



## Formation Of Information Culture Of Participants Of The Educational Process

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### ABSTRACT

The article covers issues such as the content of the formation of information culture of the participants of the educational process, the characteristics of the information society, the main purpose of modern education.

### KEYWORDS

Information society, young generation, participants of educational process, information culture, pedagogical process, information and communication technologies.

### INTRODUCTION

The entry of a person into the information society has given rise to a serious problem - to prepare people for new conditions of life and professional activity in the information environment, to teach them to act

independently in this environment, to effectively use its capabilities.

The hallmark of the information society is the establishment of the cult of knowledge, the

realization that not a single serious economic, social, technical problem can be successfully solved without processing significant amounts of information. Today, a person is unthinkable without constant interaction with a gigantic stream of information.

The main goal of modern education is the formation of a young generation ready to actively live and act in a modern information society. One of the main learning outcomes at school should be information and communication competence, or literacy, of students and teachers, and this is: the ability to learn, search and find the necessary information in huge information arrays; structure them and process them depending on the specific task; build the process of your own labor; be able to work fruitfully in a group and in a creative team.

### **MATERIALS AND METHODS**

In the modern age of rapidly developing science and technology, it is extremely important to teach students to interact with various modern sources of information, analyze, select and effectively use their achievements. The need to develop a new model of the education system based on the use of modern information and communication technologies is also due to the stormy processes of informatization of modern society.

The most important component of the pedagogical process is the personality-oriented interaction of the teacher with the students.

There are trends in the improvement of educational technologies, characterized by the transition to learning as a process of mental

development, from an orientation towards an average student to differentiated and individualized training programs. But information technologies give the greatest effect only in combination with advanced pedagogical technologies. Consequently, the question of the appropriate combination of information and pedagogical technologies and their joint application becomes relevant.

### **RESULT AND DISCUSSION**

The introduction of ICT into the professional activities of teachers is a priority area for the modernization of education in general. A person living within the framework of modern civilization is characterized by a desire for visual perception of information. This cultural phenomenon leads to the fact that in the process of information communication the visual sign prevails over the text one. The use of multimedia technologies in the learning process contributes to a partial solution to this problem. Electronic study guides, created on the basis of multimedia, have a strong effect on memory and imagination, facilitate the memorization process, make the lesson more interesting and dynamic, create the illusion of co-presence, empathy, contribute to the formation of voluminous and vivid ideas about the past.

Information technology is: implementation of interdisciplinary connections; subject testing; performance of abstract, creative and other works using information technologies; search and processing of information within the framework of the studied material with using the Internet; using spreadsheets to solve problems; conducting scientific conferences, presentations; the use of multimedia

technologies in the study of educational material; conducting virtual workshops.

To conduct such workshops, tasks are developed and downloaded to personal computers. Tasks are arranged as their complexity increases. Initially, simple introductory tasks are proposed, then tasks of a creative nature.

The use of ICT makes it possible to realize the ideas of individualization and differentiation of education. Modern textbooks, created on the basis of ICT, possessing interactivity (the ability to interact with the student), as well as containing a system of hyperlinks, allowing students to independently choose their own vector of the cognition process, allow to more fully implement the developmental paradigm in education.

The modern educational process involves the development of students' creative abilities. Such a requirement dictates the need for students to work with information that they independently form in the form of creative educational products. The development of design technologies in the study of the subject contributes to the solution of this problem. Information and communication technologies expand the possibilities of diagnosing the level of information assimilation.

A variety of test systems and shells allow you to individualize the process of assessing students' knowledge, to develop students' ability to self-esteem. Thus, information and communication technologies are capable of: stimulating cognitive interest in the subject under study, giving educational work a problematic, creative, research character, largely contributing to the renewal of the

content side of the subject, individualizing the learning process and developing students' independent activities.

According to the methodological purpose, the digital educational resources collected in the collection can be classified into training, simulators, control, information retrieval and information and reference, demonstration, laboratory, modeling, calculation, educational and game, game, communication and integrated.

The introduction of ICT into the educational process requires mastering and, in many respects, the author's development of a completely new methodology for teaching a subject, which is largely related to research and design technologies. Young specialists should pay attention to the fact that there is an acute shortage of methodological support for the already created digital educational learning resources and assessment of its results.

The methodology for using electronic teaching aids is still largely being created. In different types of lessons, the objects presented in the CRC can be used as follows: Photo / Drawing - the object can be used as an illustration. Animation - the object can be used as a fragment of the lecture (explanation) of the teacher; as a guide for the student when practicing skills in working with a source; when the student responds (without the narrator's text).

Text - an object can be used to practice source analysis skills.

Definition - the object can be used to be used by the teacher when explaining new material; for self-study by students of new concepts; to analyze their content by students.

Table / diagram - the object can be used when the teacher explains new material; when students study and repeat new material; when students answer as a reference note; to prepare students for homework; for quick repetition; systematization of knowledge by students.

Video / audio materials - the object can be used as additional visual material when explaining a new lesson.

Interactive test - the object can be used to test the student's knowledge in the classroom, self-study and test knowledge.

In the transitional conditions of the formation of an innovative environment, the most adequate form may be the organization of creative laboratories for teachers, within which various groups of teachers are formed with varying degrees of mastering ICT. Since the main components of ICT are technical, software, methodological and informational, the degree of competence of various categories of teachers can differ significantly from each other.

When training a specialist, three levels of mastering ICT can be distinguished - these are primary, intermediate and advanced. The levels are determined by the depth of the user's mastery of computer hardware and software. The technical and technological block assumes the practical improvement of user skills, the formation of readiness to use ICT in their professional activities.

At the primary level of mastering the information competence of a teacher, there are the following tasks: the ability to understand the essence of information processing; find information in various sources;

use automated search and processing systems information; interpret information; convert visual information into a verbal sign system; widely use modeling to study various objects and phenomena; analyze information models.

However, in methodological terms, the main goal of teacher training is to form the teacher's readiness and ability to use ICT in their professional activities in the classroom and in extracurricular work.

In the lessons of generalization and systematization of knowledge, students are invited to independently conduct a new research using a computer model or a virtual laboratory and get the necessary results. Computer models and virtual laboratories make it possible to conduct such a study in a matter of minutes.

Tasks of a creative and research nature significantly increase students' interest in the subject and are an additional motivating factor. For this reason, such lessons are especially effective, since students gain knowledge in the process of independent creative work.

A modern school should not only form a certain set of knowledge and skills among students, but also awaken their desire for self-education, the realization of their abilities.

A necessary condition for the development of these processes is the activation of educational and cognitive activity. New information technologies play an important role in solving this problem.

Using ICT in the classroom, we contribute to the creation of an environment of psychological comfort. All this makes it possible to ensure for the majority of students

the transition from passive assimilation of educational material to active, conscious mastery of knowledge.

The quality of education implies the quality of the educational service. The ability of the education system to meet the needs of individuals and society for high-quality educational services largely determines the prospects and effectiveness of the country's economic and cultural development. We use the definition of educational services as a set of purposefully created and offered opportunities to the population.

These opportunities allow you to acquire certain knowledge, skills, competence to meet certain educational needs.

## CONCLUSION

The experience of pedagogical activity indicates that the quality of education is influenced by a whole complex of numerous factors, both generally accepted in pedagogical practice, and specific for each specific educational institution.

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