



Roles and Places of Modern Information Technologies in The Formation of The Information Culture

Yuldashev Utkir Zhumakuzievich¹

¹Kokand State Pedagogical Institute.

*Corresponding author's E-mail: Yuldashev Utkir Zhumakuzievich

Article History	Abstract
Received: 06 June 2023 Revised: 05 Sept 2023 Accepted: 06 Dec 2023	<i>The article deals with the problem of cultural and information approaches to the formation of information culture of schoolchildren in the context of globalization and digitalization of education.</i>
CC License CC-BY-NC-SA 4.0	Keywords: Approach, Cultural Approach, Informational Approach, Creative Potential

1. Introduction

Information culture determines the nature of the student's interactions with innovations in the field of information technologies, which do not act only as technical devices, since they have deeply penetrated all spheres of life of a modern person. The continuity of this connection is due to the interweaving of information technologies in everyday human life, as a result of which it is currently not possible to isolate them from the ideological and pedagogical context.

The continuing growth of the information industry once again emphasizes the need to analyze innovative technologies through the prism of ongoing ideological changes, which are most adequately reflected in modern pedagogy, one of the tasks of which is not so much deconstruction of the main categories as new formations noted in the structure of human worldview principles that allow them to correlate with the worldview built according to the requirements of society.

The progress of information technologies noted in the last decade was initially focused on rational and adequate principles of organizing human life, based on scientific rationality and democratic values. Nevertheless, it should be noted that today it is already obvious to everyone that information technologies can simultaneously generate processes that are destructive for the individual. The sufficient inconsistency of two diametrically opposed views quite often confronts modern scientists who express polar opinions on this issue.

Representatives of various scientific fields are puzzled by the problem of an adequate assessment of the role and place of modern information technologies in the life of society and each of its members. So I. A. Bronnikov notes: "< ... > The XX-I century almost completely removes the problem of alienation due to the fact that it removes the very problem of reality, which is not only alienated, but it disappears, along with the general substrate of human experience, replacing it with a set of relative worldviews" □1, p. 47□.

It is worth noting that now each individual is able to create his own unique reality through information technologies, and also to focus on the fact that this word is rarely used in modern literary sources without quotation marks: "< ... > everything around us is perceived as a quote, a certain convention, behind which it is almost impossible to find the origins and origin " □7, p. 291□.

A number of modern scientists, when defining the concept of "information culture", most often consider it through the prism of society. An example of this is the definition of the concept of "information culture" by such scientists as I. V. Lysak, who emphasizes that "< ... > it is inextricably linked with the social nature of a person, acting as a product of his creative abilities, the content side of subject-subject and object-object relations fixed through various material carriers " □8, p. 11□.

According to N. A. Teplaya, the primary importance in information culture should be given to universal values: "Information culture is a qualitative characteristic of human life activity in the sphere of acquiring, storing, transmitting and using information, in which universal spiritual values

take priority " □10, p. 8□. However, when focusing on the pedagogical consideration of significant values, the most important ones are: In addition to the use of information technologies (television, advertising, the Internet), the current situation cannot even be considered satisfactory.

The initiators of attracting public attention to the phenomenon of "information culture" were library employees. For the first time, bibliographers K. M. Voikhanskaya, B. A. Smirnova, and E. L. Shapiro used this concept in their works. It was librarians who were included in the main research asset of the Department of information Culture, mentioned earlier. Subsequently, a number of universities joined the department's activities (Samara and Kemerovo State Academies of Culture and Arts). By joint efforts of such organizations, the formation of essential ideas about information culture was achieved, which, being part of the general culture, interacts with social information focused on the formation of information qualities of the individual, as an area of scientific activity, acting as a consequence of the role of information in the development of society and the life of each individual, identified and recognized by the scientific community.

Let us turn to the publications of the famous philosophers A. A. Vinogradova, A. I. Rakitova, and A. D. Ursula in their works, where the concept of "information culture" has acquired a categorical status and has been applied in a broad special scientific context. Thus, according to the definition of one of the Russian experts in the field of informatization E. P. Semenyuk, the concept of "information culture " acts as"<...> the information component of universal culture, which is able to objectively characterize the level of all existing information processes and information relations in society " □9, p. 23□, and the author of a number of scientific works that reveal the essential basis of information, A. A. Grechikhin believes that information culture is "<...> informational activity that is axiological in nature, i.e. conditioned by the values of a common culture " □3, p. 15□.

