

"SOCIO-ECONOMIC IMPORTANCE OF INFORMATION CULTURE FORMATION IN STUDENTS WITHIN THE CONTEXT OF GLOBAL DIGITALIZATION"

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Abstract: The article analyzes the importance of young people's information consumption culture in the context of globalization and digital society, methodological approaches to developing information culture in the educational process, and effective pedagogical technologies. It substantiates that the development of critical thinking, media literacy, and ethical culture in the process of information consumption is an important factor for social stability and intellectual development.

Keywords: information culture, digital literacy, media education, critical thinking, globalization, pedagogical technologies, information security.

Introduction. In the 21st century, an era of rapid technological advancement and accelerating information flows, information has evolved beyond mere data into a powerful tool that shapes the socio-political and spiritual-educational landscape of society. In our country, an organizational, socio-economic, and scientific-technical process has been established to provide access to information resources, technologies, and systems to meet the needs of every individual [1]. Within this context, ensuring that the younger generation does not lose its way in this boundless information space, and possesses the skills to filter and effectively utilize data, stands as one of the most pressing challenges facing the education system.

The formation of information culture requires not only technical literacy but also profound intellectual and moral preparation. Developing information immunity implies creating an internal protective shell in youth against alien ideologies, manipulation, and cyberattacks. Before consuming information, a student must pass it through a filter of alignment with their own values. In the 21st century, literacy is not merely the ability to read and write; it is the capacity to analyze what is read, delete the unnecessary, and relearn continuously.

Main Part. Information culture is a complex set of knowledge and skills that encompasses an individual's journey from recognizing an information need to searching, processing, storing, and disseminating information. This culture comprises several key components, notably the cognitive, axiological (value-based), and praxeological components.

The Cognitive Component is a set of knowledge representing an individual's ability to perceive, understand, and logically process information. At this stage, young people analyze information not merely as "consumers," but as "researchers."

The cognitive component includes:

- Formulating an information need;
- Defining a search strategy;
- Instrumental use of technical tools;
- Systematizing and storing information.

Developing the cognitive component requires students to create logical algorithms within the information flow. In this process, the individual is trained to think based on a chain of searching, analyzing, and drawing conclusions.

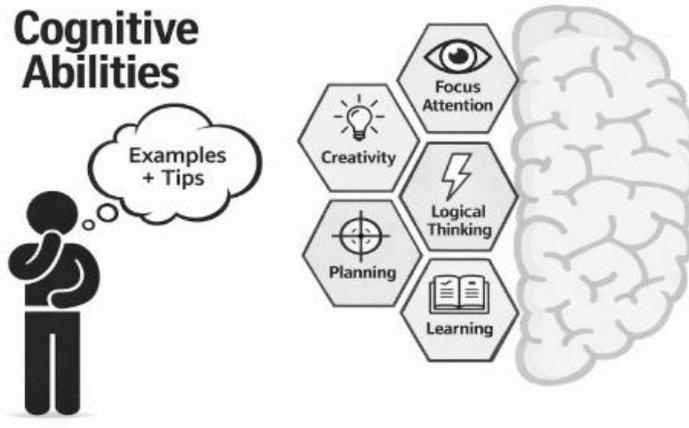


Figure 1. Structure of the Cognitive Component.

The **axiological (value-based)** component is the most crucial element that defines an individual's inner world, ethical principles, and social responsibility in the process of handling information. While the cognitive component teaches "how to search and use," the axiological component addresses the fundamental question of "why to use and what attitude to adopt."

Structural elements of the axiological component:

- Critical and value-based assessment of information.
- Information security and legal culture.
- Ethical filtering and information hygiene.
- Responsibility in information dissemination (transmission).

The pedagogical significance of the axiological component lies in the fact that cultivating this value-based component develops "information immunity" (Figure 2) among learners. This not only protects the youth from alien (destructive) ideologies but also nurtures them into well-rounded individuals guided by the principles of humanism and justice in the digital world.



Figure 2. Axiological (value) component.

The praxeological component represents an individual's practical proficiency in the process of working with information, reflecting the ability to direct gathered data toward a specific goal, analyze it, and create a new intellectual product. At this stage, information transcends the level of mere "knowledge" to become an "instrument" (tool).

The praxeological component includes several elements:

- Problem-solving orientation.
- Information transformation and processing.
- Creative approach and creativity.
- Communicative practice.

By developing the praxeological component, a "project mindset" (Figure 3) is cultivated in students. They learn not simply to memorize information, but to apply it to formulate economic, social, and scientific solutions to real-world problems. This serves as the primary factor ensuring the integration of education with real life.



Figure 3. Development of the praxeological component.

