The Informational Culture of the Future Primary School Teacher as the Priority of the Quality Improvement of the Linguistic Disciplines

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Abstract

Within the article, the peculiarities of the improvement of the informational culture of the future teacher of the primary school as the process of knowledge and means which influence the actualization of the informational activity were determined. During this activity, the future teacher expresses his or her aesthetic tastes, requirements, interests, ideas, judgments, beliefs and intellectual abilities which begin to form within the student due to the leadership of the teacher. The goal of the article is the elucidation of modern methodical approaches to the improvement of the informational culture of the future teacher during the process of studying linguistic disciplines. The subject of the research is the pedagogical conditions of the increasing of the informational culture of the future specialist. The theoretical-methodological basis of the research is made up with: classical and modern attainments of the world and national pedagogics, modern research on problems of the education's informatization, the activity theory of teaching and development of the personality. For the achievement of the determined goal and the solution of the determined tasks there was implemented the complex of research's methods: theoretical – analysis of the psychological, pedagogical, educational-methodical literature on the research's problem; synthesis and generalization, comparison; work with the experience of teachers of high educational institutions, determination of the conceptual apparatus of the research; empirical – observation and analysis of the pedagogical phenomena and processes, collective and individual conversations with the aim of the revealing of the main contradictions and disadvantages within the education, within methods and educational processes for the detection of the students' understanding of the informational means of teaching, oriented on the increasing of their informational culture.

Within the article, there were also determined the criteria of the informational culture of the future primary school teacher: informational activity, informational consciousness, informational-communicative readiness, informational thinking, and informational readiness. It is proved that the increasing of the informational culture of the future specialist for the primary school is able to become such an instrument which would give the opportunity to improve simultaneously the quality of the education and to become the environment and to provide the environment within which the new culture of teaching would be able to develop in. The strategic goal of the development of a system of increasing the qualification of the pedagogical staff foresees the augmentation of the openness and accessibility of the educational services and orientation on the individual demands of each student.

Keywords: The informational culture, The future primary school teacher, Electronic portfolio, New Ukrainian School, Informational competence, Linguistic disciplines, Criteria of the informational culture.

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Introduction

Nowadays the priority of the education's development is the informatization which provides the improvement of the educational process, accessibility and effectiveness of teaching, training of the young generation for the life, for the being within the society. It is obviously that the education's informatization requires the multidimensionality of the professional training of future teachers, who must obtain the fundamental theoretical knowledge, to work out strong skills, to master creative features, to improve the critical thinking, to form the evaluative attitude to the future professional activity, ability to communicate productively and effectively. Nevertheless the pedagogical practice proves that within the high educational institutions there are observed certain contradictions: between the slow renovation of the theoretical knowledge and quick terms of the informatization of the educational process; between the group character of the gaining knowledge during the process of education and individual way of its representation within the professional activity; between the necessity of the formed informational culture of the future specialist and the undeveloped pedagogical conditions and ways of it formation among the future teachers of the primary school; between the necessity of the implementation of the innovative methods of teaching into the practice of high school and the lack of the appropriate methodology. The determined contradictions demand from the teachers to implement the modern methods of active teaching and the organization of the informational education and improvement of the informational culture of the personality is the actual problem.

The goal of the article – to detect modern methodological approaches to the improvement of the informational culture of the future teacher of the primary school.

For the achievement of the stated goal there were marked such **tasks:**

- To represent the term "informational culture of the personality", its components;

- To analyze the main problems of the formation of the informational culture of the future primary school teachers;

- To represent certain components of the improvement informational culture of the future specialist (on the example of the electronic portfolio);

- To formulate the pedagogical conditions of the formation of the informational culture within the professional training of the future teachers of the primary school.

