УДК 378.147:004

Anatolii V. Vykhrushch
Doctor of Pedagogical Sciences, Professor, Chair of the Department of Ukrainian Language
Ternopil I. Horbachevsky National Medical University, Ternopil, Ukraine
ORCID ID 0000-0002-1982-0768
anatolwychruszcz@ukr.net

Solomiia I. Hnatyshyn
Postgraduate Student of the Department of Media and International Communication
Oles Honchar Dnipro National University, Dnipro, Ukraine
ORCID ID 0000-0003-0119-0312
solomia181@rambler.ru

Anatolii O. Klymenko
PhD in Pedagogy, Associate Professor,
Associate Professor of Department of English Philology and Methodology of the English Language Teaching
Ternopil Volodymyr Hnatiuk National Pedagogical University, Ternopil, Ukraine
ORCID ID 0000-0002-7828-1573
intered_ua@ukr.net

Olesia Ya. Medynska
PhD in Philology, Instructor of Journalism Department
Ternopil Volodymyr Hnatiuk National Pedagogical University, Ternopil, Ukraine
ORCID ID 0000-0002-3769-163X
medynskao@ukr.net

Halyna P. Synorub
PhD in Social Communication, Associate Professor of Journalism Department
Ternopil Volodymyr Hnatiuk National Pedagogical University, Ternopil, Ukraine
ORCID ID 0000-0001-7073-0752
sunoryb@ukr.net

Tetiana I. Horpinich
PhD in Education, Associate Professor, Associate Professor of Foreign Languages Department
I. Ya. Horbachevsky Ternopil State Medical University, Ternopil, Ukraine
ORCID ID 0000-0003-2160-4535
tania.horpinich@gmail.com

DEVELOPMENT OF INFORMATION CULTURE OF STUDENTS OF HUMANITARIAN SPECIALITIES

Abstract: Issues related to information culture evoke a natural interest of Ukrainian and foreign researchers. In addition to purely technical aspects and the development of competency characteristics, the problem of the development of students' information culture and their personal characteristics is acquiring particular relevance. Virtual space has significant advantages in terms of the speed of information distribution, communication opportunities, and the exchange of scientific data. At the same time, threats are evident, in particular the growth of cybercrime, aggression, dependence, and manipulation. This is particularly obvious in the youth environment. The creation of national elite in modern universities, the openness of the information space, globalization, and the growth of competition in the labor market require operational information for specification of educational policy and adoption of optimal managerial decisions. It becomes increasingly clear that there is a contradiction between the low level of information and analytical skills of students and the high level of requirements for the organization of work with computer technology; sufficient level of theoretical and practical knowledge and low level of skills necessary for work with information technologies; sufficient level of professional training and low level of readiness to use computer technologies in

educational activities. Information culture is considered as one of the facets of the universal culture associated with the social nature of man and is the product of its various creative abilities. The need for original specialized courses, which allow quick response to new challenges and improve the quality of professional training of students is constantly increasing. The article outlines the preconditions for improving students' information culture in view of the experience of foreign countries and Ukraine.

Keywords: information culture; original specialized course; blogosphere; communication; aggression; virtual environment.

1. INTRODUCTION

The problem statement. Within the last decades educational science, beside all of its achievements, has remained "childless". Being occupied with classifications and models of content, forms, methods of teaching and nurturing, the scholars seem to have forgotten about the most important thing – regularities of child's development. Partly this threat is typical of modern philosophy, which gradually becomes "humanless". The paradox of this phenomenon is manifested in the fact that a modern person will find more answers to vital questions in the Epictetus's and Seneca's philosophical reflections than in the works by contemporaty authors. To a certain extent, this threat is becoming increasingly apparent in the context of transition to information society. It has become clear that in spite of their significant benefits, many achievements, without a personal factor, may become meaningless. It is no coincidence that Nobel laureate Robert Fogel in an interview for Polish magazine "Wprost" highlighted the rapid growth of the pace of life, as well as the fact that for the development of society not only the policy of governments and/or the availability of technologies are crucial, but also the availability of one third of highly skilled workers. In the context of the above-mentioned aspects, we will look at the problem of students' information culture. After all, in the coming years, they, becoming professionals, will determine the prospects of using information technology. As a preliminary remark, we emphasize two important aspects in this regard. Firstly, each country has its own pace of development, and, accordingly, its specificity in approaching a full-fledged level of information society. Secondly, for modern science, the integration of various research areas is becoming apparent. For instance, we mean the combination of philosophy, psychology, computer science, and pedagogy.

Analysis of recent studies and publications. Scientific achievements of researchers from abroad, and, first of all, Western Europe, in the development and introduction of the latest information technology in science and education are rather significant. During the recent decade the following research trends have been developed:

– Reforming educational system in the conditions of informatization. The problem was developed by scientists G. Ambrosi and R. Klatt;

– Problems and prospects of development and introduction of the latest information technologies in the educational process. Research papers on this topic have been authored by P. Baumgartner, D. Biber, J. Britnell, G. Burnage, J. Burston, W. Hutchins, G. Jones, R. Keil-Slawik, N. Kroonenburg, G. Lewis, E. Pulsen, H. Rautenhause, D. Reinhard, F. Scheuermann, R. Schulmeister, D. Teeler, J. Underwood and M. Warschauer;

– Problems of computer-based learning have been the subject of research by scholars F. Bodendorf, M. Levy, S. Seifert, J. Thompson. The essence and tendencies of e-learning development have been studied by K. Spinkart, M. Tammelin, H. Dichanz;

– Audiovisual electronic aids in teaching have been studied by P. Brett, D. Euler, J. Haack, M. Kerres, P. Klims, H. Körndle, S. Sänne, G. Schmitz;

– Assessment and selection of information technologies by a teacher for professional activity. This problem was investigated by P. Barker, P. Cooper, I. Harms, H. Heidbrink, J. Plass, A. Sherry, G. Weber.

