FACTORS AND CRITERIA FOR DEVELOPING COGNITIVE COMPETENCES THROUGH DIGITAL PLATFORMS

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Annotation: This thesis analyzes the issues of forming and developing information competence in students. In the modern educational process, competencies in digital technologies, effective use of information sources, critical thinking, and information security are gaining importance. Also, practical aspects of pedagogical approaches and innovative technologies that serve to develop information literacy will be considered using the example of the higher education system of Uzbekistan.

Keywords: Information literacy, digital literacy, student, educational technologies, information culture, assessment criteria.

Annotatsiya: Mazkur tezisda talabalarda axborot kompetentligini shakllantirish va rivojlantirish masalalari tahlil qilinadi. Zamonaviy ta'lim jarayonida raqamli texnologiyalar, axborot manbalaridan samarali foydalanish, tanqidiy fikrlash va axborot xavfsizligini ta'minlash bo'yicha kompetensiyalar muhim ahamiyat kasb etmoqda. Shuningdek, O'zbekiston oliy ta'lim tizimi misolida axborot kompetentligini rivojlantirishga xizmat qiluvchi pedagogik yondashuvlar va innovatsion texnologiyalarning amaliy jihatlari ko'rib chiqiladi.

Kalit soʻzlar: Axborot kompetentligi, raqamli savodxonlik, talaba, ta'lim texnologiyalari, axborot madaniyati, baholash mezonlari.

The rapid development of information technologies and digital transformation processes pose new challenges for today's education system. Now, when determining the level of knowledge of students, one of the main criteria is considered not only their mastery of factual information, but also their ability to search for, analyze, sort and correctly use information - that is, the presence of information competence. This competency is an important condition for a student to form their own independent opinion, strive for innovation, find their way in the global information flow, and most importantly, to function effectively in a modern professional environment.

Today, in addition to the digitalization of the educational process, the introduction of open educational platforms and artificial intelligence-based technologies, special attention is being paid to improving information culture around the world. A number of reforms are also being implemented in this direction in the higher education system of Uzbekistan. However, effective factors for developing information literacy in students and criteria for its assessment have not yet been fully developed. This thesis analyzes the internal and external factors that develop information literacy, pedagogical approaches, as well as modern criteria used to determine the level of this competency. The thesis aims to highlight the role and importance of information literacy in the personal and professional development of students in the modern educational process.

Developing information literacy has become one of the most pressing tasks of higher education institutions today. This competency includes the student's ability to work effectively with the modern information environment, independently search for information, analyze, evaluate and apply it. The formation of information literacy depends on many factors, which are inextricably linked to pedagogical, technological, and psychological aspects.

The main components of information literacy are:

Information search competence - the ability to identify the necessary information, select information sources;

Competence in analyzing and processing information - assessing the reliability of information, adapting it to the topic;

Information literacy – the ability to use information correctly when completing practical tasks, preparing projects and presentations;

information culture – compliance with information security, understanding and respect for copyright.

The criteria for assessing information literacy include the following aspects:

accuracy in searching and selecting information;

The quality of processing and analysis of selected information; the presentation of information in a clear, logical and purposeful manner; the level of independent use of digital tools;

information culture and adherence to ethical standards.

Research shows that approaches such as interactive methods, gamification, problem-based learning, and project-based activities are particularly effective in developing information literacy in students. Through these methods, students

are taught to be active, research, think independently, and act correctly in the modern information environment. Also, international experience, in particular the DIGCOMP (Digital Competence Framework) model used in the European Union countries, has been recognized as an effective tool for gradually assessing information literacy in students.

An analysis of scientific and theoretical sources on the formation of information competence in students shows that this issue is closely related not only to the technological aspects of the educational process, but also to the theory of personal development, cognitive approaches, and modern competencies.

In particular, in the works of A. V. Khutorskoy on the competency approach, the competence of working with information is recognized as one of the most important general educational competencies. According to him, a modern person should be able to process information in his life activities and have a level of decision-making based on its analysis.

In the research of V. I. Soldatkina and N. G. Seleznev, a structural-modular model of information competence was developed, in which information search, selection, analysis and evaluation are shown as separate stages. This represents an approach aimed at the gradual formation of competence in students.

Referring to international experiences, the DIGCOMP - Digital Competence System, developed by the European Union, covers five main areas of students' knowledge: information processing, communication, digital content creation, security and problem solving. This system is currently used in many higher education institutions to assess students' digital literacy.

The scientific works of Uzbek scientists I. Yuldoshev, D. Kadirov and M. Sattorov on digital education, information technologies and competence development analyze the national characteristics and existing opportunities of this direction. In particular, D. Kadirov's thesis "The role of digital technologies in the formation of information culture" emphasizes the need to form students' responsible attitude towards information through the correct use of digital tools in higher education institutions.

Also, the UNESCO "Media and Information Literacy" (2021) manual covers in depth aspects such as the role of information literacy in the global context, the development of critical thinking in the minds of young people, and protection from false and misleading information. Literature analysis shows that it is necessary to create a coherently integrated, interdisciplinary and practically

oriented education system to develop information literacy in students. Also, the criteria for assessing this competency should be improved in accordance with international standards.

In the modern world, not having information, but how to find, analyze and use it correctly is becoming the criterion of personal and professional success. Therefore, one of the most important tasks facing the education system is the effective formation of information competence in students. This competence is not only technical skills, but also a complex psycho-pedagogical state that includes critical thinking, moral responsibility, and a cultural approach to information. Practical observations and scientific research show that many students have difficulty finding their way in today's information flow. As digital resources increase, the need to sort information, distinguish between real and fake information, and use information purposefully is increasing. This situation, in turn, is prompting higher education institutions to look for new approaches.

From a pedagogical point of view, the development of information competence requires organizing the educational process in an interactive, innovative, more student-centered way. In this process, the teacher should participate not as a provider of information, but as a guide, advisor, and leader who encourages analytical thinking. In particular, methods such as projectbased learning, gamification, and problem-based learning play an important role in shaping students' independent approach to information. Discussions show that each student should be prepared not only technically, but also morally and culturally to use information sources. This requires the instillation of not only knowledge, but also values, social awareness, and responsibility in the educational process. After all, information is not just knowledge - it is a social force, and its management is a factor that determines the level of maturity of a person.

Therefore, today's education requires a comprehensive, systematic, and person-centered approach to the development of information literacy, not a onesided one. In this regard, teacher-student cooperation, research-based approaches, and tools for improving digital literacy are of great importance. The formation and development of information literacy in students is one of the most important and relevant areas of today's education system. The presence of this competency not only facilitates the process of acquiring knowledge, but also develops the student's independent thinking, creative approach, and critical decision-making ability.



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