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THE ESSENCE OF THE INFORMATION AND COMMUNICATION CULTURE OF A PRIMARY SCHOOL TEACHER

OLENA LUSHCHYNSKA

Abstract: In the article the essence of the following concepts are analyzed and clarified: "culture" (education and upbringing level, as well as a field of competence or activity); "general culture" (a person's general characteristics); "professional culture" (an integral characteristic of a person as a specialist which determines the level of his/her qualifications and authority in the professional environment); "pedagogical culture" (embodied in professional activities and depends on the level of society development, the teacher's competence); "information", "communication" (outlined in the spiritual and psychological context of the process of human communication, characterized by the essence and forms of psychological contact as well as influence; "information culture" (a holistic subsystem of the person's general professional culture, an indicator of the level of modern teachers' professional competence, manifested in the understanding and ability to perceive different information and use information technology to create own interactive space); "information and communication culture" (a substructure of pedagogical culture, integrating professional knowledge, skills and abilities to work in the information environment, communication activities, knowledge of professional ethics and aesthetics using the proposed and creating own information products for educational activities), etc. The essence of the information culture of the teacher is substantiated, which, according to the author, is an interconnected component of both the general culture and pedagogical culture, as well as the culture of society as a whole. The levels of information culture in the general context of digitalization of society, as well as the development of information and communication literacy of modern teachers are analyzed.

The author's materials from the dissertation "Formation of information and communication culture of future primary school teachers in the process of professional training" for the degree of Doctor of Philosophy (2021) are used in the article.

Keywords: pedagogical culture, information culture, information-communication culture, information-communication-culture, primary school teacher.

1. INTRODUCTION

The necessity to develop a high level of information and communication culture is due to the demand for future primary school teachers' digital competence, which involves confident and critical application of information and communication technologies to create, search, process, exchange information at work, in public and private communication [17].

The problem of improving teachers' digital literacy is relevant in connection with the transition to distance (blended learning) due to the spread of covid-19 [25]. In addition, today's societal

challenges determine the improvement of the quality of educational services, which means updating the content and methodological tools in educational institutions, including primary schools.

The modern education system is focused on a specialist with a high level of training and information and communication culture, eager to use the acquired knowledge, skills and abilities in the educational process of primary school, able to implement existing traditional innovative technologies and research new ones, to direct educational activities toward the formation of information and communication culture of primary school students. Particular difficulties of using ICT in educational processes are experienced by rural educational institutions [26]. After all, this is about providing rural schools with highly qualified teachers with the appropriate level of digital literacy, as well as providing the educational process with appropriate electronic means to work with students, as well as in the inclusive process: personal computers with built-in settings for people with disabilities, available data formats or alternative formats, digital format standards for recording digital audio books, Braille printers, displays and speech synthesizers, assistive technologies (hearing aids, screen readers, keyboards with special capabilities, alternative communication systems), etc. [24].

Nowadays, scientists are "alarmed" by the problem of irrational use of information and communication tools by primary school students, which affects the reduction of educational and cognitive activity, because children's spending so much time using computers causes fatigue and contributes to psychosomatic disorders, neurotic reactions and stress.

Primary school years define the process of gaining social learning experience, which cannot be acquired in the process of using gadgets. The presented play reality, social networks, cannot help model human relationships, but on the contrary, with the active dissemination of "fashion applications", there is a growing threat of distorted interpersonal interaction and communication with peers, the child's psychological and physical health, without abilities to analyze and use gadgets rationally.

Analysis of recent research and publications has proved that the problem of forming information culture is reflected in the works of M. Antonchenko, T. Babenko, O. Baranovska, O. Budnyk, K. Buyalska, G. Vyshynska, J. Galeta, A. Doli, O. Ignatova, R. Gurevych, A. Kolomiets, V. Lukashiv, M. Levshin, V. Mazur, O. Shestopalyuk and others. The information society and its influence on the information culture of the individual as a research problem has been covered by many scientists (V. Andrievska, I. Zemelko, A. Kolomiets, V. Kostyuchenko, V. Svyridenko, O. Furman, O. Yaroshynska, etc.).

