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THEORY AND TRAINING AND EDUCATION TECHNIQUE**RATIONALE FOR TRAINING STUDENTS TO INDEPENDENTLY SEARCH FOR AND SELECT EDUCATIONAL INFORMATION***Erkinjon Rakhmonov**Senior Lecturer, Karshi state technical university,
Uzbekistan, Karshi**E-mail: raxmonoverkin8519@gmail.com***ОБОСНОВАНИЕ ОБУЧЕНИЯ СТУДЕНТОВ САМОСТОЯТЕЛЬНОМУ ПОИСКУ И ВЫБОРУ ОБРАЗОВАТЕЛЬНОЙ ИНФОРМАЦИИ***Рахманов Эркинжон Комил угли**ст. преподаватель,
Каршинский государственный технический университет,
Республика Узбекистан, г. Карши***ABSTRACT**

The article presents a comprehensive methodology designed to provide students with the skills to search for and select learning information on their own. Through the application of a structured framework that includes critical thinking, internet research skills, and source evaluation, the methodology aims to enhance students' ability to navigate the ever-expanding virtual universe of information. Using live examples and practice-based methods, instructors will be in a more effective position to foster an independent learning environment to enable students to become critical selectors of information.

АННОТАЦИЯ

В статье представлена комплексная методология, разработанная для предоставления студентам навыков самостоятельного поиска и выбора учебной информации. Благодаря применению структурированной структуры, включающей критическое мышление, навыки интернет-исследования и оценку источников, методология направлена на повышение способности студентов ориентироваться в постоянно расширяющейся виртуальной вселенной информации. Используя живые примеры и практические методы, преподаватели будут находиться в более эффективной позиции для содействия созданию независимой учебной среды, позволяющей студентам стать критическими селекторами информации.

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

Ключевые слова: самостоятельное обучение; образовательная информация; методология исследования; критическое мышление; информационная грамотность.

Introduction

Due to the world's information explosion, the ability to search and select educational information independently is integral to students' academic success as well as to their personal development. The age of the internet brings a wealth of resources, but also problems such as misinformation and information overload. This paper aims to highlight the importance of training students to independently search for and evaluate educational information effectively. It offers a process that can be followed by teachers to enable students to develop their research skills. Through the focus on critical evaluation and effective search strategies, the proposed process is intended to produce not only informed individuals but also lifelong learners capable of handling diverse sources of information.

Research methodology

The research adopts a qualitative approach to gather in-depth insights into the significance of teaching independent information-seeking skills. This qualitative framework allows for a comprehensive understanding of scholars' views on the topic.

Results

Fostering a culture of critical thinking and well-informed decision-making requires letting students look for and choose educational materials on their own. This article's technique serves as a teacher's manual for fostering pupils' capacity for research so they can become independent in the world of digital information. Stu-

dents that use this method become better and more autonomous learners by being able to handle the large amount of information that is presented.

Discussion

In today's era of digital science, the ability to independently search and select study material has become an essential skill set for students. Because there's too much information available on the net, it is essential that students learn the art of distinguishing authentic sources from fake ones. This article discusses a successful methodology crafted to enable teachers to prepare students to navigate the virtual world confidently. The first step of the methodology is the inculcation of an information literacy base. Information literacy is the ability to recognize where information is needed and locate, evaluate, and utilize the information efficiently. With this fundamental competence, students become able to appreciate the role of research and processes of ethical gathering of information. The ideas could be introduced to the students through workshops or specialty courses focusing on the relevance of information literacy for their studies. Second, the students need to be taught effective searching skills. This includes training them on how to use search engines, academic databases, and digital libraries optimally. Providing the students with practical exercises in generating effective searching phrases from keywords, Boolean operators, and expert searching options can greatly enhance the quality of the obtained data. Through exposure to multiple strategies of searching, the students are able to develop their digital research skills, enabling them to select related and academic sources. Source evaluation is also a significant component of the strategy. Finding information is not sufficient; students must learn to critically evaluate sources' credibility, relevance, and bias. Teachers can suggest standards such as the CRAAP test (Currency, Relevance, Authority, Accuracy, Purpose) to allow students to evaluate information in a systematic manner. Discussion with students on source evaluation instills a culture of critical thinking and fosters a questioning attitude that can be transferred across courses [1, p.100].

Incorporation of technology tools into the training also enhances the methodology. Such tools as citation management software make it easier for the students to organize their research better and adhere to proper citation standards, key in academic work. Additionally, collaborative platforms allow the students to exchange resources and findings with other people, establishing a community of learners who assist one another in the research process. Hands-on activities and project-based learning form the hallmark of this technique. Independent research-required project work makes students exercise their skills for real-life implementation. Assignments by teachers asking students to make choices and undertake independent research boost participation and engagement. Practical exercises of research ability fortify command of the topic as well as self-confidence when making independent inquiry.

Reflection and feedback are also critical in student training. The provision of peer review workshops and

reflection time allows students to reflect on their research process and product. Educators can guide students to engage in the cultivation of reflective practice so they can share what was effective, what was not effective, and how they can modify their research techniques in subsequent studies. The emphasis on reflection fosters continuous improvement and adaptability. In order to address diverse needs of the students, the method should employ diverse teaching styles such as visual aids, workshop-type engagement, and internet-based knowledge. Different students may find certain approaches more acceptable, and offering a mixture of teaching techniques will enhance the effectiveness of the training. It is possible for teachers to get students to collaborate and share their personal approaches, thus enriching their collective learning process.

Training students to independently search for and select educational information is crucial in the digital age. A solid methodology should emphasize information literacy, critical thinking, and practical skills. Dr. Christine Bruce, an authority on information literacy, highlights the need for students to navigate the information landscape effectively. She suggests that educators incorporate reflective practices to help students assess their information-seeking strategies. By reflecting on their experiences, students will better understand how to evaluate the credibility of sources [2]. Similarly, Dr. Michael Caulfield, a specialist in digital literacy, underscores the importance of teaching students to interrogate information. He proposes that educators introduce exercises that compel students to evaluate the authority and purpose of the content they encounter. This critical examination empowers students to discern quality information, preparing them for future research tasks [3]. By implementing these insights and focusing on practical application, educators can create a comprehensive training program that equips students with the skills needed for independent learning.

Monitoring students' progress is fundamental in gauging the efficacy of the training method. This can be done through frequent quizzes on information literacy, personal confidence ratings at independent searching, and assessments of their research projects. This will serve the instructors to determine the areas that need improvement and make their teaching methods accordingly. Educating students to search and choose educational information independently is a complex task that demands systematic effort. By focusing on information literacy, successful searching, source criticism, integration of technology, experiential learning, feedback, varied instructional strategies, and continuous evaluation, instructors can equip students with the skills they need to thrive in the current information landscape. Such a strategy builds autonomous learners who will be capable of critically analyzing the issues of the digital age, ultimately guaranteeing success in their academic and professional careers.

Conclusion

Allowing students to search and select educational content independently is essential in fostering a culture of critical thinking and informed decision-making. The

methodology presented in this article is a teacher's guide to promoting students' research capabilities, allowing them to be self-reliant in the digital information world.

By employing this method, students are enabled to handle the vast volume of information present, becoming better and more independent learners.

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