

and well received by parents and students. Inland regions still use traditional uniforms and are cautious about changes in school uniforms. School uniforms are a basic element of school culture including spiritual outlook.

Conclusion. Nowadays, educational organisations are striving to master a future-oriented corporate culture. Today such qualities of personality as success, competitiveness, respect for customs, ideas, tolerance, readiness to accept the corporate culture of the organisation in which to study or work are in demand. It is extremely important to consider corporate culture as a means of increasing the efficiency of the organisation's activities in connection with the implementation of the concept of "human capital". The new paradigm of personnel management implies a change in the functions of personnel, accumulation and development of "human capital", on which the quality of educational services depends. The process of formation of corporate culture in schools in China is directly related to the image of the general secondary education institution. Image building is divided into four stages. The relationship between corporate culture and school image allows us to assert that Chinese corporate culture is indeed a micro cultural phenomenon oriented towards social change.

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UDC 004:001.102:028:37.015.32

STUDENTS' PERCEPTIONS IN THE FIELD OF INFORMATION CULTURE AND SKILLS IN USING INFORMATION RESOURCES THAT CREATE AN EDUCATIONAL ENVIRONMENT

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An important socio-educational prerequisite for the informatization of society in general and education in particular is the spread of information culture in society. At the present stage of development of society, information culture is becoming one of the main indicators of the general culture of an individual. In the 21st century, information itself becomes the main cultural value, which forms the cultural phenomenon of human consciousness, characterized by the

transformation of potential information into real information and individual knowledge.

The term information comes from the Latin “informatio”, which means explanation, awareness, presentation. In the original meaning of the concept “culture,” translated from Latin, it meant “cultivation of the soil,” that is, changes in a natural object under the influence of man and his activities, in contrast to those changes caused by natural causes [1]. The concept of culture in a broad sense covers the sphere of purposeful human activity, the totality of public objects, in contrast to natural objects that have not been transformed by human labor. Culture in its essence is what ensures the implementation of the activity itself, i.e. the method of its implementation [2].

Information culture in a broad sense is considered as a set of principles and real mechanisms that ensure positive interactions between ethnic and national cultures, as well as contiguity in the common experience of mankind, and in a narrow sense as a set of knowledge and skills for effective information activities that achieve their goals. Currently, there are different approaches to defining the phenomenon of “information culture”. The scientific and educational literature publishes many points of view, sometimes opposing ones. Researchers do not provide an unambiguous and comprehensive definition of this concept. However, they are all united by the understanding that information culture is the most important component of a person’s spiritual culture.

Modern educational institutions can no longer do without the use of information and communication technologies. Therefore, it is important to pay significant attention to the formation of an information culture, the development of skills for safe and responsible behavior on the Internet, and the prevention and control of crimes in the information space. Activities in this area of educational work should be aimed at developing students’ skills in using information resources and competently working with information, developing critical thinking and communication skills in the information environment.

We conducted a study the purpose of which was to identify students’ knowledge in the field of information culture and skills in using information resources that create an educational environment.

Material and methods. The study involved 22 students aged 19 to 26 years old. By gender, the respondents were divided into 9,1% men and 90,9% women. The following methods were used to achieve the goal: questionnaire in Google-form, mathematical processing, analysis and interpretation of data.

Findings and their discussion. The analysis of the research has shown that almost everyone has ideas about the use of information culture and skills in working with information resources in creating an educational environment.

50% of those who took part in the training give preference in communication to those who strive to learn as much as possible, 36.4% respect those who study more, and 13.6% gravitate towards people who are deeply interested in a particular topic (figure 1).

