

**THE ROLE OF THE CULTURAL AND INFORMATION APPROACH IN THE  
FORMATION OF THE UNIVERSAL CULTURE OF SCHOOLCHILDREN**

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**Annotation:** The article examines the problem of cultural and information approaches to the formation of information cultures of schoolchildren in the conditions of globalization and digitalization of education

**Key words:** approach, cultural approach, information approach, creativity.

The formation of a human personality can be correlated with a multidimensional, multilevel and nonlinear system, in which the movement of bases and the periodically carried out alternation of determinants are assumed. In this study, we have concretized the presented position by supplementing the process of assimilation and translation of information, which, along with the gender and age characteristics of the student's development, affirm the priority of various determinant relationships at the level of the subjects under consideration.

Culturological is of great importance within the framework of the topic of this study (I. Kant, F. Hegel, I.-G. Herder, E. Kassirer, B. K. Malinovsky, M. Mead, A. Toynbee, O. Spengler, N. A. Berdyaev, M. Heidegger, M. M. Bakhtin, S. S. Averintsev, M. K. Mamardashvili, D. S. Likhachev, Y. M. Lotman, L. N. Gumilev, G. S. Pomerants, V. S. Bibler, M. S. Kagan, K. D. Ushinsky, M. Montessori, L. N. Tolstoy, V. A. Sukhomlinsky, A.V. Lunacharsky, etc.). Solving the problem of forming the information culture of schoolchildren in the context of this methodological approach requires addressing the basic category of culture, which in the generally accepted interpretation acts as a multidimensional and interdisciplinary concept, the problematicity of which in its essential content quite clearly reveals some contradictions, which is partly explained by its versatility. In the currently existing scientific literature, we have identified a fairly large number of definitions of the phenomenon under study, the multiplicity of definitions of which is explained by the actualization in each case of only individual characteristics of "culture". However, it should be recognized that the analysis of interpretations of the concept under study gives an understanding that its scale does not allow any of the definitions to claim to be exhaustive.

The main pedagogical principles that form the basis of the considered approach directly in the context of the educational process should be called: 1) the principle of cultural conformity (A. Disterweg, P. Florensky), which establishes the nature of the relationship between education and culture as an environment that provides opportunities for the development of a student's personality, educating him as a "cultural person"; 2) the principle of productivity (N. B. Krylov) [3, p.34] allows you to show the ability of the productivity of the education system, expressing it through the creation of conditions for the disclosure of the creative potential of the student in his practical activities; 3) the principle of multiculturalism, as the ability during the educational process to demonstrate the versatility of culture, which is expressed in a variety of interactions, while creating the most optimal conditions for the formation of tolerance through the tools of culture of the student; 4) the principle of unity and harmonization of rational and emotional factors (B. M. Nemensky, V. A. Alekseeva) is based on the consideration of the process of education as a pedagogical process aimed at the need-motivational sphere of personality.

Summarizing the above, within the framework of the considered approach, it can be concluded that the cultural approach allows you to create a set of necessary conditions for solving complex educational tasks, based on traditionally established cultural foundations in a particular society, more projecting national characteristics outside, while contributing to their preservation and translation. In this study, under the culturological approach, we consider a set of the most effective pedagogical techniques through which the level of understanding is achieved, which allows us to analyze any sphere of social and mental

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activity of a person, passing its components through the essential characteristics of cultural concepts (culture, cultural patterns, attitudes, rules, values, lifestyle, cultural activities, etc.), linking it with the understanding of the interaction of three components: the personality of the student □ education □ culture.

The application of a cultural approach in the form of a methodological foundation that allows the formation of a student's information culture provides an opportunity for:

1) the creation of a coherent hierarchically structured value system of the student, represented by a set of ideals and standards that act as an axiological guideline during the implementation of the pedagogical process;

2) the organization of pedagogical interaction focused on the identification of individually determined cultural characteristics of the student's personality in order to further build objectively approximate educational conditions that maximize the personal potential of each student in his development;

3) the organization of the pedagogical process in its entirety, taking into account the leading didactic principles, forms, methods and means, as an effective tool for building the subjective position of each child in the learning process.

An important approach in our study is informational (J. Masuda, D. Bell, Z. Brzezinski, M. Castels, A. Tofler, A. Touren, K. Jaspers, Y. M. Gorsky, V. I. Shtanko, etc.), which can be considered as an effective way to formulate an abstract generalized reconstruction, through which it becomes possible the study of the information aspect of multidimensional systems, the study of information interconnections and relationships by applying the basic provisions of the theory of information. The scientific research of R. Atkinson, A. A. Bratko, A. N. Kochergin, M. L. Vekker, G. A. Golitsyn, V. M. Petrov, V. I. Dmitriev, V. A. Kotelnikov, V. V. Nalimov is devoted to the study of some, to a greater extent disparate aspects of the information approach in the context of their application to practical activities in the pedagogical process, B. Palyusheva, A. I. Rakitova, U. Reitman, G. L. Smolyan, A. Turing, A. I. Uvarova, etc.

The considered approach provides an opportunity to explore a number of structural components that are part of socio-natural phenomena, in the functioning of which the mechanism of the information exchange process is revealed. In addition, the information approach allows, somewhat moving away from the biological, social and physical essence of the phenomenon, to explore the nature of information interactions, providing for a deeper study of it in the form of a system with all its functional capabilities: to "consume", save, interpret (analyze) and broadcast information.

From the point of view of the content of information, it should be emphasized that it is possible to circulate within the educational process, while operating with three components: 1) subject-based, presented in the form of an educational goal displayed in pedagogical activities directed from the teacher to the student; 2) functional, the essence of which is to organize the process of mastering information transmitted to the student during educational and cognitive activities (language, symbols, PC user skills, etc.); 3) switching, involved in regulation of the pedagogical process.

During the implementation of the main provisions of the information approach, the evaluation of a number of characteristics is carried out, the most significant of which is the value of information, which is measured using quantitative (structural changes in the system, the number of sources, replenishment of the thesaurus of information, etc.) and qualitative (the possibility of processing information, the importance of information to achieve the goal, etc.) indicators.

Based on the above, we can say that the formation of students' skills to operate with information, it must be borne in mind that it acts as one of the particular tasks, in the case of formation: 1) information competence (T. S. Vinogradova, O.A. Kizik, A. L. Semenov, O. G. Smolyaninova, A.L. Semenov, S. V. Trishina, S. E. Shishov, etc.); 2) information culture (I. N. Gaidareva, N. I. Gendina, E. V. Danilchuk, E. P. Semenyuk et al.); 3) culture of cognition (O. A. Zavyalova et al.); 4) universal educational activities (N. M. Gorlenko, A. P. Gladkova, V. G. Zakirova, N. N. Zhukova, E. O. Ivanova, M. P. Kalinina, V. I. Orlov, E. G. Sabirova, L. M. Friedman, etc.); 5) research skills (A. P. Gladkov, N. N. Poddyakov, A. N. Poddyakov, A. I. Savenkov, N. S. Shlyk, V. V. Shchetinina, etc.).

Thus, in the context of this study, the information approach provides a set of effective tools through which it is possible to identify the features of the "movement" of information in the process of teaching and educating schoolchildren based on the essential basis of information culture. At the same time, it is simultaneously possible to describe the pedagogical process through the language of information theory, assess the so-called "information saturation" of the learning process, evaluate the effectiveness of mechanisms for acquiring, analyzing (interpreting), transforming and preserving information that is necessary to achieve a given goal.

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