Literature Review

The theoretical-methodological basis of the research is formed by: classical and modern achievements of the world and national pedagogics (P. Atutov, Yu. Babansky, G. Bal, I. Bekh, G. Vasyanovich, G. Vashenko, L. Vigotsky, S. Honcharenko, I. Zyasyun, V. Kremen, V. Lutai, M. Smetansky, M. Skatkin, etc); achievement of theory of information (L. Brillyuen, V. Glushkov, Y. Eshbi); research of pedagogical and social-educational practice of Ukraine's development during the epoch of the society's informatization (N. Nichkalo, O. Romanovsky, S. Sisoyeva, O. Shestopalyuk); modern research on problem of the education's informatization (I. Bulah, R. Gurevich, A. Gurzhij, Yu. Doroshenko, M. Kademiya, A. Kolomiyetc, V. Klochko, N. Morze, O. Spikavsky, etc); activity's theory of teaching and development of the personality (P. Galperin, S. Rubinshtein, V. Semichenko, N. Talizina, etc).

Methodological concept. For the achievement of the determined goal and the solution of the determined tasks there was implemented the complex of research's methods: theoretical – analysis of the psychological, pedagogical, educational-methodical literature on the research's problem; synthesis and generalization, comparison; work with the experience of teachers of high educational institutions, determination of the conceptual apparatus of the research; empirical – observation and analysis of the pedagogical phenomena and processes, collective and individual conversations with the aim of the revealing of the main contradictions and disadvantages within the education, within methods and educational processes for the detection of the students' understanding of the informational means of teaching, oriented on the increasing of their informational culture. The methodic, created by V. Bespalko and I. Lerner, was implemented into the basis of the determination of the formation on the informational culture of students (there are determined such levels of the formation: reproductive – low; productively transforming – middle and the creative level – high). Besides, for the determination of the manifestation peculiarities of the informational culture indicators the method of testing according to such methodologies was used: students' self-assessments of the certain qualities which characterize the informational world-view activity of the future specialist; within this self-assessments the indicators of knowledge (informational sources, rules of the work within the computer networks, software of the PC, rules of the electronic correspondence, programming languages, rules of the abstract's, summary's, report's, review's writing, the algorithm of the search of information, foreign languages, technologies which keep health) and skills (to determine the goal of the own goal, to compose the plan of the problem's solution, to use the traditional and innovative (computer) resources of information (to analyze the received information, to distribute the time rationally, to use the reference literature, to compose the conspectus or the block-scheme of the studied material, to interpret the received information, to implement effectively the whole content for the realization of the educational-professional tasks, to make or to create some annotations, report, abstract) are determined by the elementary (initial), sufficient and high levels; the "Questionnaire of the term's values" written by I. Senin was also used, within which there is determined the individual importance of the eight different values for the student (own prestige, well-being, creativity, active social contacts, self-development, achievements, autonomy, mental satisfaction); questionnaire for the self-assessment of the degree of the expressiveness of qualities, knowledge, skills which characterize the informational culture of the personality (understated, adequate, overstated the test for the determination of the speech culture level "The communicative and organizational propensities (COP)" (modification of the test made by V. Ryakhovsky)) was also used; the tests for the determination of the definitions which are connected with the culture of the Internet-communication were also used. The peculiarities of the manifestation of these indicators were determined with the help of the method of the expert rating (ranking).

Informational Culture

The informational culture is the part of the general culture and also it is the systematized unity of knowledge, skills which provide the optimal realization of the individual informational activity, which oriented on the satisfaction of the own informational requirements (Minkina, 2005).

Maintaining of the informational society is inseparably connected with the demand of each citizen in the consistent renovation and upgrade of his knowledge (Gendina, 2006). The most important component of the new paradigm of education becomes the idea of its continuity, oriented on the

overcoming of the contradictions between the quick tempo of knowledge growing within the modern world and limited opportunities of their mastering by the personality during the education. This contradiction makes the educational institutions form the skill to gain knowledge, find the information, get the needed facts from it. For this aim, the pedagogue must not only obtain the basis of the informational knowledge and skills but also he has to be ready to transform them, forming the special type of culture – the informational culture of the personality.

Nowadays within the scientific community, there is no common definition of the term "informational culture of the personality". The divergence is explained by the fact that modern researchers differently understand the content of this term, its components, index and criteria of its formation.