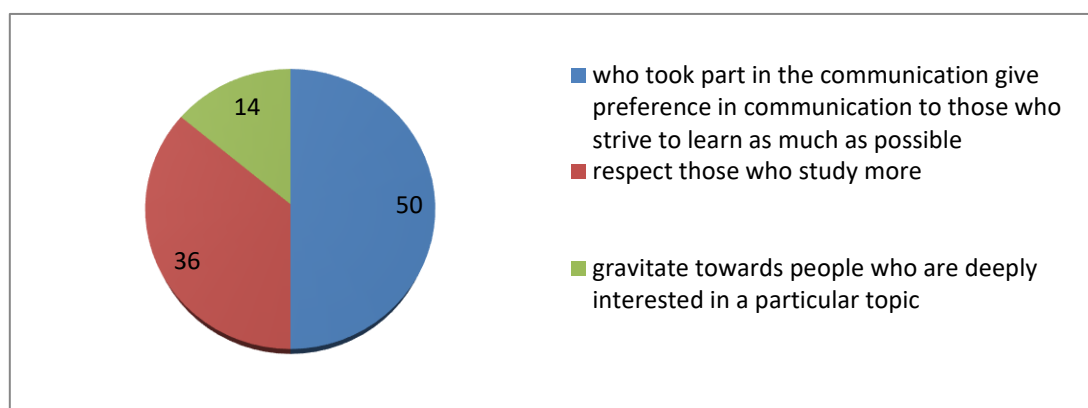


Figure 1 – Preference for people's cognitive interests

68,2% of respondents consider searching for information in the library not effective for themselves, 27,3% – on the contrary, you can find any information in the library, the rest do not consider searching for information in the library useful.

The majority (50%) of respondents consider it necessary to read books on their specialty. I am glad that 41% of respondents are not limited to a narrow specialization and consider it necessary to expand their horizons. However, 9% of respondents prefer periodicals (figure 2).

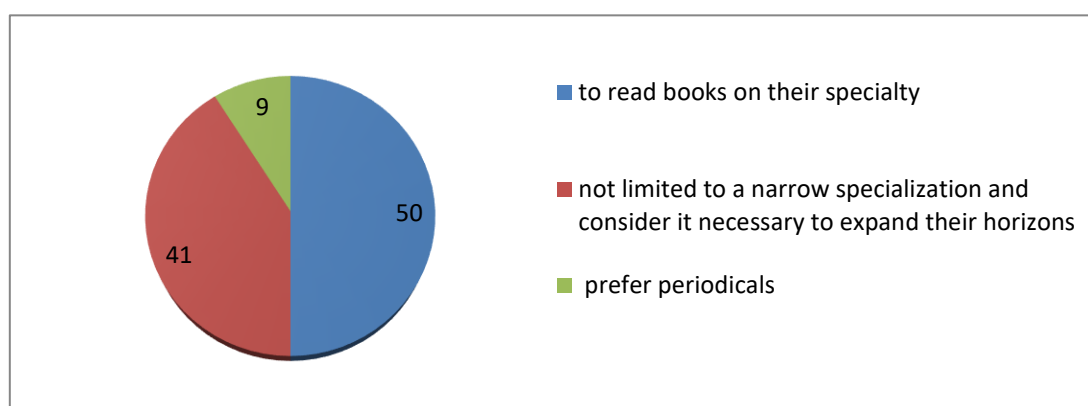


Figure 2 – Respondents' interest in reading

40,9% of respondents constantly use the electronic catalogue in the library, 45,5% of respondents try to use the electronic catalogue, and 13,6% of respondents always do without a catalogue.

By information culture, students who took part in the survey understand the ability to extract information from various sources (both periodicals and electronic messages), present it in an understandable form and be able to use it effectively; how mastery of the basics of analytical information processing is classified as information culture, as the ability to use computer information technologies in their activities, the main components of which are numerous software products.

50% of respondents stated their ability to consciously regulate information flows, choosing only what is necessary, 31,8% prefer to direct more information to themselves so as not to miss anything, and 18,2% limit the amount of information, using only the main thing (figure 3).

