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Enhancing the information culture of students of secondary specialized colleges in new Uzbekistan

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Abstract

The need for original specialized courses, which allow quickly response to new challenges and improve the quality of professional training of students is constantly increasing. The article outlines the preconditions for improving students' information culture in view of the experience of foreign countries and Uzbekistan. In the article, methods of comparison, systemic analysis, and descriptive methods have been used, as well as a questionnaire survey conducted at the scondary specialized educational college. The survey had 211 participants representing students of secondary specialized educational college. The study concluded that the development of students' information culture requires integration of the achievements of national and foreign scientists. It has been established that the advancement of students' information culture necessitates the integration of the accomplishments of foreign and national scientists. Accordingly, a critical examination of the methodologies employed by scientists representing various disciplines and nations, as well as their adaptation and integration into the specific cultural context, is necessary to successfully resolve the issue of developing students' information culture.

Keywords: Aggression; blogosphere; communication; information culture; information society; virtual environment.

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1. INTRODUCTION

Within the last decades educational science, besides all of its achievements, has remained "childless". Being occupied with classifications and models of content, forms, methods of teaching and nurturing, the scholars seem to have forgotten about the most important thing – regularities of child's development. Partly this threat is typical of modern philosophy, which gradually becomes "human-less". The paradox of this phenomenon is manifested in the fact that a modern person will find more answers to vital questions in the Epictetus's and Seneca's philosophical reflections than in the works by contemporary authors. To a certain extent, this threat is becoming increasingly apparent in the context of transition to information society. It has become clear that in spite of their significant benefits, many achievements, without a personal factor, may become meaningless. It is no coincidence that Nobel laureate Fogel (2004) in an interview for European magazine in Poland ("Wprost") highlighted the rapid growth of the pace of life, as well as the fact that for the development of society not only the policy of governments and/or the availability of technologies are crucial, but also the availability of one third of highly skilled workers.

In the context of the above-mentioned aspects, this study addresses the problem of students' information culture. After all, in the coming years, students, becoming professionals, will determine the prospects of using information technology. As a preliminary remark, we emphasize two important aspects in this regard. Firstly, each country has its own pace of development, and, accordingly, its specificity in approaching a full-fledged level of information society. Secondly, for modern science, the integration of various research areas is becoming apparent; the combination of philosophy, psychology, computer science, and pedagogy.

1.1. Literature review

Scientific achievements of researchers from abroad, and, first of all, Western Europe, in the development and introduction of the latest information technology in science and education are rather significant. During the recent decade, the following research trends have been developed: Reforming educational system in the conditions of Informatization ; Problems and prospects of development and introduction of the latest information technologies in the educational process;Problems of computer-based learning has been the subject of research by scholars; The essence and tendencies of e-learning development have been studied ; Audiovisual electronic aids in teaching have been studied; Assessment and selection of information technologies by a teacher for professional activity.

Within the context of our research, it is important to define the concept of the information society. Information society is the one in which the main employment sector is related to the production, storage, processing and realization of information (Taylakova, 2024). This stage of society and economy development is characterized by: increasing role of information, knowledge and information technology in the life of society, an increase in the number of people connected with information technologies, communications and the production of information products and services, the growth of their share in the gross domestic product, informatization of the society using radio, television, the Internet, as well as traditional and electronic media, creation of the global information environment that provides effective information interaction of people, their access to world information resources, satisfaction of their needs in information products and services; development of electronic democracy, information economy, electronic government, digital markets, electronic social and business networks (Beniger, 2009).

Martin (1988) attempted to highlight and formulate the main characteristics of the information society by the following criteria:

– technological criterion consists in the fact that the key factor is information technology, which is widely used in production, education, state institutions, and everyday life;

− social criterion is explained by the fact that information acts as an important stimulator for changing the quality of life, "information consciousness" is formed and approved by the broad access to information;

− economic criterion is explained by the fact that information is a key factor in the economy as a resource, service, product, source of added value and employment;

− political criterion implies information freedom leading to increasing participation of people in political life and consensus between different classes and social strata of the population;

− cultural criterion implies recognizing the cultural value of information through promoting the adoption of information values for the development of an individual and society as a whole (Martin, 1988).

