

Didactic, Pedagogical And Psychological Opportunities For Developing Information Literacy Competence In Primary School Students Through A Creative Approach

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ABSTRACT

This article analyzes the didactic, pedagogical, and psychological opportunities for developing information literacy competence in primary school students through a creative approach. Additionally, it highlights the effectiveness of utilizing multimedia tools and interactive teaching methods.

KEYWORDS: Creative approach, information literacy competence, primary education, didactic opportunities, pedagogical opportunities, psychological opportunities, multimedia.

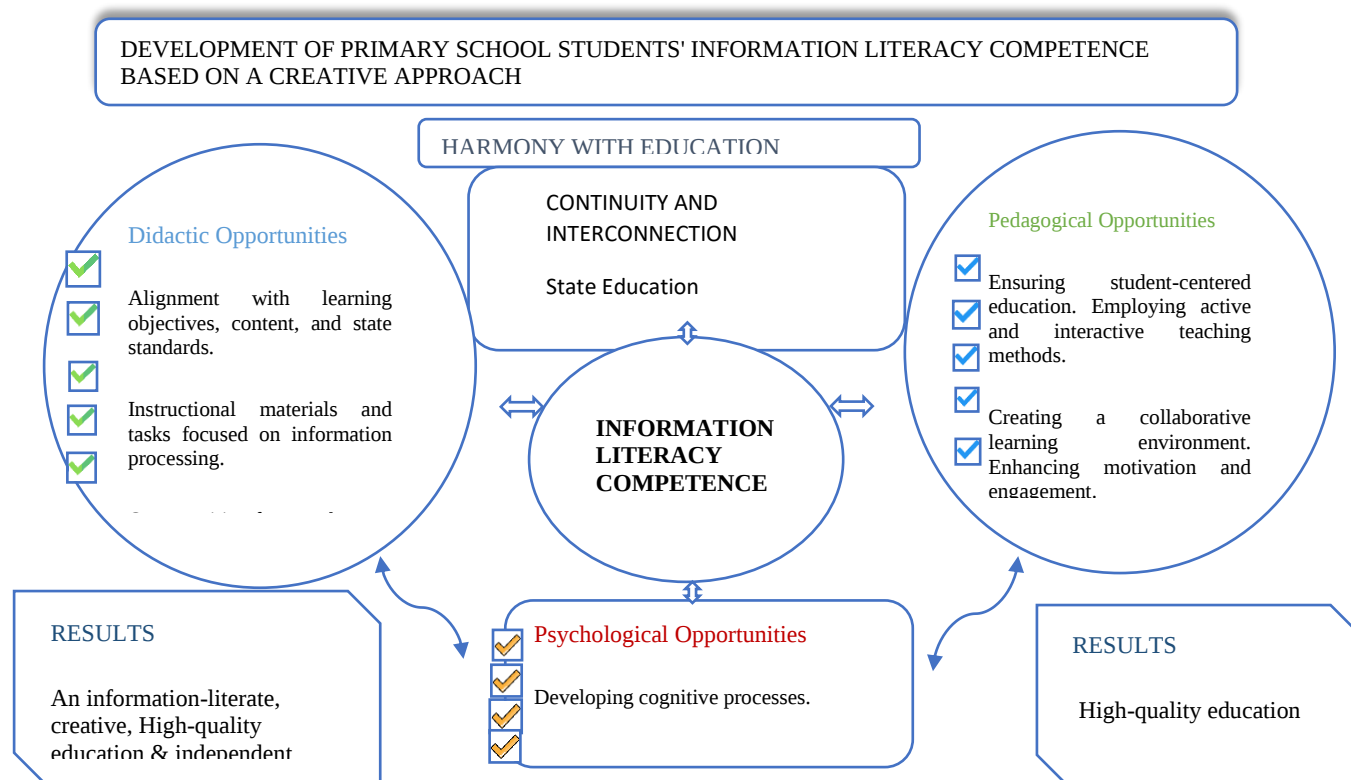
INTRODUCTION

Indeed, in today's rapidly evolving digital information environment and globalized space, developing and promoting information literacy competence among primary school students is recognized as one of the priority tasks of the education system. It is crucial for primary school students not only to receive information but also to acquire skills in searching, selecting, analyzing, evaluating, and effectively as well as adequately utilizing it. A creative approach serves as an essential methodological foundation in shaping these competencies.

The creative approach creates opportunities for students to think independently, resolve problem situations autonomously, put forward original and innovative ideas, and apply acquired information across various scenarios. Therefore, educational activities structured through a creative approach in primary education are recognized as one of the most effective tools for developing students' information literacy competence. Achieving such outcomes is intrinsically linked to the didactic organization of the educational process, pedagogical support, and consideration of students' psychological characteristics. Consequently, providing a scientifically grounded analysis of the didactic, pedagogical, and psychological aspects of developing information literacy competence based on a creative approach carries significant importance.