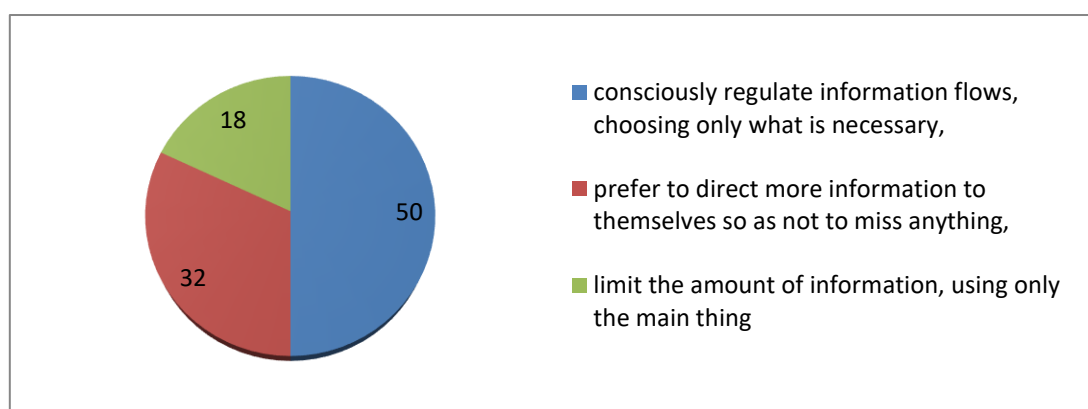


Figure 3 – Respondents' regulation of information

Respondents identified among the problems of organizing an educational space for the formation of an information culture (several options could be selected):

- 54,5% – information security problems;
- 45,5% – the presence of a huge amount of irrelevant and useless information on the Internet;
- 40,9% – lack of psychological readiness to use more complex computer equipment and technologies;
- 36,4% – the influence of telecommunications on the traditional culture of communication;
- 22,7% – insufficient introduction of media education into school curricula (figure 4).

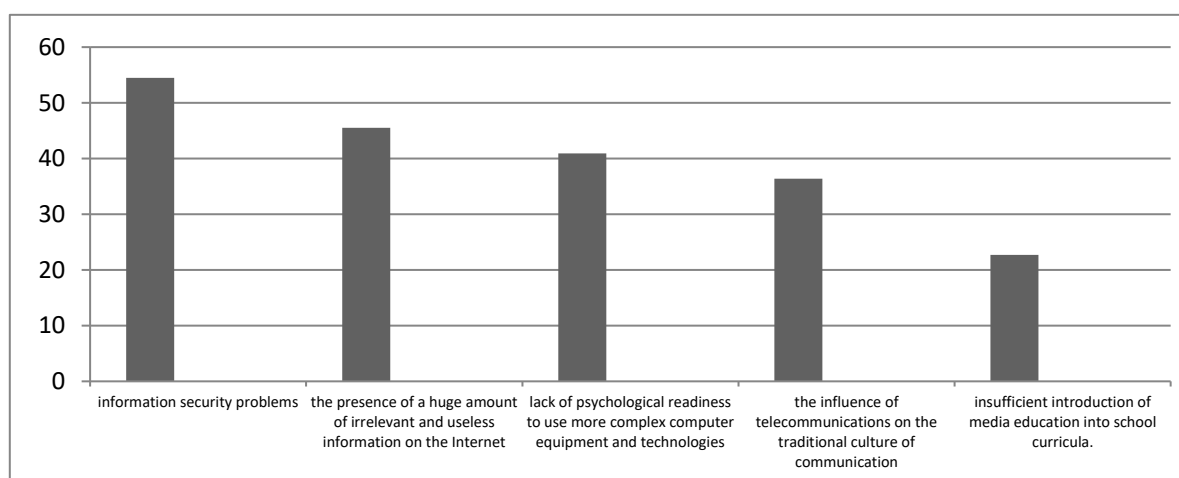


Figure 4 – Respondents' opinions on the problems of organizing the educational space and creating an information culture

Thus, the majority of respondents identified information security among the problems of organizing the educational space and creating an information culture.

Conclusion. Thus, we can conclude that at the present stage of development of society, information culture is becoming one of the main indicators of the general culture of an individual. In the 21st century, information acquires a special cultural value, which shapes human consciousness, characterized by the transformation of potential information into individual knowledge, which can have different directions, including destructive ones. Therefore, it is important to pay significant attention to the formation of an information culture, skills in using information resources that create an educational environment, developing skills for safe and responsible behavior on the Internet, and preventing and combating crime in the information space. Activities in this area of educational work should be aimed at developing students' skills in using information resources and competently working with information, developing critical thinking and communication skills in the information environment.

Analysis of the study clearly showed that everyone has an understanding of information culture and has the skills to work with information resources in the educational environment. However, according to students, in the first place among the problems of organizing the educational space and forming an information culture, it is necessary to put information security, the presence of a huge amount of irrelevant and useless information on the Internet, the lack of psychological readiness to use more complex computer equipment and technologies, the influence of telecommunications on traditional communication culture and insufficient introduction of media education into school curricula

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