The purpose of the article is to theoretically substantiate the essence of information and communication culture of primary school teachers, taking into account modern social challenges.

2. RESULTS AND DISCUSSION

The task of the modern teacher is to teach students to learn, i.e. to process information from all media (books, television, radio, Internet), to search and analyze the acquired knowledge, to verify the accuracy of information using several sources and memorize the necessary. In today's world, the google effect is becoming more widespread, the essence of which is the tendency to forget information that is easy to search on the Internet.

Taking into consideration THE MENTIONED above, it is important to outline the essence of the concept of "information and communication culture", as an integrated characteristic, the essence and features are clarified by analyzing key concepts in the relationship shown in Figure 1.

The concept of "culture" is an extremely complex and systematic formation, the content and essence of which is difficult to determine. It is known that in the middle of the last century, American culturologists A. Kreber and A. Klakson counted 164 definitions of the term "culture" and more than 100

attempts to explain the theoretical essence of this phenomenon. 20 years later, A. Mol presented 250 variants of the definition of "culture", at the beginning of the XXI century in the literature there were more than 500 definitions of the term, but now there are more than 700 definitions of this concept [9, p. 21; 20, c. 19].

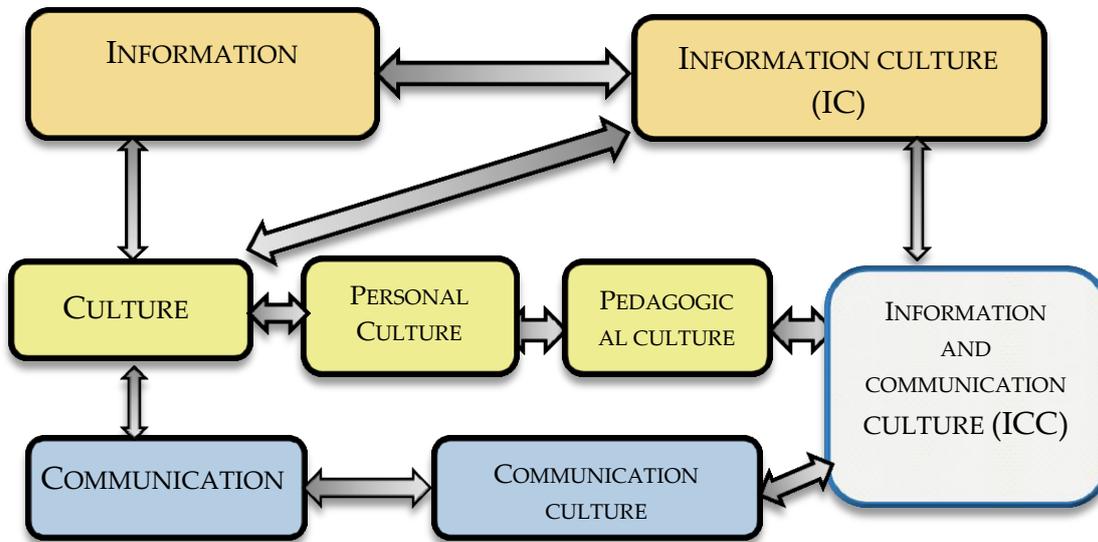


Fig.1. Relationship between key research concepts

Translated from the Greek "culture" means "worship of light" (cult means honor, ur means light), and from the Latin culture - processing, upbringing, education [8, p. 298; 4]. In the etymological sense, the concept of "culture" dates back to antiquity. Philosophers of ancient Greece and Rome identified culture with paideia, i.e. education, which, according to Plato, is a guide to change the essence of a person [4]. T. Pyontek, based on S. Freud's research emphasizes that human beings are not motivated to work, and moreover, their actions are guided not by rational preconditions, but by drivers. Only due to culture, and in particular various dictates and prohibitions, which become a permanent element of personality over time, people can create [21, p. 77]. A cultural person (on a theoretical level) is a person who considers values, patterns and social norms to be the most valuable in the community, adapts his/her behavior to them, demonstrates the ability to creatively use cultural achievements and GIVES EXAMPLES of respectful behavior. A cultural person (based on empirical research) knows a lot, uses well-defined speech, reads books, is sensitive to the beauty of nature, knows foreign languages and more. A cultural person is a person who is eager to change the quality of his/her life [21, p. 77–78].