1.2. Theoretical background

Understanding the role of information culture is important in any field of secondary specialized professional education. In most countries, the study of the basics of information knowledge, skills, and abilities are carried out in the system of educational institutions. Recently, the tendency towards a holistic consideration of the information culture of a person from the point of view of integrating its informational and culturological component has been growing (Wu et al., 2024). As a result, information culture is considered as one of the facets of universal culture associated with the social nature of a man and is the product of its various creative abilities. Information culture acts simultaneously as both the necessary factor in the development of a person of cultural reality, mastering all the wealth that humankind has produced, and the very reality, value resulting from the cultural and creative activity and attributes of direct cultural existence, personality manifestations (behaviour, various forms of communication).

In the scientific literature of Western Europe and North America, the term "information culture" is practically never used, and its content is mostly associated by the researchers with the term "computer literacy" (now many literatures -digital literacy). The analysis of foreign literary sources shows that the high degree of Informatization of foreign countries' education and science is at the same time the result of previous and the driving force of further research in the field of information and communication technologies.

Undoubtedly, the existing experience and theoretical work on the subject of research are, in their unity, a valuable source of theoretical and practical knowledge for domestic scholars. In American literature, the notion of information culture is often identified with the notion of "information literacy". For the first time, this concept was used in the USA National Reform Program for Higher Education in 1977. The American Library Association (ALA) has defined an information-literate person as the one capable of detecting, posting, evaluating information and using it most effectively (American Library Association, 1989).

Information literacy courses have become compulsory for college students and students of higher education institutions. Their main tasks are to familiarize students with the possibilities of libraries and electronic resources, to form their knowledge of the main bibliographic sources and skills of their use, to develop a trusting attitude to literary sources and to develop the ability to differentiate between reliable and questionable sources of information.

Since the notion of information culture in American literature is used rarely, such concepts as computer, cultural, and functional literacy are widely used instead. The increasing use of modern equipment in everyday life, the use of state-of-the-art information technology and technology require a higher level of literacy and general training. In this regard, computer literacy and information literacy are considered by American colleagues as a component of functional literacy. The concept of "computer literacy" suggested by Hunter Equipment (1990) is "all that is needed for a person to function in a society based on information"

Functional literacy is the term suggested by Gray (1969) for UNESCO as the ability of a person to interact with the external environment and adapt and function as quickly as possible (Gray, 1969). Unlike elementary literacy as a person's ability to read, understand, write similar short texts and carry out simple arithmetic operations, functional literacy is a level of knowledge, skills, and abilities that ensure the normal functioning of the individual in the system of social relations, in a particular cultural environment.

By studying students' informational literacy, Bruce (1997) identified its seven components that are hierarchically interconnected. These include
1) the use of information technology,
2) information search,
3) understanding the necessary information and comparing the identified information with the primary need,
4) controlling information,
5) creating a personal database,
6) working with new knowledge so as to obtain new information;
7) the use of information in favour of the others.

Following this, Bruce, (1997) and McGowen (1995) proved the role of information literacy in the implementation of the principle of the continuity of education while studying medical students' understanding of the notion of continuing education. Furthermore, by analysis, scientists have identified 7 components of information literacy of students:
1) the ability to use information technique in humanitarian sciences practice,
2) the ability to search specific information on the diagnosis, treatment, and prevention of diseases,
3) the ability to identify the necessary information in a particular clinical case and compare the identified information with the primary need,
4) the ability to control personal information and patient information,
5) the ability to create a personal database of literary sources (printed and electronic),
6) the ability to work with new humanitarian knowledge so that it is possible to obtain new information,
7) the ability to use information for the benefit of students, colleagues, and teaching personals.

Based on the studies of Bruce (1997) and McGowen (1995), many scholars have focused on the need to integrate the development of information literacy of humanitarian students in the course of studying the disciplines of existing curricula (Minchow, 1995). These were conducted through an interdisciplinary approach that is typical of American education.

