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## FORMATION OF INFORMATION LITERACY OF PRIMARY SCHOOL STUDENTS

### Annotation

Today, the rapid pace of development of society leads us to a confluence with a huge flow of information. Information is becoming more and more extensive in any area. Of particular importance is the wide amount of information at the initial stage of Education, which forms the Future Foundation of a person, the relevance of the formation of Information Culture, Information Literacy, which is necessary for students of primary school age to regulate their attitude to them, its correct application. Information literacy allows you to orient yourself in the information world, change direction, adapt to changes in information tasks. It is also made up of intellectual

skills such as analysis, goal setting, decision making, observation and evaluation that are used in the act of thinking. From this point of view, this topic requires careful research.

The purpose of the article is to consider the theoretical problems of the formation of information literacy of Primary School students, to present its effective ways, methods based on the results of experiments. To achieve the goal of the study, the following tasks were set: to analyze the concept of “information literacy” and give a definition of the concept; to determine the level of formation of information literacy of Primary School students; to reveal the main criteria and components on this issue; to propose effective ways to form information literacy of Primary School students.

In the article, the skills representing the concept of “information literacy” are considered as its indicator, and the levels of development are differentiated. It is concluded that the information literacy of a person is a set of his motives, knowledge, skills and abilities that allow him to analyze complex processes of information flow.

*Keywords:* information, information literacy, component, motivation, information activity.

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## **ФОРМИРОВАНИЕ ИНФОРМАЦИОННОЙ ГРАМОТНОСТИ МЛАДШИХ ШКОЛЬНИКОВ**

### *Аннотация*

Сегодня быстрые темпы развития общества приводят нас к слиянию с огромным объемом информации. Информация становится все более масштабной в любой сфере. В том числе большое значение имеет широкий объем информации на начальной ступени образования, формирующей основы будущего человека, актуальность формирования информационной культуры, информационной грамотности, необходимой учащимся младшего школьного возраста для регулирования их отношения к ним, правильного его применения. Информационная грамотность позволяет ориентироваться в информационном мире, менять ориентацию в связи с изменением информационных задач, адаптироваться. Он также состоит из интеллектуальных умений, таких как анализ, постановка целей, принятие решений, наблюдение и оценка, которые используются в мыслительной деятельности. В этом смысле эта тема требует тщательного изучения.

Цель статьи-рассмотреть теоретические проблемы формирования информационной грамотности младших школьников и представить ее эффективные пути, методы на основе результатов эксперимента. Для достижения цели исследования были поставлены следующие задачи: проанализировать понятие «информационная грамотность» и дать определение понятию; определить уровень сформированности информационной грамотности младших школьников; раскрыть основные критерии и компоненты по данному вопросу; предложить эффективные пути формирования информационной грамотности младших школьников.

В статье дифференцированы уровни развития, в качестве показателя которых рассматриваются умения, выражающие понятие «информационная грамотность». Сделан вывод о том, что информационная грамотность личности представляет собой совокупность ее мотивов, знаний, умений и способностей, позволяющих анализировать сложные процессы потока информации.

*Ключевые слова:* информация, информационная грамотность, компонент, мотивация, информационная активность.

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## БАСТАУЫШ СЫНЫП ОҚУШЫЛАРЫНЫҢ АҚПАРАТТЫҚ САУАТТЫЛЫҒЫН ҚАЛЫПТАСТЫРУ

*Аңдатпа*

Бүгінгі күні қоғамның жылдам даму қарқыны бізді үлкен көлемдегі ақпараттар легімен тоғысуға алып келуде. Ақпараттар кез келген салада ауқымды бола түсуде. Соның ішінде үлкен маңызға ие, адамның болашақ іргетасын қалыптастырушы білім берудің бастауыш сатысындағы кең ақпарат көлемі болса, кіші мектеп жасындағы оқушыларға оларға көзқарасын реттеу, оны дұрыс қолдану үшін қажет ақпараттық мәдениет, ақпараттық сауаттылықтарын қалыптастыру өзектілігі туындайды. Ақпараттық сауаттылық ақпараттық әлемге бағдарлануға, ақпараттық міндеттердің өзгеруіне байланысты бағытын өзгертуге, икемделуге мүмкіндік береді. Сондай-ақ ол ойлау әрекетінде қолданылатын талдау, мақсат қою, шешім қабылдау, бақылау және бағалау тәрізді зияткерлік біліктерден құралады. Осы тұрғыдан бұл тақырып мұқият зерттеу жүргізуді қажет етеді.

