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THE PEDAGOGICAL SIGNIFICANCE OF THE COMPETENCY-BASED APPROACH IN DEVELOPING STUDENTS' INFORMATION MOBILITY

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Abstract

This article examines the pedagogical significance of the competency-based approach in developing students' information mobility in higher education. In the context of rapid digital transformation, students are expected not only to receive information but also to search, analyze, select, interpret, transform, and apply it effectively in academic and professional situations. Information mobility is considered as an integrative quality that combines digital literacy, cognitive flexibility, communicative readiness, independent learning skills, and the ability to adapt to changing information environments. The article emphasizes that the competency-based approach creates favorable pedagogical conditions for forming these qualities because it shifts the focus of education from passive knowledge acquisition to practical, problem-oriented, and self-directed learning. Special attention is paid to the role of interactive methods, project-based tasks, digital resources, critical thinking activities, and reflective assessment in strengthening students' information mobility. The study argues that the development of information mobility contributes to students' professional adaptability, academic independence, and readiness for lifelong learning. It is concluded that the competency-based approach is an effective methodological basis for preparing future specialists who can act flexibly, responsibly, and productively in a modern information society.

Keywords: Information mobility, competency-based approach, digital literacy, higher education, pedagogical conditions, independent learning, professional competence, information culture.

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Introduction

Annotatsiya: Ushbu maqolada oliy ta’lim jarayonida talabalarning axborot mobilligini rivojlantirishda kompetensiyaviy yondashuvning pedagogik ahamiyati tahlil qilinadi. Raqamli transformatsiya sharoitida talabadan faqat tayyor axborotni qabul qilish emas, balki uni izlash, tahlil qilish, saralash, talqin etish, qayta ishlash va o‘quv hamda kasbiy vaziyatlarda samarali qo‘llash talab etiladi. Axborot mobilligi raqamli savodxonlik, kognitiv moslashuvchanlik, kommunikativ tayyorgarlik, mustaqil ta’lim olish ko‘nikmalari va o‘zgaruvchan axborot muhitiga moslasha olish qobiliyatini birlashtiruvchi integrativ sifat sifatida qaraladi. Maqolada kompetensiyaviy yondashuv ta’lim mazmunini passiv bilim o‘zlashtirishdan amaliy, muammoli va mustaqil faoliyatga yo‘naltirishi sababli mazkur sifatlarni shakllantirish uchun samarali pedagogik asos bo‘lishi ta’kidlanadi.

Kalit so‘zlar: axborot mobilligi, kompetensiyaviy yondashuv, raqamli savodxonlik, oliy ta’lim, pedagogik sharoit, mustaqil ta’lim, kasbiy kompetensiya, axborot madaniyati.

Аннотация:
В статье рассматривается педагогическое значение компетентностного подхода в развитии информационной мобильности студентов в системе высшего образования. В условиях цифровой трансформации от студента требуется не только восприятие готовой информации, но и умение искать, анализировать, отбирать, интерпретировать, перерабатывать и эффективно применять её в учебных и профессиональных ситуациях. Информационная мобильность рассматривается как интегративное качество, объединяющее цифровую грамотность, когнитивную гибкость, коммуникативную готовность, навыки самостоятельного обучения и способность адаптироваться к изменяющейся информационной среде. В статье подчёркивается, что компетентностный подход создаёт благоприятные педагогические условия для формирования данных качеств, поскольку ориентирует образовательный процесс на практическую, проблемную и самостоятельную деятельность студентов.

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Ключевые слова: информационная мобильность, компетентностный подход, цифровая грамотность, высшее образование, педагогические условия, самостоятельное обучение, профессиональная компетентность, информационная культура.

