

The Importance Of Social Networks In The Formation Of Student Information Culture

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Annotation: The article describes the conceptual and methodological foundations of the culture of the information society, proposed for the interpretation and comprehensive assessment of learning processes, in particular the formation of digital competencies through social media technologies.

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Introduction.

The research community continues to discuss the essence and origin of information technologies, as well as further ways of their development, the specifics of their impact on all aspects of the development and life of society, including in such an important area as education. Intensive informatization of the education system makes its own adjustments to all aspects of the process, bringing new educational programs, modules and disciplines to priority, deepening the processes of interdisciplinary and practice-oriented. Distance learning technologies and social communication platforms are actively involved in the education process. Although virtual social networks are gaining the highest popularity in the 21st century, they have existed as a means of communication for a long time and are the subject of study by sociologists, philosophers, anthropologists and cultural scientists. Due to the active involvement of the education system in the field of digitalization, a balanced approach is needed to assess the changes taking place in it, with an adequate understanding of the quality of innovative changes.

Materials and methods.

How to build your professional career correctly in a situation of global change, in the context of the development of the information society, without breaking it at the start? This question worries many when choosing a profession, since the rapid evolution of society in the era of IT technologies requires the formation of new directions and specialties. Many people are a priori afraid of the choice of information directions. It is assumed that you will have to study complex mathematical and information disciplines. But this specialization studies modern means of collecting and processing information, and modern human life is unthinkable without data analysis.

The important role of informatization in achieving the sustainable development goals has been repeatedly emphasized by the ICT community and international organizations. The necessary conceptual and regulatory space for the dissemination of information technologies in society, their active integration into all spheres of its life, including education, is formed by international and national regulatory sources.

It is obvious that virtual reality, although it creates its own laws, but at the same time reality is the basis. The Internet accurately copies the institutional structure of "real reality" - politics, entrepreneurship, crime, culture and stratification - it is characterized by all manifestations of interpersonal interaction of individuals. For various reasons, the post-Soviet space has opened virtual reality relatively recently.

For some, the Internet is only a tool for interpersonal communication, for others it is a means of learning or an opportunity to introduce culture, and for some it is new business opportunities. There are also those for whom virtual reality is an environment of influence on the information space. That is, virtual reality is a place of realization of intrapersonal conflicts, individual-society conflicts and group conflicts.

Thus, the Internet has so penetrated into the life of modern man that the further development of the global network entails a modification of culture, the emergence of new norms and patterns of behavior, the emergence of new subcultures, which is confirmed by the results of various studies, including the author's.

The increasing role of the Internet in the life of modern society has had an impact, among other things, on the education system around the world, changing the educational paradigm as a whole. The field of education uses the possibilities of the Internet not only to convey information to students, allowing them to communicate at a different qualitative level, but also contributes to improving the efficiency of managing the activities of an educational institution.

And since education is mainly provided by young people (who are the most active users of the Network), social networks are by far the most progressive Internet tool in the educational and pedagogical process. A social network is an online service that allows you to create social connections, engage in interpersonal communication, and disseminate a variety of information.

If you go deeper into history, the most popular social network BASEOC was created specifically for academic purposes, and was initially available exclusively to students of Harvard University. Later, it became possible for students of Boston University to register, and later for all other students who have an email account in the .eei domain accredited for higher education institutions in the United States. This example gave foreign experts in the field of education reason to believe that it has become advisable to provide methodological support for learning on popular social networks.

Result and analysis.

The didactic possibilities of using modern social networks, on the one hand, and the new educational tasks facing the university today, on the other hand, no longer allow focusing only on lecture and seminar classes, which form the basis of the traditional student learning process and underestimating this circumstance may deprive domestic education of a strategic advantage.

Social networks can also be used as a means of directly managing the learning process. The main task of the teacher is to find and place theoretical materials in the most entertaining form of perception (presentations, videos, game applications, audio recordings), as well as lay out exercises to consolidate and (or) repeat the topic and monitor the assimilation of knowledge (checking data for solving tasks, tests and online surveys). Moreover, social networks allow you to share and store published information. Obviously, using this property, you can start creating a kind of "piggy bank" of knowledge, and the offers of additional interesting materials should mainly come from students. This creative activity contributes to the development of internal motivation for learning, stimulates the activation of cognitive activity and non-standard thinking. The driving force behind technological and social change is computer engineers and technicians who develop new hardware and software, as well as civil society and ordinary ICT users, who determine what is best for society in an upward process. This alternative vision of the information society quite well summarizes the main arguments of UNESCO member countries and experts in favor of an intergovernmental consensus that allows free and equal access to information on economic indicators or technological infrastructure. This is the way to create a fair and inclusive society in which many people will influence the information environment, jointly create information and values, and ultimately work for a better and more equal society. The decentralized nature of a complex technological system has the advantage that control and change are possible not only from above, but also from below.