Due to the fact that culture creates a human being, and vice versa, today there are many forms, directions and manifestations of culture, as well as its multiplicity. This concept of a person was first used by the eminent Roman thinker Cicero. He considered culture to be the activity of transforming nature for the benefit of humanity, as well as a means of improving their spiritual strength and intelligence [4]. The first scientific definition of culture was given by the English ethnographer E. Taylor, who noted that culture in a broad sense consists of general knowledge, beliefs, art, morality, laws, customs and some other abilities and habits acquired by a person as a member of society [4].

In the reference literature, culture is considered as:

- a person level of EDUCATION AND upbringing, as well competencies [16, p. 352];
- a set of material and spiritual values created by mankind during its history; level, degree of perfection of any branch of economic or mental activity [1];
- a set of practical, material and spiritual societal and personal assets, embodied in the results of productive activities [7].

On the basis of varieties of human activity, modern science distinguishes two forms of culture - material and spiritual. However, this division is quite relative, as these two forms of culture are interrelated. Some scholars name them areas of culture, based on the main areas of human activity [8].

O. Ponomarev, O. Romanovsky, O. Ignatiuk, M. Zagurska notes that a human being becomes a person only after mastering a certain level of culture [20, p. 19]. In this sense, we are talking about the culture of character.

The culture of character is considered by scientists as the generalized systemic characteristics of the level of universality of human development in interaction with the external environment, other people, society and themselves [20, p. 19]. The level of culture of character depends on the level of culture of society, the forms of its manifestation, as well as the culture of the individual.

Considering the social nature of mankind, the need for their livelihood, self-realization, as well as mastering a profession or specialty, scientists define the culture of character as a holistic system, consisting of two main subsystems - general and professional culture [20, p. 19]. General culture characterizes a human being as a person, and professional culture is an integral characteristic of a person as a specialist and determines the level of his/her qualifications and authority in the professional environment [9, p. 12-15].

Scholars claim that in contrast to the general culture of a personality, the formation of professional culture begins with higher education, because it is in the institution of higher education where a person receives professional training [9, p. 9]. The teaching profession has led to the emergence of a new type of professional culture - pedagogical, which is both a component of universal culture and one of the specific manifestations of professional culture of teachers and professors, everybody who works in the education system.

Scholars define pedagogical culture as:

- a conscious system that contains professionally significant personal traits and qualities of a teacher, necessary for the effective implementation of professional activities, his/her knowledge, skills, pedagogical and social experience and critical thinking, high general culture and erudition [20, p. 34];

- a component of general culture, which characterizes the teacher from the professional and personal point of view and reflects the level of development of knowledge, skills, personal qualities related to the field of his/her professional activity [10, p. 87];

- integral quality of the teacher's personality, which is a prerequisite for effective pedagogical activity, a generalized indicator of professional competence and the goal of professional self-improvement [10, p. 98].

In view of this, pedagogical culture is manifested only during professional activities and depends on the level of development of society, the level of competence of the teacher and so on. At the present stage of development of society, information technology plays an important role in the development of pedagogical culture, equal to the ability to read and write. One of the conditions for successful implementation of the tasks of informatization of education is to solve the problem of preparing teachers to use information and communication technologies in their professional activities and the formation of teachers as professional information and general information culture [21, p. 298–303]. After all, we can observe the emergence of a new social stratum - the so-called *digerati* (*digerati* - from digital, people with expertise or professional involvement in information technology), who easily adapt to innovative tools and technologies without feeling discomfort [23, p. 57]. Teachers who do not use information and communication technologies, face difficulties in gaining such children's attention and learning interest.