Мақаланың мақсаты – бастауыш сынып оқушыларының ақпараттық сауаттылығын қалыптастырудың теориялық мәселелерін қарастырып, оның тиімді жолдарын, әдістерін эксперимент нәтижелері негізінде ұсыну болып табылады. Зерттеу мақсатына жету үшін келесі міндеттер қойылды: «ақпараттық сауаттылық» ұғымын талдау және ұғымға анықтама беру; бастауыш сынып оқушыларының ақпараттық сауаттылығының қалыптасу деңгейін анықтау; аталған мәселе бойынша негізгі өлшемдер мен компоненттерді ашып көрсету; бастауыш сынып оқушыларының ақпараттық сауаттылығын қалыптастырудың тиімді жолдарын ұсыну.

Мақалада «ақпараттық сауаттылықты» ұғымын білдіретін біліктер оның көрсеткіші ретінде қарастырыла келе, даму деңгейлері сараланған. Тұлғаның ақпараттық сауаттылығы ақпараттар легінің күрделі үдерістерін талдауға мүмкіндік беретін оның мотивтері, білім, біліктері мен қабілеттерінің жиынтығы деген қорытынды жасалынған.

*Кілт сөздер:* ақпарат, ақпараттық сауаттылық, мотивация, ақпараттық белсенділік.

**Introduction.** Education is a continuous process of education and training aimed at ensuring the highest level of moral, intellectual, cultural development and professional education of members of society [1]. Today, the school pursues the goal of forming a person who is competitive, ready to master the national culture, knowledge of various directions, flexible and quickly perceives the information space, mastering new information technologies.

In connection with the development of the education system, information technologies have also developed. Computer technology, a system that allows you to effectively use and process various streams of information in education, has become widely used. This forms the information culture of Primary School students, facilitates

the educational process. Therefore, today there is a need to consider the issue of competent use of Information Technology in the primary educational process, taking into account the individual characteristics of 44 students [2].

The flow of information in accordance with the requirements of modern society is increasing every day. An important condition for a person's successful life in an information society is to be information literate. Information literacy refers to the necessary and sufficient presence of information knowledge and skills that allow access to information and knowledge.

Information literacy – the ability of a person to solve simple educational and information tasks arising in the educational process on the basis of knowledge and skills in the field of

information activity in accordance with the mastered value system [3].

The concept of “Information Literacy” first came into use in 1977 in the United States in the National Higher Education Reform Program. A great contribution to the disclosure of the essence of this concept was made by the American Library Association, which established the definition of “An information literate person is a person who can receive, enter, evaluate information and use it more effectively”.

The concept of “Information Literacy” has become widespread not only in the United States, but also in some countries of the world, where this term is interpreted as the ability to meet the need for information, the ability to find information in an optimal way.

In the research of B. V. Avvo and E. S. Zaire-Beck, an information literate person is characterized by the ability to identify information problems, select resources that correspond to their solution, find information and place it in a voluminous environment, read, accumulate materials, evaluate products and solve problems [4]. At the same time, they show that there is a common degree of relationship between literacy and access to information and communication technologies. Both concepts are closely related to the educational achievement that a person receives through communication and Means. They are the conditions for entering into a full relationship in the life of society. They require working with physical artifacts (books, computers); attention to the sources of information contained in it; at the same time, they describe the ability to determine the essence of the material obtained from the information and the possibility of its application. Competent work with information communication technologies is not limited to the ability to obtain information, it requires the presence of the ability to perceive information, strive to produce information or products of a new value, to materialize it.

Teaching a student to act within the framework of a certain information task, boldly living in a rich stream of information, can be carried out through a system- activity platform. The system-activity platform contributes to the

formation of information literacy of a person, considering him as a user, consumer, producer of information, the executor of information tasks that he must solve in the course of his educational and professional activities. Thus, the education system not only provides knowledge within the framework of academic disciplines, but also teaches the ability to apply knowledge, solve information tasks based on the formation of experience of information activity.

Information literacy assumes the presence of knowledge, skills, skills in the field of information activity, as well as a valuable attitude to the work of creating an information product.

Information literacy allows you to orient yourself in the information world, change direction, adapt to changes in information tasks. It is also made up of intellectual skills such as analysis, goal setting, decision-making, observation and evaluation that are used in thinking and speech.