Introduction

The development of students' information mobility has become one of the essential pedagogical tasks of modern higher education. In contemporary learning environments, information is constantly renewed, expanded, and transformed through digital technologies, online platforms, scientific databases, artificial intelligence tools, and interactive communication systems. Therefore, the student is no longer expected to remain only a recipient of knowledge; instead, the student must become an active participant in searching, selecting, evaluating, processing, and applying information in different academic and professional contexts. Information mobility reflects the learner's ability to move flexibly within information flows, adapt to new sources, use digital tools responsibly, and transform available information into meaningful knowledge and practical action. The competency-based approach is especially important in this process because it connects knowledge with activity, values, skills, and real-life application. Unlike traditional approaches that mainly focus on memorization and reproduction of theoretical material, competency-based education emphasizes the formation of practical readiness, independent thinking, problem-solving ability, communication skills, and professional adaptability. In this regard, the development of information mobility becomes not an additional element of education, but a core component of professional preparation. A student with developed information mobility can analyze educational tasks independently, compare different sources, identify reliable data, use digital technologies effectively, and make justified decisions.

In pedagogical higher education, this issue has particular relevance because future teachers must not only master information themselves but also teach others how to work with it. Their professional competence depends on the ability to organize learning in an information-rich environment, guide students toward critical thinking, and create conditions for independent knowledge construction. Thus, information mobility is closely related to digital literacy, methodological culture, communicative competence, and lifelong learning readiness.

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The pedagogical significance of the competency-based approach lies in its capacity to make learning more purposeful, active, and practice-oriented. Through project work, case analysis, research assignments, interactive methods, reflective tasks, and digital educational resources, students learn to use information not mechanically, but creatively and critically. Such learning develops intellectual independence, academic responsibility, and the ability to adapt to changing educational demands. Consequently, the competency-based approach serves as a methodological foundation for preparing students who are capable of functioning effectively in the modern information society.

Methods

The methodological basis of this study is formed by pedagogical analysis, comparative interpretation, and theoretical generalization of scientific approaches related to competency-based education and students' information mobility. The research focuses on identifying how educational content, teaching methods, digital resources, and assessment procedures can contribute to the formation of students' ability to work independently and effectively with information. The study considers information mobility as a complex pedagogical phenomenon that includes searching for information, evaluating its reliability, selecting relevant materials, transforming data into knowledge, applying information in practical situations, and adapting to new digital learning environments.

The research logic is based on the integration of several methodological principles. The competency-based principle makes it possible to analyze learning outcomes not only as acquired knowledge, but also as practical readiness for action. The activity-based principle allows the educational process to be viewed through students' active participation in problem solving, project work, discussion, independent research, and digital interaction. The learner-centered principle emphasizes the importance of individual educational needs, motivation, self-control, and reflective skills. The technological principle focuses on the role of electronic platforms, online libraries, multimedia resources, and digital communication tools in expanding students' access to information and strengthening their academic independence.

In the process of analysis, special attention is given to pedagogical conditions that support information mobility. These include the use of problem-based tasks, project-based learning, case studies, collaborative work, independent

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assignments, electronic portfolios, and formative assessment. Such methods help students move from passive perception of information to its conscious interpretation and practical use. The study also considers the importance of developing criteria for assessing information mobility, such as the ability to define an information need, choose reliable sources, compare different viewpoints, organize information logically, present results clearly, and evaluate one's own learning progress.

The methodological approach of the article is theoretical and analytical in nature. It does not rely on experimental measurement but examines the pedagogical potential of competency-based education through the synthesis of existing educational concepts and practical teaching strategies. This allows the study to reveal the relationship between competency formation and information mobility as an important condition for improving the quality of higher pedagogical education.

Results

The analysis shows that the competency-based approach creates a productive pedagogical basis for developing students' information mobility because it changes the role of the learner from a passive recipient of information into an active subject of educational activity. In this model, students learn not only to remember theoretical concepts, but also to apply them in real academic and professional situations. As a result, information becomes a practical resource for solving problems, preparing projects, conducting research, communicating ideas, and making independent decisions. This strengthens students' ability to work with different information sources consciously and responsibly.

One of the main results is that information mobility develops more effectively when educational tasks are connected with problem solving and independent inquiry. When students are required to search for sources, compare materials, analyze digital content, and present their conclusions, they gradually form stable skills of information selection and transformation. Such activities improve critical thinking, academic independence, and the ability to distinguish reliable information from superficial or inaccurate data. In this sense, information mobility is not limited to technical digital skills; it also includes intellectual, communicative, methodological, and reflective components.

