

TECHNIQUES FOR TEACHING STUDENTS TO FIND AND CHOOSE EDUCATIONAL INFORMATION ON THEIR OWN

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Abstract: the article offers a thorough approach intended to provide pupils the ability to independently find and choose educational materials. The methodology seeks to improve students' capacity to traverse the constantly growing virtual world of information by applying a systematic framework that incorporates critical thinking, online research techniques, and source assessment. Instructors may better create an autonomous learning environment where students can become critical information pickers by using practice-based methodologies and real-world examples.

Keywords: independent learning; educational information; research methodology; critical thinking; information literacy.

INTRODCUTION

Given the proliferation of knowledge in the world, students' academic performance and personal growth depend heavily on their capacity to freely search for and choose instructional materials. Although there are many resources available thanks to the internet, there are drawbacks as well, such false information and information overload. This article provides a method that educators may use to help pupils hone their research abilities. By emphasizing critical analysis and efficient search techniques, the suggested method aims to create lifelong learners who can manage a variety of information sources in addition to knowledgeable persons.

MAIN PART

The capacity to freely seek and choose study materials has become a crucial skill set for students in the age of digital science. Students must master the skill of separating reliable sources from fraudulent ones because there is an excessive amount of information on the internet. This article describes an effective approach designed to help teachers get kids ready to comfortably traverse the virtual world. The methodology's initial stage is to instill a foundation of information literacy. The capacity to identify information needs and to effectively find, assess, and use that information is known as information literacy. Students who possess this core competency are more equipped to understand the value of research and the morality of knowledge collecting procedures. This involves teaching students the best practices for using academic databases, digital libraries, and search engines. The quality of the data that is acquired may be significantly improved by giving the students hands-on practice in creating efficient search terms using keywords, Boolean operators, and professional searching choices. Students are able to hone their digital research abilities by being exposed to a variety of search tactics, which helps them choose scholarly and relevant sources. Another important element of the plan is the assessment of the sources. Finding information is not enough; students also need to learn how to critically assess the reliability, applicability, and bias of sources. To help students assess material in a methodical way, teachers might recommend criteria like the CRAAP test (Currency, Relevance, Authority, Accuracy, Purpose).

Using technological tools in the training improves the approach as well. Students may more easily arrange their research and follow correct citation guidelines, which are essential for academic work, with the help of technologies like citation management software. Furthermore, collaborative platforms enable students to share materials and research results with others, creating a learning community that supports one another's research endeavors. This method is characterized by project-based learning and practical exercises. Project work requiring independent research forces students to practice their abilities for practical application. Teacher-given assignments that require students to make decisions and do independent research increase involvement and engagement. Engaging in hands-on research activities strengthens one's understanding of the subject and boosts one's confidence while conducting independent research.

Techniques for Teaching Students to Find and Choose Educational Information on Their Own

1. Information Literacy Workshops

Organizing workshops focused on information literacy where students learn how to identify credible sources, distinguish between fact and opinion, and understand different types of information.

2. Guided Research Projects

Assigning research projects with clear guidelines. Provide students with a list of reputable databases and resources, encouraging them to explore and select their own sources for a topic of interest.

3. Critical Evaluation Exercises

Teaching students how to critically evaluate sources. Use current events or popular articles to practice identifying bias, checking credentials, and analyzing the arguments presented.

4. Mind Mapping

Encouraging students to create mind maps that organize their thoughts and connections as they research. This technique helps in visualizing the information and understanding the relationships between concepts.

5. Peer Review Sessions

Implementing peer review sessions where students present their findings to classmates. This promotes discussion and allows them to gain feedback on their source selection and research methods.

6. Collaborative Learning

Fostering collaboration by creating group projects where students must collectively find and evaluate sources. This encourages discussion and sharing of different perspectives on information selection.

7. Use of Technology

Integrating technology tools such as citation managers, online databases, and search engines that provide filters for more reliable information. Teach students how to make the best use of these resources.

In student training, reflection and criticism are equally essential. Students are given the opportunity to reflect on their research process and final output through peer review workshops and reflection time. In order for students to communicate what worked, what didn't, and how they might adjust their research methods for future studies, educators can help them cultivate reflective practice. The focus on introspection encourages adaptation and ongoing

development. The approach should include a variety of teaching techniques, including visual aids, workshop-style participation, and internet-based information, to meet the varied requirements of the students. Offering a variety of teaching methods will increase the training's efficacy since different students may find different approaches more acceptable.

In the digital era, it is essential to teach pupils how to independently find and choose instructional content. Information literacy, critical thinking, and practical skills should be prioritized in a sound technique. digital literacy expert Dr. Christine Bruce emphasizes how important it is for kids to be able to successfully navigate the digital world. She recommends that teachers use reflective activities to assist students in evaluating how they gather knowledge. Students will have a better understanding of how to assess the reliability of sources by thinking back on their experiences. In a similar vein, digital literacy expert Dr. Michael Caulfield emphasizes the value of educating children to critically evaluate material. He suggests that teachers provide activities that force pupils to assess the reliability and intent of the information they come across. Students are more equipped to identify reliable material thanks to this critical analysis, which also gets them ready for further research projects in the future. Teachers may develop a thorough training program that gives students the tools they need to learn on their own by putting these insights into practice and emphasizing real-world applicability.

Tracking pupils' development is essential to determining how effective the training approach is. Regular information literacy tests, evaluations of their research projects, and personal confidence scores during independent searches can all help achieve this. This will help teachers identify areas for growth and adjust their teaching strategies accordingly. Teaching kids to look for and select information on their own is a difficult endeavor that requires methodical work. Teachers can give students the tools they need to succeed in the modern information environment by emphasizing information literacy, effective searching, source criticism, technology integration, experiential learning, feedback, a variety of instructional strategies, and ongoing evaluation. Successful academic and professional careers are finally ensured by such a method, which develops independent learners who can critically analyze the problems of the digital era.

CONCLUSION

Fostering a culture of critical thinking and well-informed decision-making requires letting students look for and choose instructional materials on their own. This article's technique serves as a teacher's manual for fostering pupils' capacity for research so they may become independent in the age of digital information. Students that use this approach become better and more autonomous learners by being able to handle the large amount of information that is presented.

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