

THE STRUCTURE OF THE INFORMATION CULTURE OF THE FUTURE SPECIALIST IN THE FIELD OF EDUCATION

The purpose of the research is to theoretically analyse modern scientific and pedagogical sources and describe the structure of the information culture of a future specialist in the field of education.

Statement of the problem in general terms. The 21st century is marked by the rapid development of information and communication technologies, which are being implemented to solve various social, economic and educational problems at the highest level. It is important to note that modern educational institutions are key players where media is becoming important both from a theoretical and practical point of view for modern youth. It is equally important to note that the introduction of information technology into the educational process provides an opportunity to solve educational problems at the theoretical and practical levels, taking into account international standards and requirements.

Summary of the main research material. At the present stage of development of a democratic society, the authoritarian model of interaction with students is no longer primarily relevant. Teachers prefer a democratic approach based on cooperation, support and attention to the initiative of each student. The modern teacher is no longer limited to simply imparting subject knowledge or preserving traditions. He or she becomes an active participant and co-creator in the formation and development of the student's personality, promoting self-expression, regardless of individual characteristics.

Scientists (*Kharkivska A., Khmil N. etc. 2023*) note that the category of "teacher", as a specialist in the field of education, now operates simultaneously at several levels, in particular: at the personal level as a person who performs official duties within a specific type of professional and pedagogical activity; at the personal level as a person who implements the mission of "creating a person" (at professional and non-professional levels); at the public level - as a person belonging to a professional community of people united by common goals and interests aimed at meeting the needs of society; at the state

level. "Any of these aspects emphasises the professional specificity of the concept of "teacher", i.e. a teacher is a profession of people engaged in socially useful activities consciously aimed at preparing a person for independent living in accordance with economic, political, moral and aesthetic goals".

The teacher needs to implement modern teaching methods, including the use of computers, Internet resources, interactive technologies, etc.; often has to work with large amounts of information, effectively analyse and select the necessary information to prepare lessons and develop their own knowledge; they need to be ready to learn new technologies and methods in a changing information environment; in communicating with students, colleagues, parents and other participants in the educational process, it is important to establish effective communication and exchange.

In the most popular sense, information culture is also seen as an integral concept that includes the following components: audiovisual culture; logical culture; semiotic culture; conceptual and terminological culture; technological culture; communication culture; network culture (*Internet, Science & Tech, 2022*).

The concept of "information culture" includes not only the norms and rules of behaviour in interaction with information, but also a wide range of other aspects. It also includes the ability to critically evaluate information, the ability to choose reliable sources, and an awareness of the importance of protecting privacy and security in the digital environment. Information culture concerns not only the individual but also society as a whole. It includes an understanding of the social, ethical and legal aspects of using information, as well as the ability to communicate and collaborate effectively in the digital environment.

Information culture in general is a complex system of knowledge, skills, values and norms that allow a person to interact with information effectively and ethically in a modern society. Information culture is a complex and challenging category that covers various aspects of an individual's interaction with information and the modern information environment. The main aspects of information culture include: knowledge about information; skills of working with information; ethics of information interaction; conscious use of information; perception of the diversity of information sources; ability to learn and improve oneself.

Information culture is important in the modern world because it helps to use information effectively, make informed decisions and avoid negative consequences associated with a lack of understanding of information.

We believe that the functions of information culture can be somewhat expanded, and that information culture includes the worldview function; regulatory function; cognitive function; creative function; educational function; communicative function; value function, etc.

In our opinion, the results of the scientific analysis by H. Alekseeva (2018) are interesting, as she notes that "the identification of the personality structure is currently a complex and controversial issue". Guided by the activity-based approach, the researcher identified several general areas, in particular: the motivational sphere, which is represented by a set of motives that motivate an individual to certain actions and determine their direction and goals; the cognitive sphere (or cognitive processes), which is responsible for the person's system of knowledge and the way they are obtained; the emotional and volitional sphere, which contains the emotions and will of the individual; the communicative sphere, which from the point of view of sociology is the field of communicative activity of the individual.

Based on the analysis of scientific sources, we have found that the main components of information culture include knowledge and understanding; critical thinking; information retrieval skills; communication skills; adaptability; and ethical principles.

Conclusions and Prospects for Further Research. Therefore, the analysis of scientific sources shows that the structure of the information culture of future specialists in the field of pedagogy includes four main components: cognitive, operational and content, communicative and value-reflective components. All these components interact with each other and mutually influence each other. They help to form an information culture at the appropriate level, which allows an individual to use information effectively and understand its importance in the modern world.

As a result, we can state that information culture is an integral part of the professional culture and activities of a modern specialist in general and a teacher in particular. We see the

prospect of further research in the development of a pedagogical model for the formation of information culture of future specialists in the field of education.