

## GENERAL FACTORS IN THE DEVELOPMENT OF INFORMATION CULTURE OF STUDENTS

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### ANNOTATION

This article is devoted to the general factors in the development of the information culture of students studying in the system of higher education, and contains ideas about the principles and objectives of the development of information culture.

Today, large-scale changes are taking place in the world under the influence of information and globalization processes. In particular, the introduction of information and communication technologies in education, the use of the Internet, global and social networks is developing rapidly. E-education, which has become widespread in higher education institutions, is understood as information that is in the database and used in the process of implementing educational programs, information and communication technologies that ensure its processing, technical means, as well as appropriate means of the educational process, organized by the use of information and telecommunication networks that ensure the transmission of information over communication lines, mutual cooperation between students and educators. This concept is found in a number of literatures as "e-learning", "e-education" and other forms. One of the important problems of e-learning theory is the lack of unequivocal agreement in the terminology related to this field.

According to the UNESCO definition: "e-learning (electronic education) - learning on the Internet and in a multimedia environment." For the first time (in a professional environment) the term e-learning was used in October 1999 at a CBT Systems seminar in Los Angeles. UNESCO did not recommend using translation into national languages instead of the e-learning term and convention, as this term has very specific content and is not always adequately conveyed through translation.

A comprehensive, generalized point of view on this issue was put forward by a team of scientists and researchers from the University of Catalonia. They identified the following differences in understanding the nature of e-learning:

e-learning in terms of obtaining information and communication goals - it consists in the implementation of educational communication using modern communication tools;

e-learning is to implement innovative and effective approaches to educational processes through educational paradigms. These partnerships provide for the creation of an interactive open environment for educational purposes using the resources of various digital technologies. At the world level, there is a process of globalization, technological progress, cooperation and unification of various nations, peoples in the economy, science, culture and other fields. It is for these reasons that our country is recognized as a developing country in the world community and has its own position and place, so our future owners need to be fluent in foreign languages. The role of education in ensuring the transfer of knowledge, values and cultural values to students, in this case, information technology acts as a means of exchanging, processing and transmitting information. Information and information processes are the most important components of social cooperation, on the basis of which a developing society is built.

The information process has affected almost all spheres of modern human activity, including higher education. The need to educate members of modern civil society in the context of information is recognized both nationally and internationally.

Therefore, in 2018, the government of Uzbekistan developed and approved the program "On measures to improve the field of information technology and communications in Ukraine". This program covers human and educational activities, such issues as achieving the effectiveness of

the use of information, communication and digital technologies, introducing and improving innovative technologies, and ensuring a secure information environment in a digital society.

The priority tasks of the dissertation research are: the development of digital services in the field of science and education; development of research plans; selection of highly qualified specialists; increase the level of use of information technologies in education; such as improving teaching methodology based on a bilingual e-learning environment.

A modern specialist working in a dynamically developing information field must have skills related to networking, storage, processing, analysis and use of information in the field of communication and computer technologies. On the one hand, the constant development of the global network, which provides quick access to a large amount of information, makes it easier to obtain the necessary information about the world. But, on the other hand, it is necessary to take into account the fact that the collection of information, important, reliable, relevant and necessary information is becoming more and more difficult. In order to be able to move freely in the flow of information, a person must have an information culture, which must be formed from childhood.

Let us carefully analyze the definitions of the concepts "computer literacy", "information literacy" and "information culture". Each of the above concepts describes a complex phenomenon of human interaction with information. The scope of these concepts includes several components: information retrieval, the ability to analyze and critically evaluate sources of information is narrowed, and creatively use them to solve various problems that arise in studies, profession or other activities.

The concept of media and information literacy is based on universal human rights and is considered a fundamental condition for the exercise of the right to freedom of expression and the right to freedom of information by individuals, communities and entire peoples. According to Article 19 of the Universal Declaration of Human Rights, "Everyone has the right to freedom of opinion and the right to freedom of expression; this right includes freedom to manifest opinions without interference and freedom to seek, receive and impart information and ideas through any media, regardless of national frontiers."

