

## INFORMATION CULTURE AS BASIS OF TEACHER'S PROFESSIONALISM

Postindustrial period of the human civilization is fairly connected with the development of human society, the level of development of which is defined by number and quality of accumulated information, its accessibility. The generation of the information society is steadily connected with the realization of the fundamental role of information in the development of any society, exploration in a wide social cultural context of such phenomena as information resources, new information technologies, informatization. Integrating of Ukraine into the modern information environment supposes promotion of not just a cultural level of information consumption but a purposeful rise of population's information culture.

Now is being formed a particular information culture of the society which bases itself on a large-scale engaging of the most modern information means, to new information communication technologies (ICT).

In the information society era the professional activity of a specialist of any field has an information component hence demands from him a development of personal information culture. However, there are professions in which the professional activity is a completely informational one. To such professions belongs a pedagogical one. An educator has constantly to look for, transform and convey information. Each of the mentioned procedural stages demands a high professional level from a teacher.

Our research demonstrated that the formation of the pedagogical conditions of future educator's information culture have not been fully analyzed in science yet. A dominating majority of publications touches upon forming of information culture in informatics teacher. Scientific search concerning information culture forming in a humanities or natural science teacher began only not long ago.

In numerous researches professionalism of an educator is treated as an integral characteristic of activity, communication and personality. Professionalism is often described through correlation of motivational and operational sphere of a working personality. The approach of L. M. Mitina who contemplates professional development as a 'growth, generation, integration and realization of personal qualities and peculiarities in a professional work, professional knowledge and skills and, the main thing, active high-quality transformation by a teacher of their own internal world which leads to profoundly new discipline and lifestyle – a creative realization in the profession' appeals to us most [2, p. 11].

In the conditions of information society development demands to of the professionalism of a teacher, especially to the level of his information culture, increase. Information culture as the basis of educator's professionalism contains such components as: abilities to work with electronically presented information means; knowledge and skills of efficient use of methods of information search and accumulation in modern information blocks; skills of information presentation on the Internet; possession of organization and

arranging skills for classes and extracurricular affairs with information communication technologies use; skill of individual students' work organization with help of Internet technologies; possession of ICT usage skills for research activity.

The level of teacher's information culture formedness can be defined by such a whole of criteria factors as:

- state of information consciousness of a teacher (general cultural and professional erudition; understanding of information activity values; reflexivity of professional position; appliance of information educational resources for the purpose of self-education; coherence of real activity with values);
- development of information technological skills (appliance of information technologies in the timely pedagogical problems solving; presence of author's position (methods); ability to make a choice and use necessary information resources);
- emotional attitude to information activity (positive professional self-concept; presence of an interest to information activity; contentment with the results of the own information pedagogical activity);
- successfulness and effectiveness of information pedagogical activity (presence of the achievements in a field of information educational activity; recognition by professional community; participation in the joint projects with other professionals).

As we can see, the information culture of a teacher is broader than just the information culture of a personality as it also includes a professional component and has a methodic orientation.

The development of information culture as a professional development component demands a personal and intellectual awareness, presence of subjective position of the educator. We consider the main pedagogical conditions of future teacher's information culture development the following:

- studying of the discipline 'Fundamentals of information culture of a teacher', which is directed to the forming of future educator's information outlook, which means working-out of his own position, evaluative attitude to objects and phenomena of dynamic information environment, forming of conception about the global information space, information correlations in it, possibilities and problems of its cognition and transformation by a human and means of forming of this component in students;
- studying of computer oriented disciplines aimed at the development of usage of information communication technologies skills in educational and future professional activity;
- organization of intensive information activity on the basis of innovative educational technologies (projects method, web-quest method, cooperation technologies etc.) with ICT use which will secure an educator's rediness to professional activity and continuous education.

The results of the research showed that compliance of the above mentioned conditions promotes the development of students' evaluative attitude to information and their interest to information activity. Observation of the three pedagogical conditions in higher pedagogical educational establishments (studying of the discipline 'Fundamentals of information culture of a teacher', of computer oriented disciplines course and organization of creative information activity) promote the development of future teacher's information culture.

Literature

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