In the case of Perelman Medical School at the University of Pennsylvania, the curriculum of the Doctor of Medicine (MD) program encompasses 6 modules. Every module, in addition to professional disciplines, includes courses in the Humanities cycle that emphasize the student's ability to look for, critically understand and effectively use information from printed and electronic sources. Within every module, such courses include electives "Bioethics", "Global Health Problems", "Medical Informatics", "Fundamentals of Scientific Research", "Fundamentals of Professional Communication", "Decision Making in Clinical Practice", "Fundamentals of Multicultural communications" and others.

In the United States, libraries play an important role in developing information culture. Therefore, when considering the peculiarities of the formation of an information culture in the USA, we rely on the experience of the libraries of American universities as their traditional experience in teaching information literacy is an important link in the system of the designed academic programs in the information culture (Mutev, 2023). Medical students in the USA, in addition to specialized literature in libraries and virtual libraries, constantly use such electronic resources as MEDLINE, HINARI, EbscoHost, and Cochrane Library. It is worth noting the high research potential of such libraries, which has been achieved through a broad exchange of resources, as well as the use of modern telecommunication

systems for information exchange. For example, in Oklahoma, users have extensive access to information through the Oracle network. This network, connecting the resources of the university library, public library, and secondary school libraries, is one of the elements of providing access to library resources for readers of remote areas and large cities. The activity of the university library is automated on the basis of an integrated information system that allows students and teachers to search the library category and several bibliographic databases through special automated workplaces, as well as in remote mode.

Issues on information culture attract a considerable interest of the Uzbek and foreign scholars. It is no coincidence that a series of monographs on the subject is published in Poland. In the first volume "A Human in the Information World". Information culture is considered in the context of security with analysis of risks, dependence on the Internet, manipulation of information, information skills in the context of a new culture of learning, development of information competence (Govender et al., 2021). Attention is drawn to the problems of information stress, adaptation of a person to the requirements of the information society. Polish researchers Dymmel et al., (2015) successfully combine the issues of information culture and reading culture, analyze the possibilities of various programs. Pawlak (2018) makes conclusions about the crisis phenomena typical of the information society. Batorowska, (2009) and Batorowska et al., (2015) proves the necessity of special programs for educational institutions, analyze the effectiveness of information education, its advantages and disadvantages. Also, Babik's (2012) conclusions on ecological aspects of information is important and up to date.

1.3. Purpose of study

Project from the Microsoft Company "School in the Cloud" is gaining increasing popularity. There are 38 such schools in Poland. Over 800 schools of this type have been opened worldwide by Manhattan Schoolcase Schools, whose primary goal is to employ cutting-edge technologies in managing educational institutions and organizing the educational process. The purpose of the current study is to determine the preconditions for improving students' information culture in view of Uzbekistan and foreign experience.

2. METHODS AND MATERIALS

To fulfill the tasks of the given research, a complex of general scientific and special methods have been used, namely: comparative analysis, identification, selection, systematization of scientific, educational-methodological literature, documents, periodicals); historical (for definition of the degree of scientific comprehension, analysis of the peculiarities of the development of theory and practice of information policy); historical-genetic (for determining factors, causal relationships of formation and development); historical comparative (comparison of the effectiveness of the use of forms, methods, means of pedagogy in different countries and at individual stages of development); expert method (analysis of problems with evaluation of results); development of a prognostic scenario; expert assessment. In the current study, methods of comparison, systemic analysis, and descriptive method have been used, as well as the questionnaire survey conducted at the secondary specialized educational college Hidoya, city of Namangan, Uzbekistan.

2.1. Data collection tool

To identify violations of ethical norms in the communication process on information platforms, the study conducted an online survey among the youth audience, since it makes up a significant share of users online and may become a victim of propaganda of the language of hatred. After all, many resources, especially social networks, accumulate a significant number of visitors and can act as tools for broadcasting the language of hatred.

