



# **CREATIVITY AND THE DEVELOPMENT OF INFORMATION HANDLING COMPETENCE**

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<b>Article history:</b>	<b>Abstract:</b>
<b>Received:</b> 20 <sup>th</sup> February 2025 <b>Accepted:</b> 11 <sup>th</sup> March 2025	This article provides information about the concept of creativity and its importance in the educational process. It includes scientific definitions of the word "creativity" as well as the thoughts of our ancestors. Creativity is the ability to imagine and evaluate. In addition, the scientific insights presented here are useful for all educators.
<b>Keywords:</b> concept, creative, creativity, personal ability, information, information gathering, reliable information, creativity development	

## **INTRODUCTION**

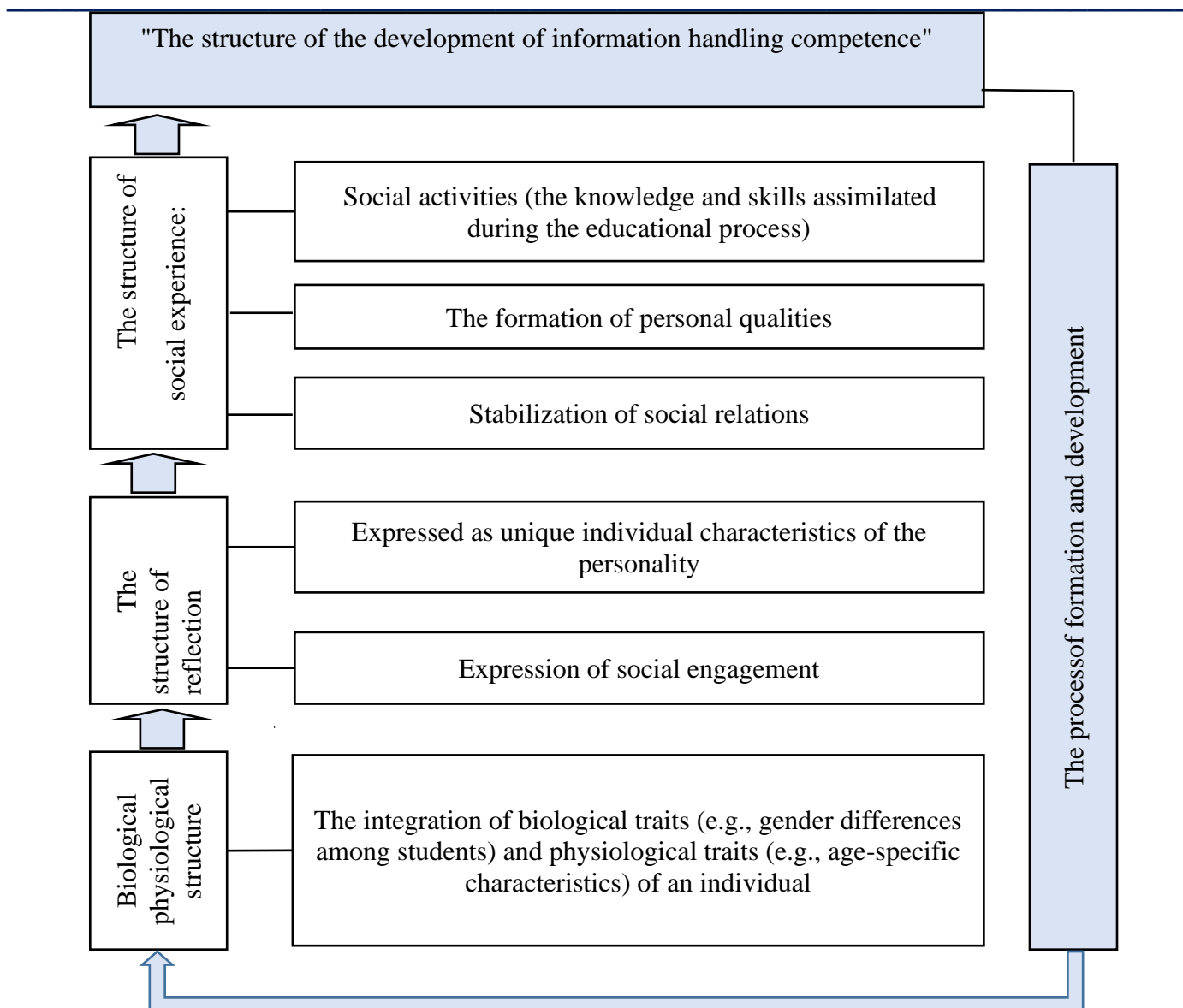
In today's digital age, creativity and information handling competence are essential skills for academic, professional, and personal growth. The vast availability of information requires not only the ability to locate and analyze data but also the creative capacity to transform that data into meaningful and innovative solutions. This article explores the relationship between creativity and information handling competence, highlighting their importance in fostering critical thinkers and problem solvers.

Creativity is commonly defined as the ability to generate original ideas, approaches, or products that have value. It extends beyond artistic expression, encompassing problem-solving, innovation, and adaptive thinking. In educational contexts, creativity encourages students to challenge conventional thinking, explore alternative perspectives, and develop unique solutions.

