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Problems Of Information Culture Development Of Pre-School Education Teachers

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ABSTRACT

This article explains the essence of information culture, provides definitions of various authors. The relevance of this issue in pedagogy is considered in connection with social processes, due to which the need for the formation of information culture of preschool teachers increases.

KEYWORDS

“Digital natives”, “digital immigrants”, information culture, computer games.

INTRODUCTION

The modern preschool educator works with children who were born in the era of information technology. With the entry of humanity into the era of the digital community, it became necessary to form a new model of education, focused on the education of a

person in the information society, who has mastered the culture of using and possession of information, the culture of its creation and promotion. Mastering modern computer technologies begins at the stage of professional training. The future teacher must

see the possibilities of ICT, master the skills of their application to increase the intellectual capabilities of children living in an information society. While mastering the professional education program, the future teacher should rationally assess the possibilities of computer technologies in the individualization of the educational process, in increasing the effectiveness of the development of educational programs by students at all levels of general education.

With the introduction of digital technologies in all spheres of social life, new paradoxes are born, in the realization of the essence of which lies the successful functioning and development of all social institutions. The new paradox of the institution of education is that those who study in educational institutions, and most of those who teach them, belong to different worlds. To designate the first in 2001, Mark Prensky introduced the concept of "digital natives". While most of the teachers represent the generation of the pre-digital era (according to M. Prensky "digital immigrants"). Each of these generations has its own style of thinking, style of action when mastering new electronic media and technologies. The differences inherent in the aborigines and immigrants of the digital society determine the relevance of research into the specifics of pedagogical actions in teaching, upbringing and development of a generation, whose birth and formation takes place under the conditions of the established dominance of digital technologies.

The search for answers to the questions is one of the topical problems of scientific research:

- How to conduct training in modern conditions, taking into account the requirements of new standards of

preschool education and those features that are inherent in the generation of digital natives;

- How to implement the tasks of education, spiritual and moral development of the individual in communication with the "digital-speaking" generation of Internet users;
- How to provide pedagogical management of the process of interaction with the flow of information by representatives of the new generation, who use and process information in completely different ways.

The implementation of these tasks determines the formation of a special culture in future teachers - information culture.

The concept of "information culture" is considered in studies conducted in various scientific fields, such as informatics, pedagogy, cultural studies, philosophy, etc. In each of these areas, various aspects of this concept are investigated, which is reflected in its development, and also explains the absence of common approaches to its interpretation.

It is customary to distinguish several approaches to understanding the essence of information culture:

1. Information culture as knowledge, abilities and skills of effective use of information within the framework of computer technology. According to N.M. Rosenberg [4], this phenomenon is characterized by a systematic and multidimensional character; his understanding cannot be limited to the framework of computer science as a branch of social practice or discipline. The scientist outlines the following structural elements of information culture: general educational culture, culture of dialogue and computer

culture. B.A. Smirnova and E.L. Shapiro. Encyclopedic Dictionary of the teacher V.S. Bezrukov [3, p. 67] gives a similar concept of this term.

2. Information culture as a component of the basic culture of the individual. By definition S.D. Karakozov's information culture of a person is an integral part of the basic culture of a person, as a systemic characteristic of a person [2]. It allows a person to effectively participate in all types of work with information (receipt, accumulation, transmission, coding, transformation). In other words, information culture is not only the ability to work with applied software, and not even the ability to program. Information culture is, first of all, a deep understanding of the essence of information processing processes.

Consequently, some authors interpret information culture as the best ways to handle knowledge, information and provide them to an interested consumer for solving theoretical and practical problems. Others point to such a quality of it as the ability and ability of an individual to store, receive, transform and transmit information. Thus, the analysis of scientific and methodological literature shows that information culture is considered by scientists and practitioners in two aspects: social and professional.

The information culture of a future teacher of preschool education presupposes the presence of computer literacy, knowledge of computer games used in preschool education. The computer has tremendous capabilities in solving problems of education, training and development of a child of preschool age. The advent of computer games has made great changes not only in the child's play activity, but

also in the organization of the educational process in preschool institutions. They make it possible to significantly change the organization of education. Computer games are designed so that a child can imagine a specific situation and get a generalized idea of all objects and objects of the surrounding world. Thanks to this, the child begins to develop basic thinking operations, such as generalization and classification. The child develops an understanding that the world around us is not only real objects of nature, but also their reflection in the form of pictures, schemes, words, etc.

Acquaintance with the world of computer games occurs at an early preschool age with acquaintance with the simplest games. Cognitive activity in the process of playing on a computer develops cognitive processes, such as thinking, memory, attention, imagination. All cognitive processes are interconnected. The developmental value of computer games for the development of a child is very great. The use of computer games creates an emotional mood, has a positive effect on the development of the child.

The information culture of a teacher of preschool education is an integrated education that includes not only a set of systems of knowledge and skills that direct independent activities to meet individual information needs, but also orientation in the information environment, the ability to critically analyze and competently synthesize information resources, and quickly assess them. usefulness and in the future purposefully and consciously to use when solving a specific task. It is important to note that information culture presupposes that a future teacher has such qualities as:

- 1) Information literacy, which includes: the successive system of knowledge of information technology, including computer; the skills and abilities of any activity related to information, as well as the skills and abilities of planning their activities, designing and building information models, communication, discipline of communication and structuring messages, using modern technical means in life;
- 2) Conscious motivation of the individual to meet his information needs on the basis of ICT knowledge; improving their general cultural, educational and professional outlook;
- 3) A certain style of thinking, the main features of which are independence and creativity [1].

Today, a teacher who responds to new social expectations, is professionally mobile, capable of professional self-improvement, perceiving innovations and thereby renewing his knowledge, enriching pedagogical theory and practice, having a high level of information culture, turns out to be an effective teacher. The criteria of the information culture of a future teacher are called his ability to adequately formulate his need for information, effectively search for the necessary information in the entire set of information resources, select and evaluate information, process it and create a qualitatively new one, maintain individual information retrieval systems, as well as the ability to communication and computer literacy.

The information society imposes a number of requirements on the modern teacher: mobility, dynamism, the ability to work with information and digital information sources and resources. Mastering these requirements determines the

formation of a special culture - information culture.

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