2.2. Participants

The survey had 211 participants representing students of secondary specialized educational college Hidoya in Namangan city, students of the secondary specialized educational college Sayyid Muhyiddin

maximum at Andijan city, and students of secondary specialized educational college Imom Faxriddin Roziy at Horezm city. The online questionnaire was sent to the Students Groups in Uzbek Telegram channels. The respondents were asked to answer the questions with multiple choice variants of answers as well as those that required detailed answers.

3. RESULTS

3.1. The problem of the development of information culture of students of various majors isbecoming a topical issue.

3.1.1. Qualitative results

Requirements for the professional training of university graduates and current realities indicate a number of contradictions, namely: between the low level of formation of students' information and analytical skills and the high-level of requirements for the organization of work with computer technology; sufficient level of theoretical and practical knowledge and low level of skills in work with information technologies; sufficient level of professional training and a low level of readiness to use computer technology in teaching activities, etc.

Researchers traditionally single out the following components of information culture:

1) motivational and personal;
2) epistemological;
3) process and activity oriented.

The motivational and personal component involves understanding the importance of the practical application of information technology at the level of personal beliefs, the existence of a creative initiative for the development of professionally significant qualities, the belief in the need to plan personal information activities, as well as knowledge of information and possession of analytical skills, awareness of the need for programs of professional self-development (Ahmady et al., 2023). Also, it is based on clear motivation for using the above mentioned technologies in learning and future professional activities, the critical approach to choice of electronic teaching materials depending on specific learning situation, the confidence in computer technologies as effective means of study, and creativity as a leading feature of a personal approach to the application of electronic means of training in professional work (Aladini et al., 2024).

Epistemological component involves knowledge of basic concepts (culture, information, information society, teacher's information culture), independent determination of the preconditions for the development of information culture of the youth, understanding of the essence of information processes, the basics of information retrieval, storage, analysis and transmission, awareness about information resources of the Internet, regularities of development of computer technologies, application of modern information technologies in the educational process and their influence on the development of a personality, awareness about modern electronic learning tools, and ways of using computer technologies for professional self-improvement; determining the benefits of using information technology for effective learning, creative use of computer technologies in teaching and learning activities.

Process and activity oriented component is based on systematic work on the development of the skills necessary for the formation of personal information culture, readiness for the use ofinformation technologies in practice, as well as planning of information activities, prediction and analysis of their results, the application of standard methods of information search, systematization, analytical processing, storage and its further transmission, the introduction of modern electronic didactic means of learning courses into the study process (Swiecki et al., 2022). This component also involves mastering basic skills to become computer literate, as well as the ability to use electronic learning tools creatively in professional activity.

In the course of an experiment, Klymenko (2018) tested the effectiveness of the technique of forming students' information culture. A complex of complementary methods was used to determine the formation level of students' information culture at the preliminary stage. Diagnosis of the level of formation of information culture has allowed to determine approximately the same level of students' information culture in the control (CG) and experimental (EG) groups. The results of this study showed a low level of information culture among students. We see the reason for the lack of effectiveness of traditional means of forming information culture.

Elective (optional) courses play an important role for the solution of the tasks set. Klymenko, (2018) developed a course "Fundamentals of Information Culture" in which Students studied such issues as the essence of information, information processes in the context of the professional activities of a modern teacher; the content of the teacher's information culture; teacher's work with information sources; means of formation of teacher's information culture; application of information and communication technologies in professional activity; basics of computer literacy; multimedia and office technologies in the context of the preparation of didactic tools for use in the educational process; and work in a linguistic laboratory, electronic training courses, electronic and online learning environment on Internet platforms.

3.1.2. Quantitative results

In order to test the formation level of information culture and the knowledge gained by students in the course of the experiment tests, a questionnaire and individual projects were used. Thus, the practical skills and abilities of students in the field of information and communication technologies, which they were supposed to learn in the process of study, werechecked.

Table 1 shows the results of the above mentioned experiment. On the basis of the data analysis we state that the experimental study, which involved 211 students and 36 teachers, contributed to raising the level of information culture of students in the experimental group. The number of students with a low level decreased by 46,66% according to the main components, with a medium level increased by 6,66%, and with a high level – by 36,6%. The number of students in control groups with a low level decreased by 8% by components, with a medium level increased by 5,33%, with a high level – by 2%.

