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**METHODOLOGY OF FORMING INFORMATION CULTURE OF
PUPILS OF ISLAMIC COLLEGES BASED ON AN INNOVATIONAL
APPROACH**

Annotation: the article presents a pedagogical research of the information culture of using the Internet and social networks among pupils of secondary specialized Islamic colleges.

Key words: information culture, social networks, information communication tools, global information resources, digital technology,

**МЕТОДИКА ФОРМИРОВАНИЯ ИНФОРМАЦИОННОЙ
КУЛЬТУРЫ УЧАЩИХСЯ ИСЛАМСКИХ КОЛЛЕДЖЕЙ НА
ОСНОВЕ ИННОВАЦИОННОГО ПОДХОДА**

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Аннотация: в статье представлен анализ педагогического исследования информационной культуры использования Интернета и социальных сетей среди студентов средне специальное Исламских колледжей.

Ключевые слова: информационная культура, социальные сети, средства информационной коммуникации, глобальные информационные ресурсы, цифровые технологии.

Information culture is becoming one of the most important components of culture. In this regard, the formation and development of a modern education system is impossible without a high information culture, because education is one of the main forms of translation of cultural values of society. The article considers approaches to solving the problem of developing information culture of future teachers of preschool and primary education.

This project is aimed at creating conditions for the introduction of a modern and secure digital educational environment in educational organizations

of all types and levels. The problem of development of digital education in Uzbekistan and abroad is revealed in the researches of Alisher Anvarov et al. [1] and others. Information space is recognized by researchers as one of innovative educational environments.

The purpose of the research is to develop methodical base for development of information culture of a student in terms of digitization of education: definition of the essence of the concept “information culture of the student”, the determination of the components of information culture, the description of the ways of development of information culture of the student of secondary special colleges in the context of digitalization of education.

Information literacy is a similar concept [2]. We understand the information culture of the student as a personal integrative quality that allows the teacher to interact in the information educational environment based on the use of both traditional and new information technologies and represents the result of the interaction of value-assessing, cognitive-communicative, effective-practical and reflexive-evaluative components.

The reflexive-evaluative component is characterized by a developed ability to reflect the process and result of activity in the information educational space, the ability to improve the knowledge, skills and make new decisions in changing conditions or unexpected situations using new technological tools. To assess the degree of mastering the information culture of students secondary special colleges, the authors of the article conducted a survey among the pupils of the Hidoya college in Namangan, Uzbekistan. [3]

For the first question, “What form of information perception is most convenient for you?”, the majority of respondents chose the multimedia form of information perception (53 %), the second place was taken by the text form of information (24%), and preferably printed rather than on electronic carriers. The graphic form was chosen by 15 %, and the auditory form - by 8 %.

Answering the second question, “What sources of information do you most often use?”, the overwhelming majority of students (76 %) in the first place wrote that it is the Internet, which had been fairly expected. In the second place for the number of responses were books (35 %), some of the respondents indicated television (2%). Answers to the third question “What information do you most often look for in various sources?” were the following : educational information - 55 %; music - 53 %; movies - 15 %; books - 10 %; recipes - 7%; news - 4 %. Here we can say that most students use information resources for educational purposes. In the fourth point, “Assess your level of information technology skills”, the medium level of knowledge was revealed with 80 %, above medium - 12 %, high - 8 %, and very high – 1 %.

Answering the fifth question about the advantages and disadvantages of using the Internet, the most common advantages mentioned were: you can always find the information - 57 %; quick search - 33 %; the ability to transmit information - 26 %; the ability to earn money - 10 %. The disadvantages were listed as follows: unreliable information - 45 %; a lot of advertising and spam - 37 %; declining health - 29 %; viruses and fraudsters - 17 %. Thus, we see that students are critical of the information received from the Internet (about half of the students indicated that the information received was not reliable). The sixth question was about the computer programs that students most often use.

When asked about the feasibility of using information technologies in training, all the respondents answered in the affirmative. The following comments were received (the author’s text is preserved): “Presently, information penetrates the brain visually through numerous informational resources”, “It is impossible to live without it in the modern world”, “In the age of high technologies, there is no way without them”, etc. The ninth question was “How often should information technologies be used in the educational process?”. The students’ opinions were divided into three parts. Use as often as possible - 34 %, periodically, as necessary - 37 %, as rarely as possible - 29 %. To the question,

“Are you ready to study remotely using information technologies or digital resources?”, 56 % answered in the affirmative and 44 % - in the negative. [4]

In the eleventh question it was necessary to give a definition of information culture. Here are some answers: “Literacy in the use of computer technology”, “The ability to work with information correctly”, “The ability to work with information purposefully and use it for the intended purpose”, “Effective information activity”, etc. On the twelfth question, “What does information culture allow a modern person?”, the following answers were received: to use devices - 67 %, to communicate with people - 55 %, to learn new things - 47 %, to maintain appropriate behavior in the Internet - 45 %, - leisure - 37 %, to work with information - 35 %, to be successful - 15 %, a high standard of living - 7 %, personal security - 5 %. 7 % did not give an answer, which allowed us to assume that the question caused difficulties in the wording of the information culture in the previous question.

CONCLUSION

Integration of various technologies, types of activities, the use of artificial intelligence in professional activities, constant professional self-education of a modern person require people to acquire new skills and competencies, be ready to use new technologies in professional and everyday life.

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