The informational culture is:

- The component of the general culture, which is oriented on the information providing of the human activity. According to the scientist, this culture reflects the reached, received levels of the organization of the informational processes in general; it is also the index of the effectiveness of the work with the information (creation, collecting, saving, work with it, presentation and implementation), which provide the holistic vision of the world, it's modeling, foreseeing of the activity's results which the personality performs (Morze, 2009);

- The systematized totality of knowledge, skills which are oriented on the satisfaction of the informational demands which arise during the process of the educational, scientific-cognitive and other types of activity (Protsenko, 2014);

- The component of the part of the general culture of the personality. It combines the totality of the informational outlook and system of knowledge, skill which provide the purposeful independent activity for the optimal satisfaction of the individual information requirements, demands, using the card (catalogues and library's cards), and modern informational technologies (for example, with the help of the Internet) (Svistelnyk, 2010);

- The qualitative characteristic of personality's life activity within the field of receiving, transferring, saving and implementation of the information (Koniushenko, 2004);

- The professional generalization; research of the information during the solution of the non-standard scientific-technical tasks, professional reading, work with the source information and creation of the new information – these are the necessary aspects, which are the part of the term informational culture (Minkina, 1995);

- It's not only the set of the elementary applied knowledge which is necessary for the "not losing in the library of within the computer network"; task of the forming of the informational culture is in the giving of the notion about the dialogicity, variety, openness of knowledge; it means the level of specialists' mastering methods and technology of work with the information, skills of research, transfer, work, and analysis of information (Gendina, 1998);

- In the broad sense this term is the complex of principles and real mechanisms which provide the positive interaction of the ethnic and national cultures, their unity within the general mankind's experience; within the narrow sense it includes such parameters; the optimal ways personality's behavior with the signs, data, information and presenting to the interested consumer for the performing of theoretical and practical tasks; mechanisms of improvement of the industrial

technical environment; appropriate development of the educational system, training of the personality for the effective implementation of the informational means and information (Kugunurov, 2004);

- Aspect of the spiritual culture (Antonova, 1994);

- Skills to work purposefully with the information and to use computer informational technology, modern technological means, and methods for the information's receiving, processing and transferring (Horlov, 1996).

The interest in the informational culture of the student is determined by the growing of the personality's demand to strengthen the sense of self-importance. Nowadays the professional needs such knowledge and skills which, on one hand, could be quickly and effectively used for the further increasing and promotion of science, technique, culture, for the detection of the great potential of the computer technologies, on the other hand – they should become the guarantee of the personality's sovereignty with the aim of the more complete realization of the human potential.

The analysis of definitions, which were mentioned above, states that as the informational culture of the primary school teacher, we understand the complex of knowledge, skills which influence the actualization of the informational activity, through which the personality expresses aesthetic tastes, demands, interests, ideas, beliefs, and judgments which start to form within the personality of the future professional due to the leadership of the teacher as the result of the common cognitive or intellectual activity.

Taking into account different conceptual approaches to the determination of the notion "informational culture" gave the opportunity to detect the general conditions which are stated for it: the scientific analysis of the socially-meaningful and important problems, ability to take into account own professional intentions and demands, demand to continue the education during the whole professional life, skills to re-evaluate the gained experience and to recreate and to transform it into new knowledge, skills to gather, to keep, to save and to rework the information using the informational-communicative technologies, ethic and aesthetic perception of the environment, scientific intuition.

Findings and Discussions

Components of the informational culture

As the scientific phenomenon, the informational culture is determined by certain components of this process. N. Rozenberg (1991) determines such components of the informational culture: general-subject culture (complex of the interconnected determined tasks and skills for the successful mastering another knowledge and skills); culture of the dialogue, computer culture. O. Artyushkin (2004) determines such its components: cognitive (knowledge, notions. hypothesis and theories), operational-content (skills), communicative (communication, behavior) and evaluation-reflexive (statements, evaluations, assessments and relationships, attitudes). N. Gendina (1998) adds also the juridical component (following laws about the information, rules of the legal use of the information, etc.), moral-ethic (obtaining norms of the informational ethic – using of the information according to the ethic norms). S. Koniushenko (2004) speaks also about the processing component (informational

technologies), psychological (readiness and abilities), professional-active (connection of the informational activity with the profession) components.