The results obtained in the experimental group at the end of the experiment indicate mostly high and medium levels of knowledge and skills development in the field of information culture mastered by students.

Table 1

Distribution of students of secondary specialized educational college Hidoya experimental and control groups by formation levels of Information culture in the course of experiment

Components of Information culture	Stages of experiment	Experimental group I % (Tajriba guruhi- in Uzbek)			Control grol(C) % (Nazorat guruhi- in Uzbek)		
		Low level	Medium level	High level	Low level	Medium level	High level
Epistemological	Beginning	***26***	***54***	***20***	***24***	***54***	***22***
	End	***4***	***44***	***52***	***20***	***52***	***28***
Process and activity oriented	Beginning	***18***	***38***	***44***	***18***	***42***	***40***
	End	***4***	***38***	***58***	***14***	***42***	***44***
Motivational and personal	Beginning	***16***	***52***	***32***	***14***	***48***	***38***
	End	***2***	***34***	***64***	***12***	***46***	***42***
TOTAL			***100 %***			***100 %***	

3.2. The level of communication in virtual space is an important constituent of information culture.

3.2.1. Qualitative results

Synorub & Medynska (2019) surveyed with over 200 respondents: The main focus was on the negative effects and benefits of virtual communication. Focusing on these aspects is not accidental. According to the definition of the Committee of Ministers of the European Council (1997), the language of hatred "includes all forms of expressions which distribute, provoke, stimulate or to justify racial hatred, xenophobia, anti-Semitism or other forms of hatred based on intolerance, including intolerance in the form of aggressive nationalism and ethnocentrism, discrimination and hostility towards minorities and migrants, including people of immigrant origin".

Over the last few years, the use of language of hostility towards representatives of national minorities, political opponents, people with disabilities has become alarming in Uzbekistan. A particularly dangerous trend is the widespread use of the public language of hostility, in particular, by the media. Within a month, namely October 2021, for instance, in a number of Uzbek online magazines, a significant number of words were found with negative coloring regarding national, age, political affiliation, as well as health and financial status. With the aim to define the tendencies of language of hostility in Internet publications, the current research chose a method of content analysis, which illustrates the transfer of mass digital information into quantitative indicators with further statistical processing. Content analysis is one of the ways to determine the content of the material which is topical on information platforms. We will focus on the Internet media of Uzbekistan, which is one of the most populated cities in the western region of the country. To do this, we will use the rating created as a result of studying website traffic statistics on platforms (Uzbek government domens and sites).

Random sample set of online publications was formed by the categories most recognizable in the Internet media navigation (Anvarov, 2012). The materials were investigated for the existence of thirty-five keywords, which belong to six categories of analysis that correspond to the types of language of hostility: by nationality, 17 cases of negative evaluation were recorded; by age – 1; by political orientation – 23; by health issues – 6;humiliation of human dignity by gender – 2; according to the well-being status – 3. The language of hostility is abundant across information platforms: rigid (calls for discrimination, veiled calls for violence and discrimination), medium (justification for cases of violence or discrimination, statements about the criminalization of a socially vulnerable group, representatives, allegations of their negative impact on society) and soft (creating a negative image of the representatives of these groups, assertion of inferiority, in particular the lack of culture, intellectual ability, inability to do creative work; statements about moral defects, mentioning them in humiliating context, citing xenophobic statements). The regulation of this problem primarily depends on the observance of professional standards and journalistic ethics in the media environment. Equally important is the information culture of the young audience, which level is largely dependent on education.

3.2.2. Quantitative results

To identify violations of ethical norms in the communication process on information platforms, we conducted an online survey among the youth audience, since it makes up a significant share of users online and may become a victim of propaganda of the language of hatred. After all, many resources, especially social networks, accumulate a significant number of visitors and can act as tools for broadcasting the language of hatred.

The survey had 211 participants representing students of secondary specialized educational college Hidoya in Namangan city, students of the secondary specialized educational college Sayyid Muhyiddin maximum at Andijan city, and students of secondary specialized educational college Imom Faxriddin

Roziy at Horezm city. The online questionnaire was sent to the Students Groups in Uzbek Telegram channels. The respondents were asked to answer the questions with multiple choice variants of answers as well as those that required detailed answers.

