

## THE DEVELOPMENT OF THE INTERNET CULTURE OF SENIOR SCHOOLCHILDREN IN THE CONTEXT OF DIGITALIZATION OF EDUCATION

**Kalieva K.M<sup>1</sup>**, c.p.s., professor

**Abilova Z.T<sup>2</sup>**, master, senior lecturer

<sup>1,2</sup>KazUIR&WL named after Abylai Khan, Almaty, Kazakhstan

<sup>1</sup>e-mail: [kalieva.k.m@mail.ru](mailto:kalieva.k.m@mail.ru)

<sup>2</sup>e-mail: [abilova\\_zaru@mail.ru](mailto:abilova_zaru@mail.ru)

**Abstract.** The article is devoted to the current problem of the development of students' Internet culture. At the present stage of development of society, information culture is becoming one of the main indicators of the general culture of the individual. The fate of each person increasingly depends on how he is able to receive and perceive appropriately and use new information productively in their daily lives. Consequently, the importance of information culture and its formation is growing in each individual.

In this regard, the authors believe that the development of Internet culture should become compulsory and essential part of the modern system of education and upbringing. The article summarizes new material on the subject, discloses the socio-pedagogical aspect of formation Internet culture of senior schoolchildren, reveals the essence and defines the concept of "Internet culture of senior schoolchildren" as part of the general personality culture.

**Keywords:** information, culture, information culture, Internet culture, media culture, Internet technologies, Internet learning, Internet culture of senior schoolchildren.

At the present stage of development of society, information culture is becoming one of the main indicators of the general culture of the individual. The fate of each person increasingly depends on how well they are able to receive, adequately perceive and productively use new information in their daily lives. Consequently, the importance of information culture and its formation in each individual is growing. In this regard, the study of information culture seems to us important and relevant.

Analysis of modern scientific research allows us to conclude that Internet users are people of various professions and age groups. However, the most popular and sought-after Internet services are used among the youth environment. In this study, we focus on senior school age, which is the most eventful and controversial period of personality formation. During this age period, there is a transition from childhood to adult independent life, which is accompanied by a reorientation of values, a change of interests, activities, lifestyle, etc.

Today, there are a number of definitions of the concept of "information culture". This scientific category was studied by scientists: O.V.Artyushkin, V.V.Bizyuk, E.S.Agafonova, L.U.Glukhova, M.L.Gruzdeva, S.A. Dyachenko,

V.F. Kochurova, M.A. Kuznetsova, V.V.Lipatov, M.A.Lukoyanova, T.N. Mindibaeva, I.V.Novikova, A.A.Piguzov, L.K.Raitskaya, E.V.Harunzheva, etc.

A. A. Piguzov in his dissertation research notes that all definitions of the concept

of “information culture” can be divided into definitions based on the concept of “information” and definitions based on the fundamental concept of “culture” [1].

If the phrase “information culture” is considered as the dominant concept of “information”, then information culture means a combination of knowledge, skills and abilities of searching, selecting and analyzing information. Thus,

L.U. Glukhova defines information culture as one of the components of the general personality culture related to the functioning of information in society, and E.V. Kharunzheva and others Information culture as part of universal culture forms a holistic attitude among students towards the world, people, information, technological progress and work. Being an important component of various subject areas related to the development and use of information, it becomes one of the main elements of the organization of the educational process [2].

If the concept of “information culture” is derived from the fundamental concept of “culture”, then information culture is defined as a way of human life in society. For example, S. M Koilyushenko gives the following definition: information culture is a complex system education that integrates knowledge about a person and the culture; information culture reflects the level of development of society, national, economic, environmental, technical and other aspects of the development of society. V.L. Fokeev defines information culture as a cultural field related to the production and functioning of knowledge in society and the formation of informational qualities of a person, harmonization of their inner world. On the contrary, E. A. Medvedev considers the information culture as a level of knowledge that allows a person to navigate in the information space freely, participate in its formation and facilitate information interaction [3]. Thus, the information culture is associated with the social nature of man and is a product of his various creative abilities.

According to the second approach, information culture is a part of the general culture and is characterized by specific features that imply certain knowledge and beliefs, readiness and ability to live in an information society, and understanding of the information picture of the world. An important role in this is played by the Internet, which is a unique repository of cultural artifacts, a world library, a museum, an archive, and an information agency that is equally accessible to all categories of citizens. According to this approach, Internet culture is defined as a culture of consumption and information processing.

