

**PATTERN OF DYNAMICS FORMATION OF THE INFORMATION CULTURE
OF SCHOOLCHILDREN**

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Annotation: The article examines the problem of the pattern of dynamics in the formation of information culture among schoolchildren at the present stage.

Key words: patterns of dynamics, activity, principle of co-evolution, information and educational environment.

The regularity of the dynamics of the learning process follows from the law of integrity and cyclicity of open systems, namely: the formation of the information culture of school-age children acts as a nonlinear process that can be represented in the form of constantly alternating non-equilibrium and equilibrium states, the driving force in this case is the contradictions that we indicated earlier. Such an alternation of states forms the foundation for the cyclical formation of the student's information culture and the polycyclicity of its further development.

At the same time, the dynamics of its development is formed through the interlocking of the activity implemented by the child. The subject of educational activity, when confronted with contradictions, the causes of which may be various transformations of the external or internal environment, resorts to mobilizing internal forces, directing them to the contradictions that have arisen, for which he blocks some links of activity in his activities, directing efforts to those areas where their need is most relevant at the current moment of activity.

Based on the above, we have established the following dynamic pattern: the formation of the information culture of school-age children is determined by the degree of their involvement in the effective resolution of educational tasks located in the zone of immediate personal development.

In this case, the zone of proximal development should be considered as the degree of discrepancy possibly identified between the level of actual development of the student and the level of his potential development, i.e. the level achievable by the child in the course of cooperation with other subjects of the educational process. The importance of orientation to the zone of immediate development is due to the need to ensure the developmental nature of the activities performed by the student during training, a high degree of his involvement in the processes of interaction and cooperation, which determines the orientation towards coevolution in its manifestation.

In the course of interaction, an intrapersonal resource is being built up, thereby ensuring the transition to self-sufficiency in the formation of an information culture. The manifestation of the above can be observed during the change of forms of activity carried out by the student, a change in the degree of its intensity, and an increase in the degree of effectiveness of the implementation of the activity function.

The regularity of the dynamics of the learning process necessitates the implementation of a set of pedagogical principles listed below.

So, as the first principle, we call the principle of mutually enriching cooperation. The basis of this principle is the need to build the process of forming the information culture of school-age children based on taking into account the interests of all subjects of the educational process, during which a set of individual priorities of each of the communication participants is coordinated.

The mutual enrichment formed in the process of cooperation is able to provide a sufficient "interface" for determining the process of forming the information culture of school-age children during the implementation of joint activities. To implement this principle, it is necessary: 1) to ensure dialogue and interaction of subjects of the educational process; 2) to apply a set of methods and forms of communication that contribute to the unification of efforts of all subjects of the educational process

during the implementation of joint activities. In the process of implementing the principle we have considered, it is possible to achieve integration of the resources of the information and educational environment and achieve effectiveness.

The next principle is the principle of coevolution. The named principle can be considered as a level of compatibility and consistency in the course of cognitive activity, which fully corresponds to the tasks of the student's personal development and transformations of the information and educational environment with which the child interacts during the learning process.

In accordance with this principle, the process of forming the information culture of school-age children is realized through the constantly transforming conditions of the information and educational environment and the needs of the child during their interaction.

Based on the above, it can be concluded that the process of interaction between subjects of the information and educational environment should first of all be constructive. The above suggests its implementation based on current interests that can lead to an increase in the level of compliance in interaction. In addition, increased attention should be paid to promoting the awareness of the subjects of the educational process of a sense of community, which ultimately allows the student to focus on the most effective ways of co-evolutionary development during the implementation of activities within the boundaries of the information and educational environment.

The pattern, which is based on the provisions of the synchronous-diachronic approach, reveals the importance of the relationship between external and internal factors in the formation of information culture of school-age children, as a result, it allows us to identify the most productive way of pedagogical influence on the process we are studying.

According to the statement made by D. N. Uznadze, the degree of productivity of human activities is determined by two conditions, namely: 1) the actual need of the subject of the educational process; 2) the situation of its satisfaction. The author of the research emphasizes that achieving high efficiency, carried out by the subject of the educational process, is possible only if these conditions are met. (1)

Based on the above, it can be concluded that in order to carry out effective activities in an information and educational environment, a conscious need for its implementation by the subject himself and the ability to meet the needs of the environment is necessary.

It is necessary to note one condition, in the presence of which it becomes possible to implement the above-mentioned regularity, namely, that the external ones will be implemented by the subject of the educational process in the case of approximation to the values of the properties of the system under consideration. This is confirmed by the results of research, on the basis of which such scientists as I. P. Podlasy and I. F. Kharlamov concludes that "<...> the potential capabilities of the subject of the educational process can be maximized only in the case of a "resonant" impact from the educational environment," in our case, information and educational. In this case, the process of achieving this resonance becomes possible in the case of the realization of significant goals for the subject of the educational process.

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