non-standard) and ambiguous situations, adapt and choose options that suit him;
 - the ability to find unusual or unusual solutions to problems;
 - the variety of opinions expressed;
 - the ability to break out of "one's shell" often or occasionally.



Conclusion

Developing students' competencies in working with information is a foundational element of modern education. By equipping students with the tools to navigate and utilize information effectively, educators prepare them not only for academic success but also for responsible participation in society. Schools, teachers, and policy-makers must prioritize these skills to empower the next generation of informed and capable learners.

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