Information culture in the context of this approach characterizes the features of the development and functioning of the information society, where an important role is assigned to the Internet. Thus, a new category of culture - Internet culture - becomes relevant.

A number of researchers in their works consider the Internet as a means of forming an information culture. So, S.A. Dyachenko explores the Internet as a means of developing the teacher’s information culture. At the same time, he defines information culture as the ability of a teacher to receive, transmit and use information independently. As a means of developing an information culture,

S. A. Dyachenko suggests using Internet resources to obtain information and to communicate between participants in the educational process [4].

Various aspects of the study of Internet technologies are reflected in the scientific works of E.P.Belinskaya, G.A.Vorobyov, A.A.Kalmykov, C.V, Mikhailov, M.R.Rayanov, D.E. Prokudin, D. T. Rudakova, N.V.Ugolnikov, and others.

A.A.Andreev, considering current issues of online learning, along with real-time pedagogical communication and remote access to information, offers such an activity as publishing information in a virtual space. In his studies, A.A.Andreev offers models and examples of online learning [5].

G.A.Vorobyov explores the principles and regularities of building a virtual educational environment within the University, and uses the term "IT-culture". IT-culture means the culture of using information technologies by G. A. Vorobyov. A. Kalmykov, exploring the phenomenon of "media culture", considers all existing media, but pays special attention to the global Internet. This choice is due to the fact that virtual space significantly increases information flows. In this approach, the concept of "Internet culture" is derived from the concept of "media culture" [6].

M.R.Rayanov in his dissertation research examines the concept of "Internet culture" in the aspect of forming the Internet culture concept of the future teacher. M. R. Rayanov's understanding of the Internet culture of the future teacher means:

1) the ability to master new technologies and software products successfully and purposefully in order to search, generalize and use information provided by the Internet;

use the Internet to establish and maintain contacts with remote users of the network as part of their professional activities;

1) use Internet resources in the process of education and self-education [7].

Studying age periodization, most psychologists, educators, and sociologists do not consider the period of senior school age in particular, but study it within the framework of adolescence. Adolescence is usually defined as the age that is chronologically located between the teenage period of personality development and adulthood. Adolescence is usually divided into early and late. Early adolescence falls on the period of studying personality in senior classes at school. Thus, in the framework of this study, we will analyze the socio-psychological characteristics of senior school children.

In the scientific literature, age serves as a criterion for the type of occupation, the distribution of social roles, and the choice of life orientations. The age characteristics of all periods of personal development depend on the culture in which a particular person is brought up. Culture affects all areas of human life: education, work, leisure, and interpersonal relationships. In addition, culture determines norms of behavior, moral guidelines, and values. The age of interest to us (early adolescence or senior school age) means the phase of the transition from childhood, which is characterized by dependence on parents and teachers, to

adulthood, characterized by independence and responsibility.

Many researchers consider personal and professional self-determination to be the main neoplasm of this age. According to I.S.Kohn, this is the age of the formation of one's own views and relations. While adolescents find manifestation of independence in actions and deeds, senior schoolchildren consider their own views, assessments, opinions to be one of the most important areas of manifestation of independence.

The result of independence and activity characteristic of early adolescence is the formation of life plans. A life plan appears as a result of a generalization of goals that a person sets for himself, and in addition, this is the result of concretization of goals and motives.

Due to the desire of senior student to self-determination in life, the attitude of students to the educational process is changed at this age, it becomes more conscious. In the first place are motives associated with the life plans of students, their future self-determination [8].

In addition, early adolescence is a particularly significant period in the development of a person's need for communication. The process of communication is one of the most important human activities, especially in adolescence and senior school age. The increasing role of communication determines the importance of the communicative sphere for the development and functioning of the individual.

There are two opposing trends in the development of communication in senior school age. Firstly, expanding of the sphere of communication, increasing in the time spent on communication, expanding of the "geography" of communication, expanding of the social space of communication (the phenomenon of "waiting for communication" appears), looking for close friends. Secondly, the growing individualization of communication: there is a strict distinction between friendly and friendly relations, high selectivity in friendly attachments. Relations with adults are changing, the importance of the family is increasing if the family accepts the individual as an equal. Strengthening a sense of adulthood helps to understand that adulthood is responsibility and autonomy.