The methods of forming information culture based on the aforementioned components yield excellent results in educational institutions. We recommend the following methodological approaches:

Critical Thinking Methods: These methods teach students to distinguish "fake news" (misinformation) by raising key questions such as: "Who disseminated this information?", "What is the objective?", and "Is there supporting evidence?" (Figure 4).

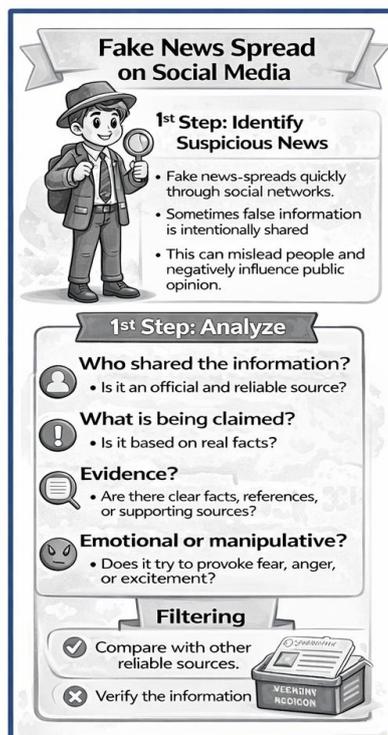


Figure 4. Critical thinking methods

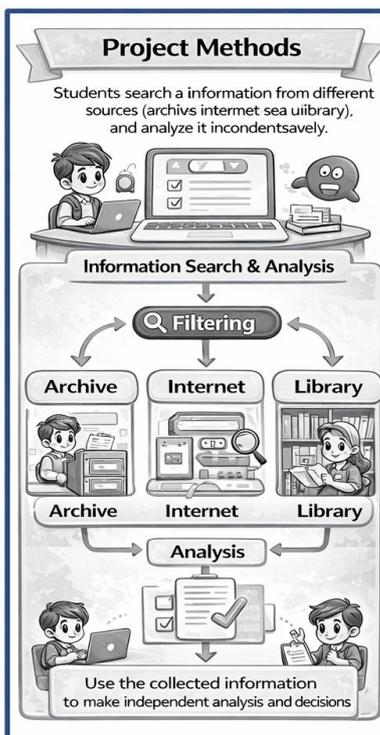


Figure 5. Project methods

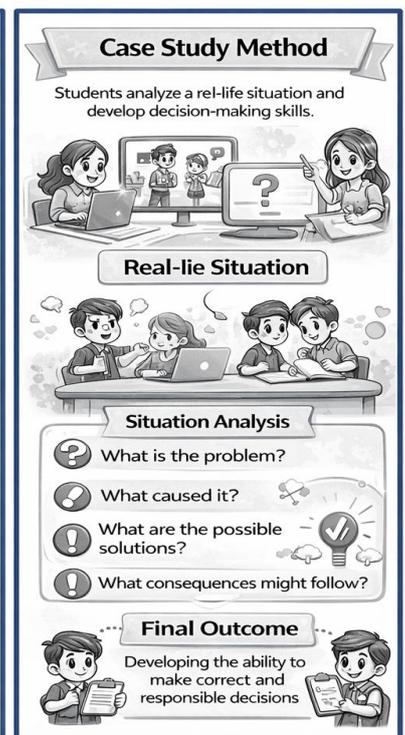


Figure 6. Case study methods

Project-based methods involve assigning students the task of collecting data from diverse sources, including archives, the Internet, and libraries, followed by a rigorous comparative analysis (Figure 5).

Case-study methods focus on developing decision-making skills by analyzing real-life scenarios involving information attacks or cyber-threats (Figure 6).

These methodologies promote media literacy within the educational process, emphasizing that information culture is not confined to the classroom. Within the context of family and social upbringing, it is essential to cultivate the concept of "information hygiene." In this regard, the primary responsibility of educators is to build "information immunity" in young people. This immunity serves as a protective barrier for the individual against alien ideologies, destructive content, and information attacks that could lead to spiritual crises.

Analysis of modern pedagogical technologies reveals that interactive methods, such as Debates and Interactive Lectures, significantly increase student engagement when working with information. Furthermore, digital learning platforms (LMS, Moodle, etc.) foster a culture of independent interaction with reliable sources.

Conclusion. In the context of globalization, information culture serves as a reflection of an individual's intellectual potential and spiritual maturity. Research indicates that youth possessing a high level of information culture are less susceptible to social manipulation and are more inclined toward independent thinking. To ensure effectiveness, the following measures are proposed:

- Widespread integration of "media literacy" elements across various academic disciplines.
- Systematic enhancement of educators' IT competencies.
- Prioritizing not only the technical but also the ethical and moral dimensions of information within the educational process.

The practical implementation of these systems into the educational framework is considered highly expedient.

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