Key Components of Creativity:

- Divergent thinking (exploring multiple solutions)
- Problem identification and reframing
- Risk-taking and experimentation
- Synthesizing ideas from various domains

**Information Handling Competence.** Information handling competence involves the skills needed to effectively search, evaluate, manage, and utilize information from various sources. With the increasing accessibility of information through digital technologies, individuals must develop intellectual rigor to assess credibility and relevance. Developing creativity and information handling competence are interconnected processes that mutually reinforce each other. Creative thinkers rely on well-honed information handling skills to turn raw data into innovative ideas, while strong information competence enhances creative problem-solving by providing a solid foundation of knowledge. **Critical Analysis and Innovation:** Evaluating information helps identify gaps, encouraging creative exploration and novel solutions. **Information Synthesis:** Combining data from diverse sources fosters new perspectives, enhancing creativity in problem-solving contexts. **Adaptive Learning:** Handling information efficiently equips learners to adapt to evolving knowledge landscapes, thereby nurturing flexible and creative thinking. ( see figure1.1). In today's world, where the volume of information is constantly expanding, society demands that its members do not accept information "...at face value, but instead approach it critically and creatively, distinguishing what is important and useful for themselves through logical thinking. ." Currently, it has become increasingly difficult to control the content of information and manage the methods and means of its dissemination through mass media.



1.1-figure. Structure of the development of information handling competence

The Socio-Pedagogical Necessity of Developing Students' Competence in Working with Information and Its Sources  
 Regardless of age, individuals are increasingly affected—either positively or negatively—by information. Therefore, "...considering the fierce struggle around the world today to capture the minds and hearts of the population, especially the youth, we must never slacken our efforts in educating our children and developing their moral and intellectual foundations. On the contrary, we must take them to a new level."

In the field of education, the rapid growth and broad scope of information, along with the increasing use of technological tools in working with it, require the development of essential skills among learners. However, there are noticeable gaps between general secondary education and the next stages of education in this regard. These include: having access to necessary information for independent learning; being able to extract relevant information from available sources; processing and reworking information; having access to information databases; and applying information in practical activities. Indeed, as students progress to higher levels of education, this process evolves and becomes an integral part of the pedagogical experience. From this perspective, the development of students' competence in working with information is of great importance.

From a pedagogical standpoint, developing students' competence in working with information is essential. One can say that the general aspect of forming key competencies is that working with information plays a leading role in the formation and development of both key and subject-specific competencies:

1. Working with information in the process of forming communicative competence:
2. In the process of developing communicative competence through working with information:  
 Acquiring the necessary information to engage in communication processes;  
 Not only absorbing information from sources, but also being able to articulate it effectively in daily social interactions.
3. In the process of developing information competence through working with information:  
 Extracting necessary information from sources and transforming it into various formats (text, tables, diagrams, etc.);  
 Converting statistical data from one type of representation (bar, line, and pie charts, tables, illustrations) into another.
4. In the process of developing self-development competence through working with information:

Identifying necessary information for self-development, receiving, assimilating, and applying it effectively;  
Evaluating the authenticity of information, managing one's activities based on acquired information, and adjusting them when necessary.

5 In the process of developing active civic competence through working with information:

Being informed about events and phenomena occurring in social life;

Knowing and respecting civil rights and responsibilities, being aware of state symbols and treating them with respect.

6. In the process of developing national and universal cultural competence through working with information:

Gaining and enriching knowledge about national traditions, homeland history, great scholars, national and universal culture.

7. In the process of developing competence in mathematical literacy, science, and technology awareness:

Possessing mathematical knowledge necessary for everyday life (calculations, diagrams, tables, etc.);

Being informed about updates in science and technology fields.

Thus, key competencies are formed and developed in interconnection and consistency. Furthermore, the development of students' competence in working with information and its sources provides several opportunities for the field of education:

1. The sources and reserves of information are limitless, so it is important for learners to be able to work with information from various sources as active consumers. Using information sources first of all implies awareness of the source itself and the information it contains. In the educational process, sources of information include teachers, printed publications, information and communication technologies, and social groups. Teaching students to work with information sources is implemented gradually. It involves searching for necessary information, storing it, interpreting it, processing it when needed, using it, referencing appropriate sources, and creating simulations.

In primary education, the main source of learning materials is textbooks. Research and academic literature have also highlighted textbooks as the most essential source for developing students' skills in working with information. For instance, in developing a "culture of information consumption" during the educational process, textbooks are considered the primary source.

2. The ability to work with scientific research-related information in various subject areas requires the presence of well-developed information competence in learners. Educational information related to subjects reflects real-life events and facts. Incorporating scientific research information into the educational process is crucial. It allows students to build a knowledge base in specific fields and use that knowledge as information during their learning activities. Information related to science and education includes all scientific-technical and educational documents, as well as patents and inventions.

When integrating scientific and educational information into continuous education, factors such as age-appropriateness, subject relevance, integrity, volume, usability, and the value of the information (in terms of economic, social, or security perspectives) are considered.

Providing students with subject-specific information during the process of developing their competence in working with information is viewed as a factor in forming a fundamental reserve of information. A model was created to ensure the provision of necessary educational information based on today's demands, which involves regularly updating knowledge in relevant.

Developing students' competence in working with subject-related educational information is a complex process that requires reliance on core subject concepts encompassing subject content.

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