Main Body

Pedagogical opportunity refers to an integrated system of factors—including the teacher, educational environment, organizational forms, and educational influence, as well as the objectives, content, methods, forms, and tools of the instructional process—that serve the comprehensive development of students. From the perspective of a creative approach, these opportunities contribute to creating a favorable pedagogical environment for developing students' information literacy competence.



Structural Diagram: Interconnection of Pedagogical, Didactic, and Psychological Opportunities

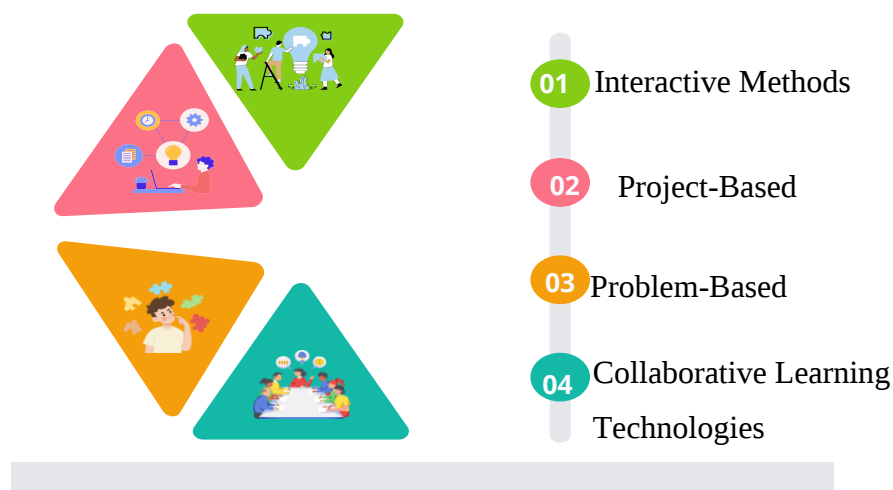
In such a conducive environment, students become active participants in the learning process, capable of independently searching for information, analyzing it, evaluating its credibility, processing it, and applying it effectively in novel situations..

In contemporary educational theories, the student-centered model of education is taken as a fundamental methodological basis for the creative approach. In this model, the student—the primary subject of education—is developed in accordance with their individual abilities, interests, and needs. As a result, students cease to be passive receivers of information and instead transform into active searching subjects. Naturally, this provides all the necessary conditions for developing the structural components underlying information literacy competence. The competency-based approach plays a key role in implementing a creative approach because it focuses not merely on acquiring ready-made knowledge, but on applying that knowledge in real-life situations. Information literacy competence develops specifically through training students to retrieve data from various sources (literature, the internet, etc.), critically analyze it, synthesize findings, and apply them in daily life contexts. Hence, creative tasks expand students' capacities to solve problem situations independently, make decisions autonomously, and freely formulate and advance original ideas. The essence and nature of a teacher's activity are directly tied to key pedagogical opportunities. In this context, the teacher acts not merely as a transmitter of knowledge, but as an organizer, guide, advisor, and motivating facilitator of the educational process. Under creative conditions, such educators encourage students not to memorize ready answers blindly, but to solve problems independently, engage with diverse information sources, and produce creative output. They explain where to find data and which sources are credible, asking probing questions such as

"Why do you think so?" Consequently, students thoroughly master the skills of selecting, analyzing, and effectively utilizing information.

In primary school, interactive methods, project work, problem-based learning, elements of research, and collaborative learning technologies represent vital pedagogical opportunities for fostering creativity

KEY PEDAGOGICAL OPPORTUNITIES FOSTERING A CREATIVE APPROACHS:



These methods directly enhance student activity in searching, processing, and presenting information. Young learners (grades 1–2) exchange ideas, compare perspectives, analyze evidence, and arrive at unified conclusions, thereby developing the communicative and analytical components of their information literacy competence. The rapid growth of today's digital learning environment further expands the pedagogical possibilities of creative approaches. Electronic textbooks, multimedia tools, interactive platforms, educational games, and artificial intelligence significantly advance students' information processing skills. With these resources, students can absorb, compare, analyze, and visually present information across various formats. Furthermore, digital learning environments establish a strong pedagogical foundation for media and information literacy in young learners. For instance, a 3rd-grade multimedia task on "The Water Cycle in Nature" allows students to watch an animated video, extract key facts, structure them into diagrams or tables, and sequence the natural process independently. This strengthens their information intake, filtering, analysis, and visualization skills.

