

Development Of Information Culture Of Students

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Abstract: The concept of "information culture" appeared in the scientific literature relatively recently. The main reason for its appearance is the increasing role of information, information technology and information activities in the life of society. However, the difficulty of defining this phenomenon immediately became apparent, since this concept arose on the basis of two universals: "information" and "culture", which are not unambiguously interpreted in the scientific literature.

Key words: information culture, value, self-active personality, scientific knowledge, innovation and progress; self-realization, creativity cultural approach

The concept of "information culture" appeared in the scientific literature relatively recently. The main reason for its appearance is the increasing role of information, information technology and information activities in the life of society. However, the difficulty of defining this phenomenon immediately became apparent, since this concept arose on the basis of two universals: "information" and "culture", which are not unambiguously interpreted in the scientific literature.

Culture, as you know, belongs to the most complex, multifaceted, many-sided social phenomena. The word "culture" comes from the Latin word colere, which means to cultivate or cultivate the soil. In the Middle Ages, this word began to denote a progressive method of cultivating grain, thus the term agriculture or the art of agriculture arose. But in the XVIII and XIX centuries. it began to be used in relation to people. Consequently, if a person was distinguished by grace of manners and erudition, he was considered "cultured." Then this term was applied mainly to aristocrats in order to separate them from the "uncultured" common people. In German, the word Kultur meant a high level of civilization. Depending on these or those attitudes, a variety of definitions of culture are given.

According to A. Mol, culture is an intellectual aspect of the artificial environment that a person creates in the course of his social life. believes that culture is a historically evolving, multifaceted, multi-layered system of human-created material and spiritual values, sociocultural norms and methods of their dissemination, as well as the process of self-realization and disclosure of the creative potential of an individual and society in various spheres of life. Culture is memory, therefore it is always associated with history, always implies the continuity of the moral, intellectual, spiritual life of a person, society and humanity (YM Lotman).

Krylova N.V. defines culture as a general philosophical category in which qualitative certainty, manufacturability, a high level of development and self-organization of human society, creative forces and abilities of people, their spiritual potential are expressed. A culture synthesizes the totality of material and spiritual values of various societies. The concept of culture is used to characterize both a

person and society, the stages and stages of their development.

A. Schweitzer writes that "in the most general outline, culture is progress, material and spiritual progress, both as individuals, as well as all kinds of communities." The essence of culture, in his opinion, is twofold, it is composed of the domination of reason over the forces of nature and of the domination of reason over human beliefs and thoughts. D. Bell understands culture as "the kingdom of expressive symbolism and expressiveness." "Culture is what distinguishes man from animals," says LG Ionin. "Culture is a characteristic of human society"

Such a list of definitions of culture could be continued for a long time, but the given ones are enough to feel their diversity. Some researchers have 300 definitions of culture, others - more than 500 And, at the same time, according to one of the prominent culturologists M.S. Kagan, "in our time in the world cultural thought there is not only a single

understanding of culture, but also a common view on the ways of its study, capable of overcoming this methodological inconsistency "

At present, information technologies play an important role in social development all over the world, and the general level of a nation's information culture determines its socio-economic position in the world community. The transition of information to the category of the most important universal categories reflects the objective need for information resources for all types of human activity - educational, research, production. In modern conditions, information is considered as something independent, on a par with such categories as matter and energy. So, A.D. Ursul argues that information turns out to be not just a property, even an attribute of matter and all its systems, and plays a much more important role in the "life" of these systems, in nature in general. More and more facts and revealed regularities testify in favor of one way or another understood priorities of information over matter and energy. He also notes that by increasingly replacing material-energy resources, or substantially supplementing them, information helps to radically change the entire structure of social activity.

Information as a kind of substance has its own specific features. First, it is its indestructibility and inexhaustibility. Information does not diminish with use and tends to become common to all mankind. Secondly, it is the lack of a universal measure. All attempts to measure the amount of information are associated with conditional measures that characterize the information that this message carries for a given addressee in a particular situation. Thirdly, an information resource has only potential value in comparison with human or material resources, it is not independent, in itself is not capable of dynamically

develop a socio-system. As you can see, the value of information significantly depends on the method of obtaining it, and on the specific situation of its application.

