

**EFFECTIVE FORMS AND METHODS OF DEVELOPING INFORMATION COMPETENCE
THROUGH CREATING A CREATIVE ENVIRONMENT IN THE EDUCATIONAL
PROCESS**

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ABSTRACT

The article reveals the methodological and didactic aspects of developing students' competence in working with information through the formation of a creative educational environment. It examines the didactic possibilities of creating such an environment, as well as the forms and methods that encourage students to engage in independent and critical thinking, analyze information, and apply it creatively in practical activities. Furthermore, the article presents effective ways to foster creativity in the educational process through the use of innovative technologies and interactive teaching methods.

Keywords: Creative environment, information literacy competence, creative pedagogy, innovative technologies, educational process, didactic opportunities.

INTRODUCTION

21st century education is aimed at teaching students not only to acquire ready-made knowledge, but also to think independently, critically analyze, find solutions to problem situations, and work effectively with information. Today, the competence of working with information has become a central direction of the educational process, forming the skills of students to search, analyze, sort, store and present. From this point of view, creating a creative environment in education is one of the most important factors in the development of this competence.

In the process of globalization and digital transformation, the main result expected from the education system is that students will have the ability not only to acquire knowledge, but also to independently search for, analyze and use information creatively. [1]

Creating a creative environment in education is not just about giving freedom in the classroom, but also about establishing a didactic system that forms the student as an active subject, stimulates his independent thinking, and encourages the creation of new ideas.

In this study, the issue of developing students' competence in working with information by creating a creative environment in the educational process was studied based on an integrated approach. The methodological basis of the study was based on the concept of person-centered education, the competency approach, and the theory of creative pedagogy.

When choosing a methodology, the main goal was to determine the impact of a creative environment on students' skills in working with information, and to identify effective pedagogical forms and methods. Therefore, the following scientific methods were used:

1. Literary-analytical method - scientific works, articles and state programs of Uzbek and foreign scientists on information literacy, creative learning environment, digital literacy and innovative pedagogy were analyzed. Using this method, the theoretical foundations and relevance of the research were clarified.

2. Systematic approach - Creative environment, pedagogical technologies and information literacy were studied as a single, interconnected pedagogical system. Through this approach, the mechanisms of influence of the creative environment on student activity were analyzed.

3. Empirical observation - lesson processes were observed, and the results of lessons using creative environment elements (project work, problem assignments, group work, interactive tools) and traditional lessons were compared. The results of the observation were used to assess the level of activity of students in working with information and indicators of independent thinking.

4. Comparative analysis method - It was used to identify the differences in the results between lessons held in a creative environment and lessons in a traditional style. Using this method, the positive impact of a creative environment on students' abilities to search, sort, analyze, present and use information creatively was substantiated.

5. Sociological survey and interview method - Through interviews and questionnaires conducted between teachers and students, opinions about the importance of a creative environment in the educational process and its role in the development of information competence were studied.

In order to ensure the reliability and objectivity of the research results, experimental (created on the basis of a creative environment) and control (traditional) groups were formed in different classes. In the experimental group, methods such as project-based learning, problem-based tasks, the use of digital technologies, and group work were used. Analysis of the results showed that students studying in a creative environment significantly improved their skills in working with information. [2]

In general, the research methodology is based on a combination of theoretical, empirical and practical methods, which allowed for a comprehensive study of the role of the creative environment in education and its real impact on the formation of information literacy competence.

Based on the observations, analyses and theoretical foundations obtained at the current stage of this research, the following practical results are predicted for the future. In the next stages of the research, it is planned to confirm these results through experimental work and apply them to educational practice. [5]

Firstly, mechanisms for developing students' competence in working with information by creating a creative environment will be developed. In this process, a new model of teacher activity will be formed - he will not only be a provider of knowledge, but also a person who initiates, guides and motivates creative activity. [3]

Secondly, it is planned to systematize effective forms and methods used in the educational process. Including:

- ✓ project-based teaching methodology,
- ✓ problem-based learning technologies,
- ✓ recommendations for the use of interactive and digital tools,
- ✓ methodological guides for organizing group and collaborative learning activities.