In the course of the development of scientific and technological progress in the country, the concept we studied gradually absorbed the baggage of knowledge from various scientific fields, which, in fact, became the basis for using fundamentally new approaches involving information management, thereby achieving the set goal □of solving urgent problems of our time that lie in the space of the "information crisis "(information theory, cybernetics, semiotics, etc.).

Accordingly, during the construction, development and implementation of the theory of information culture, specialists representing such sciences as semiotics, linguistics, computer science, sociology, psychology, pedagogy, cultural studies, etc. were involved in the activities focused on the formation of its methodological foundations.

At the present stage of society, in our opinion, there is an urgent need to analyze, interpret and generalize the existing knowledge that lies in the space of the theory of information culture from the point of view of creating a new scientific discipline called information pedagogy, the theoretical basis of which is the definition of information culture by Professor M. G. Vohrysheva, in whose works it is<... > a part of culture characterized by the peculiarities of the functioning of information in society and the formation of information qualities of a person " □1, p. 57□.

Referring to the works of M. G. Vohrysheva is not accidental, in our opinion, today the complexity of building a theoretical basis for information culture lies in the need to take into account its integrative nature, so when considering the formation of the information culture of a student's personality, there is a need to take into account prerequisites from various fields of knowledge. However, in the course of research, it is necessary to create a kind of concentration of problems within the boundaries of a special scientific discipline - information pedagogy.

In this case, a significant emphasis is placed on the " human " nature of information culture, thereby emphasizing that it is closely connected not only, but also mutually conditioned by human behavior in the information environment. Naturally, the formation of a new scientific discipline that has emerged at the intersection of modern information technologies and culture requires solving related problems caused by the connection between the cultural heritage of society and its information development.

However, despite the wide range of publications that are devoted to information culture, in our opinion, it still does not have a well-established interpretation, which can be explained by "the multidimensional nature of the phenomenon under study, the multidimensional nature of its consideration and the relatively limited time period devoted to its research" □3, p.67□.

In the works analyzed by us when considering the problem field of information culture from the point of view of a scientific concept, the authors of the research use various approaches: culturological, informational, paradigmatic, informational-semiotic, psychological-pedagogical, socio-technological, etc.

The definition proposed by N. B. Zinovieva seems to be the most accurate from the point of view of the topic of our research, in which the author relies on the personality-oriented orientation of information culture, interpreting it as "< ... > harmonization of the inner world of the individual in the process of assimilation of socially necessary information " [4, p. 61]. Starting from the philosophical and activity-informational. Therefore, the concept of "information culture" that we are studying should be studied from the position of a tool for harmonizing the internal information and ideological component with the external information and energy environment.

We fully agree with the opinion expressed by Yu. S. Zubov and N. A. Slyadneva, in which information culture is represented not by a set of applied knowledge that is necessary in order not to "get lost" in the computer, but by the methodology, methodology and worldview of the information society [5, p.10].

The lack of a unified concept for the formation of an individual's information culture, combined with the task of preparing the younger generation for life in the information society, creates one large – scale task-building an effective training of the information consumer, capable of productive use of the acquired knowledge and information for both personal and socially significant purposes.

By the term "culture" we mean the level of development of any area of mental or economic activity. In this case, information culture can be considered as the level of formation of logical thinking and the ability to carry out system analysis and synthesis.

Based on the above, in order to achieve the optimal level of formation of the information culture of the individual, it is necessary to master a certain system of knowledge and moral and ethical norms and rules. Our conclusion is confirmed by the words of K. K. Kolin, namely: "The information culture of a person characterizes its ability to form and use information resources, modern information technology tools in the interests of the most effective provision of life and personal development" [4, p. 23].

Thus, information culture contains a person's readiness to accept new information, i.e. a specific level of development of their intelligence. Based on the above, we can say that the approach to studying the information culture of the individual as a special intellectual and functional system of its life support in the information space is of great methodological importance from the point of view of pedagogical science. In this case, for the formation of a person as a full-fledged member of the information society, first of all, it needs to acquire a new quality that determines its ability to the most optimal information interaction.

