

MECHANISM AND DIRECTIONS OF DEVELOPMENT OF INFORMATION CULTURE IN STUDENTS OF 10-11 GRADE

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ABSTRACT: The article discusses the relevance of the formation of pedagogical innovative technologies and information culture in higher education, its convenience and tools in the teaching process.

KEYWORDS: innovative approach, principles, innovative pedagogy, technology, information, didactics, information culture.

INTRODUCTION

Mechanisms for the development of information culture among 10-11 graders are created taking into account the priority factors at the current stage of society's development. Today, such factors can include:

compatibility of information culture with logic;

the degree of compliance of the content of information culture with the principles of education (scientific, consistent, systematic, etc.);

taking into account the concept of information culture and the unique characteristics of students; educational needs of the individual (differentiated, remedial, specialized education, etc.).

The basis of educational content is one of the most important and traditional problems of didactics.

The content and main purpose of information culture in 10-11th graders is the positive development of the personality of young schoolchildren in the information society, and the effective implementation of professional activities, which consists in creating conditions for the 10th-11th graders.

We will see how the mechanism implemented in the framework of the developed methodical system of developing information culture among 10-11 graders develops in different directions.

Modern researchers distinguish four specific directions of priority changes in information sources and leisure forms of modern society [1]:

- interest in reading books and importance of books as a source of information decreases;
- television plays an important role in free time, but the value of its role as a source of information decreases sharply;
- the importance of communication with friends and the amount/scale of repetition in the work of a unit of time is reduced;
- the use of personal computers and the Internet, both in free time and in the information field, quickly increases its position.

The school computer club is an organizationally formalized (formed) association of high school students interested in computer technologies and information technologies based on a general education school, based on information activities with access to the Internet. As an educational organization, the school internet club is aimed at attracting and introducing a person to the culture of society, including information culture, individual development and moral-value directions of the growing generations beyond adults, to the real socio-professional structure (structure) of society. performs the functions of creating the conditions of differentiation (differentiation) in accordance with the personal resources of the students [2].

Necessary components of the activity of the school Internet circle are knowledge and educational and practical activities. Orientation to the community, usefulness to the school community is the reason for the preparation and implementation of various projects by students of 10-11 grades. At the same time, the majority of children have not sufficiently mastered working with computers or individual software products, and at the same time, they do not have the skills to organize their activities based on socially acceptable norms. Wu puts the task of organizing systematic education and educational work before the head of the circle.

"Network etiquette" training.

The purpose of the lesson: to explain to students the need to follow certain rules in order to prevent cyberbullying when using the Internet.

Duration: about 20 minutes.

Materials: paper and felt, large paper.

The goal of this exercise is to develop rules for using the Internet that are common to the entire audience. The rules are written on a large piece of paper and hung on the wall for everyone to read. In addition, students of lower grades can develop general rules and hang them in the school lobby.

Tell the students about the obligation of the users of the virtual space to follow the general rules related to it. Following these rules will help make using the Internet a more enjoyable experience. Divide the students into four groups. Ask the groups to discuss rules that other students would agree with. They should write down two or three general rules. Each group reads its rules aloud. The teacher writes them on the board. Discuss the rules. Which of them is the most important? What important rules have been left out?

Make a class-wide decision about the rules. Write it down on paper. Finally, discuss together how to deal with those who break the rules. It is important to involve all students in the discussion process. Remember that there are no right or wrong answers.

Evaluate participants individually.

Evaluating the results on a scale of 1 to 5 (5 being the highest) Recommendations for:

5 - students discussed the proposed topic live. Valuable suggestions were made during the discussion. They understand that these rules apply to them.

4 - the discussion was lively, directly related to the topic. Students actively cooperated while answering the questions. They understand that these rules apply to them.

3 - students discussed the topic without enthusiasm. The result of the discussion is superficial.

2 - students were distracted from the topic of discussion, did not show interest in discussion and group work. Their perception of general rules is superficial.

1 - students hardly discussed the topic, did not participate in discussion and group work. They have no idea about general rules.