It is no coincidence that the last decade of the 20th century and the beginning of the 21st century are associated with informatization and the Development of the Information Society, considering them as a process of effective development of information resources accumulated by humanity. According to M.A. Potylitsin, a sign of the information society is the realization that no serious economic, social, technical problem can be successfully solved without processing significant amounts of information. According to A. Atayan, the information society is a civilization, the development and existence of which is based on a special substance, conventionally called "information", which has the property of interaction with both the spiritual and the material world of man. The latter property is especially important for understanding the

essence of the new society. On the one hand, information forms the material environment of a person's life, acting as innovative technologies, computer programs, etc. On the other hand, it acts as the main means of interpersonal relationships, constantly arising, changing and transforming in the process of transition from one person to another. In other words, information simultaneously determines both the social and cultural life of a person and his material existence.

Based on the analysis of scientific and pedagogical literature, today we can talk about the formation of information culture of the individual, which is an integral part of the general culture of a person. Information culture is organically included in the real fabric of social life, giving it a new quality. It leads to a change in many of the prevailing socio-economic, political and spiritual ideas, introduces qualitatively new features in the way of human life.

Currently, there are many definitions of the concept of "information culture". Some authors consider information culture to be one of the components of a general culture associated with the functioning of information in society (I.G. Ovchinnikova, L.U. Glukhova, etc.). Others understand information culture as a new, extraordinary style of thinking that is adequate to the requirements of the modern information society (E.E. Slabudina, A.A. Parakhin, etc.). CM. Konyushenko assumes that the development of a person's information culture depends on the development of human abilities, and the result of mastering information culture will be the higher, the more this process is subordinated to the development of the required abilities. CM. Konyushenko gives this definition: information culture is a complex systemic formation that integrates knowledge about man and the culture of mankind; it reflects the level of development of society, national, economic, ecological, technical and other aspects of the development of society.

According to O. Tarasova, the concept of information culture was formed in the second half of the XX century in connection with the rapid development of computer technology and information technology. In the opinion of SM Olenev, the concept of information culture arose at the time of the change of the formal attitude to the signal of the situation, which is characteristic of the animal world, to a meaningful one, which is characteristic exclusively of man. The exchange of meaningful units served as the basis for the development of the language. Before the advent of writing, the formation of the language gave rise to a wide range of verbal methods, gave rise to a culture of dealing with meaning and text. The next stage in the formation of information culture can be considered a written stage, which has absorbed all the diversity of oral information culture.

The information culture of mankind at different times was shaken by information crises. One of the most significant quantitative

information crises led to the emergence of writing. Oral methods of preserving knowledge did not ensure the complete safety of the growing volumes of information and the fixation of information on a material medium, which gave rise to a new period of information culture - documentary culture. It included a culture of communication with documents: extraction of fixed knowledge, coding and fixing of information; documentary search. Operating with information has become easier, the way of thinking has undergone changes, but the oral forms of information culture not only have not lost their significance, but have also been enriched by a system of interconnections with written ones.

The next information crisis brought to life computer technologies, which qualitatively and quantitatively changed information carriers and automated a number of information processes.

Modern information culture has absorbed all its previous forms and combined them into a single tool. As a special aspect of social life, it acts as an object, means and the result of social activity, reflects the nature and level practical activities of people. This is the result of the subject's activities and the process of preserving the created, disseminating and consuming cultural objects.

The very nature of the emerging information society gives rise to the need to modernize education, the main goal of which is to develop an individual's readiness for life on an information basis, for the successful socialization of a person in a constantly changing, increasingly interconnected information environment

Currently, there are a large number of definitions of information culture. The definitions given below reveal various aspects of the complex, multifaceted concept of "information culture".

Information culture is that specific aspect of culture that is directly and directly related to the information aspect of people's lives in its entirety. It objectively characterizes the level of all information processes carried out in society and existing purely informational relations. It is an information component of human culture as a whole.

Information culture - knowledge, skills and readiness to use the principles of collecting, storing and processing information from various sources, believes Yu.L. Khotuntsev.

According to L.V. Nesterova, information culture is a social phenomenon of particular qualitative complexity, caused not only by the development of scientific and technological progress, electronic means of processing, storing and transmitting social information, but also representing an activity infrastructure that permeates all historical epochs and civilization, all spheres of human activity and all stages of development of the individual as a social being and- *'; personality.