Within the context of our research, it is important to define the concept of the information society. Information society is the one in which the main employment sector is related to the production, storage, processing and realization of information. This stage of society and economy development is characterized by: increasing role of information, knowledge and information technology in the life of society, an increase in the number of people connected with information technologies, communications and the production of information products and services, the growth of their share in the gross domestic product, informatization of the society using radio, television, the Internet, as well as traditional and electronic media, creation of the global information environment that provides effective information interaction of people, their access to world information resources, satisfaction of their needs in information products and services; development of electronic democracy, information economy, electronic government, digital markets, electronic social and business networks [1].

W. Martin attempted to highlight and formulate the main characteristics of the information society by the following criteria:

– technological criterion consists in the fact that the key factor is information technology, which is widely used in production, education, state institutions, and everyday life;

– social criterion is explained by the fact that information acts as an important stimulator for changing the quality of life, “information consciousness” is formed and approved by the broad access to information;

– economic criterion is explained by the fact that information is a key factor in the economy as a resource, service, product, source of added value and employment;

– political criterion implies information freedom leading to increasing participation of people in political life and consensus between different classes and social strata of the population;

– cultural criterion implies recognizing the cultural value of information through promoting the adoption of information values for the development of an individual and society as a whole [2].

The purpose of the article is to determine the preconditions for improving students’ information culture in view of Ukrainian and foreign experience**.**

2. THE THEORETICAL BACKGROUNDS

Understanding the role of information culture is important in any field of higher professional education. In most countries, the study of the basics of information knowledge, skills and abilities is carried out in the system of educational institutions. Recently, the tendency towards a holistic consideration of the information culture of a person from the point of view of integrating its informational and culturological component has been growing. As a result, information culture is considered as one of the facets of universal culture associated with the social nature of a man and is the product of its various creative abilities. Information culture acts simultaneously as both the necessary factor in the development of a person of cultural reality, mastering all the wealth that humankind has produced, and the very reality, value resulting from

the cultural and creative activity and attributes of direct cultural existence, personality manifestations (behaviour, various forms of communication, etc.).

In the scientific literature of Western Europe and North America, the term "information culture" is practically never used, and its content is mostly associated by the researchers with the term "computer literacy" (digital literacy).

The analysis of foreign literary sources shows that the high degree of informatization of foreign countries' education and science is at the same time the result of previous and the driving force of further research in the field of information and communication technologies. Undoubtedly, the existing experience and theoretical work on the subject of research are, in their unity, a valuable source of theoretical and practical knowledge for domestic scholars.

In American literature, the notion of information culture is often identified with the notion of "information literacy". For the first time, this concept was used in the USA National Reform Program for Higher Education in 1977. The American Library Association (ALA) has defined an information-literate person as the one capable of detecting, posting, evaluating information and using it most effectively [3].

Information literacy courses have become compulsory for college students and students of higher education institutions. Their main tasks are to familiarize students with the possibilities of libraries and electronic resources, to form their knowledge of the main bibliographic sources and skills of their use, to develop a trusting attitude to literary sources and to develop the ability to differentiate between reliable and questionable sources of information.

Since the notion of information culture in American literature is used rarely, such concepts as computer, cultural and functional literacy are widely used instead. The increasing use of modern equipment in everyday life, the use of state-of-the-art information technology and technology require a higher level of literacy and general training. In this regard, computer literacy and information literacy are considered by the American colleagues as a component of functional literacy. The concept of "computer literacy" suggested by American educator B. Hunter is "all that is needed for a person to function in a society based on information" [4].

Functional literacy is the term suggested by W. Gray for UNESCO in 1956 meaning the ability of a person to interact with the external environment and adapt and function as quickly as possible [5]. Unlike elementary literacy as a person's ability to read, understand, write simple short texts and carry out simple arithmetic operations, functional literacy is a level of knowledge, skills and abilities that ensure the normal functioning of the individual in the system of social relations, in a particular cultural environment.

By studying students' informational literacy, C. Bruce identified its seven components that are hierarchically interconnected [6]. These include: 1) the use of information technology, 2) information search, 3) understanding the necessary information and comparing the identified information with the primary need, 4) controlling information, 5) creating a personal database, 6) working with new knowledge so as to obtain new information; 7) the use of information in favour of the others.

Following C. Bruce, J. McGowen proved the role of information literacy in the implementation of the principle of the continuity of education while studying medical students' understanding of the notion of continuing education [7]. Furthermore, by analogy, scientists have identified 7 components of information literacy of medical students: 1) the ability to use information technology in medical practice, 2) the ability to search specific information on the diagnosis, treatment and prevention of diseases, 3) the ability to identify the necessary information in a particular clinical case and compare the identified information with the primary need, 4) the ability to control personal information and patient information, 5) the ability to create

a personal database of literary sources (printed and electronic), 6) the ability to work with new medical knowledge so that it is possible to obtain new information, 7) the ability to use information for the benefit of patients, colleagues and pharmaceutical workers.

Based on the studies of C. Bruce and J. McGowen, many scholars have focused on the need to integrate the development of information literacy of medical students in the course of studying the disciplines of existing curricula [8]. This is done through an interdisciplinary approach that is typical of American medical education.