The following is an interpretation and analysis of the results. The questionnaire contained questions, which, as a result, had to determine the presence / absence of information culture in the media environment, its nature, different types of language of hostility during discussions on Internet platforms.

In order to determine the sources from which young people receive information, the questionnaire contained a question asking to specify the information platform. Thus, the first question of the online questionnaire allowed us to get the following answers: 65,6% of respondents pointed out social networks, while 30% named Internet media. This shows that social networks today are the most popular communicative Internet environment, which attracts modern youth.

The second question was designed to determine active or passive participation of youth in the discussions on socially important issues. During the survey, the following answers were received: only 14,4% were involved in discussing the problems present on information platforms; 50% of respondents are sometimes active in the communication process; 35,6% claimed not to be participating in this form of communication.

The third question “Have there been cases of violation of ethical norms in the process of information exchange?” had 62,2 % “for”, and 31,1 % “sometimes” answers. This question was aimed at revealing the knowledge, skills, and abilities of modern youth in identifying fake information with a negative connotation, which predetermines a biased attitude towards certain socially vulnerable groups of people.

In the fourth question respondents were asked to identify the forms of negative communication on Internet platforms. We have the following answers: 37,2% of the polled believe that obscene words belong to the most commonly used, 31,4% say that there is harassment and provocation for conflict, and 23,3% have been discriminated against on racial, sexual and other grounds.

In the survey, we wanted to know what Internet resources, programs, and network tools are most often used to display the language of hatred. In this regard, we have the results of the answers to the fifth question of the questionnaire, which state that 80% believe that negative rhetoric prevails in social networks, whereas 13,3% claim it to be happening in chats and forums.

In the sixth question, respondents were asked to outline the definition of “information culture”. The respondents gave variants of answers, in which they noted that information culture is “ethical behavior in the process of communication”, “rules of behavior on the Internet”, “norms and principles of a certain information environment”, “a set of rules of communication for successful interaction with information”, “competent and accurate submission of information with respect to all ethical and professional norms, the presence of critical thinking in recipients”, “the ability to present only verified information without elements of discrimination”; “the ethics of communication on Internet platforms”, “the ability to be tolerant in expressing personal opinions”, “information literacy and ethical standards”, “the culture of interaction of a person with information, the ability to adequately respond to changes in the information space”, “connection between the information world with the spiritual culture of an individual”, “the ability to express information correctly regardless of its negative content”, “ rules of behaviour on the Internet”, “the ability to filter the information received, distribute only reliable data, a sense of responsibility for the written and published“, “a set of principles and real mechanisms which provide positive interactions between ethnic and national cultures”, “a well-established system of means and methods for the transfer of information, verification of its actuality”, “the ability to communicate with compliance with ethical norms” etc. Only 126 (60%) of 211 respondents answered this question. From the above statements we can conclude that a significant

part of the respondents (50%) are aware of this concept, 10% misunderstand its essence, whereas 40% did not answer this question, indicating the lack of knowledge of the relevant terminology.

The open question "What do you think should be done to raise the level of information culture of the youth?" turned out to be quite difficult for the respondents. After all, it required not only an assessment of the existing level of information culture, but also the formulation of certain recommendations for its improvement. Perhaps this is the reason why only 61% of the 211 respondents submitted at least some proposals, namely: "to strengthen the work of administrators and moderators of information platforms", "to improve the quality and format of information (video, photo, memes)", "to create information platforms for young people to be participants in communication", "to develop humanistic values in the society", "to provide education on information culture in educational institutions", "presentation of fake Internet sources in order to avoid such resources in the future", "to develop a system of control and punishment for violations", "to ban false and discriminatory information", "to track the communication of youth in social networks", "to increase the level of professionalism of the Internet media by filtering comments, messages from users", and "create a secure Internet space".

