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## EDITORIAL CONDITIONS OF DEVELOPMENT OF INFORMATION CULTURE OF STUDENTS OF 10-11 GRADE IN THE PROCESS OF INNOVATIVE EDUCATION

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**ABSTRACT:** The article expresses the peculiarities of teachers' pedagogical communication abilities formation.

**KEYWORDS:** Pedagogical communication, forecasting, modeling, pedagogical process.

### INTRODUCTION

The modern social-pedagogical science understands the main task (mission) of social pedagogy as a large-scale socio-cultural movement related to the intellectual and moral education of the people, providing them with social and spiritual support. Today, one of the most important goals of social pedagogy is the formation of a high (high) level of human moral communication and information culture among students.

Research scientist A.I. Arnoldov emphasizes that "it is necessary to introduce the culture of communication to people's minds, devoting social pedagogy to the harmony of human communication" [2].

In turn, scientist Y.G. Vosharova believes that "activity of an organized group (association) based on taking into account the interests of each member" is an editorially appropriate activity in the society, in which "the team should include the views of each member of the team (collective) He emphasized that preference should be given to a system that is thought out to provide opportunities to choose the most optimal and effective ways of working.

As editorial conditions for the development of information culture of students of 10-11 grades in the process of innovative education and training, the school computer club, electronic conferences (computer or teleconferences), "Connoisseur's meeting", "Design and construction center", "We offered the activities of amateur associations such as the "Educational Center".

Activities of clubs create opportunities for children's self-organization and development of creativity. The teacher who takes charge of the circle or group is responsible for the achievement of the goal of the circle.

Insufficient evaluation of the independent nature of the club associations, lack of consideration of interests and individual needs (neglect), lack of freedom for children to choose the forms and content of their free time led to a misunderstanding of the essence of the concept, children leaving the circles, and the search for new ways to meet the new and growing demands.

New methodological approaches and the orientation of science to humanistic values led to the activation of the research of associations of circles, which creates conditions for a person to demonstrate (realize) the possibilities and abilities of his personality in social and personal forms.

They provide a sense of success, a sense of necessity and usefulness, confidence in one's own abilities, and allow adolescents to be directed from socially and personally harmful (destructive) forms to constructive forms of self-expression (realization) and with this, a person turns his free time into a factor of his creative development.

The sign of the circle association as an educational phenomenon is to organize its team activities in a team (collective) way, that is, to understand it as a single goal that requires the unity (work in cooperation) of all its members, and to organize it accordingly. A school student in a circle gives an opportunity to realize his personality, to show his capabilities and personality, and also to feel that he is the first.

In turn, L.L. Novikova notes that when it comes to the circle-institution and the circle-association, each of them has its own characteristics, essence and functional structure (structure), event, institution) [3]. The characteristics of the circle-association are the formation of its members through self-development, self-enrichment (meaning) based on the communication of the subjects of activity in their free time. It comes from its nature as an amateur institution of increasing people. The author of the study believes that the specific features of the club-institution are that it is intended to create conditions for both the collective hobby of people and the individual activities performed in the process of consuming cultural values. According to the research of scientist L.L. Novikova, the true essence of circles is to preserve and develop specific, every day, typical cultural elements established (formed) in a certain social group, and their norms are non-reflexive is internalized [3].

The essence of the editorial concern is to define the club as an educational institution, as an amateur activity of people organized in an editorial sense. According to his understanding, older teenagers and young people are culturally equipped places that create these conditions for communication (specificity of the circle), self-organized solutions to their problems and their own in the life around them aimed at developing skills that enable active adaptation to changes.

It can be seen from the above that the circle is a space for communication, exchange of information, working with information, formation of information culture, socialization, adaptation, professional orientation and exchange of own projects.

Analyzing the experience of R.V. Sokolov, it is possible to implement a number of conditions for the effective organization of club associations as the basis of activities carried out in free time [4]:

voluntariness (participation of one's own will);

relevance and novelty;

variety of forms of activity;

diversity of club membership;

existence of a personal point of view (consent) of each participant;

the combination of amateurism and initiative with the guiding role of the club leader.

Thus, activities are based on tradition, situationality, event-basedness, the principles of self-organization of circle members based on the leading role of the leader, taking into account the individual characteristics and requirements (needs) of children. -circles based on the principles of self-awareness play an important role in increasing the social and editorial skills (competence) of activities performed in free time.

From the above, it can be seen that clubs play an important role in improving the efficiency of organizing schoolchildren's free time. Education and upbringing are the two most important interrelated tasks of a modern school, which forms the positive qualities and character of a child and leads (helps) to the development of their abilities.

Research scientist I. Z. Glisman noted that "a good school is an inevitable world of debates, experiences and discoveries, a collective network of moral experience, a center of organized dialogue" [5]. Extracurricular activities at school, consisting of conducting educational activities during free time from classes, significantly expand the opportunities of teachers to study the individual characteristics of students, provide greater mobility and adaptability to the entire system of school education and training introduces, creates favorable conditions for conducting joint activities, networking experience, independence and creativity are greatly expanded.