Let us consider this process on the example of the Perelman Medical School at the University of Pennsylvania. The curriculum of the Doctor of Medicine (MD) program encompasses 6 modules. Every module, in addition to professional disciplines, includes courses in the Humanities cycle that emphasize the student's ability to look for, critically understand and effectively use information from printed and electronic sources. Within every module, such courses include electives “Bioethics”, “Global Health Problems”, “Medical Informatics”, “Fundamentals of Scientific Research”, “Fundamentals of Professional Communication”, “Decision Making in Clinical Practice”, “Fundamentals of Multicultural communications” and others [9].

In the United States, libraries play an important role in developing information culture. Therefore, when considering the peculiarities of the formation of an information culture in the USA, we rely on the experience of the libraries of American universities as their traditional experience in teaching information literacy is an important link in the system of the designed academic programs in the information culture. Medical students in the USA, in addition to specialized literature in libraries and virtual libraries, constantly use such electronic resources as MEDLINE, HINARI, EbscoHost, Cochrane Library. It is worth noting the high research potential of such libraries, which has been achieved through a broad exchange of resources, as well as the use of modern telecommunication systems for information exchange. For example, in Oklahoma, users have extensive access to information through the Oracle network. This network, connecting the resources of the university library, public library and secondary school libraries, is one of the elements of providing access to library resources for readers of remote areas and large cities. The activity of the university library is automated on the basis of an integrated information system that allows students and teachers to search the library catalogue and several bibliographic databases through special automated workplaces, as well as in remote mode.

Issues on information culture attract a considerable interest of the Ukrainian and foreign scholars. It is no coincidence that a series of monographs on the subject is published in Poland. In the first volume “A Human in the Information World”, information culture is considered in the context of security with analysis of risks, dependence on the Internet, manipulation of information, information skills in the context of a new culture of learning, development of information competence. Attention is drawn to the problems of information stress, adaptation of a person to the requirements of the information society. Polish researchers [10] successfully combine the issues of information culture and reading culture, analyze the possibilities of various programs. P. Pawlak makes conclusions about the crisis phenomena typical of the information society [11]. H. Batorowska proves the necessity of special programs for educational institutions, analyzes the effectiveness of information education, its advantages and disadvantages [12-13]. Also, we find W. Babik’s conclusions on ecological aspects of information to be very important and up to date [14].

Project from the Microsoft Company “School in the Cloud” is gaining increasing popularity. There are 38 such schools in Poland. There have been opened 800 schools of this kind in the world by Microsoft Showcase Schools, the main purpose of which is to use the latest

technologies both in the management of educational institutions and while organizing the educational process.

3. THE RESEARCH METHODS

To fulfil the tasks of the given research, a complex of general scientific and special methods have been used, namely: comparative analysis, identification, selection, systematization of scientific, educational-methodological literature, documents, periodicals); historical (for definition of the degree of scientific comprehension, analysis of the peculiarities of the development of theory and practice of information policy); historical-genetic (for determining factors, causal relationships of formation and development); historical comparative (comparison of the effectiveness of the use of forms, methods, means of pedagogy in different countries and at individual stages of development); expert method (analysis of problems with evaluation of results); development of a prognostic scenario; expert assessment. In the article, methods of comparison, systemic analysis and descriptive method have been used, as well as the questionnaire survey conducted at the Ternopil Volodymyr Hnatiuk National Pedagogical University.

4. THE RESEARCH RESULTS AND DISCUSSION

4.1. The problem of the development of information culture of students of various majors is becoming a topical issue. Requirements for the professional training of university graduates and current realities indicate a number of contradictions, namely: between the low level of formation of students' information and analytical skills and the high level of requirements for the organization of work with computer technology; sufficient level of theoretical and practical knowledge and low level of skills in work with information technologies; sufficient level of professional training and a low level of readiness to use computer technology in teaching activities, etc.

Researchers traditionally single out the following components of information culture: 1) motivational and personal; 2) epistemological; 3) process and activity oriented. The motivational and personal component involves understanding the importance of the practical application of information technology at the level of personal beliefs, the existence of a creative initiative for the development of professionally significant qualities, the belief in the need to plan personal information activities, as well as knowledge of information and possession of analytical skills, awareness of the need for programs of professional self-development. Also, it is based on clear motivation for using the above mentioned technologies in learning and future professional activities, the critical approach to choice of electronic teaching materials depending on specific learning situation, the confidence in computer technologies as effective means of study, and creativity as a leading feature of a personal approach to the application of electronic means of training in professional work. Epistemological component involves knowledge of basic concepts (culture, information, information society, teacher's information culture), independent determination of the preconditions for the development of information culture of the youth, understanding of the essence of information processes, the basics of information retrieval, storage, analysis and transmission, awareness about information resources of the Internet, regularities of development of computer technologies, application of modern information

technologies in the educational process and their influence on the development of a personality, awareness about modern electronic learning tools, and ways of using computer technologies for professional self-improvement, determining the benefits of using information technology for effective learning, creative use of computer technologies in teaching and learning activities. Process and activity oriented component is based on systematic work on the development of the skills necessary for the formation of personal information culture, readiness for the use of information technologies in practice, as well as planning of information activities, prediction and analysis of their results, the application of standard methods of information search, systematization, analytical processing, storage and its further tranmsission, the introduction of modern electronic didactic means of learning courses into the study process. This component also involves mastering basic skills to become computer literate, as well as the ability to use electronic learning tools creatively in professional activity.

In the course of the experiment, scholar A. Klymenko tested the effectiveness of the technology of forming students' information culture. A complex of complementary methods was used to determine the formation level of students' information culture at the preliminary stage. Diagnosis of the level of formation of information culture has allowed to determine approximately the same level of students' information culture in the control (CG) and experimental (EG) groups. The results of this study showed a low level of information culture among students. We see the reason in the lack of effectiveness of traditional means of forming information culture.