There are a number of reasons that explain the growing interest in expanding the sphere of contacts of senior schoolchildren. One of the most obvious reasons is the planned physical and mental development of the senior schoolchildren and, related to this, the deepening of his life interests.

In the process of studying the characteristics of communication between senior schoolchildren, researchers pay special attention to a wide range of its functions. Firstly, the communication of senior schoolchildren is definitely an important "channel for transmitting information." Secondly, this type of activity has a significant impact on personality development. And, thirdly, this is a type of emotional contact that contributes to the development of the emotional sphere and the formation of self-esteem, which is especially important at this age.

Along with the need for communication in early adolescence, there is a need

for isolation. This may be a separation of communication areas, or it may be a direct desire for privacy.

The need for privacy performs various functions in the development of an senior schoolchildren. It can be considered both as a feature of a certain stage of personality development, and as one of the conditions for such development. Cognition of the wonder, understanding yourself and others can only be effective in privacy. Fantasies and dreams in which roles and situations are played out make it possible to compensate for certain difficulties in real communication. The basic principle of communication in adolescence is a pronounced search for ways to interact with the world through finding ways to interact with yourself.

Thus, the described age-related features of senior schoolchildren determine the mechanisms of interaction in society of representatives of this age category; including age-related features characterize the communication processes of senior schoolchildren in the Internet space.

So, the pronounced need for approval in the society of senior schoolchildren contributes to the active use of Internet technologies and the publication of their own scientific and creative works on the Internet. Such forms of work on the Internet provide opportunities to express their interests, get an assessment of their activities, praise, encouragement for their achievements, which contributes to the formation of a socially active position of the personality of the senior schoolchildren.

The orientation of senior schoolchildren to expand the scope and mechanisms of interaction with the outside world is expressed both in the content of interaction, and in the search and implementation of various forms of interaction itself. Internet technologies make it possible to implement new forms of communication and interaction (communication in groups of peers by interests, partnerships, etc.) [9].

The use of virtual means of interaction along with traditional ones, as well as the awareness of the essence, opportunities and shortcomings of information and communication activities on the Internet is determined by the presence of motives for information and communication activities in the global Internet for senior schoolchildren.

In this study, we consider Internet culture as part of an overall personality culture. The personality culture is a rather important aspect of understanding and studying culture. This is the level of upbringing and education of a person; level of mastery of the chosen field of knowledge or activity. The concept of "personality culture" defines and captures the qualities of a person, the ways and forms of his behavior, his relationship to other people. The personality culture as a holistic education is determined by the depth, breadth and measure of its assimilation of universal values, the heritage of material and spiritual culture. A person's personality is both the result of culture and its determining factor at the same time. Through the assimilation of culture, the spiritual world of the personality and its basic spiritual values are formed; volition, feeling, mind, faith. However, a person is able not only



to consume the wealth of previous generations, but also to create (produce) new material and spiritual values. Creating values, a person creates himself, develops individuality, and, consequently, is formed as a person. The culture of personality can be considered as a dialectical connection of several understand: the individual, individuality, face, personality

There are three levels of personality culture:

- personality culture as a combination of a person's knowledge about the world, society, himself, his worldview and world outlook (formed in the process of cognitive activity of a person, his education at school, university, etc., self-education, everyday activities);

- personality culture as a set of human feelings, emotions, spiritual aspirations (formed spontaneously under the influence of the social environment in which the person is);

- personality culture as a combination of skills, abilities, methods and norms of an individual's activity (formed in the process of human life) [10].

Since all three levels are closely related and cannot exist without each other, we can say that the personality culture is the unity and close connection of its internal and external culture, its internal world (spiritual wealth of the individual, knowledge and feelings) and external behavior (degree of realization internal culture in daily activities). Personality culture is a valuable asset of a person created in the process of socialization. Personality is formed in the process of socialization (starting from the culture of communication, in the team, the culture of professional activity, political culture, national culture) and is the product of individual experience and social interaction.

In this study, we understand personality culture as the ability of a person to see, hear, and listen to the surrounding values of the objective world, to assimilate them, nurturing themselves, that is, to create or adjust their own set of abilities, inclinations, levels, and qualities, which traditionally include gifts, talents, and genius, or as antipodes: mediocrity, laziness, volition, level of striving for a goal, etc. A personal culture is created under the influence of many surrounding objects, the influence of social attitudes and orientation, but in a unique selectivity, which allows you to show the uniqueness and originality of a person.