O. Shylova (2004) forms the evaluative attitude to the information in general and particularly to the training of the modern professional. She determines the informational culture as the integral term which contents such components: audio-visual culture, logical culture, semiotic culture, terminological culture, technological culture, communicative culture and the network culture.

Within the scientific studios there are presented the wide spectrum of components of the informational culture: the ability to express own informational demand, skills to formulate own informational requirements, knowledge of the informational resources, skills to make the search of the information, to analyze and to critically evaluate the found sources, and also their creative independent using with the goal of the solution of different tasks which appear during the professional, extracurricular and other activities, and the skills to use modern informational communicative technologies.

The conception of the realization of the state policy within the sphere of the reforming of the general secondary education (conception) reveals the informational-communicative technologies within the educational process as the instrument of providing the success of the New Ukrainian School. Among ten key competencies (which must be mastered by children during the learning different subjects) the informational-digital competence presence at all stages of the education. This competence provides "the confidence and simultaneously the critical implementation of the informational-communicative technologies (IKT) for the creation, search, processing, exchange with the information at work, within the public sphere and private communication. The informational and media-literacy, fundamentals of the programming, algorithmic thinking, work with databases, safety skills within the Internet and cyber-safety, understanding of the ethic of work with the information (the author's right, intellectual property)" (Hreb & Hrona, 2019).

That's why the future primary school teacher has to be a wide-aspect professional, who is able to search the appropriate digital resources, modern achievements within own professional sphere, including the teaching linguistic disciplines.

Thus as the one certain component, we detect the informational competence of the future professional of the primary school. In modern scientific literature the term "informational competence" means the ability of the personality to orient within the stream of the information and to think critically on it, skills to work with different kinds of information, to solve different informational problem on the basis of the gained knowledge to solve the problem which is connected with the life within the highly-technological society and with the professional activity (Ovcharuk, 2004).

The informational competence provides skill of students' activity on the issues of information, which exists within the educational subjects, educational fields, and the world in general. With the help of the real objects (telephone, computer) and informational technologies (audio-material, video-material, Internet) there are formed knowledge to search independently, to analyze and to choose the necessary information, to organize, to transform, to save and to transfer it. Thus, the informational competence we characterize by the effectiveness, constructiveness of the informational activity based on the computer literacy which means the effective implementation of knowledge, skills for the solution of tasks which are stated for the personality.

The productive component of the informational culture is the informational outlook. This is the system of the human's views on the world of information and the human's place within it. It includes the convictions, ideals, principles of cognition and activity; it is determined in the personality's values of the way of life during the epoch of the informatization. The informational outlook is strongly connected with the motivation of the personality's activity which determines the success of its informational training.

Principles of informational culture

The analysis of the special literature gave opportunity to determine the criteria of the informational culture of the future primary school teacher: the students' informational activity (degree of stability of the informational demands and interests of student's personality), the informational consciousness (skills of the student's personality to realize that the value of the information is the knowledge), informational-communicative readiness (student's ability to communicate within the informational environment according to the accepted norms and rules), informational thinking (ability of the student's personality to think critically within the informational environment), the informational readiness (skills of the student's personality to implement modern computers and informational technologies for the search, saving and transferring of the critically meaningful information). The informational readiness we determine as the condition of the successful performing of the activity, which adjusts the personality to the future activity, as the active state, which provides its realization within the training, preparation and performing of the tasks on the basis of the own experience; thus we consider it not only as the pre-condition but as the activity's regulator.

Culture of creation of the electronic portfolio

The education applicants begin to prepare for the professional activity since the first days of education, accumulating the professional material for its implementation during their further work (firstly – internship at school), and then – employment and directly the educational process. The electronic portfolio is the mean of accumulating and saving of such information. Such attainment can essentially provide an effective beginning for youngsters and to provide a strong basis for the prepared specialists and to help during the search of work.

The electronic portfolio is the web-oriented system of the information's management, which uses electronic storage devices and services. The studying personality creates and keeps the digital repository of the artifacts which could be used for the demonstration of his or her competence and to react during the education (Hreb & Hrona, 2019).

