THE IMPORTANCE OF RESEARCH BY SCIENTISTS FROM DEVELOPED COUNTRIES IN THE FORMATION OF STUDENTS' INFORMATION CULTURE.

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Abstract: In the article, the negative factors that affect the morale and spirit of young people, threats, the culture of using the Internet and information, as well as the levels of formation of information culture among students and young people, and the opinions of scientists on these are covered in detail.

Keywords: information, information culture, information technologies, social networks.

In protecting young people, who are the future of society, the formation of an information culture in them is a very urgent problem. The concept of "information culture" is based on two fundamental concepts: information and culture. Based on this, there are views on the "culture" and "information" approaches to the interpretation of this concept. Within the framework of the cultural approach, information culture is considered as a way of human life in the information society, as an organizer of the process of formation of human culture. Within the framework of the information approach, it is considered as a set of knowledge of all information activities aimed at satisfying information needs. Recently, there has been a growing trend of a holistic approach to the concept of information culture in the context of the integration of the information and cultural components of the individual. As a result, information culture is considered as an aspect of universal human culture. It is precisely this view that allows us to reveal the true essence of information culture. Information culture is a systematized set of knowledge, skills, and abilities that ensure the effective organization of personal information activity, aimed at satisfying the need for information arising in the process of an individual's educational, scientific-cognitive, independent learning, leisure, and other forms of activity. In general, information culture is the knowledge and skills of effective use of information, consisting of various knowledge of searching for the necessary information from information resources through all forms of information technology (computer and Internet technologies).

Studying the scientific research of foreign psychologists, we see that they have noted valuable scientific results on the psychological foundations of teacher professional training and the significance of sociocultural, national-territorial, and pedagogical-psychological factors influencing this process.

The term "information society" originated in Japan. Experts recognize that this term refers to a society rich in high-quality information and possessing all the means for its storage, distribution, and use. Information is delivered to interested parties quickly, easily, and in a convenient

form.Prices for information services should be so low that each member of the society can use it according to their needs. Academician V.A. Izvozchikov proposed the following definition, expressing the features of the information society.

"An informed society is a society in which computers, telematics, and other tools are used as tools of intellectual labor in all spheres and activities of society's members, capable of using libraries, processing information at high speed and accuracy, modeling real and predicted events, managing production, automating education, and performing other tasks.

In such a society: any person, group, or voluntary enterprise-organization can access information resources necessary for its activities;

• Provision of modern information technologies and communication tools;

• It can have a developed information infrastructure that allows for the constant updating and replenishment of information resources necessary for solving socio-economic and scientific-technical development issues. The countries closest to the information society level include the USA, Japan, and Western European countries.

The concept of "information literacy" was first introduced in the United States in 1977 and was used in the National Program for Higher Education Reform. The American Library Association referred to a person who knows information as one who can identify, place, evaluate, and use information most effectively (E. A. Medvedeva, p. 59).

A. P. Ershov defines computer literacy as "the ability to solve problems using a computer, to plan actions and foresee their consequences, to understand the main ideas of computer science, to understand the role of information technologies in the life of society." Information competence (M. A. Sovuq) is a special type of organization of subject-specific knowledge that allows for effective decision-making in the relevant field of activity. Competence can be not only a component of professional culture, but also a general, pre-professional one. The difference between professional information competence and general competence lies in the range of tasks and problems that need to be solved, as well as in the level of their solution. In the work of N. Kh. Nasyrova, the following definition of information competence is given.

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