The purpose of teaching and educating the information culture of an individual can be represented in the form of rules of its behavior in the information society, which fit into the general humanistic culture of all mankind [2, p. 56]. In this regard, we raise the question – is a person capable of becoming an information cultural being only a consumer of information? The answer, in our opinion, is obvious. It is impossible to assimilate the elements of culture without a certain mental work, during which the individual becomes a co-creator of culture.

Optimal formation of an individual's information culture is closely related to the implementation of the creative activity of the intellect, whose creative capabilities are manifested in the flexibility of thinking, generating ideas, a clear vision of various problem situations and the ability to quickly solve them, the ability to think in analogies, as well as in the specific properties of memory to activate the necessary information.

Thus, the formation of information culture determines the need to develop personal intelligence qualities among them:

- 1) ability to analyze incoming information;
- 2) ability to build structural semantic models;
- 3) ability to organize;
- 4) knowledge of information sources;
- 5) knowledge of information search skills, which is the basis of information literacy;
- 6) development of system thinking;
- 7) acquisition of the necessary experience in the implementation of creative information activities;
- 8) ability to independently manage cognitive activity.

The degree of effectiveness of the information system depends primarily on two main factors. The first factor is the quality of the system under consideration and the amount of consumption of its resources. And to the second factor - the level of formation of the information culture of its consumers.

2. Conclusion

The modern historical period of development of society is characterized by the spread of the desire to form not only specific knowledge or skills, but also to educate the information culture of each individual as a whole. Studying the role that information culture plays on the formation of personal properties and qualities of a person, in our opinion, requires an analysis of the concept of "personality" as an expression of the qualitative certainty of an individual.

References

1. Bronnikov I. A. The future of political Internet technologies: two scenarios of development / I. A. Bronnikov // Power. - 2014. - No. 01. - p. 47.
2. Gorelova E. V. Informatsionnaya kul'tura i ee rol' v formirovanii lichnosti [Information culture and its role in personality formation]. cult.: 24.00.01 / E. V. Gorelova. - Nizhnevartovsk, 2008. - 135 p.
3. Grechikhin, A. A. Informatsionnaya kul'tura: Opyt tipologicheskogo opredeleniya problemy informatsionnoi kul'tury [Information culture: Experience of typological definition of the problem of information culture].(32)
4. Zinovieva N. B. Informatsionnaya kul'tura lichnosti: Vvedenie v kurs [Personal Information Culture: Introduction to the course]. Krasnodar: KGAK Publ., 1996, 136 p. (34)
5. Zubov Yu. S., Slyadnaya N. A. Chelovek v prostranstve i vremeni: Informatsionnyi aspekt problemy [Man in space and Time: Information aspect of the problem] // Information culture of the individual: Past, present, future: Tez. dokl. mezhdunar. nauch.konf. Krasnodar, 1996. - p. 16. (36)
6. Kolin K. K. Informatsionnaya tsivilizatsiya: budushchee ili real'nost'? [Information Civilization: the Future or Reality]. Bibliotekovedenie - 2001, no. 1, pp. 23 (43)
7. Lukov, V. A. et al. Informatika i novaya informatsionnaya real'nost': filosofskiy vzglyad [Informatics and New Information Reality: a Philosophical View]. Understanding. Ability. - 2011. - No. 2. - p. 291.
8. Lysak, I. V. Information as a general scientific and philosophical concept: basic approaches to definition / I. V. Lysak // Philosophical problems of information technologies and cyberspace. - 2015. - №2(10). - P. 11.
9. Semenyuk E. P. Informatsionnyi podkhod k znaniyu realnosti: Monografiya [Information approach to reality cognition: A Monograph]. □ Kiev: Naukova dumka Publ., 2008□, 240 p.
10. Teplaya N. A. Sovremennye podkhody k opredeleniyu ponyatiya i sushchnosti formirovaniya informatsionnoi kul'tury [Modern approaches to the definition of the concept and essence of information culture formation] // Modern research of social problems. - 2012. - №6(14). - Page 8.
11. Dzhumakuzievich, Yu. U. (2022). Methodology of pedagogy as a basis for the formation of methodological culture of teachers. Journal of Positive School Psychology,6(11), 2019-2022.