The special stress on such a functional resource is made by the modern educational community. In 2019 the pilot project of the teachers' certification started ("About the certification of the pedagogical staff"). The mechanism will help to detect those best conductors of the New Ukrainian School, agents of changes who are ready to share and to spread modern methods of teaching.

The electronic portfolio is the third compulsory component of the certification. It must include: the filled survey of the self-esteem; description of the own educational lesson (educational program, educational subject, topic, goal, methodical support, may include the video-fragment of the lesson); additional materials (according to the teacher's wish). The teacher has to upload all the material into cloud storage.

The electronic portfolio may include the great diapason, particularly the collection of the finished work. For the students, this is the personal information, history of education, diplomas, certificates, reviews, course projects, projects or the teachers' commentaries. Also, the system may include the blog, calendar, management of the projects and files.

That's why, developing the system of the electronic portfolio, the goal of its implementation must be clearly formulated. Thereafter, the attention should be paid to the versatility of the created system and to the opportunity to use it with the educational goal and for the individual need. Talking about the informational culture of the electronic portfolio, we must determine the general part of the system, within which everyone would be able to find and review the open for the public reviewing or we must decide to leave the material closed.

It has to be the clear interface for the adjusting and filling of the electronic portfolio with the own content. The general part of the system, which is available for everyone within the Internet, has to be intuitively clear; to provide the necessary information, to look through the open materials form the portfolio, to download the open files and to look through the statistics and news. The important moment within the realization of such functionality is the necessity to give the opportunity for the user to choose and to publish any materials for the public viewing or to leave them closed (Hrona, 2017).

We propose the oriented structure of the educational portfolio of the modern Ukrainian language.

There is no more powerful magic than the magic of the words (A. Frans).

I. Collector on the topic "Dialogue with the text"

- Concept-categorical apparatus.

- The list of the main characteristics of the text (block-scheme).

- "Passport" of the professional texts (based on the materials of the texts written by V. Sukhomlinsky).

- The history of the text's history.

- The pedagogical essays (the small prose composition which has the free composition and determines the individual thoughts and impressions from the certain event or the issue and doesn't claim to be named as the comprehensive and decisive interpretation of the topic).

- The conceptual analysis of the text-miniature:

Reflections On Daily

The people stubbornly believe in fairy tales, which people used to name the reality.

I am going along the machine hall of the turbine plant № 2 of my native NPS – and this is my reality.

During such minutes you forget that somewhere far from this roar, from the equipment's noise and evaporation of the toxic oil, there is the parallel reality. It has the noise, the transport's roar, the toxic emissions and artificial food and artificial thoughts of the dumb citizens who walk in the great amount among the conscious people. By the way, we should not judge these people for their narrow-mindedness. Their souls have not just woken yet. They sleep within the lethargic dream as the cold soul of the beauty who suffered from the hand of the capricious fairy. Who knows whether the choice has

fallen on the poor girl accidentally when she charmed her with the seal of 100 years spell-dream or the girl's destiny was decided? For the receiving of certain life experiences. Who knows…

I know the one thing exactly. In a similar way, each soul has to go through her own personal and unrepeatable way of samurai, cleaning herself from the foulness, walking through the fog of the lies and the mist of the limited lookout. For the achievement of the finish and to be renewed, modernized, to be worth of the coming to God for the drinking together one cup of the morning coffee; to share with the God with the happy moments of your life, which was fulfilled with happiness and sun. And God will sincerely happy for his or her, he will tell few fresh educational and moral parables according to the topic which were created by himself and the God will tell that one of these parables is the sense of his or her lives (meaning, the soul), which was constructed with the help of numerous reincarnations which had to tell him or her about the all wisdom of the God's love and knowledge.

So, maybe this is Him? Maybe this was Him – he told the capricious fairy to spell the magic charm on the sleeping beauty? (Sasha Obrii).

The plan of the conceptual analysis

- The creation of the verbal portrait of the word (at the level of the linguistic and encyclopedic dictionaries).

- During the process of reading, we create "the field of the associations" with the help of the method of cluster's creating. For this, we state the keyword of the text, around it we "throw" words or word combination which determine ideas, facts, images which are suitable and appropriate for the determined topic.