Elective (optional) courses play an important role for the solution of the tasks set. In 2013, A. Klymenko developed a course "Fundamentals of Information Culture". Students studied such issues as: the essence of information, information processes in the context of the professional activities of a modern teacher; the content of the teacher's information culture; teacher's work with information sources; means of formation of teacher's information culture; application of information and communication technologies in professional activity; basics of computer literacy; multimedia and office technologies in the context of the preparation of didactic tools for use in the educational process; work in a linguistic laboratory, electronic training courses, electronic and online learning environment on Internet platforms.

In order to test the formation level of information culture and the knowledge gained by students in the course of the experiment tests, a questionnaire and individual projects were used. In this way, the practical skills and abilities of students in the field of information and communication technologies, which they were supposed to learn in the process of study, were checked.

Table 1 shows the results of the above mentioned experiment. On the basis of the data analysis we state that the experimental study, which involved 492 students and 36 teachers, contributed to raising the level of information culture of students in the experimental group. The number of students with a low level decreased by 46,66% according to the main components, with a medium level increased by 6,66%, and with a high level – by 36,6%. The number of students in control groups with a low level decreased by 8% by components, with a medium level increased by 5,33%, with a high level – by 2%.

The results obtained in the experimental group at the end of the experiment indicate mostly high and medium levels of knowledge and skills development in the field of information culture mastered by students.

Table 1.

Distribution of students of experimental and control groups by formation levels of information culture in the course of experiment.

Components of Information Culture	Stages of experiment	Experimental group (E) %			Control group (K) %		
		Low level	Medium level	High level	Low level	Medium level	High level
Epistemological	Beginning	26	54	20	24	54	22
	End	4	44	52	20	52	28
Process and activity oriented	Beginning	18	38	44	18	42	40
	End	4	38	58	14	42	44
Motivational and personal	Beginning	16	52	32	14	48	38
	End	2	34	64	12	46	42
Total		100%			100%		

4.2. The level of communication in virtual space is an important constituent of information culture. Scholars O. Medynska and H. Synorub conducted a survey with over 200 respondents. The main focus was on the negative aspects and benefits of virtual communication. Focusing on these aspects is not accidental. According to the definition of the Committee of Ministers of the European Council, the language of hatred "includes all forms of expressions which distribute, provoke, stimulate or justify racial hatred, xenophobia, anti-Semitism or other forms of hatred based on intolerance, including intolerance in the form of aggressive nationalism and ethnocentrism, discrimination and hostility towards minorities and migrants, including people of immigrant origin" [15].

Over the past few years, the use of language of hostility towards representatives of national minorities, political opponents, people with disabilities has become alarming in Ukraine. A particularly dangerous trend is the widespread use of the public language of hostility, in particular, by the media. Within a month, namely October 2018, for instance, in a number of Ternopil online magazines, a significant number of words were found with negative coloring regarding national, age, political affiliation, as well as health and financial status.

With the aim to define the tendencies of language of hostility in Internet publications, we chose a method of content analysis, which illustrates the transfer of mass digital information into quantitative indicators with further statistical processing. Content analysis is one of the ways to determine the content of the material which is topical on information platforms. We will focus on the Internet media of Ternopil, Ukraine, which is one of the most populated cities in the western region of the country. To do this, we will use the rating created as a result of studying website traffic statistics on platform bigmir.net.

Random sample set of online publications was formed by the categories most recognizable in the Internet media navigation.

The materials were investigated for the existence of thirty-five keywords, which belong to six categories of analysis that correspond to the types of language of hostility: by nationality, 17 cases of negative evaluation were recorded, by age – 1, by political orientation – 23, by health issues – 6, humiliation of human dignity by gender – 2, according to the well-being status – 3.

Information platforms are full of different kinds of language of hostility: rigid (calls for discrimination, veiled calls for violence and discrimination), medium (justification for cases of violence or discrimination, statements about the criminalization of a socially vulnerable group, representatives, allegations of their negative impact on society) and soft (creating a negative image of the representatives of these groups, assertion of inferiority, in particular the lack of culture, intellectual ability, inability to do creative work; statements about moral defects, mentioning them in humiliating context, citing xenophobic statements). The regulation of this problem primarily depends on the observance of professional standards and journalistic ethics in the media environment. Equally important is the information culture of the young audience, whose level is largely dependent on education.

To identify violations of ethical norms in the communication process on information platforms, we conducted an online survey among the youth audience, since it makes up a significant share of users online and may become a victim of propaganda of the language of hatred. After all, many resources, especially social networks, accumulate a significant number of visitors and can act as tools for broadcasting the language of hatred.

The survey had 211 participants representing students of Secondary School 3 of Ternopil, students of the Department of Publishing and Editing at Halytsky V. Chornovil College, and students of Ternopil V. Hnatiuk National Pedagogical University, Department of Journalism. The online questionnaire was sent to the Students Groups in Viber and those on Facebook. The respondents were asked to answer the questions with multiple choice variants of answers as well as those which required detailed answers.

The following is an interpretation and analysis of the results. The questionnaire contained questions, which, as a result, had to determine the presence / absence of information culture in the media environment, its nature, different types of language of hostility during discussions on Internet platforms.

In order to determine the sources from which young people receive information, the questionnaire contained a question asking to specify the information platform. Thus, the first question of the online questionnaire allowed us to get the following answers: 65,6% of respondents pointed out social networks, while 30% named Internet media. This shows that social networks today are the most popular communicative Internet environment, which attracts modern youth.