Another key component of pedagogical opportunities is establishing a motivational learning environment. Creative tasks tailored to student interests, based on real-world situations, and embedded with playful elements heighten cognitive curiosity. Such tasks prompt students to seek new data, express independent opinions, and communicate ideas freely, leading to the natural development of information literacy competence.

Alongside pedagogical factors, psychological opportunities are equally critical, as primary school represents a pivotal developmental stage for a child's cognitive processes, personality traits, and individual abilities. Rapidly evolving cognitive processes—perception, attention, memory, thinking, imagination, and speech—lay the foundation for effective information

management in later stages of education. Thus, analyzing psychological opportunities requires prioritizing students' age-related and individual psychological traits.

Research Methodology

According to L.S. Vygotsky's theory of the "Zone of Proximal Development" (ZPD), learning occurs most effectively when children collaborate with adults and peers. For this study, collaborative creative tasks (joint problem-solving, searching, and analyzing data) gradually build students' information handling skills within their ZPD. For example, during class discussions guided by teacher prompts, peer collaboration enables students to complete tasks they could not accomplish individually.

According to J. Piaget's Cognitive Development Theory, primary school children operate at the concrete operational stage, learning best through practical activity, observation, comparison, and experimentation. For example, in science lessons, students observe various leaves, compare their shapes, colors, and venation patterns, record the data in tables, and draw general conclusions, directly enhancing their analytical and information-systematization skills.

A core concept of J. Bruner's work is "Discovery Learning," which posits that students should construct new knowledge through independent inquiry rather than receiving pre-packaged information. Research tasks, project work, and problem scenarios in creative approaches rely directly on this psychological mechanism, prompting students to explore, discover, deeply understand, and creatively apply information.

A central psychological opportunity within creative approaches is fostering mental flexibility and divergent thinking. J. Guilford highlighted divergent thinking as the foundation of creativity, defined as generating multiple solutions to a single problem, proposing new ideas, and viewing information from various perspectives. In information handling, this enables students to compare diverse sources, devise alternative solutions, evaluate critically, and make creative decisions.

From a psychological perspective, developing imagination and creative fantasy is another critical element of information literacy. Imagination allows students to form new images, convert acquired knowledge into practical skills, apply them across situations, and produce creative output. Scholars such as E. Torrance (creative thinking), H. Gardner (multiple intelligences), A. Maslow, and C. Rogers (motivation) emphasized that creative thinking serves as a core indicator of impactful activity across all fields.

Comparative Analysis of Psychological Theories

Olim	Asosiy nazariya	Psixologik mexanizm	Axborot bilan ishlash kompetensiyasiga ta'siri	Tadqiqotimizdagi o'rni
L.S.Vigotskiy	Zone of Proximal Development	Collaboration, social interaction	Information searching, analysis, and evaluation develop within the ZPD	Designing collaborative creative activities

J.Piaget	Cognitive Development	Assimilation, accommodation	Logical processing of information.	Project-based, research-based, and problem-based learning
J.Bruner	Kashfiyot orqali o'qitish	Exploration, discovery, representation	Independent discovery and deep comprehension of information	Loyiha, tadqiqot va muammoli ta'lim
J.Guilford	Divergent Thinking	Multi-directional thinking	Finding alternative solutions, creative decision-making	Working with creative and open-ended tasks
E.Torrance	Creative Thinking Criteria	Fluency, flexibility, evaluation	Re-processing information and presenting it in new forms.	Activities focused on generating creative output.
H.Gardner	Multiple Intelligences	Individual cognitive differences	Receiving and expressing information through multiple modalities.	Implementing diverse tools and teaching methods.
A.Maslou, K.Rojers	Motivation and Person-Centered Approach	Intrinsic motivation, supportive environment	Internal drive for information engagement and self-directed activity.	Creating a psychologically safe and supportive environment.

While these theories differ in focus, they collectively aim to activate cognitive activity, foster independent thinking, and build robust information handling skills. Vygotsky provides the psychological foundation for collaborative learning, while Piaget outlines age-related logic processing characteristics. Bruner emphasizes self-directed discovery, whereas Guilford and Torrance highlight how creative thinking expands an individual's capacity to generate novel ideas.

Conclusion

In conclusion, developing information literacy competence in primary school students through a creative approach relies on the seamless integration of student-centered learning, competency-based activities, didactic and interactive methods, project and research tasks, collaborative pedagogy, digital learning environments, motivational space, and supportive

teacher facilitation. These pedagogical factors form the theoretical and practical framework for equipping students to search, select, analyze, evaluate, process, and creatively utilize information.

Because young learners have developing attention spans, incorporating creative methods helps sustain focus over longer periods. Problem scenarios, engaging questions, educational games, visual materials, and interactive assignments help transition involuntary attention into voluntary focus. As a result, students perceive information more deeply, identify key details, and process data with conscious awareness.

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