The concept of "information culture" consists of interconnected words - information and culture. The definition of "information" comes from the Latin "informatio", which means "explanation, exposition". However, the interpretation of the meaning of this concept in different

sciences is ambiguous.

The ability to find the necessary information, the ability to properly use it in the process of life depends on the level of the individual's information culture. Therefore, we analyze the essence of the information culture of the specialist. Considering information culture as one of the new system formations that emerges in the process of informatization of society, scientists differ as for their views on its relationship with others. Thus, V. Svyrydenko considers three levels of information culture:

- information culture of the individual;
- information culture of certain groups of society;
- information culture of society as a whole [22, p. 223].

The concept of information culture has been studied and theoretically substantiated by many scientists. In particular, N. Volkova considers information culture as a level of organization:

- achieved level of organization of information processes;
- reflection of the achieved levels of organization of information processes and efficiency of creation, collection, storage, processing, presentation and use of information that provides a holistic vision of the world, its modeling, predicting the results of decisions [6, p. 144].

Emphasizing the communicative aspect, V. Alekseeva, N. Volkova, N. Nychkalo interpret information culture as:

- satisfaction of people in information communication [6, p. 144];
- a component of a new type of communication, manifested in the free orientation in the information space and provides constructive interaction in a professional environment [2, p. 143];
- the degree of satisfaction of people's needs in information communication [18, p. 42].

Information culture is system-structured, with the identified system-forming core - the information activities of people, due to the nature and level of development of society. This activity, according to N. Nychkalo, has a twofold process: on one hand - the use of information resources, and on the other - the creation and storage of them [18, p. 42]. From this point of view, information culture is considered to be:

- skills and abilities to handle professional information [13, p. 83];
- ability to use information and tools of new information technologies in order to optimize creative activity [14, p. 116];
- ability to assess the quality of information, integrate various subject information, create your own information [11, p. 24]

The level of information culture is determined not only by the acquired knowledge and skills in the field of information processes and computer disciplines, but also the ability to exist in the information society, which, in particular, is characterized by novelty and ephemerality. From this point of view, information culture means:

- the degree of perfection of man and society in all possible types of information, its receipt, accumulation, processing and creation on its basis of qualitatively new information, transfer to practical application [22, p. 224];
- the degree of efficiency of creation, collection, storage, processing, transmission and use of information, ensuring a holistic perception of the world, analysis and evaluation of the results and consequences of decisions [6, p. 144];
- ability to self-regulate, self-analysis of the actual information field and information behavior [13, p. 83];
- understanding of the comprehensive laws of information development in order to build a comfortable and effective relationship with the information environment [13, p. 83].

From the point of view of other scientists, information culture is:

- one of the aspects of universal culture (V. Svyrydenko) [22, p. 223];
- an indicator of professional culture, which in the near future will become an important factor

of personal culture (N. Volkova) [6, p. 146].

In view of the above, we believe that the information culture of the teacher is an interrelated component of both the general culture and pedagogical culture, as well as the culture of society. Thus, the concept of information culture of a teacher deserves special attention, as the level of its formation will depend on the quality of the educational process, as well as the level of information culture of students.

The information culture of the teacher is considered as:

- a process of mastering a variety of new information technologies to improve the quality of education, professional and personal growth [22, p. 222];

- an indicator of the level of professional competence of a modern teacher and the conditions of his/her competitiveness in the market of educational products and services [142, p. 24–25].

M. Antonchenko believes that the information culture of the teacher is manifested in the following components:

1) general cognitive;

2) component of algorithmic culture;

3) components related to computer skills;

4) components that are related to and include knowledge of ethical and legal norms in the field of information technology (protection of copyright in software products, non-dissemination of immoral information in computer networks);

5) specialized components (construction of information model of the subject area, the problem of measuring and protecting information) [3, p. 325].

Thus, information culture is a holistic subsystem of general professional culture, an indicator of the level of professional competence of a modern teacher, which is manifested in the understanding and ability to adequately interpret information society trends, ability to work with different information and use information technology to create their own interactive space.