The second question was designed to determine active or passive participation of youth in the discussions on socially important issues. During the survey, the following answers were received: only 14,4% were involved in discussing the problems presented on information platforms; 50% of respondents are sometimes active in the communication process; 35,6% claimed not to be participating in this form of communication.

The third question “Have there been cases of violation of ethical norms in the process of information exchange?” had 62,2 % “for”, and 31,1 % “sometimes” answers. This question was aimed at revealing the knowledge, skills and abilities of modern youth in identifying fake information with a negative connotation, which predetermines a biased attitude towards certain socially vulnerable groups of people.

In the fourth question respondents were asked to identify the forms of negative communication on Internet platforms. We have the following answers: 37,2% of the polled believe that obscene words belong to the most commonly used, 31,4% say that there is harassment and provocation for conflict, and 23,3% have been discriminated against on racial, sexual and other grounds.

In the survey, we wanted to know what Internet resources, programs, network tools are most often used to display the language of hatred. In this regard, we have the results of the answers to the fifth question of the questionnaire, which state that 80% believe that negative rhetoric prevails in social networks, whereas 13,3% claim it to be happening in chats and forums.

In the sixth question, respondents were asked to outline the definition of "information culture". The respondents gave variants of answers, in which they noted that information culture is "ethical behavior in the process of communication", "rules of behaviour on the Internet", "norms and principles of a certain information environment", "a set of rules of communication for successful interaction with information", "competent and accurate submission of information with respect to all ethical and professional norms, the presence of critical thinking in recipients", "the ability to present only verified information without elements of discrimination"; "the ethics of communication on Internet platforms", "the ability to be tolerant in expressing personal opinions", "information literacy and ethical standards", "the culture of interaction of a person with information, the ability to adequately respond to changes in the information space", "connection between the information world with the spiritual culture of an individual", "the ability to express information correctly regardless of its negative content", " rules of behaviour on the Internet", "the ability to filter the information received, distribute only reliable data, a sense of responsibility for the written and published", "a set of principles and real mechanisms which provide positive interactions between ethnic and national cultures", "a well-established system of means and methods for the transfer of information, verification of its actuality", "the ability to communicate with compliance with ethical norms" etc. Only 126 (60%) of 211 respondents answered this question. From the above statements we can conclude that a significant part of the respondents (50%) are aware of this concept, 10% misunderstand its essence, whereas 40% did not answer this question, indicating the lack of knowledge of the relevant terminology.

The open question "What do you think should be done to raise the level of information culture of the youth?" turned out to be quite difficult for the respondents. After all, it required not only an assessment of the existing level of information culture, but also the formulation of certain recommendations for its improvement. Perhaps this is the reason why only 61% of the 211 respondents submitted at least some proposals, namely: "to strengthen the work of administrators and moderators of information platforms", "to improve the quality and format of information (video, photo, memes)", "to create information platforms for young people to be participants in communication", "to develop humanistic values in the society", "to provide education on information culture in educational institutions", "presentation of fake Internet sources in order to avoid such resources in the future", "to develop a system of control and punishment for violations", "to ban false and discriminatory information", "to track the communication of youth in social networks", "to increase the level of professionalism of the Internet media by filtering comments, messages from users", "create a secure Internet space" etc.

Female respondents dominate in numbers (68,2%). The respondents involved were those from the age of 16 to 17 years old – 21, 2%, from 18 to 20 years – 42, 4%, from 21 to 25 years – 13, 1%, from 26 to 32 years –19, 1%, aged 33 and above – 4, 2%.

The above mentioned questionnaire made it possible to state that the problem of information culture is topical and requires the following recommendations to be taken into account:

- introduce mechanisms and tools for reporting the language of hatred in the online space;

– conduct trainings, master classes, open lectures at educational institutions on the problem of language of hostility on Internet platforms, biased attitude towards certain target groups, methods of dealing with the language of hatred, as well as its influence on society;

– inform young people about their rights and methods that can be used for protection purposes;

– report cases of the language of hatred through national reporting systems or via media networks;

– use feedback mechanisms on the Internet or complaints procedure to warn website owners, moderators of the cases of language of hatred;

– ignore violent sites and trolls annoying and offending Internet users;

– promote media literacy and digital literacy, as well as support for youth participation in the management of the Internet.

4.3. Scholar S. Hnatyshyn investigated the level of students' and future journalists' knowledge of the modern blogosphere. In particular, a separate question in the questionnaire is devoted to the topics of blogs, namely, which topics are most interesting to young people. Out of the suggested answers, 61 people pointed out the topic of traveling, 52 –entertainment (photos, video stories), 28 – blogs about earnings, 26 – Internet development, 23 –blogs on the topic of war, 21 –blogs about sports, fan sites, 19 –political blogs, 16 –games, and only 12 people are interested in economic issues. Also, we were interested in the extent to which future journalists trust and are critical to the information in blogs. No respondent fully trusted information from blog posts, 16 students reported that they would rather not trust than trust, 34 – are inclined to trust, 18 – could not decide on the answer to this question, and only two people from the interviewed claimed that they did not trust the materials in blogs at all.

The answers to the question "Who among Ukrainian journalists is trusted in the youth environment?" were particularly interesting: none – 16 people, D. Gordon – 9, M. Shchur – 8, A. Mazur – 6, K. Osadcha – 4, N. Blishchik, S. Shuster, A. Shariy – 3. A significant group with names of other journalists had only one vote. For the assessment of the level of information culture, topics of blogs of interest, named by the students, are of high importantance: entertainment – 42, travel – 33, politics – 19, sports – 14, war – 13, earnings – 10, economics – 4.