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The study also reveals that interactive and project-based methods have a significant influence on the development of students' information mobility. Group projects, case studies, discussions, presentations, electronic portfolios, and research assignments encourage students to use information in a purposeful and creative way. These methods develop cooperation, responsibility, argumentation skills, and the ability to present information clearly. At the same time, digital platforms and online resources expand students' access to educational materials and create opportunities for flexible learning beyond the classroom.

Another important result is the close connection between information mobility and future professional competence. For students of pedagogical universities, the ability to work with information is directly related to their readiness to organize modern lessons, use digital tools, guide learners' independent search, and create an interactive educational environment. Therefore, the development of information mobility contributes to the formation of future teachers who are capable of adapting to changing educational requirements.

Overall, the results indicate that the competency-based approach supports the systematic development of students' information mobility through practical tasks, digital learning resources, reflective assessment, and learner-centered interaction. This approach increases the quality of higher education by preparing students for independent learning, professional flexibility, and lifelong development.

Discussion

The discussion of the results confirms that students' information mobility should be understood as one of the key indicators of modern educational quality. In higher education, especially in pedagogical universities, the ability to work flexibly with information determines not only academic success but also future professional effectiveness. A student who can search for reliable sources, compare different viewpoints, critically evaluate digital materials, and apply information in practical tasks becomes more prepared for the changing demands of professional activity. Therefore, information mobility is closely connected with the broader goals of competency-based education.

The competency-based approach is significant because it transforms the educational process from content transmission into competence formation. In this context, the teacher's role also changes. The teacher is not only a source of knowledge but also an organizer of active learning, a consultant, a facilitator of

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independent inquiry, and a guide in the digital information environment. This requires the use of tasks that stimulate students' analytical thinking, creativity, communication, and self-assessment. When students participate in discussions, projects, case analysis, and research-based assignments, they develop the ability to use information as a tool for solving educational and professional problems.

Another important aspect is the integration of digital technologies into the learning process. Digital platforms, electronic libraries, online courses, multimedia resources, and artificial intelligence tools expand the possibilities of independent learning. However, the availability of information does not automatically lead to the development of information mobility. Students need pedagogical guidance to understand how to identify credible sources, avoid mechanical copying, organize materials logically, and present conclusions in an academically responsible way. For this reason, information mobility must be developed systematically through purposeful teaching methods and clear assessment criteria.

The discussion also shows that information mobility has a reflective dimension. Students should be able to evaluate not only external information but also their own learning strategies, mistakes, achievements, and future needs. Reflection helps them understand how they search, select, interpret, and use information. This strengthens self-regulation and supports lifelong learning readiness.

Thus, the competency-based approach provides an effective pedagogical framework for developing information mobility because it connects knowledge, action, responsibility, and professional orientation. Its implementation in higher education helps prepare students who can adapt to new information conditions, make independent decisions, and participate actively in modern educational and social processes.

Conclusion

The development of students' information mobility is an important condition for improving the quality of higher education and preparing future specialists for modern professional activity. In the digital educational environment, students must be able to search for information independently, evaluate its reliability, process it critically, apply it creatively, and adapt to changing information conditions. Therefore, information mobility should be considered not only as a technical skill, but also as an integrative pedagogical quality that includes

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cognitive flexibility, digital literacy, communicative readiness, reflective thinking, and responsibility.

The competency-based approach plays a significant role in the formation of this quality because it directs the educational process toward practical activity, independent learning, problem solving, and professional readiness. Through project-based learning, case studies, interactive methods, research assignments, digital resources, and formative assessment, students acquire the ability to use information purposefully and effectively. Such an approach strengthens their academic independence, critical thinking, self-regulation, and readiness for lifelong learning.

For pedagogical universities, the development of information mobility has special importance, since future teachers must be able not only to use information themselves but also to organize students' independent and responsible work with information. A teacher with developed information mobility can design modern lessons, apply digital tools, guide learners in selecting reliable sources, and create an active educational environment.

Thus, the competency-based approach serves as a methodological foundation for developing students' information mobility. Its consistent implementation contributes to the formation of flexible, competent, and socially responsible specialists who are capable of effective activity in a rapidly changing information society.

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