Based on these methodologies, a "creative environment model" will be developed. This model includes pedagogical conditions, educational environment, stages of student activity and indicators of the development of information competences.

Thirdly, the effectiveness of this model is assessed through experimental testing. In planned studies, two types of groups (experimental and control) are organized in educational institutions. In the experimental group, elements of a creative environment - project-based tasks, active use of information technologies, collaborative work methods - are systematically introduced. The control group is taught in traditional lesson forms.

These experiments, which will be conducted in the future, may show the following expected results:

1. Students' skills in searching, sorting and analyzing information will increase significantly.
2. Independent use of information sources, the level of digital literacy will increase.
3. Students' abilities to think creatively and create innovative ideas will increase.
4. Teachers will develop the skills to effectively use a new pedagogical approach - creative methods.
5. A culture of cooperation, communication and critical thinking among students will be developed.

Fourthly, it is expected that a set of methodological recommendations will be developed in the future based on the results of the research. These recommendations will provide practical assistance to teachers in organizing a creative environment, effectively integrating information technologies into the teaching process, and gradually developing students' competencies in working with information.

Fifthly, as a result of scientific and practical research in this area, it is planned to develop new indicators for assessing the quality of education. These indicators will allow measuring not only students' knowledge, but also their independence in working with information, the level of creative thinking, and the ability to find solutions to problem situations.

Thus, at the final stage of the research, the following long-term results are expected:

- ✓ A scientifically based model for the formation of a creative environment in the education system of Uzbekistan will be created;
- ✓ The theoretical and practical foundations of the development of information literacy will be improved;
- ✓ Methodological recommendations and educational and methodological complexes for teachers will be developed;
- ✓ An approach based on a creative environment to the educational process will be widely implemented.

These promising results will serve not only to increase students' information literacy, but also their creative thinking, digital culture, and personal growth. This will create the basis for bringing the education system of Uzbekistan to the stage of innovative and digital development. [4]

The results of the study show that creating a creative environment in the educational process is an important factor in developing students' information literacy. A creative environment develops students' independent thinking, problem-solving, creative approach, and the ability to justify their opinions.

A creative environment is a pedagogical environment that allows the student to think freely, create new ideas and experiment. In it, the teacher is not at the center of the learning process,

but acts as a guide, motivator and partner. This approach encourages students to be active, strengthens their ability to search, analyze and creatively process information.

The study revealed that although most teachers know creative methods theoretically, they face some difficulties in fully applying them in practice. This is due to the heavy workload, lack of technical equipment and a lack of methodological guides. Therefore, it is important to develop trainings and practical guides for teachers in creative methods in the future.

In a creative environment, students' motivation increases, and their competence in working with information is systematically formed. Project-based learning, problem-based tasks, interactive methods and the use of ICT develop students as active participants. As a result, the skills of analyzing, sorting, presenting and creatively applying information are strengthened.

The analysis of the above research results shows that creating a creative environment in the educational process is crucial for developing students' competence in working with information. A creative environment encourages students to be active, forming them as individuals capable of independent thinking, critical analysis and putting forward new ideas. [4]

A creative educational environment establishes the principles of freedom, trust and cooperation in the educational process. In such an environment, the teacher is not a leader, but a guide, and the student is not a learner, but a creator of knowledge. As a result, students develop the competences of searching, sorting, analyzing and creatively applying information. The research revealed that the key factors in creating a creative environment are the teacher's innovative approach, methodological preparation and digital literacy. Therefore, it is important for teachers to introduce special curricula on creative pedagogy, project-based learning and the use of information technologies.

In the future, it is advisable to implement the following tasks in this direction:

- ✓ phased introduction of a creative environment into the educational process;
- ✓ development of criteria for assessing students' competence in working with information;
- ✓ creation of methodological recommendations and digital resources for teachers;
- ✓ strengthening of psychological and organizational conditions supporting creativity in the educational environment.

In general, the development of competence in working with information by creating a creative environment not only increases the effectiveness of education, but also develops students' creative thinking, communicative culture and digital literacy. This serves as an important factor in leading the modern education system onto the path of innovative development.

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