**The main part.** The purpose of the study of this topic was to provide effective ways to form information literacy of Primary School students, in accordance with which the following forms of work were carried out with primary school students:

The level of information literacy of Primary School students: for the purpose of determination, an experimental stage was established and the extent to which the following skills were developed:

Skills related to the increase in information literacy:

– a group of creative and aesthetic skills (ability to compose a story, analyze the text of Information, feel personal information needs, use supporting and supporting information);

– interactive skills group (ability to freely enter thoughts, conduct a dialogue competently, be able to work with personal and community-oriented sources of information, appear in public, work in a group with any type of information);

– skills of critical analysis (objective assessment of information, differentiation of information sources);



– security skills (ability to comply with regulations in working with information sources, the ability to maintain confidentiality in the internet system, work in accordance with the rules in various forms of Registration (Account), compliance with ethical standards on the internet);

– the ability to manage information (the formation of taste for any type of information, the ability to compare, systematize) [5, 6].

For this purpose, works consisting of several forms were organized. These are: Analysis of the given text, participation in the dialogue, evaluation of Information, Classification of information sources, work with the internet, solving problem situations, showing videos.

Theoretical knowledge of Primary School students about information: a survey was conducted to determine the extent of their concepts. The survey included questions such as:

- What is information?
- What types of information are there?
- Who or what can be called informants?
- How do you understand the concept of Information Literacy?
- What sources of information do you know?
- Looking for more information?
- What are you interested in on the internet?
- What information do you view from your smartphone?
- “What information do you want to know?”
- How do you assess your information literacy?

Students of the 4th grade (51 students) took part in the above types of work. The work of Primary School students with the text, their activity, and their responses to the questionnaire were fully accepted and analyzed. The types of work that were difficult for students were identified.

In general, at the experimental stage, such research methods as pedagogical, psychological analysis, accumulation, evaluation of the obtained data, obtaining quantitative and qualitative data were carried out.

In order to determine the formation of information literacy of Primary School students, we decided to reflect the results of the work

carried out by the following components and levels.

In general, the following components of information literacy of Primary School students can be distinguished:

– motivational (interest in educational and informational activities, the ability to consciously understand the need for information);

– cognitive (knowledge at the level of the presence of simple concepts-concepts in the context of information activity);

– operational (mastering methods of searching, processing and storing information);

– value (perception of information and working with it as value).

Subject Information Literacy is a system in which all components are closely interconnected, which cannot be singled out separately. The formation of information literacy is carried out in the process of collecting the experience of information activity, on the basis of which information activity is carried out and the ability to work with information is formed [7, 8, 9, 10]. It is known that no person performs any action if he has no interest in its result. Therefore, in addition to the cognitive and action components, information literacy also includes an emotional and value component.

According to these indicators, we can establish high, medium and low levels of development. This allows us to take a differentiated look at the development of Information Literacy.

According to the types of work in Form 1, carried out with primary school students, it was noted that primary school students understood the need and felt the value of information, but had little skill in direct work with it, analysis, accumulation, dissemination. It is not enough to strive for it and understand its value in order to be a person with a general complete information literacy. It is necessary to face the information, find its node, try to solve the problem in it, try to process it on its own.

From the results of the survey, it was found that the scope of understanding of information is narrow, it is perceived only as data, information given during a specific lesson.

Combining the quantitative data obtained as a result of organizing these two types of work, we decided to show the above information

literacy components at high, medium, low levels in the form of a descending diagram.

Here you can see that the motivational and value components are at a high level, and, on the contrary, the cognitive and action levels are at a fairly low level. It should be noted that in general primary school students, 47.4% of students in the formation of the cognitive component of information literacy are at a low level, 38.6% are at an intermediate level, 14% are at a high level, 62% of students in the formation of the activity component are at a low level, 23% are at an intermediate level, and the remaining 15% are at a high level. Therefore, through the forms of work carried out, accurate quantitative and qualitative data were achieved and it was determined that work should be carried out to improve this indicator.

From the forms of work carried out with primary school students in the course of the study, the following conclusions can be drawn. In addition to the works in Form 1, in the questionnaire “What is information? What types are there? What sources of information do you know? Looking for more information? in general, primary school students often strive to fully understand the educational material related only to the topic of the lesson, although they are interested in finding additional information, but their ignorance of the path prevents them. “What are you interested in on the internet?” from the answers to the question, it was

found that they often turn to the internet in search of interesting information, but the information that does not correspond to the age characteristics of children makes them wrong, they cannot find out the truth, in the end, their interest subsides and their desire to achieve their original goals decreases.

Another thing is that primary school students know how to work with many modern devices and techniques that meet the Times of digital globalization, but it is not enough for the environment to positively influence and guide them to use them for the right purposes. “What information are you looking at?” the answers to the question were motivated.

In this sense, they often try to store more digital information in their minds and fix it in their memory visually. “I don’t know,” he said. It is clear that later it causes some difficulty in the children’s expression of their thoughts, participation in discussions in a group, persuasion of their point of view.

