

INFORMATION CULTURE AS A COMPONENT OF HIGHER EDUCATION IN THE INFORMATION SOCIETY

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***Summary.** The essence of the concept of the information culture is analyzed. Conceptions of information literacy, computer literacy, and information competency as main components of the information culture are also considered. Units of common requirements to students' and teachers' knowledge and skills of the information culture as a component of the higher education in the information society are defined.*

***Key words:** information culture, information literacy, computer literacy, information competency, higher education, information society.*

Modern tendencies of reforming the higher education in the information society are connected with improving its quality. It provides implementing new information technologies and methods of teaching into the system of the higher education. In this context the problem of studying the information culture as a component of the higher education is actual in the global information society because the information culture provides its safety and stability. UNESCO has been concentrating its attention on forming the information culture as a perspective of developing education of the XXI century.

The purpose of this article is to study the specific of the information culture as a component of the higher education in the information society. It is possible to realize it with the help of understanding the essence of the concept of the information culture in the modern learning environment based on using innovation educational technologies in the higher education.

Some aspects of this issue were considered in the fields of library and information science, bibliology, pedagogy, sociology, etc. For example, the essence of the concept of the information culture is considered by many scientists within library and information science (G. Oliver [6], N. I. Gendina [1], etc.), information management (C. W. Choo [4], A. Curry and C. Moore [5]), computer sciences (V. Kravets, V. Kuharenko [2]) etc. The similarities and differences between the concepts of the information culture and the information literacy are considered by N.I. Gendina [6], etc. The specific of the information culture and the information use of media specialists is analyzed by J. Chanlun [3]. However, the problem of studying the information culture in the modern learning environment in the higher education has not been considered yet.

There are a lot of definitions of information culture which are considered in various aspects:

- as a part of the organizational culture of any organization which is involved in information management activities [6];
- as values, norms, and practices [4];
- as a culture in which the value and utility of information in achieving operational and strategic success is recognised, where information forms the basis of organizational decision making and information technology is readily exploited as an enabler for effective information systems [5];
- as a set of principles and the mechanisms providing a positive interaction of ethnic and national cultures, their integrating into the common experience of humanity, on the one hand, in a wide sense of its definition, and as optimum ways of giving information to consumers for solving theoretical and practical tasks as

well as developing a system of teaching people for an effective utilization of the information thanks to improving mechanisms of technical means of creating, storing and transmitting it, on the other hand, in its narrow definition [2].

Sometimes the concept of the information culture is considered as a synonym of information literacy (this term is much more common by the international scientific community) which is purposed for using effectively the needed information by means of its recognizing, evaluating, locating. Both concepts have similar features as to the interaction of people with information as to its searching, analyzing, evaluating, and using for solving problems. But nevertheless they look like similar it's possible to state that the concept of information culture is wider, than the concept of information literacy if taking into consideration the essences of terms "culture" and "literacy". Literacy is traditionally considered as people's abilities to read, write, and count. Its modern concept includes abilities to use language, numbers, images, computers, and other basic means to understand, communicate, gain useful knowledge and use the dominant symbol systems of a culture [7, p. 150]. According to this definition literacy is a part of culture, and therefore, information literacy is the ability to access, organize, evaluate and use information which is a relevant to a person's needs from different sources. Besides, in the wide range of approaches information culture is considered in the context of using information technologies, information systems and digital world. In this case, this term is closed to the meaning of computer literacy which implies abilities for using computers and related technologies efficiently for solving problems. But information technologies could be only considered as components of the information culture as the efficiency of computer literacy depends on a person's information competence. The information competence is understood as the ability to identify, find, and use efficiently and ethically information which is relevant to a person's need with the help of information technology skills.

To understand the nature of the information culture it is also possible with the help of a typology of it which is characterized by the following attributes: the

primary goal of information management, information values and norms, information behaviours in terms of information needs, information seeking, and information use [4].

Thus, taking into account various concepts of the term “information culture” it is possible to state that the information culture can be defined as a set of knowledge, abilities, behaviours, outlooks, and values of people of the global information society as the purpose of such a society is to give the information to customers which is relevant to their needs by using information and communication technologies.

The information culture is classified into the different types such as:

- a functional culture which is a means of managers for controlling and influencing employees in an organization;
- a sharing culture which means the using the information to improve the efficiency of an organization’s work;
- an inquiring culture which provides searching for information for predicting ways of improving employees’ work;
- a discovery or result-oriented culture which means a personal growth of employees for implementing new innovations for increasing a competitiveness of an organization;
- a risk-taking culture which provides encouraging innovation, creativity, and the exploration of new ideas in an organization’s work, etc. [3].

