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THE FORMATION OF INFORMATION COMPETENCE IN PRIMARY-SCHOOL LEARNERS IN ENGLISH LESSONS

This article is about specific features of information competence in primary-school learners in English lessons; describes the need to formation of information competence in elementary school. Ways for the formation of this competence in primary-school learners is proposed.

Key words: information competence, information literacy.

One of the priority tasks of the modern school is to create the necessary and full-fledged conditions for individual development of each child, formation of an active position of subjectivity students in the learning process. The teacher should create conditions for formation and development of key competences of pupils. One of the necessary competences is information competence. Information competence provides skills in working with various information sources: books, textbooks, reference books; the ability to independently search for, retrieve, organize, analyze and select the necessary information, to organize, to convert, store, and transmit it; possession of skill navigate the information flows, the ability to allocate them in the most important and necessary .

Society "Epochistic information" requires the release of modern navigation of the XXI century:

- ✓ critical thinking and changing use of his problems (flexibly adapts to smaller life situations);
- ✓ information literacy (the ability to quickly and effectively seek information, critically and competently evaluate and comprehend information, the ability to use it creatively and creatively);
- ✓ information and communication literacy (the use of computer technology as a tool for communication, research, organization, evaluation of information, knowledge of basic ethical and legal issues related to access and use of information).

Every day, children encounter a flow of information that needs to be thoroughly thought out, analyzed and conclusions drawn. But the teacher's task is to teach everyone to identify the problem on their own, to find ways to solve it, to creatively approach it. The process of forming information competence influences the performance of students. In the study of academic achievements in recent years, you can see the increase in the level of student achievement, develop personal qualities: independence, research skills, reflection of their own activity, critical thinking skills, motivation for professional activity. Any education in the modern world requires a

person of self-discipline, responsibility and self-study, self-seeking information that lasts all professional life.

Focusing on the modern labor market, students need to develop competencies that allow them to use technologies and knowledge that meet the needs of the information society. That is why it is important for students not only to be able to operate their knowledge, skills and abilities, but also to be ready to change according to new needs of the labor market, to operate and manage information flows, to act actively, to make quick decisions, to learn throughout life, to be competent.

Information competence is important for people at any age, but we need to start formation it in elementary school. Psychologists say that 6-11 years is the best age to study. Primary-school learners have a good memory, they want to learn something new every day, they learn so quickly. Kids can find answers to their questions and learn on their own, but they don't know how to do it. Usually teachers and parents provide ready-made information. Students remember the material, but they are not able to independently search for information, work with books or search engines on the Internet. It is important to teach children to learn, not just to give ready-made information.

Information competence is the ability to independently search, analyze and retrieve the necessary information, process it, store and transmit it using technical means and information technology. This competency provides students with the skills to work with information contained in educational subjects and educational fields, as well as in the outside world.

Information and communication competence - the ability of the student to use information and communication technologies and appropriate tools to perform personal and socially significant tasks.

When I started as a teacher, I realized that one of the biggest problems was excessive parental care. Most homework is done by parents, not children. For example, in a nature lesson, each child was given the task with drawing a picture. The next day I saw that all the pictures were drawn by parents. Parents do the tasks of their children and think they are helping their children.

It's wrong way. As a result, children are unable to draw, cannot find text in the textbook, cannot find the answer to questions, and are unable to use books or the Internet at all. The right way is to develop information literacy. Information literacy is the set of integrated abilities encompassing the reflective discovery of information.

Learners who are developing their information literate abilities

- exhibit mental flexibility and creativity
- understand that first attempts at searching do not always produce adequate results
- realize that information sources vary greatly in content and format and have varying relevance and value, depending on the needs and nature of the search
- seek guidance from experts, such as librarians, researchers, and professionals [1, p.8]

Formation of information and communication competences takes place in the process of various types of activities in lessons and outside the lessons: active, interactive, individual, group.

First and foremost we have to stop doing the tasks of our children at home and giving ready-made information at the lessons.

Then we can suggest some tasks to formation an information competence:

Sample task 1: The teacher splits the children into 2-3 groups and asks them a question. Then he/she tells each team to read the texts and underline key points. The texts should be different. Together the children will find the answer to the problem and learn how to work with the information.

Sample task 2: For homework in the English lessons, the teacher can suggest to find a video or story about wild animals (each child chooses one animal). This task will help learners learn how to work with information on the Internet.

In conclusion, it should be noted that the formation of information competence will not only teach children to work with information but also develop learner autonomy.

In conclusion, we think that the formation of information competence will not only teach children to work with information, but also to develop student's autonomy. The formation of students' information competence will satisfy the basic requirement for the quality of modern education - the ability to navigate the global information space, the ability to work with large and constantly changing masses of information, the possession of information culture.

REFERENCES

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