Respondents of 1-2 courses dominate in numbers (68,2%). The respondents involved were those from the age of 16 to 17 years old – 21, 2%, from 18 to 20 years – 42, 4%, from 21 to 25 years – 13, 1%, from 26 to 32 years –19, 1%, aged 33 and above – 4, 2%.

3.3. The level of students' and future graduator' knowledge of the modern blogosphere.

In particular, a separate question in the questionnaire is devoted to the topics of blogs, namely, which topics are most interesting to young people. Out of the suggested answers, 61 people pointed out the topic of traveling, 52 pointed out the topic of entertainment (photos, video stories), 28 pointed out the topic of blogs about earnings, 26 pointed out the topic of Internet development, 23 pointed out the topic of blogs on the topic of war, 21 pointed out the topic of blogs about sports, fan sites, 19 pointed out the topic of political blogs, 16 pointed out the topic of games, and only 12 people are interested in economic issues. Also, the research was interested in the extent to which future journalists trust and are critical to the information in blogs. No respondent fully trusted information from blog posts, 16 students reported that they would rather not trust than trust, 34 are inclined to trust, 18 could not decide on the answer to this question and only two people from the interviewed claimed that they did not trust the materials in blogs at all.

The answers to the question "Who among Uzbek bloggers is trusted in the youth environment?" were particularly interesting: none – 16 people, Xushnudbek – 9, M. Abdukarim Mirzaev – 8, Raisbuva – 6, Sais Abdulaziz Yusupov– 4, MubashshirAhmad, NurbekAlimov, Qoshnimahalla– 3. A significant group with names of other bloggers had only one vote. For the assessment of the level of information culture, topics of blogs of interest, named by the students, are of high importantance: entertainment – 42, travel – 33, politics – 19, sports – 14, war – 13, earnings – 10, economics – 4. Among the main threats to the information space of Uzbekistan, the students pointed out: distribution of inaccurate information – 10 people, information warfare – 8, censorship – 6, propaganda – 6, influence of the authorities on information – 6, computer crime – 5, fake information – 5, corruption – 5.

Generalization of the theoretical aspects of using blogs in the process of professional development, study of students' opinions led to the search for new approaches to the problem discussed. Scientist of International Islamic Academy of Uzbekistan Y. Shodiev developed a course for future graduates "Blogger-blog-blog sphere: topical issues of theory and practice". It comprises 32 academic hours: 12 hours of lectures, and 20 hours of practical classes. The lecture course deals with the following issues:

- Information culture of a personality; Information as a precondition for personal development; Information culture of a specialist in the conditions of globalization; Journalist in the modern information space.

- The technology of creating an author blog; Registration, Structure, Design, Content of a Blog; Uzbek Blog sphere; From idea to implementation.
- Regularities of development of modern blogs; Retrospective assessment of the origin of the first blogs; Advantages and disadvantages of modern blogs; Classification of blogs.
- Trends in the formation and development of the blog sphere; Conceptual foundations of the blogsphere in modern society; The blogsphere in the context of information war; Prospects for the development of the blogsphere.
- Professional activity of a blogger; Ethical requirements for professional activity; The psychological culture of a blogger; Successful communication in the virtual space.
- Prognostic assessment of the development of the blog sphere; Use of the Uzbek and foreign experience in journalism; Prevention of manipulations in the information space; Technology of successful blogging.

During practical classes, the following questions are considered:

1. The transition to the information society as a challenge of the present; Advantages and disadvantages of the information society; Personal characteristics of a professional; Characteristics of the modern blog phere.

2. A modern blog in the context of the theory and practice requirements; Features of modern Uzbek blogs; Foreign experience of author blogs; Business game: “A journalist in virtual reality”.

3. The system of methodological support for the creation of author blogs; Legislative support of professional activity; Review of periodicals devoted to the blog phere; Business game “Expert assessment of methodological materials”.

4. Author Blog: the Past and the Future; Classification of modern blogs; Creativity of the author blog; Competition among author blogs.

5. Regularities of effective communication in the virtual environment; Target blogging groups; Relevance, objectivity, and accessibility of blogs; Blog as virtual professional communication space.