Under the information culture E.V. Zotov and V.D. Symonenko understands the ability to use an information approach, analyze the information environment and effectively use existing information systems. They also note that in the context of global computerization of all spheres of life in modern society, one of the main requirements for the professional training of future teachers is a high degree of information culture formation. Traditional information activity is acquiring a qualitatively new character today, filled with renewed content, and makes new demands on the employee as an organic component of the "man-machine" system.

The low level of information culture of today's school graduates creates a certain barrier that will cause difficulties in their future professional activities. A measure of its elimination is the training of specialists who are able not only to effectively use computer technology in their professional activities, but also to work with various information structures and models, as well as to have programming skills in at least one language.

Information culture characterizes the levels of development of specific societies, nationalities, nations, as well as specific areas of activity (for example, work culture, everyday life, artistic culture). Information culture is inextricably linked with the second (social) human nature. It is a product of his creative abilities, acts as the content side of subject-subject and object-object relations, registered with the help of various material carriers.

One cannot but agree with M.A. Potylitsina is that the meaning of information culture is associated with two fundamental concepts - "information" and "culture", therefore various researchers derive the definition of information culture based on one or the other. Thus, it is possible to single out the "informational" and "culturological" approaches to the interpretation of this concept.

Within the framework of the first, most of the definitions imply a set of knowledge, skills and abilities to search for selection, analysis of information, i.e. of everything that is included in information activities aimed at meeting information needs, knowledge, skills and abilities, this also includes training information consumers.

Of the many factors that determine the relationship between the education system and information issues, we will single out the most important ones.

1. *Awareness of the fundamental role of information in social development. The transition of information to the category of the most important universal categories reflects the objective need for information resources for all types of human activity - educational, research, production. The implementation of information resources on the basis of modern computer technology opens up wide opportunities for all branches of knowledge. Information and information technology are becoming the main factor in the development of the productive force of modern society. Awareness of the fundamental role of information in human life, solving problems based on the use of information and knowledge - all this must be reflected in the work of all links of the education system. As emphasized, based on the experience of Moscow State University in the preparation of information consumers, R.S. Gilyarovskiy: "For modern specialists, the problem of information in all its diverse aspects should become an important component of the professional worldview. They need to know the structure and basic properties of semantic information, processes, modern information retrieval and processing systems, types of information systems. It is important to teach students to use this knowledge in their studies and in subsequent activities. " So, the problem of preparing information consumers becomes relevant in connection with the objective process of increasing the role of information in society.*
2. *An increase in the amount of information. The increasing role of information manifests itself in two aspects - quantitative (increasing the amount of information) and qualitative (turning information into the most important resource for human development), and both of these aspects actively influence the education system and must be taken into account when optimizing it.*
3. *Development of information technology and technology. Today information processes and technologies occupy a central place in the process of "intellectualization" of society, the development of its education system, science and culture. The multiply increasing possibility of an individual's influence on the information processes of the whole society determines the question of the "upper limit" of the ratio of freedom, responsibility and self-restraint of a person as the main regulators of his information activity [59, p. 68]. Information technologies play a key role in the processes of obtaining and accumulating new knowledge.*

Formation of the information society. The most important indicator of the information society is that everyone has the opportunity to timely receive any information that interests him, except in cases limited by law. As rightly noted by E.V. Danilchuk, in the information society there is a de-standardization and de-massification of economic, social and spiritual life. In place of a unified mass lifestyle, individualized needs and opportunities for wide access to cultural forms, the release of creative potential, and the formation of a new type of human activity culture, based on modern information technologies, come. And one of the most important tasks in this area is the need for a massive increase in the culture of all members of society, otherwise a real approach to the information society is impossible. Among the most significant values and meanings of the information society, researchers name the following [59, p. 68]: understanding of man as an independently active

personality, realizing in harmony with nature and civilization, cognition and transformation of the surrounding world and striving for new experience, for inner satisfaction; the value of education, objective scientific knowledge, an orientation towards its constant increment; the perception of nature as a natural and ordered "field of objects" that act as material and resources for transforming human activity on the basis of its humanitarian expertise; the value of innovation and progress; the individual's desire for autonomy and the preservation of gravitation towards community, taking part in joint decision-making with participants in information interaction; priority of free self-realization, creativity, etc.