Among the main threats to the information space of Ukraine, the students pointed out: distribution of inaccurate information – 10 people, information warfare – 8, censorship – 6, propaganda – 6, influence of the authorities on information – 6, computer crime – 5, fake information – 5, corruption – 5.

Generalization of the theoretical aspects of using blogs in the process of professional development, study of students' opinions led to the search for new approaches to the problem discussed. S. Hnatyshyn developed a course for future journalists "Blogger-blog-blogsphere: topical issues of theory and practice". It comprises 32 academic hours: 12 hours of lectures, and 20 hours of practical classes. The lecture course deals with the following issues: 1. Information culture of a personality. 1.1. Information as a precondition for personal development. 1.2. Information culture of a specialist in the conditions of globalization. 1.3. Journalist in the modern information space. 2. The technology of creating an author blog. 2.1. Registration, Structure, Design, Content of a Blog. 2.2. Ukrainian Blogsphere. 2.3. From idea to implementation. 3. Regularities of development of modern blogs. 3.1. Retrospective assessment of the origin of the first blogs. 3.2. Advantages and disadvantages of modern blogs. 3.3. Classification of blogs. 4. Trends in the formation and development of the blogsphere. 4.1. Conceptual foundations of the blogsphere in modern society. 4.2. The blogsphere in the

context of information war. 4.3. Prospects for the development of the blogsphere. 5. Professional activity of a blogger. 5.1. Ethical requirements for professional activity. 5.2. The psychological culture of a blogger. 5.3. Successful communication in the virtual space. 6. Prognostic assessment of the development of the blogsphere. 6.1. Use of the Ukrainian and foreign experience in journalism. 6.2. Prevention of manipulations in the information space. 6.3. Technology of successful blogging. During practical classes the following questions are considered: 1. The transition to the information society as a challenge of the present. 1.1. Advantages and disadvantages of the information society. 1.2. Personal characteristics of a professional. 1.3. Characteristics of the modern blogsphere. 2. A modern blog in the context of the theory and practice requirements. 2.1. Features of modern Ukrainian blogs. 2.2. Foreign experience of author blogs. 2.3. Business game: "A journalist in virtual reality". 3. The system of methodological support for the creation of author blogs. 3.1. Legislative support of professional activity. 3.2. Review of periodicals devoted to the blogsphere. 3.3. Business game "Expert assessment of methodological materials". 4. Author Blog: the Past and the Future. 4.1. Classification of modern blogs. 4.2. Creativity of the author blog. 4.3. Competition among author blogs. 5. Regularities of effective communication in the virtual environment. 5.1. Target blogging groups. 5.2. Relevance, objectivity and accessibility of blogs. 5.3. Blog as virtual professional communication space. 6. Portfolio of a modern blogger. 6.1. Blog information support. 6.2. Search, storage, distribution, protection of information. 6.3. Best blogger portfolio contest. 7. Method of projects in the context of raising the level of professional skills. 7.1. Scientific organization of the work of a successful blogger. 7.2. Prognostic evaluation of blogging effectiveness. 7.3. Brainstorm "The Best project of author blog". 8. The blogsphere and target forecasting. Student Scientific and Practical Conference. Student groups prepare a list of panels, topics of speeches, summary documents.

Summing up the preliminary results, we can conclude that the problem under study requires further research. In particular, it is of paramount importance to prepare a series of training films aimed at preventing aggression in a virtual environment with the account of Poland's experience, to use the advantages of electronic means, to raise the level of information culture of young people, to develop personal characteristics of future specialists in informatics and information literacy in the process of training teachers. Many years of teaching experience at the universities of Ukraine and Poland allow emphasizing the importance of special courses that ensure quick response to the challenges of our time, promoting the quality of education, developing students' competencies. The openness of the educational space, globalization, transition to the information society, the dynamics of the labor market, competition, new needs of the younger generation require new approaches to the organization of the educational process, while taking into account the experience of past years. Priority should be given to comparative studies of the system of values of the young people from different countries, the advantages and disadvantages of the multicultural environment. Search for psychological and pedagogical patterns of successful activity is of particular significance now.

5. CONCLUSIONS AND PROSPECTS FOR FURTHER RESEARCH

As it has been proven, development of students' information culture requires integration of the achievements of Ukrainian and foreign scientists. In particular, one should pay attention to the system of basic concepts. In the foreign pedagogical tradition, information culture is considered as one of the facets of universal culture associated with the social nature of a man and is the product of human creative abilities. To find the regularities of this process, it is important

to conduct a comparative analysis of the development of information culture of students majoring in different specialties. For example, in the universities of the United States, the formation of medical students' information culture is ensured by coordinated activities of various departments of medical education through the development of appropriate curricula, the introduction of innovative methods and techniques of teachers and librarians' work with the students.

Working with future teachers, the study of such problems as the essence of information, information processes in the context of the professional activities of young teachers, the content of information culture, work with information sources, means of information culture, the basis of computer literacy, electronic training courses, electronic learning environment within the specialized course "Fundamentals of Information Culture" helps to significantly increase the level of information culture of students at the pedagogical universities.

One of the manifestations of students' information culture is the ability to detect and deal with negative aspects of communication in a virtual environment. The conducted research has made it possible to formulate the following recommendations: to introduce mechanisms for detecting and managing aggression in the Internet; to conduct trainings, master classes, open lectures at educational institutions on the problem of language of hostility on Internet platforms; to inform students about their rights and methods that can be used to protect them; to report cases of the language of hatred through national reporting systems; to use feedback mechanisms on the Internet; to promote students' media literacy and digital literacy.