UNESCO publications on media and information literacy state that "a media and information literate citizen:

- 1) will be able to receive, evaluate, process and distribute information and media content using appropriate technologies.
- 2) understands and knows his rights in the field of working with the media and information, as well as his responsibility for demanding the provision of free, independent and diverse information and media systems. In relation to the media, he:
- 3) understands the role and functions of information providers and the media, as well as the conditions for the implementation of these functions. And that's not all, being an active participant in the exchange of information, they:
- 4) are able to acquire knowledge and disseminate it widely.

Scientific and technological development has led to the study of the concept of "information culture" in the broadest sense. This term is derived from computer science, cybernetics, information theory, semiotics, etc., and has absorbed the knowledge of the sciences that ensure the implementation of the principles and principles of working with information in education. Information culture is effective in sorting messages, determining their important aspects, dividing them into areas, carefully responding to their purity, determining the basis of opinions, narrowing the source of the message. Information culture performs a number of functions.

They are:

the task of cognition (transfers knowledge aimed at preserving history and continuity to ensure the activities of consumers of information);

regulatory function (provides practical expression of social, socio-legal and moral values in the context of real ideals);

educational task (stimulation of the intellectual development of the individual, assistance in the assimilation of social, socio-moral and value orientations, the development of interest, the development of certain attitudes towards activity);

Ideological function (transmits information about world social, economic and public life based on the interests of any group);

reporting function (informs subjects about events and social, economic and social events taking place in the world);

diagnostic task (assesses current social, economic, political and cultural realities);

prognostic function (predetermining the direction of social, economic and political processes, providing information about the probability and stages of their onset and transition) and others.

Over time, culturologists began to consider information culture as part of the culture of individuals and various social groups. Thus, the concept of "information culture of the individual in education" has become popular.

"Information literacy" means that a specialist has the ability to understand, search for and apply the necessary information in their professional activities. Firstly, the concept of "information literacy" covers the technological side of working with information, and secondly, its formation was carried out purposefully on the basis of an educational program. Therefore, the concept of "information literacy" partially includes computer literacy.

The concept of "information culture" includes the following content:

the availability of modern means of acquiring knowledge, skills of quality work and systematization in a person;

understand the meaning of news and events in nature and society; characteristics of the field of activity and knowledge of working with various sources, analyzing information, studying the basics of synthetic power processing, etc.

The information culture of a person is formed at the point of access to information, at the level of personality formation, this task is performed by the library, and it is at this moment that activities should be opened to form information literacy and media literacy. Today, these two concepts have merged.

One of the important parts of the concept of media and information literacy is information culture. It can be described as part of a universal culture, "a combination of worldview and a system of knowledge and skills that provides purposeful and independent activities to meet the need for information based on tradition and its information technologies." This is closely related to the convergence of material and intellectual values in the field of media - media culture.

A.S. Karmin emphasized that "If society does not pay attention to moral culture and raises the level of technological culture, there is a risk of oblivion of moral values, therefore modern information culture is part of the general culture of the individual, an integral part of the information society and education. It requires detailed analysis and comprehensive study."

The concept of information culture in education allows us to consider the information activity of a person within a specific cultural environment, thereby determining the connection between the possibilities of applying the acquired knowledge in the field of information in the natural environment.

According to research scientist R. Samarov, "Information culture as a concept is not only an important factor in the process of training a specialist, but also in the system of vocational education, a part of the general culture." Information culture is a purposeful work with information, formal receipt of information, its scientific and methodological processing, timely transmission, as well as the availability of skills and abilities to use modern tools and methods.



Media literacy refers to the set of knowledge and skills necessary to work with information in various formats, ensuring the creation of information, information and knowledge, their storage, transmission and presentation.

Media and Information Literacy is a comprehensive concept proposed by UNESCO in 2007. It covers all competencies related to information and media literacy, including digital and technological literacy.

Media and information literacy is a set of knowledge, skills, attitudes, skills and practices that allow for the effective acquisition, analysis, critical evaluation, interpretation, analysis, interpretation and dissemination of information and media products in creative activity using all the necessary tools.

