# METHODOLOGICAL SYSTEM FOR FORMING THE INFORMATION CULTURE OF THE FUTURE TEACHER

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## ABOUT ARTICLE

**Abstract:** The article is devoted to the methodological system of forming the information culture of a future teacher and also the goals, content and technologies in the existing educational practice which do not meet modern requirements and cannot provide timely and adequate training. So the education system of the emerging information society is designed to solve a fundamentally new global problem related to preparing a person for life and activity in completely new conditions of the information world.

## INTRODUCTION

Humanity has entered a new stage of its development - an information society is being formed, in which information and information processes become one of the most important components of the life of a person and society. The development of the global process of informatization of society leads to the creation of not only a new information environment for people, but also a new, informational way of life and professional activity.

**THE MAIN RESULTS AND FINDINGS**

In the conditions of the information society, a new type of personality culture is in demand - information culture as part of a general culture, as a holistic readiness to master the way of life in the information society. Information culture has its own specific, integrative nature and today acts as a key competence of a person in new informational conditions: the ability to carry out real life actions (Abdullayeva B.S), as a kind of "life practice", as a qualification characteristic of an individual, taken at the moment of his inclusion in any activity in the information society.[1]

Many researchers (Abdukodirov A.A and others) rightly believe that the goals, content and technologies in the existing educational practice do not meet modern requirements and cannot provide timely and adequate training. of a person to the rapidly approaching information future. [2] Modern education should be aimed not just at raising the level of human education, but at the formation of a

new type of intelligence, a different way and way of thinking, adapted to the very rapidly changing economic, technological, social and informational realities of the world around; a new information worldview based on an understanding of the decisive role of information and information processes in natural phenomena, the life of the human community, and finally, the activity of the person himself; information culture of the future citizen of the information society.

To solve these problems in education, a teacher is in demand who owns a holistic information culture - an integrative quality that ensures his activity in the information environment when solving how general cultural and educational tasks aimed at training, development and education of new members of the information society.

In the philosophy of education, various approaches have developed to determine the essence of the concept of "information culture of the individual".

The content of this concept as one of the most important aspects of cultural activity in general, inextricably linked with the social nature of man, is revealed in the works of  Akhmedova N.M and others.[3]

Information culture as knowledge about the structure, functioning of the information environment and the skills necessary to interact with it both by traditional means and by means of information technology became the object of research by Akhliddinov R.Sh and others.[4]

The inclusion of axiological, worldview and other components in the content of information culture, reflecting the motivational and semantic sphere of the personality, is considered in the studies of Abdeev, R. F and others.[5]

Alipkhanova F. N and others study the social aspect of the information culture of the individual and define it as the degree of mastery of social information, a set of principles and real mechanisms that ensure positive interaction in the information process as an individual and of humanity as a whole.[6] Questions of the formation of the information culture of the teacher, his preparation for the use of information technologies in professional and pedagogical activities; definitions of goals, content, methodology and methodology for teaching informatics to future teachers are studied in the works of Andrushchenko, V. P and others.[7]

Defining the information culture of the individual, researchers consider it from different points of view: as computer literacy - individual knowledge, skills, skills in the field of informatics and information technology; competence in the field of information technologies and readiness for their use in general cultural and professional activities; various axiological, moral, social aspects of the activity of the individual in the information environment, expressed in the component composition of the information culture; methodology, methodology and worldview of the information society as a whole; socially significant way of life of a person in the information environment, etc.

However, despite the value of research on the problem of the formation of the information culture of the individual, both in its general cultural and professional aspects, it should be noted that many important issues remain underdeveloped, a holistic approach to understanding the information culture of the teacher is in the making.

The analysis of normative documents, real educational practice in a teacher training university showed that the existing professional training of a future teacher in modern pedagogical education is still focused on mainly on the formation of utilitarian computer literacy and the fragmentary readiness of the future teacher to use information technologies in their professional activities, on the predominance of a narrow "button-technological" ideology in their information training.