When using the second, culturological approach to the interpretation of the concept of "information culture", its content expands, which is natural. In this regard, information culture is considered as a way of human life in the information society. It should be emphasized that in the information society, knowledge about information laws, about the means of interaction with information becomes the basis, the methodology of the era of informatization. Information culture is not a set of elementary applied knowledge that everyone needs in order not to "get lost" in a library or computer network. In accordance with the objectively valid law, which is subject to information flows, information inevitably ages. It is known that, on average, after 5 years, the knowledge acquired in an educational institution becomes obsolete. In the recent past, the world of human cultural values has been unchanged over the centuries, thereby determining the direction of development for many generations. At the present time, during the life of one generation, several cultural eras have changed; under the influence of informatization, the priority of cultural values has changed. Consequently, the goal of the process of forming information culture is to give an idea of the dialogicity, variability, openness of knowledge. Information culture means the degree of mastery of specialists methods and technology of working with information, skills of search, transmission, processing and analysis of information.

Summarizing the analysis of existing approaches to the concept of information culture, we can draw the following conclusion: at present there is a wide range of approaches to the definition of information culture: from the level of skills for purposeful work with information, to a comprehensive understanding as a special type of competence in new information conditions, which is an integral part general human culture.

Based on the understanding of the information culture of the personality, E.V. Danilchuk, we have proposed our working definition, which we will adhere to in this study: the information culture of a person is a complex systemic quality of a person, which is an ordered set of humanistic ideas, value-semantic orientations, personal positions and personality traits and manifests itself in the implementation of universal methods of cognition, interaction, relationships, activities in the information environment and determining the integral readiness of a person to master the lifestyle on an information basis, practical activities for the creation, storage, processing, dissemination and consumption of information as a cultural object.

Today there is every reason to talk about the formation of a new information culture, which can be considered an element of the general culture of mankind.

Information culture, as the most important component of general culture, has a deeply humanistic orientation. It is a rich storehouse containing in a generalized form all the previous experience of human activity in the field of obtaining and using information. This, however, does not mean that the "introduction" of modern information culture into society goes smoothly, without hitch, without overcoming certain difficulties and contradictions. One of such difficulties that society

has encountered on the way to mastering the information culture is the manifestation of negative changes in the culture of the information society. Such as the so-called computer addiction (Internet addiction, excessive passion for computer games with elements of aggression and violence); virtualization of communication, the emergence of asocial virtual communities (hackers, extremists, etc.); accessibility to obscene information (porn sites, etc.); computer crime. These and other similar phenomena can lead to destructive trends in culture, chaos in social life, which is associated with the inconsistency of the unchanged inner spiritual world of a person and the increased external capabilities and conditions of his development in the new information society.

The changes listed above in the information society make it necessary to form an information culture personality. The content of the concept of "information culture" can highlight four main components:

^ motivational-value is determined by the formation of the system of information needs and interests, value orientations and ideals, confidence in the adequacy of one's views to social practice, flexibility and a variety of assessment criteria, consideration of the goals and the possibilities of achieving them from the point of view of social significance and health safety; S cognitive includes mastery of methods of analytical and synthetic information processing, the formation of high moral qualities, the presence of awareness of the social essence of information, the ability to critically evaluate information, a significant amount of information knowledge, detailed, accurate systematized information about health-preserving technologies in work with information, knowledge of ways to compensate for their own weaknesses; ^ instrumental activity includes extensive knowledge of information sources, well-developed skills of professional reading and communication, an individual style of information activity, the search for new ways of solving problems, taking into account rational, ethical and aesthetic aspects, skillful use of various means of information activity, a high degree of independence in professional orientation activities, a significant number of mastered health-saving technologies, free operation with them; S conative (behavioral) consists in the conscious management of one's behavior, forecasting at the level of anticipating the results of one's actions, arbitrary self-regulation of behavior in the field of information relations, consciousness and responsibility in choosing the goal of one's information activity and socially acceptable means of achieving it, health-preserving behavior, the ability to actively defend their beliefs and position in a situation of conflict between values and meanings, correlating their position with other points of view, searching for common grounds for communication, mastering the techniques of creative self-development, autonomy and independence in their assessments and judgments regarding information phenomena and processes. These components are in a dialectical unity with each other, are interconnected, complement each other. The motivational-value, cognitive and instrumental-activity components reflect the main spheres of the personality, and the conative component is presented as an external expression of the formation of its information culture.