At the beginning of the XXI century, the rapid development of Internet communications has made adjustments in the interpretation of information culture, supplementing the concept of "communication" and thus leading to the emergence of an integrated concept - "information and communication culture". However, today in scientific circulation and following two concepts have become widespread:

- "information and communication culture";

- "information and communicative culture".

Let's consider the interpretation of these concepts in order to clarify the differences in their interpretation.

Communication is one of the important parts of human life, and therefore part of culture. Emphasizing its importance, many researchers equate culture with communication. In the psychological dictionary, communication is defined as the spiritual and psychological side of the process of human communication, characterized by both essence (exchange of information, perception and understanding of each other) and forms of psychological contact and influence (verbal-nonverbal, direct-indirect, etc.) [15].

Based on his research, N. Massi notes that many Western scholars figuratively depict culture as an iceberg based on cultural values and norms, and its culmination is individual human behavior, which is based on them and is manifested primarily in communication with other people. It is known that only in the process of communication with adults and peers does a child become a person. Only through communication she/he undergoes enculturation and socialization, becomes a representative of her/his people and culture. Only in the process of communication can a person relate his/her behavior to the actions of other people, forming a single social organism with them - society. In the processes of social interaction, they receive their stable form of norms, values and institutions of a culture [15].

On the other hand, the term "communication" is considered as "connection", "interaction", "exchange of information", "message". In the "Great Explanatory Dictionary of the Modern Ukrainian Language" edited by V. Busel we find the following interpretation: "communication - is the exchange of information, communication [5, p. 562] ", in the " Academic Dictionary of the Ukrainian language "communication is defined as ways of communication, ways of connections [1].

Thus, the distinction between these concepts should be as follows: the concept of "communicative culture" includes the essence of communication, interaction, human relations, and the concept of "communication culture" - communication, exchange of information. And if the basis of communicative culture is communication between people through verbal and nonverbal means, the basis of communication - information and communication technologies as a means of communication. With this in mind, the following new concepts are emerging and gaining popularity: "information and communicative culture" and "information and communication culture". In particular, N. Volkova, considering the structure of information culture of teachers, among other components, highlights the culture of using information and communication technologies and the culture of communication through information and communication technologies. The concept "communication" reflects the process of interaction between the subjects of the social community [6, p. 14].

The term "information and communication culture", which combines information content and communication capabilities, has appeared relatively recently. The main reason for its emergence is the strengthening of the role of information, information technology and information activities in society. But this phenomenon cannot be reduced to the sum of its original components [19, p. 89].

Scholars consider information and communication culture as:

- a certain degree of information competencies and a set of communicative abilities that allows a person to create a discursive social unity [12, p. 183];
- component of the general culture of personality, as well as a set of information and communication knowledge, skills and abilities that provide effective interaction in the information and communication space to optimally meet individual needs in the development of information resources and create new media products [19, p.7];
- an integrative concept that combines knowledge, skills, and personal characteristics.

O. Parkhomenko believes that the informatization of society, the development of new information and communication systems, the transformation of forms of communication and methods of information retrieval, the introduction of ICT in education and changing the nature of learning have spurred the development of research information and communication culture in modern educational space [19, p. 5].

The researcher identified the difference between the interpretation of the concepts of "information" and "information and communication culture". He considers this difference in the fact that information culture is related to technology, technological aspects of informatization, and information and communication culture involves primarily the formation of skills of communicative interaction in the modern information and communication space. Information and communication culture in this regard is a broader concept, as it includes the whole set of relations and relationships in the process of transmission and processing of information, as well as the implementation of the communicative message [19, p. 7].

Scientists interpret the information and communication culture of the individual as one of the most important elements of the general culture without which the individual cannot interact with other actors in the information society. The process of formation and development of information and communication culture occurs throughout a person's life [1].

ACTIVITY APPROACH

The Great Ukrainian Explanatory Dictionary defines information and communication culture as

a purposeful organized set of information processes using computer technology that provides high speed data processing, fast information retrieval, access to information sources regardless of their location [5].