"Information diary" training.

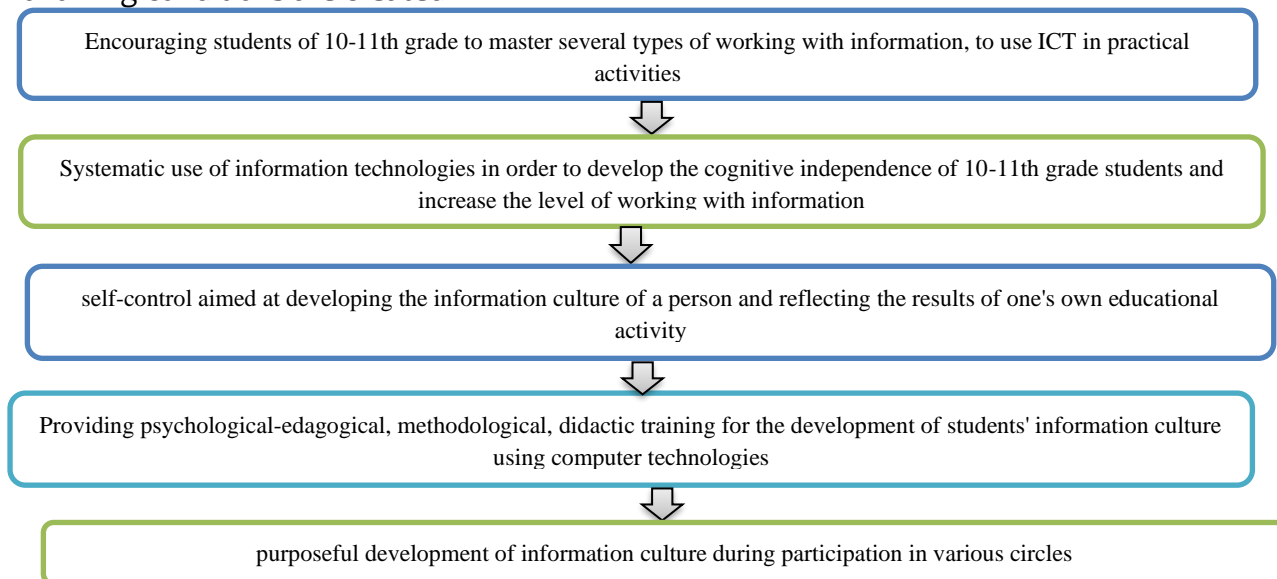
The purpose of the lesson: to teach students to reflect on their habits of interaction with the media, to understand their personal motives for using them, as well as the collective nature of the media.

Ask students to keep a diary of their media use for three days. They must keep records of every instance of media use. In particular, the diary should reflect what media are used, for how long and for what purpose. Ask them to keep track of what they read, listen to, what games they play, what they watch, and how much time they spend on social media. Ask them to be as honest as possible: let them know that no one else is reading the diary. Ask students to answer the following questions in writing:

1. How much time do you spend on media entertainment? Do you use the media to search for information?
2. What media, communication situations, or media texts are intended for personal use, and which are intended for collective use?
3. How much time do you spend communicating with the media? Please rate how much time is spent on active and passive media use?
4. How do you usually use media?
5. Did you learn anything new about media use during this exercise? What will you pay attention to when using media in the future?

Each participant is evaluated separately.

The conclusion is that based on the developed structure, content, tasks, criteria, indications and levels of information culture development of students of 10-11th grade, the mechanism of implementation of the process of information culture development of students was determined. In our opinion, the development of student's information culture is appropriate when the following conditions are created.



Mechanism of information culture development of 10-11th grade students

Thus, the introduction of editorial conditions was carried out in the process of encouraging the 10-11th graders to increase the level of information culture development, to master the types of working with information, to use ICT in practical activities. Information culture does not mean different knowledge and skills in working with a computer. This is manifested in the information direction of the person, in the process of effective work with various information in practical activities, and in the use of computer technologies.

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