The correct Organization of free time for Primary School students also has a significant impact on the formation of information-literate personalities. Because, having spent most of his extracurricular time playing games, studying techniques, he will not have enough time to search, conduct research, learn how to get sources of information, and practice using it in any situation.

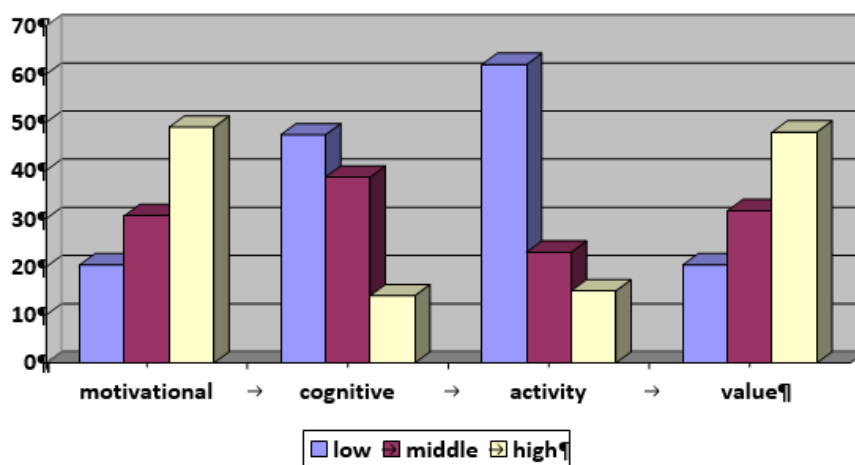


Figure 1. The level of formation of Information Literacy of Primary School students

“What information do you want to know? From the answers to the questions” How do you assess your information literacy”, it was concluded that, in general, the overwhelming majority of Primary School students have an interest and desire to learn information, but still need to work on the formation of Information Literacy. We think that it is important for him to create the right environment, positively influence the teacher, parents, comrades.

**Conclusion.** The analysis of philosophical, scientific-pedagogical, psychological literature on the research problem was carried out. It was determined that the relevance of the topic is higher than in any field of science. As a result of a review of the theoretical literature, we can draw the following conclusions.

Determining the essence of the concept of information literacy, we can say that for the effective construction of the educational process, it must be organized on the following conditions:

- based on the needs of the student and taking into account his level;
- introduction of students to information activities in all academic disciplines;
- the presence of a practical orientation and orientation to the implementation of information tasks;
- based on active learning methods;
- take into account the tasks set by the student in the educational process;
- assistance in the field of where and how to apply the acquired knowledge and skills;
- use logic and sequence of tasks that ensure the consolidation of new experience, complicate educational tasks [11, 12, 13].

As a result of practical work with primary school students, we find out that it is necessary to increase the level of formation of information literacy of Primary School students, which can be carried out using the following teaching methods:

1. Approaches to critical assessment of the implementation of the task (has the result been achieved? What is not enough to achieve?).
2. Reflexive approaches (implementation of critical assessments, reflexive questions).
3. Explanation, narration, discussion (joint completion of the task, exchange of views).
4. Demonstration method.

5. Practical methods (exercises). This method includes information search, logical exercises (classification, comparison, description, construction of patterns, etc.), information search, processing, creation of an information product.

6. Work with a scientific text. This method consists in analyzing keywords, language material marked in the scientific text, determining the topic, replacing the type of scientific information, etc.

7. The method of developmental learning involves the identification and implementation of educational tasks together with students.

8. Method of situational tasks. This method aims to teach students to actively solve learning problems, create realistic situations, teach students to quickly adapt to the type of information, quickly find the necessary information, and actively use their knowledge.

9. Method of Control and evaluation (evaluation of the result of the implementation of the task according to the model, mutual evaluation) [14, 15].

Thus, the task of forming information literacy of Primary School students can be implemented by involving students in information activities that imply the search, processing and storage of information. In each lesson, after a small talk about the topic, it is advisable to create a situation of goal setting. The child must be able to set his own goal in the lesson, without which his thinking activity would not take place.

It is also effective to systematically perform information search activities and build the educational process on the model of information activity. Only in continuous information-search practice will the experience of information activity be formed.

Thus, we come to the conclusion that information literacy of a person is a set of his motives, knowledge, skills and abilities that allow us to select, Use, create, critically analyze and disseminate information messages of various forms, genres, analyze complex processes of information flow, therefore, we should strive to make today's primary school students a person who understands the essence of full - fledged information literacy at this age, master its basic skills and skills.

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