N. Shykh understands the information and communication culture of a teacher as a kind of information and communication culture of a specialist, a part of the information and communication culture of an individual, determined by the sphere of professional and pedagogical activity.

Teacher's information and communication culture is a combination of information worldview, ICT competence and foreign language communication competence [23, p. 229].

In the conditions of reforming higher education and its adaptation to work in the conditions of distance and blended learning, it is extremely important to implement progressive experience in the use of the latest pedagogical technologies in the training of future teachers. In the conditions of reforming higher education and its adaptation to work in the conditions of distance and blended learning, it is extremely important to implement progressive experience in the use of the latest pedagogical technologies in the training of future teachers.

3. CONCLUSIONS

Based on the theoretical review and analysis of definitions, we conclude that at the present stage of development of society the communicative environment is developing rapidly, new means and channels of mass communication are being formed, and the nature of communication is changing. In view of this, we consider it appropriate to use the term "information and communication culture" as a new, updated and supplemented concept of "information culture", which is used by scientists as a synonym. Since the key concept of our study is the information and communication culture of primary school teachers, we outline the essence of this concept in more detail.

The higher the information and communication culture of the teacher, the higher the level of ICT use, i.e. the level of culture determines not only the availability of theoretical knowledge, but also the ability to practice their implementation, the ability to actively use ICT at different stages of education.

Important for our study is the formula of information culture of K. Kolin and Y. Baranovsky, presented in the work of S. Alekseeva: "be cultural = be able to: use modern information technology + have: an idea of everything created in this area" [2, with. 144].

Let's supplement this formula, taking into account the essence of information and communication culture: "to be cultural means to be able to use modern information technology + have an idea of everything created in this field + be able to use ICT and develop their own information products."

Thus, the information and communication culture of primary school teachers is a substructure of pedagogical culture that integrates professional knowledge, skills and abilities in the information environment, communication activities, knowledge of professional ethics and aesthetics in using the proposed and creating their own information products for educational activities.

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Address: Lushchynska Olena, Ivan Franko National University of Lviv, 1, Universytetska St., Lviv, 79000, Ukraine.

E-mail: olena.lushchynska@lnu.edu.ua

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У статті здійснено аналіз і з'ясовано сутність понять: «культура» (рівень освіченості, вихованості людини, а також рівень оволодіння якоюсь галуззю знань або діяльністю); «загальна культура» (характеризує людину як особистість); «професійна культура» (інтегральна характеристика людини як фахівця і визначає рівень її кваліфікації та авторитету у професійному середовищі); «педагогічна культура» (виявляється у професійній діяльності і залежить від рівня розвитку суспільства, компетентності вчителя); «інформація», «комунікація» (окреслюються у духовно-психологічному контексті процесу людського спілкування, що характеризується як сутністю, так і формами психологічного контакту і впливу); «інформаційна культура» (цілісна підсистема загальної професійної культури людини, показник рівня професійної компетентності сучасного педагога, що виявляється в розумінні й умінні працювати з різною інформацією і використовувати інформаційні технології для створення власного інтерактивного простору); «інформаційно-комунікаційна культура» (підструктура педагогічної культури, яка інтегрує в собі професійні знання, вміння й навички роботи в інформаційному середовищі, комунікативної діяльності, знання професійної етики і естетики у використанні пропонуваніх і створенні власних інформаційних продуктів для здійснення освітньої діяльності) та ін. Обґрунтовано сутність інформаційної культури вчителя, що, на думку автора, є взаємопов'язаним компонентом як загальної культури, так і педагогічної культури, а також культури суспільства в цілому. Описано рівні інформаційної культури у загальному контексті цифровізації суспільства, а також розвитку інформаційно-комунікаційної грамотності сучасного педагога.

У статті використано авторські матеріали дисертаційної роботи «Формування інформаційно-комунікаційної культури майбутніх учителів початкових класів у процесі професійної підготовки» на здобуття доктора філософії (2021).

Ключові слова: педагогічна культура, інформаційна культура, інформаційно-комунікаційна культура, інформаційно-комунікативна-культура, вчитель початкової школи.