One of the main priorities of the global information society is education (in particularly, higher one) which tends to give information as knowledge in a definite field of science for training highly-qualified specialists for prospering a society. In the global information society the higher education is aimed for increasing its quality in the context of integration to the European Union for being adequate to generally accepted standards. In such a society new innovation technological tools are components of education for its purposes (didactic support, individualization of teaching and learning, training teaching personnel, etc.). The process of pedagogical communication in the modern higher education consists of

teachers, students, and teaching tools including information and communication technologies. It means that the main components of information culture in the higher education of the global information society are information literacy, computer literacy, and information competency which should be obligatory not only for students but also for teachers as experts for forming the information culture of students.

Taking into account the above-mentioned meanings of the concepts of the terms “information literacy”, “computer literacy”, and “information competency” as components of the information culture as well as its classification it is possible to conclude that the information culture for both students and teachers provides common requirements to their knowledge and skills which can be combined into the following units:

- a social and cultural unit which includes understanding values, norms, ideology, outlooks, and culture of behaviour in the information society; to have a culture of critical thinking; to know how to express ideas in a logic and argumentative way;

- a professional unit which provides abilities to analyze, compare, systemize, generalize, identify the information which is relevant to a customer’s needs from different sources as well as to search, process, keep, organize, evaluate and use it; for finding creative solving problems in non-standard situations; for adapting to changes in the use of information technologies; to have abilities to work in a team and choose an optimal way of solving problems with colleagues;

- a personal oriented unit which includes abilities for self-development and self-organization in learning including self- and lifelong education as well as forming qualities of a responsible and purpose-oriented personality for using the information efficiently and ethically;

- a functional unit which provides knowledge and skills for using computers and related innovative information and communication technologies efficiently for solving problems; for controlling the availability of the feedback.

These universal requirements to knowledge and skills of participants of pedagogical communication depend on their functional obligations. Teachers should have and improve their information culture through professional training and self-education and be responsible for forming students' information culture by means of teaching them according to relevant curriculums. In Ukraine there is a special course for forming students' information culture called either "Information culture" or "Bases of information culture", and several courses where the information culture is studied in their contexts such as "Organization culture of a modern supervisor", "Information law of Ukraine", "Organization of information institutions' activities", "Information Management", etc. Unfortunately, a special course "Information culture" is studied mostly within a speciality "Information, Library, and Archival Science". But taking into account that the information culture is a component of the information society it can be concluded that this course should be implemented in a curriculum of any speciality as one of the essential humanitarian disciplines of the higher education in the information society.

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***Анотація.** Проаналізовано сутність поняття “інформаційна культура”. Розглянуто також поняття “інформаційна грамотність”, “комп’ютерна грамотності” та “інформаційна компетенція” як основні складові інформаційної культури. Визначено блоки загальних вимог до знань та навичок студентів і викладачів щодо інформаційної культури як елементу вищої освіти в інформаційному суспільстві.*

***Ключові слова:** інформаційна культура, інформаційна грамотність, комп’ютерна грамотність, інформаційна компетенція, вища освіта, інформаційне суспільство.*

***Аннотация.** Проанализирована сущность понятия “информационная культура”. Рассмотрены также понятия “информационная грамотность”, “компьютерная грамотность” и “информационная компетенция” как основные составляющие информационной культуры. Определены блоки*

общих требований к знаниям и умениям по информационной культуре как элементы высшего образования в информационном обществе.

Ключевые слова: *информационная культура, информационная грамотность, компьютерная грамотность, информационная компетенция, высшее образование, информационное общество.*

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ПРАВОВЕ ВИХОВАННЯ У ВИЩІЙ ШКОЛІ: СУТНІСТЬ ТА ЕТАПИ ЗДІЙСНЕННЯ

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У сучасних умовах Україна взяла курс на створення інноваційного суспільства. Ефективно реалізувати цю мету можна буде з одного боку, завдяки вдосконаленню законодавства й державного управління та, з другого – через забезпечення високого рівня правової культури громадян, найважливішу роль в формуванні якої відіграє їх правове виховання.

Правове виховання – це один із видів соціальної діяльності, що проявляється у співпраці державних органів, системи освіти, громадських організацій, покликаної перетворити правові ідеї і вимоги на особисті переконання громадян і норму їх правомірної поведінки, розвинути їх соціально-правову активність, сформувати правову культуру у цілому – зміцнити політико-правові відносини в суспільстві, які ґрунтуються як