For such a sensitive area as education, clarity, consistency and legal and ethical unambiguity in the issue of integrating ICT into the educational space are all the more important. UNESCO's recommendations on multilingualism and universal access to cyberspace justify not only the maximum positive effects of digitalization (accessibility to millions of students of full secondary education, provision of additional 3.3 million jobs, assistance in solving problems related to the spread and consequences of the COVID-19 pandemic), but also remind of the risks and challenges posed by the malicious use of technology, as well as the deepening inequality between countries.

Human preparation for life in the information society, according to UNESCO and IFLA (International Federation of Library Associations and Institutions), is the object of transdisciplinary research involving the search for solutions at the international and national levels, combining the efforts of various social forces: politicians, scientists, educators, social movements, traditional and new media, shaping public consciousness.

Discussion.

The bulk of users (92.4 percent) use the internet through mobile devices. And 4.65 billion people are active on social networks.

There are more than 3 billion Messenger users worldwide. The platforms with the most users are Facebook and WhatsApp, with more than 2.5 billion people using them.

There are also National messengers in several developed countries. Including Line in Japan, KakaoTalk in South Korea and WeChat in China.

Statista.com the site has published a list of the most popular messengers:

WhatsApp-2 billion;

Wechat-1.3 bn;

Facebook Messenger-988 million;

QQ-574 mln;

Snapchat-557 million;

Telegram-has 550 million users.

The most popular messenger is from WhatsApp:

more than 100 billion messages will be sent in one day;

on average, 38 minutes of use of the application in one day through mobile devices;

The share of users around the age of 26-35 is 27 percent;

46.1% of users are female.

List of the most popular messengers in Uzbekistan:

Telegram-80 percent;

WhatsApp — 22 percent;

Facebook Messenger-6 percent.

Datareportal.com according to the data, about 70 percent of the population of Uzbekistan is an internet user. 18.3% of the population uses social media.

The country uses the most Instagram social network by users. Currently, the number of users of this network is more than 4.8 million.

Of these, 34.4 percent are women and the bulk are young people (ages 18-35).

In 2019, Internet users spent 2 hours and 24 minutes a day on social media. In 2020, this time has already increased by 1.4%. By 2022, this figure has increased even more. Thus, social platforms provide great opportunities to attract a target audience and build long-term relationships.

Information culture can be formed exclusively within the framework of the educational process, and not only the technological side of ICT is important, but also social responsibility, which is developed, supported and understood by all members of society. So, there are already examples of using social media as educational platforms for training oppositionists.

In higher education, social networks become necessary for interaction with participants in the educational process. The subject involvement of social networks in the educational process is diverse, including in ethically complex disciplines, such as sexual education or areas of training in surgery.

Speaking about the active use of social networks in education, it is necessary to point out such problems as: the lack of universal and unified software for the administration of information on social networks; the lack of a single standard allowing a teacher to use a social network to broadcast knowledge and receive feedback; digital competence of teachers; lack of financial motivation of teachers when using information technologies.

In general, the education system has easily switched to social media platforms, which are represented by the simplest services and embedded technologies, unlike websites.

Many educational institutions currently not only use technology as a supplement to learning, but require students to own them outside the educational process. To create an educational project, it is necessary to identify various forms of online teaching and learning; to study the opinions of teachers and students about online learning; to study the problems faced by teachers and students when adapting to the process of online teaching and learning.

Conclusion.

The educational resource of social media remains insufficiently appreciated and mastered by users. But this approach represents a transformational shift (at least in higher education):. from the perception of digital competencies as an educational skill to the recognition of their role in civil society. At the same time, it is

necessary to take into account platform differences, the influence of culture on specific features in the use of social networks in different countries.

As can be seen from the results of the study, learning through social networks has not yet been fully mastered and requires formed professional competencies. Modern teachers are not sufficiently proficient in digital competencies and are not able to convey knowledge using existing technologies. But the realities of the present and the requirements of the near future imply active work in this direction.

There is an opportunity to expand this research by examining how institutional support can ensure overcoming the barriers faced by the teaching staff of higher education institutions in building their professional development vector with an emphasis on digital competencies.

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