The study of the familiarity of future journalists with the blogosphere, its thematic content, the positive and negative aspects has given an opportunity to offer a special course for journalists aimed at the development of their information culture, covering such issues as information as a precondition for personal development, a journalist in the modern information space, the use of Ukrainian and foreign experience in journalism, the technology of creating an author blog, trends in the development of the blogosphere, etc.

Thus, the key to a successful solution of the problem of developing students' information culture is a thorough comparative study of the approaches of scientists representing different fields and different countries, and their integration and adaptation in the realities of a particular cultural environment.

REFERENCES (TRANSLATED AND TRANSLITERATED)

[1] J. R. Beniger, *The Control Revolution: Technological and Economic Origins of the Information Society.* Cambridge, Massachusetts: Harvard University Press, 1986. (in English).

[2] W. J. Martin, *Information Society*. Medford, New Jersey: Information Today Inc, 1988. (in English).

[3] Association of the American Library Association. A Division of the American Library Association. (1989. Jan. 10). *Presidential Committee on Information Literacy: Final Report.* [Online]. Available: http://www.ala.org/acrl/publications/whitepapers/presidential(in English).

[4] B. Hunter, "Computer-Mediated Communications Support for Teacher Collaborations: Researching New Contexts for Both Teaching and Learning", *Educational Technology,* vol. 30, no. 10, pp. 46-49, 1990. (in English).

[5] W. S. Gray, *The Teaching of Reading and Writing*. Glenview, Illinois: Scott, Foresman and Company, 1961. (in English).

[6] C. Bruce, *The seven faces of information literacy*. Adelaide, Australia: Auslib Press, 1997. (in English).

[7] J. J. McGowen, "The role of health science librarians in the teaching and retention of the knowledge, skills, and attitudes of lifelong learning", *Bulletin of the Medical Library Association*, no. 83 (2), pp. 184-189, 1995. (in English).

[8] R. Minchow, "Changes in information-seeking patterns of medical students: second-year students' perceptions of information management instruction as a component of a problem-based learning curriculum", *Medical Reference Services Quarterly,* no. 15(1), pp. 15-40, 1995. (in English).
[9] Perelman School of Medicine. University of Pennsylvania. *MD Program Overview.* [Online]. Available: https://www.med.upenn.edu/student/md-program-overview.html. (in English).
[10] A. Dymmel, S. Kotuła, and A. Znajomski, *Readership and information culture, theory and practice.* Lublin, Poland: Selected Issues, UMCS, 2015. (in Polish).
[11] P. Pawlak, *Digital mass culture and political culture of the information society in the perspective of culture theory*. Poznań, Poland: Wydawnictwo Naukowe UAM, 2018. (in Polish).
[12] H. Batorowska, *Information culture in the perspective of changes in education*. Warszawa, Poland: Wydawnictwo Stowarzyszenia Bibliotekarzy Polskich, 2009. (in Polish).
[13] H. Batorowska et al, *Information culture in an interdisciplinary perspective. Theory and practice.* Kraków, Poland: Uniwersytet Pedagogiczny im. Komisji Edukacji Narodowej w Krakowie Instytutu Bezpieczeństwa i Edukacji Obywatelskiej, 2015. (in Polish).
[14] W. Babik, „Information culture – A look from the point of view of information ecology", *Bibliotheca Nostra: Śląski kwartalnik naukowy*, vol. 2, no. 2, pp. 31-40, 2012. (in Polish).
[15] Committee of Ministers of the Council of Europe. (1997, Oct. 30). *Recommendation № R (97) 20. On "Slanderous Expressions"*. [Online]. Available: https://cedem.org.ua/library/rekomendatsiya-r-97-20-pro-naklepnytski-vyslovlyuvannya/ (in Ukrainian).

Text of the article was accepted by Editorial Team 11.02.2019

РОЗВИТОК ІНФОРМАЦІЙНОЇ КУЛЬТУРИ СТУДЕНТІВ ГУМАНІТАРНИХ СПЕЦІАЛЬНОСТЕЙ

Вихрущ Анатолій Володимирович
доктор педагогічних наук, професор, завідувач кафедри української мови
Тернопільський національний медичний університет ім. І. Горбачевського, м. Тернопіль, Україна
ORCID ID 0000-0002-1982-0768
anatolwychruszcz@ukr.net

Гнатишин Соломія Іванівна
аспірант кафедри масової та міжнародної комунікації
Дніпропетровський національний університет імені О. Гончара, м. Дніпро, Україна
ORCID ID 0000-0003-0119-0312
solomia181@rambler.ru

Клименко Анатолій Олегович
кандидат педагогічних наук, доцент,
доцент кафедри англійської філології та методики навчання англійської мови
Тернопільський національний педагогічний університет імені В. Гнатюка, м. Тернопіль, Україна
ORCID ID 0000-0002-7828-1573
intered_ua@ukr.net

Мединська Олеся Ярославівна
кандидат наук із соціальних комунікацій, викладач кафедри журналістики
Тернопільський національний педагогічний університет імені В. Гнатюка, м. Тернопіль, Україна
ORCID ID 0000-0002-3769-163X
medynskao@ukr.net

Синоруб Галина Петрівна
кандидат наук із соціальних комунікацій, доцент**,** доцент кафедри журналістики
Тернопільський національний педагогічний університет імені В. Гнатюка, м. Тернопіль, Україна
ORCID ID 0000-0001-7073-0752
sunoryb@ukr.net