Internet literacy is an important element of information literacy in education. Internet literacy is interpreted as a set of knowledge about the local and global network, in particular, its organization at the device level (connection issues) and at the software level (browsing and browsing the web, using special software to work with search engines).

In the article "10 Things You Need to Know to Be Computer Literate" (10 Things You Need to Know to Be Computer Literate), the well-known online publication TechRepublic defined the following criteria:

#### **1. Search engines.**

Search engine optimization is much easier than entering an address, typing a few keywords into a large text box, hitting the search button, and selecting the first result. While this may work, it won't give you the best results in most cases. Learning advanced search, logical operators, and how to separate good results from bad ones will help you turn your computer into a powerful research tool.

#### **2. Word processing**

Word processing is one of the oldest computer applications. And while some of its visual features have been carried over to other apps, it remains important. (For example, people can write emails more visually than documents, but the task is essentially the same.) Without basic word processing features like spell checking, spreadsheets, and headings, it's hard to claim computer literacy.

#### **3. Tables**

Spreadsheets were a killer program in the early 1980s, attracting millions of people willing to spend big money on a computer. Spreadsheets ultimately offer powerful analytical capabilities. The ability to use formulas, links, and macros can turn a "table of numbers" into useful information in the hands of the right person.

#### **4. Browser Basics**

Despite the widespread use of the Internet and the increase in the number of Internet users, the blind noted that the use of the Internet is very inefficient. It is important to use the functionality of web browsers, practice and set up skills, basic technical capabilities.

#### **5. Use of antivirus software.**

At this point, most router maintenance is automated or unnecessary, but it's still important to understand how to scan your system for bugs, spyware, and other malicious applications. Although scanning tools come with real-time monitors, something can get into the system before the scanner finds the right filter for it. That's why it's so important to know how to manually scan for viruses and malware, as well as how to root alternate systems, detect signs of infection, and perform other such tasks.

#### **6. Using keyboard shortcuts.**

According to the author, the ability to use hotkeys distinguishes a "student" from a "professional". A person is not considered a competent computer user if he cannot use universal

key combinations (paste, copy, cut, change keyboard layout, call a query, etc.) to call up computer functions.

#### **7. Know the basics of computer hardware.**

In this section, you will get acquainted with the basic structure of the router, the names of its parts and their purpose. This knowledge is mainly needed when solving problems related to router firmware.

#### **8. Know the basics of router networks.**

Show information about the computer network, the role of information technology in the life of every person and the development of society, reveal the possibilities of regional, local and global computer networks, form ideas about the use of information in computer networks, in some cases and for some purposes in the global network they need to know, how to generate data for update.

#### **9. Connecting peripheral devices.**

A peripheral is a device that connects externally to the router and enhances its capabilities. These devices are also used as additional devices, without which the router will continue to perform its main functions. Peripherals do only extra work. Peripherals can be connected to the router wirelessly through certain routers. For example, via USB, LPT, COM ports or via wireless communication, i.e. Wi-Fi, Bluetooth and wireless. It is important that the user connects and configures peripherals.

#### **10. Knowledge of cybersecurity**

Along with the development of information and communication technologies, along with the use of their advantages and conveniences, ensuring information security is becoming an urgent issue. The concept of cybersecurity has entered our society. Cyber security means protection against random and targeted information attacks. This is a dead end area of activity, and only a systematic and integrated approach can bring success in it. It is important to develop digital security technologies and educate ordinary users with relevant knowledge and skills, including suspicious links, the ability to check messages, and the ability not to distribute personal information.

The term media information literacy was used by UNESCO to unite all subtypes of information literacy, and its content is similar to the content of the concept of information culture given by scientists.

Based on this structure, we can understand that computer literacy is the core of the whole system, and only in education is information literacy and culture formed on the basis of computer literacy. Computer literacy focuses on the study of specific examples of computer technologies and information processing methods (for example, computers), while information literacy refers to the formation of information skills, regardless of their origin. Similarly, information literacy includes terms such as media literacy and internet literacy. A very broad and comprehensive concept that describes the interaction of people and information is information culture.

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