The development of information culture as a significant social process is a consequence of the impact on the individual (group) of a number of factors. In principle, everything that is aimed at the development and improvement of the whole or its individual aspects, properties and qualities simultaneously affects both the entire culture of the personality and its certain components, although to a varying degree on each of them depending on the specific influencing factor [111, p. 124].

The development of an individual's information culture is considered by scientists in different planes. So, N.B. Zinoviev highlights the worldview, moral and ethical, psychological, social and technological

plane [71].

The development of an individual's information culture in the worldview plane can be carried out by understanding the essence of the phenomena taking place, knowledge of the laws and patterns of information dissemination in society, its impact on an individual and a group of people, theoretical understanding of the role of information in the context of culture.

Considering the value of information in culture, we can assume that information is a form of existence of all knowledge accumulated by humanity in its history. The difference between knowledge and information lies only in the fact that any knowledge is information, and information is always the initial material for knowledge, requiring the inclusion of thinking, systematization and generalization. It is interesting that often information that is not in demand at the moment and seemingly useless, over time can become very valuable and necessary. Consequently, the question arises about the possibility of storing information. Culture and information represent a single multidimensional whole. On the basis of their interaction, it is possible to create new, spiritual values of the information society. As noted by A.I. Arnoldov, "information connected with the existence of a person, continuously perceived and perceived by him, becomes a process of culture. It is no longer just an element of the social structure of society, it is the image of the culture and thinking of people, a way of organizing and uniting them". By uniting people with each other, information creates a spiritual world in which a person lives, creates cultural values.

The development of information culture can be considered in the moral and ethical plane, implying the education of personal responsibility for the dissemination of information, as well as the development of a culture of production and consumption of information in the individual. This problem is becoming especially acute in our time, when information, carrying a powerful emotional charge, is capable of influencing a person both for its benefit and harm. The speed and intensity of the spread of standard patterns of thinking and behavior, which are contained in the products of mass culture, leads to the unification of forms of social life, to deformation of the scale of values, and the imposition of certain orientations. Low-quality information is a lever of spiritual suppression of the personality, into which essentially subjective, but "necessary" ideas are forcibly introduced, with the help of which, under the guise of "free choice", it is shamelessly manipulated "(AI Arnoldov). In the framework of the information culture of the individual, society must develop a system of counteraction against possible manipulations and aggression of mass culture, as well as foster a sense of responsibility for the production and dissemination of information, an understanding of its consequences, its negative impact on the individual and society.

The culture of production and consumption of information includes the development of optimal forms of personal behavior in conditions of incomplete and inaccurate information, understanding the need to verify information for reliability. Knowledge of the patterns of the information process, for example, such that when transmitting through various channels due to multiple reflection, the degree of adequacy of information reproduction decreases, the content of information due to the introduction of personal

Summing up, we note as conclusions:

1. Studying the problem of forming information culture is an urgent need for theory and practice;

Under the information culture of a person, we mean a complex systemic quality of an individual, which is an ordered set of humanistic ideas, value-semantic orientations, personal positions and personality traits and manifests itself in the implementation of universal methods of cognition, interaction, relationships, activities in the information environment and determines the integral readiness a person to the development of a way of life on an information basis, practical activities for the creation, preservation, processing, distribution and consumption of information as a cultural object. Structurally, it is a synthesis of closely interrelated components: motivational-value, cognitive, instrumental-activity, conative. These components are in a dialectical unity with each other, are interconnected, complement each other. The motivational-value, cognitive and instrumental-activity components reflect the main spheres of the personality, and the conative component is presented as an external expression formed by her information culture.

3. Under the Development of information culture, we mean the artificially natural process of changes in the personality, determined by the interaction of internal factors and external conditions, specially created by the subject of pedagogical activity, aimed at humanizing value orientations and - positions, mastering universal methods of knowledge, interaction, relationships, activities in the information environment, the development of a way of life on an information basis, practical activities for the creation, preservation, processing, dissemination and consumption of information as a cultural object.

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