Горпініч Тетяна Ігорівна
кандидат педагогічних наук, доцент, доцент кафедри іноземних мов
ДВНЗ «Тернопільський державний медичний університет імені І. Я. Горбачевського МОЗ України»,
м. Тернопіль, Україна
ORCID ID 0000-0003-2160-4535
tania.horpinich@gmail.com

Анотація. Питання інформаційної культури викликають закономірний інтерес вітчизняних і зарубіжних дослідників. Окрім суто технічних аспектів розвитку компетентнісних характеристик особливої актуальності набирає проблема розвитку інформаційної культури студентів різних факультетів, особистісні характеристики молоді. Віртуальний простір має значні переваги щодо швидкості поширення інформаційних потоків, можливостей комунікації, обміну науковими даними. У той же час очевидними є загрози, зокрема зростання кіберзлочинності, агресії, залежності, маніпуляції. Особливо яскраво вони проявляються в молодіжному середовищі. Підготовка національної еліти в умовах сучасних університетів, відкритість інформаційного простору, глобалізація, зростання конкуренції на ринку праці потребує оперативної інформації з метою уточнення освітньої політики, прийняття оптимальних управлінських рішень. Дедалі очевиднішими стають суперечності між низьким рівнем сформованості інформаційно-аналітичних умінь студентів та високим рівнем вимог до організації роботи з комп'ютерною технікою; достатнім рівнем теоретичних і практичних знань та низьким рівнем навичок роботи з інформаційними технологіями; достатнім рівнем фахової підготовки та низьким рівнем готовності використовувати комп'ютерні технології в навчальній діяльності. Інформаційна культура розглядається як одна з граней загальнолюдської культури, пов'язаної з соціальною природою людини, і є продуктом її різноманітних творчих здібностей. Зростає актуальність авторських спецкурсів, які дозволяють швидко реагувати на нові виклики, поліпшують якість професійної підготовки студентської молоді. У статті досліджено умови підвищення інформаційної культури студентів з урахуванням досвіду зарубіжжя й України.

Ключові слова: інформаційна культура; авторський спецкурс; блогосфера; спілкування; агресія; віртуальне середовище.

РАЗВИТИЕ ИНФОРМАЦИОННОЙ КУЛЬТУРЫ СТУДЕНТОВ ГУМАНИТАРНЫХ СПЕЦИАЛЬНОСТЕЙ

Выхрущ Анатолий Владимирович
доктор педагогических наук, профессор, заведующий кафедрой украинского языка
Тернопольский национальный медицинский университет им. И. Горбачевского, г. Тернополь, Украина
ORCID ID 0000-0002-1982-0768
anatolwychruszcz@ukr.net

Гнатишин Соломия Ивановна
аспирант кафедры массовой и международной коммуникации
Днепропетровский национальный университет имени О. Гончара, г. Днипро, Украина
ORCID ID 0000-0003-0119-0312
solomia181@rambler.ru

Клименко Анатолий Олегович
кандидат педагогических наук, доцент,
доцент кафедры английской филологии и методики обучения английскому языку
Тернопольский национальный педагогический университет имени В. Гнатюка, м. Тернополь, Украина
ORCID ID 0000-0002-7828-1573
intered_ua@ukr.net

Мединская Олеся Ярославовна
кандидат наук по социальным коммуникациям, преподаватель кафедры журналистики
Тернопольский национальный педагогический университет имени В. Гнатюка, м. Тернополь, Украина
ORCID ID 0000-0002-3769-163X
medynskao@ukr.net

Синоруб Галина Петровна
кандидат наук по социальным коммуникациям, доцент, доцент кафедры журналистики
Тернопольский национальный педагогический университет имени В. Гнатюка, м. Тернополь, Украина
ORCID ID 0000-0001-7073-0752
sunoryb@ukr.net

Горпинич Татьяна Игоревна
кандидат педагогических наук, доцент, доцент кафедры иностранных языков
ГВУЗ «Тернопольский государственный медицинский университет имени И. Я. Горбачевского МЗО Украины», м. Тернополь, Украина
ORCID ID 0000-0003-2160-4535
tania.horpinich@gmail.com

Аннотация. Вопрос информационной культуры вызывает закономерный интерес отечественных и зарубежных исследователей. Кроме чисто технических аспектов развития компетентностных характеристик, особую актуальность приобретает проблема развития информационной культуры студентов разных факультетов, личностные характеристики молодежи. Виртуальное пространство имеет значительные преимущества по скорости распространения информационных потоков, возможностей коммуникации, обмена научными данными. В то же время очевидны угрозы, в частности рост киберпреступности, агрессии, зависимости, манипуляции. Особенно ярко это проявляется в молодежной среде. Подготовка национальной элиты в условиях современных университетов, открытость информационного пространства, глобализация, рост конкуренции на рынке труда требует оперативной информации с целью уточнения образовательной политики, принятия оптимальных управленческих решений. Все очевиднее становятся противоречия между низким уровнем сформированности информационно-аналитических умений студентов и высоким уровнем требований к организации работы с компьютерной техникой; достаточным уровнем теоретических и практических знаний и низким уровнем навыков работы с информационными технологиями; достаточным уровнем профессиональной подготовки и низким уровнем готовности использовать компьютерные технологии в учебной деятельности. Информационная культура рассматривается как одна из граней общечеловеческой культуры, связанной с социальной природой человека, и является продуктом ее разнообразных творческих способностей. Растет актуальность авторских спецкурсов, которые позволяют быстро реагировать на новые вызовы, улучшить качество профессиональной подготовки студенческой молодежи. В статье исследованы условия повышения информационной культуры студентов с учетом опыта зарубежья и Украины.

Ключевые слова: информационная культура; авторский спецкурс; блогосфера; общение; агрессия; виртуальная среда.