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**Abstract:** The article examines the main factors of information culture of schoolchildren in the context of globalization and digitalization of education and methodological problems of information culture.

**Keywords:** factor, information culture, information transformation, technology, broadcasting, information interactions.

The most significant feature of the 21st century is the clash of humanity with the need to put into practice a wide range of information technology opportunities in education. In our opinion, it became quite natural to form a new field of pedagogical science, due to its informatization, which determines the importance of its theoretical and methodological justification, the development of models, basic principles, methods, forms and means of teaching, which would be based on the educational resources of a new generation. In this regard, it becomes a reasonable assumption to achieve a significant improvement in the quality of the educational process at all levels and levels.

In the present historical period of the society's development, all its members found themselves in a state of constant immersion in the ever-increasing volumes of information flows, which cause the renewal of knowledge accumulated in society and the need for a person to master new types of activities. In this regard, the need for an ever deeper mastery of the streams of diverse information is well justified, which determines the importance of forming an information culture of a person through teaching programming languages in secondary schools. The term "information" originates from the Latin word *informati*, which literally translates as clarification, shaping, learning, awareness.

The main factors that determined the occurrence of such a phenomenon are:

- 1) transformation of information into a universal category of social development;
- 2) an increase in the volume of information "absorbed" by a person on a daily basis;
- 3) informatization of almost all spheres of activity of the company;
- 4) improvement of new types of information technology and technology.

Speaking about the significant contribution of many famous Russian scientists involved in the development of methodological problems of information culture, it is worth mentioning M.G. Vohrysheva, A.A. Grechikhin, N.B. Zinoviev, Y.S. Zubov, I.K. Kirpicheva, V.A. Minkina, I.G. Morgenstern, V.M. Petrov, A.I. Rakitova, B.A. Semenovker, E.P. Semenyuk, N.A. Slyadnev, A.D. Ursul, V.A. Fokeeva, Yu.A. Schrader. These researchers took part in the construction of the theoretical foundations and conceptual and terminological apparatus of information culture.

The modern concept of "information culture", having gone through a difficult path of its development, having overcome various transformational transformations, was practically formed due to a more detailed study of information exchange, i.e., it is the consideration of information from different angles in socio-cultural processes. Also, the establishment of the concept was greatly influenced by the development of mathematical modeling, through which it became possible to study various processes that allow information processing, automation of information systems and the development of mechanisms for their functioning for the purpose of information transmission.

Scientific substantiation of ideas, which expanded the understanding of the phenomenon under study through the study of semiotic and semantic aspects of information transmission, has become important in substantiating information culture as part of the modern culture of society. These aspects make it possible to establish the objective content of symbolic orders and the information

load, which in turn determines the specific features of communication actions in the course of information transmission. The information exchange itself is universal, which implies that it is possible to apply existing models borrowed from cybernetic modeling during the interpretation of recorded information processes in almost any context.

As an example, we can mention the use of social anthropologists and structuralists (50s) on youth subcultures, which is almost two decades earlier than in domestic science. It was from this time that the results of the analysis of information processes observed in a cultural context were presented in the scientific literature, which, in fact, formed the basis for the formation of an "information culture".

Information culture does not represent a specific form of culture, however, as one of them it is built through the application in practice of information processes caused by interactions, and is an important heuristic characteristic, which is criteria-based in any culture.

Based on the basic provisions of information theories, it allows us to systematize a wide range of criteria: completeness (saturation, intensity), relevance (relevance), reliability (accuracy) and effectiveness (efficiency) [1, p.18], together allowing us to present in more detail the ongoing information processes of the culture of the same name, having a close relationship with its functional purposes implemented in the socio-cultural space. These information interactions are usually divided into three main types: Type 1 - cumulation (accumulation); Type 2 - processing (transformational modifications); type 3 - translation (transmission) [2, p.81], as types that can be used within the learning process.

Thus, this indicates the universality of information processes, which are able to provide a wide range of opportunities for the practice of applying various methods of information theory, and in educational practice combine the methods of anthropological sciences. However, it is on the pedagogical material that it is quite difficult to abstract the information used during the analysis using quantification methods, which is due to the high probability of obtaining incorrect results due to the significant "distance" between the objects of research (historical, gender, age, ethnic, etc.). As a result of the above, the analysis of information culture on pedagogical material, unfortunately, is most often reduced to the analysis of symbolic forms of information expression.

In our opinion, the knowledge presented in pedagogy is somewhat deprived of the data that information culture is able to provide, because it is it that allows us to identify synchronic and diachronic indicators characterizing anthropological values in any process. These indicators act as important criteria for determining the level of human development of the natural and cultural environment. In addition, they are the ones who put into practice the processes of accumulation and translation of existing cultural experience, which allows us to solve many of the problems that have developed today, isolating the ratio of universal / specific, uniform / diverse, expanding the heuristic potential of practical use of structural, functional and system analysis in pedagogy.

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