- After that, we determine within the structure of the cluster certain words-reactions and we unite them into the theme groups. Then we determine the nucleus of the concept-sphere (associations which are met more often), the zones of the near and far periphery (unused associations).

- Conclusions.

- The conceptual analysis of the Ukrainian proverbs (concepts *work, laziness, kindness, evil).*

- Review on the book which was read. The review must include:

- Brief information about the writing (composition): the title of the book, its author, time and place where the events take place, the main character of the story.

- The goal of your creative work (to share with the impression about the book, to discuss the evaluation of the characters of the book, to state the problematic question which arose during the reading; to discuss whom would you like to address this question – to the composition's author, to your friends, relatives, parents etc; to discuss its form: composition-reflection of thoughts, notes for the school newspaper).

- Thesis-thought about the composition which is proved by the argument.

- The conclusion within which it is given the general esteem of the analyzed fictional composition.

- The collection of the "sick" texts (from the advertisements and the announcements).

- The analysis of the compositions for the children which are presented in the textbooks of the literature reading: is everything clear for the primary school pupil?

- The samples of the texts of different types (from the compositions written by V. Sukhomlinsky).

- Bibliography of the scientific articles on the topic.

II. The reflexive commentary

Thus the creation of the electronic portfolio allows students to deepen into the educational process, to present their achievements to their employers; and this the perspective, the prospect for the further professional growing and realization of the content of the elements of the informational culture.

The culture of communication within the social networks

The rapid development of innovative technologies greatly facilitated the process of communication. Computers and modern gadgets with the connection to the Internet allow communicating freely and exchanging thoughts with enormous people from the different places of the planet without leaving home. On one hand, the Internet plays the important role in the personality's development and helps the personality to be included in the communicative process even if she or he has certain barriers within his or her real life.

Within the Internet environment, it is formed a certain discourse that changes the character of the interaction of individuals. The social networks are nearly out of the external control, they don't have the only-begotten center that's why each has to act depending on his or her opinion (Hreb, 2016).

Therefore, social networks are the way of organization of the interpersonal contacts; and it is minimally depended on the time and environment, space. They are characterized by the absence of the strict structure and only-begotten center. Hence, each participant of the social network is the creator of his or her discourse and he or she is the co-author of the general Internet-environment.

The observations which were made recently gives us the reason to prove that the mass reduction of the culture of the Internet speaking. Modern researchers of the virtual Internet-discourse consider that the language of the internet-communication – is the new style of the written spoken speech, meaning that the communication gains the features of the oral speech, which takes place in the written form. It is characterized by spontaneity, economy, and redundancy of language means. Specialists underline the stylistic, spelling, syntactic-punctuality illiteracy, the limited vocabulary of communication participants, oversaturation of speech by borrowed words, and slang, so we are seeing significant changes in the way of interpersonal communication. Such problems require not only the solution which would be given in the recommendation but also the introduction and implementation into the educational process of the certain special courses for the future teachers of the primary school. These special courses will provide qualitative communication, they will rise and increase the level of the culture of the Internet-speaking during interpersonal communication within the Internet environment.

Conclusion

Thus, the priority within the informational policy, increasing the population's awareness improvement of the educational process, abilities, and skills to work in modern informational networks, using the new types of computer techniques, allows forming the modern informational culture.

The improvement of the informational culture of the future specialist for the primary school during the process of teaching linguistic disciplines could become that tool which gives the opportunity not only to improve the education's level but to become the environment, to provide the certain environment within which the new culture will be developed. The strategic goal of the development of the system of increasing pedagogical staff's qualification provides an increasing of the openness and availability of the educational services and the orientation on the individual requirement of each student. The new school requires the new teacher who would be able to become the agent of changes. The open education which is characterized by such main features as availability, flexibility, parallelism, modularity, cost-effectiveness, internationalism and co-ordination gives the opportunity of the self-realization of every pedagogue independently on the place of living, physical state (due to the implementation of modern technologies of teaching). The completed research work does not cover all the problem's aspects, which deal with the formation of the informational culture of the future teachers of the primary school during the process of teaching the linguistic disciplines. The prospect of further research is in the revealing of problems of the informational culture of other subjects (participants) of the educational process.

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