The effectiveness of the activity of the clubs is important because they unite the children into separate groups based on their interests, represent the sphere of special personal and "very private" relationships, and become a model of the school education system. Two types of activity are mutually applicable in the circle - "knowing ("school-academy") and carrying out activities according to the interests of children. The second is the development of students' abilities, inclinations and interests, their communication and determining one's own path is thus provided with the most favorable conditions.

Therefore, the club is not only an important form of free time organization, but also a component of the school education system, developing the creativity of students of different ages, expanding their knowledge levels, developing their own opportunities and potentials implementation and hobby activities can also create such opportunities. The organization of club activities ensures the effective integration of educational, emotional and social influences on learning. The circle environment is a part of the social and educational environment at the same time.

In the above-mentioned research of the scientist L.L. Novikova, two groups of circle functions are distinguished [3]: functional (essential) and external (existence) functions, which are related to each other from the point of view of directed coordination. The work functions include the formation of culture directly from the essence of the circle, communicative (communication) and recreational (recreational) functions. The group of external functions is divided into main and auxiliary functions. It is proposed to consider the spheres of life, which determine the direction and role of the organization, as a basis for their separation.

In the modern conditions of information society, computerization implemented in educational institutions, information activity within the school circle can be one of the options of the main field of unifying life activities of schoolchildren.

As part of the analysis of the characteristics of the school Internet circle as an organization that forms the information culture, the approach applied to the typology of children's associations carried out in the work "Group Technology" by several scientists seems to be productive and effective [6].

According to the approach of scientists, it is possible to distinguish several types of associations, such as educational, functional, creative, amateur, communicative. All six types of characteristics can be seen in school Internet clubs, but signs of the educational type (working with a personal

computer, using the Internet, and working with information play a major role in the activity of the club) and amateur associations prevail. In professional associations, competence, goal-orientedness, level of awareness and interest in one's work are valued.

An Internet circle can become an in-school task-acting (acting) Association if certain useful products (testing tests, media libraries in certain disciplines, the school's website, etc.) are aimed at fulfilling orders for production. Another option is the transition to the satisfaction of the needs of the participants in creativity and self – expression, manifestation, which leads to the dominance of the procedural component over the result and its presentation. The peculiarities of the subject of the main type of activity limit the possibility of growing to the level of communicative (Communication) Association of the Internet circle. Such a union (or "educational team") can be brought up in a circle. In such a team, the moral side of the environment, the behavior of the participants and the compliance of their thoughts with moral standards and attitudes are more important than in many other aspects. This is facilitated by the culture-forming nature (character) of information activity, goals and external necessity for the results of the activities of the circle.

Unlike traditional educational conditions (informatics, technology and etc. in science classes) in a comprehensive school, classes in an Internet circle are distinguished by the subject-subject nature of the relationship between an educator and students. In this case, the influence of the institution of further education is triggered, where the "teacher" position of the teacher is complemented by the position "together and on an equal footing". It is impossible to imagine the Association of the circle in which the authoritarian educator is working, and the style of relations is the subject-object in character, which is based on the fact that it is not mandatory for children to come to class (training), participation in the activities of the circle is voluntary. Due to the huge inclusion in the educational program of topics that imply the organization of education in the way of individual foundations, students have the opportunity to choose the duration (duration) and sometimes the time of participation in the Internet circle. At the same time, students of grades 10-11 can choose improvised software products, since it is the modular construction of programs and activities that can be carried out through collective planning, attracting children to develop the activities of the circle Association.

The change in the structure (structure) of time during today's globalization has led to a significant increase in the influence of the Internet on young people, which puts the task of pedagogically managing the processes of interaction of schoolchildren in the information environment. We believe that school circles can be one of such management tools as an association developing information culture based on the opinion of research scientist A.V. Mudrik [7].

The school Internet circle is an organized Association of students of the upper classes interested in computer technology and Information Technology, which is based on information activities with internet access. As an educational organization under the school, the Internet circle carries out the tasks of introducing a person to the culture of society (including information culture), creating conditions for the individual development and spiritual and valuable directions of students, autonomy of younger generations from adults, differentiation in accordance with personal resources in relation to the real social and professional structure of society.

Pedagogical literature and an analysis of our own experience made it possible to highlight the features of the internet circle under the school as an organization that shapes the Information Culture.

Unlike commercial Internet circles that offer internet access services, the phenomenon we study assumes the existence of pedagogical management of the process of socialization and formation of Information Culture, expressed in the targeted organization of educational and educational processes, compliance with various district work forms, sanitary standards, control of the state of health of students, monitoring the work with parents of students.

The Internet club differs from other school-based clubs in the uniqueness of the main activity type of the network (mastering information, personal computers, information technologies and software products), the possibility of remote participation in some methods of the association ("philosophical circle", "online education", "meeting of scholars") using the Internet from a home computer.

As an association for the development of Information Culture, The Internet circle under the school consists of traditional education in secondary schools (computer science, technology, etc.). in their lessons) are characterized by the subject-subject character of the relationship between the educator and students, the volatility of participation, the independent choice of the types of activities of students of grades 10-11, improvised software products, the duration (duration) and time of the time spent in the circle.

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