The survey conducted by us revealed that only 8% of future teachers note the value-semantic aspects of human activity in the information environment in their ideas about the information culture of the teacher, and the remaining 92% of students include in their understanding of this concept only certain knowledge, skills and abilities in the field of informatics and information technologies and the possibilities of their application in future professional activities.

The current system of teacher education is unable to prepare the future teacher for general and professional activities in the current socio-cultural situation of the information society, changes in the way of life of a person, informatization of education. Meanwhile, a holistic information culture of a teacher, in fact, is a matter of both a social order for education and the interest of each teacher as an individual and a professional, since it is information culture that determines its relevance, the success of self-realization in the information society.

The concept of the information society is based on ideas about the increasing importance of information and information processes in modern society. From these positions, we understand the information society as a factor in the formation of the information culture of the individual.

The study shows that the essential characteristics of the information culture of the individual are determined by such features of the information society as:

- formation of information and information technologies as a strategic factor, a development resource and the main productive force of the modern information society;
- globalization of processes and phenomena (the formation of a single world, a single information space, contributing to the interpenetration of cultures);
- increasing the role of the information sector both in the service sector and in the manufacturing sector as a whole;
- the formation of the "network" nature of society, replacing its former stratified structure;
- actualization of information, knowledge and qualifications of the subject as the main factor of power and control;
- change in the role of the individual (increase in the instrumental possibilities of the influence of an individual on the information processes of the whole society);
- restructuring of the cognition process (changing the nature of cognitive activity based on the unity of processes and methods of scientific cognition, flexibility and versatility of thinking; the relationship of emotional-sensory, visual-figurative, formal-logical and intuitive thinking; system-information, evolutionary-synergetic paradigm as a new style of thinking);
- change in the status of science (acquisition of a new image with the intensive use of scientific knowledge in various spheres of human activity; humanization of science, rethinking of its role and place in the development of mankind; the need for the integrity of scientific knowledge);
- convergence of natural science and humanitarian knowledge and natural science and humanitarian culture as a whole (increasing the importance of the emotional sphere, the presence of transdisciplinary connections; building a unified picture of the world, humanitarization of scientific knowledge; moving away from technocracy, etc.);
- the formation of education as a priority value of society (the special role of education in the information society: the increase in information flows, a worthy update of knowledge, the need for continuous education throughout a person's life, etc.).

The scale of changes taking place in almost all spheres of life of modern society, and their culturological consequences, allow us to reasonably speak about the emergence of the problem of personality in the

information society. Our analysis of the trends in the development of the modern socio-cultural situation showed that the problem of personality in the information society is due to:

- a change in the way of life of a person (integration of information technologies into almost all spheres of activity of the individual and society; the demand for the class of "intellectuals"; the emergence of new information professions and the extinction of old ones; the increase in information needs in educational, household, leisure activities, etc.);

- the expansion of the field of culture, determined by the manifestation of the informational features of traditional cultures (the formation of a single human culture, polyculturalism, diversity of cultures, dialogue of cultures; a new type of communication, an increase in the role of dialogue and polylogue, etc.) and the emergence of new cultures (the culture of electronic media, mass , screen, network culture, information culture in general, etc.);

- the emergence in society of problems of the information ecology of the individual associated with an increase in the instrumental capabilities of a person (the negative impact of computer and information technologies on the psychophysical health of a person; computer game addiction, Internet addiction of various kinds, computer crime, deviant behavior in networks, virtualization of interpersonal communication, management mass consciousness, problems of information security of the individual, etc.).

## CONCLUSION

In our opinion, the multiply increasing possibility of the influence of the information activity of an individual 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 regulator of his information activity. With the growth of opportunities and freedom of the individual in the information society, there remains an almost exclusive mechanism for regulating human behavior - his own culture - the information culture of the individual. The education system of the emerging information society is designed to solve a fundamentally new global problem related to preparing a person for life and activity in completely new conditions of the information world. To solve this problem in education, a teacher is needed who owns a holistic information culture, who implements the training, development and education of new members of the information society.

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