6. Portfolio of a modern blogger; Blog information support; Search, storage, distribution, protection of information; Best blogger portfolio contest.

7. Method of projects in the context of raising the level of professional skills; Scientific organization of the work of a successful blogger; Prognostic evaluation of blogging effectiveness. 7.3. Brainstorm “The Best project of author blog”.

8. The blogsphere and target forecasting. Student Scientific and Practical Conference. Student groups prepare a list of panels, topics of speeches, summary documents.

4. DISCUSSION

The above mentioned questionnaire made it possible to state that the problem of information culture is topical and requires the following recommendations to be taken into account:

− introduce mechanisms and tools for reporting the language of hatred in the online space;
− conduct trainings, master classes, open lectures at educational institutions on the problem of language of hostility on Internet platforms, biased attitude towards certain target groups, methods of dealing with the language of hatred, as well as its influence on society;
− inform young people about their rights and methods that can be used for protection purposes;
− report cases of the language of hatred through national reporting systems or via media networks;
− use feedback mechanisms on the Internet or complaints procedure to warn website owners, moderators of the cases of language of hatred;

− ignore violent sites and trolls annoying and offending Internet users;
− promote media literacy and digital literacy, as well as support for youth participation in the management of the Internet.

Summing up the preliminary results, we can conclude that the problem under study requires further research. In particular, it is of paramount importance to prepare a series of training films aimed at preventing aggression in a virtual environment with the account of Uzbek's experience, to use the advantages of electronic means, to raise the level of information culture of young people, to develop personal characteristics of future specialists in informatics and information literacy in the process of training teachers. Many years of teaching experience at the universities of Uzbekistan allow emphasizing the importance of special courses that ensure quick response to the challenges of our time, promoting the quality of education, developing students' competencies. The openness of the educational space, globalization, transition to the information society, the dynamics of the labor market, competition, new needs of the younger generation require new approaches to the organization of the educational process while taking into account the experience of past years. Priority should be given to comparative studies of the system of values of the young people from different countries, the advantages and disadvantages of the multicultural environment. Search for psychological and pedagogical patterns of successful activity is of particular significance .

5. CONCLUSIONS

As it has been proven, development of students' information culture requires integration of the achievements of Uzbek and foreign scientists. In particular, one should pay attention to the system of basic concepts. In the foreign pedagogical tradition, information culture is considered as one of the facets of universal culture associated with the social nature of a man and is the product of human creative abilities. To find the regularities of this process, it is important to conduct a comparative analysis of the development of information culture of students majoring in different specialties. For example, in the universities of the United States, the formation of medical students' information culture is ensured by coordinated activities of various departments of medical education through the development of appropriate curricula, the introduction of innovative methods and techniques of teachers and librarians' work with the students.

Working with future teachers, the study of such problems as the essence of information, information processes in the context of the professional activities of young graduaters, the content of information culture, work with information sources, means of information culture, the basis of computer literacy, electronic training courses, electronic learning environment within the specialized course "Fundamentals of Information Culture" helps to significantly increase the level of information culture of students at the secondary specialized educational colleges.

One of the manifestations of students' information culture is the ability to detect and deal with negative aspects of communication in a virtual environment. The completed research has made it possible to formulate the following recommendations: to introduce mechanisms for detecting and managing aggression in the Internet; to conduct trainings, master classes, open lectures at educational institutions on the problem of language of hostility on Internet platforms; to inform students about their rights and methods that can be used to protect them; to report cases of the language of hatred through national reporting systems; to use feedback mechanisms on the Internet; to promote students' media literacy and digital literacy.

The study of the familiarity of future journalists with the blogosphere, its thematic content, the positive and negative aspects has given an opportunity to offer a special course for students aimed at the development of their information culture, covering such issues as information as a precondition for personal development, a journalist in the modern information space, the use of Uzbek and foreign experience in humanitarian sciences, the technology of creating an author blog, trends in the development of the blogosphere, etc.

Thus, the key to a successful solution of the problem of developing students' information culture is a thorough comparative study of the approaches of scientists representing different fields and different countries, and their integration and adaptation in the realities of a particular cultural environment.

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