Based on the studied approaches to the definition of the concept of "Internet culture", the socio-psychological characteristics of senior schoolchildren, as well as theories of the study of personality culture, we interpret the concept of "Internet culture of senior schoolchildren" as part of the general personality culture represented by information, communication and normative-behavioral components, the formation of which is aimed at gaining knowledge about the possibilities and mechanisms of work on the Internet, the development of information retrieval and communication skills with the aim of expanding the sphere of communication and mechanisms of interaction with the outside world, increasing motivation for education and self-education, developing a value-based attitude to activities on the

Internet.

As it mentioned above, we define the culture of interaction on the Internet (Internet culture) as part of the personality culture of the senior schoolchildren. Internet culture, being a part of personal culture, is represented in this structure in the form of three components: communicative, informational, and normative-behavioral. The formation of components of Internet culture occurs in the process of implementing forms of cognitive activity on the Internet.

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## **БІЛІМ БЕРУДІ ЦИФРЛАНДЫРУ ЖАҒДАЙЫНДА ЖОҒАРЫ СЫНЫП ОҚУШЫЛАРЫНЫҢ ИНТЕРНЕТ МӘДЕНИЕТІН ДАМУ**

**Қалиева К.М<sup>1</sup>**, п.ф.к., профессор

**Әбілова З.Т<sup>2</sup>**, магистр, аға оқытушы

<sup>1,2</sup>Абылай хан атындағы ҚазХҚжәнеӘТУ, Алматы, Қазақстан

<sup>1</sup>e-mail: [kaliyeva.k.m@mail.ru](mailto:kaliyeva.k.m@mail.ru)

<sup>2</sup>e-mail: [abilova\\_zaru@mail.ru](mailto:abilova_zaru@mail.ru)

**Аңдатпа.** Мақала бүгінгі күнгі өзекті мәселе оқушылардың интернет мәдениетін дамытуға арналған. Қоғам дамуының қазіргі кезеңінде ақпараттық мәдениет жеке тұлғаның жалпы мәдениетінің негізгі көрсеткіштерінің біріне айналууда. Әр адамның тағдыры оның күнделікті өмірде жаңа ақпаратты қалай алғанына, оны сәйкес қабылдап, қолдана алатындығына байланысты.

Демек, ақпараттық мәдениеттің маңыздылығы және оның жеке тұлға бойында қалыптасуының маңыздылығы арта түседі. Осыған байланысты авторлар интернет-мәдениетті дамыту қазіргі тәрбие мен білім беру жүйесінің міндетті және ажырамас бөлігі болуы керек деп санайды. Мақалада зерттеліп отырған тақырып бойынша жаңа материалдар қорытындыланған, жоғары сынып оқушысының интернет мәдениетін қалыптастырудың әлеуметтік-педагогикалық аспектілері ашып көрсетілген, «жоғары сынып оқушысының интернет мәдениеті» ұғымының мәні айқындалған және оның тұлғаның жалпы мәдениетінің бөлігі ретінде мазмұны нақтыланған.

**Тірек сөздер:** ақпарат, мәдениет, ақпараттық мәдениет, интернет мәдениет, медиамәдениет, интернет технологиялар, интернет-оқыту, жоғары сынып оқушысының интернет мәдениеті.

## **РАЗВИТИЕ ИНТЕРНЕТ-КУЛЬТУРЫ УЧАЩИХСЯ СТАРШИХ КЛАССОВ В УСЛОВИЯХ ЦИФРОВАЦИИ ОБРАЗОВАНИЯ**

**Қалиева К.М<sup>1</sup>**, к.п.н., профессор

**Әбілова З.Т<sup>2</sup>**, магистр, ст.,преподаватель <sup>1,2</sup>КазУМОиМЯ имени Абылай хана, Алматы, Казахстан

<sup>1</sup>e-mail: [kaliyeva.k.m@mail.ru](mailto:kaliyeva.k.m@mail.ru)



**Аннотация.** Статья посвящена актуальной на сегодняшний день проблеме формирования интернет-культуры учащихся. На современном этапе развития общества информационная культура становится одним из основных показателей общей культуры личности. Судьба каждого человека все более зависит от того, насколько он способен своевременно получать, адекватно воспринимать и продуктивно использовать новую информацию в своей повседневной жизни. Следовательно, возрастает значимость информационной культуры и её формирования у каждой личности.

В этой связи, авторы считают, что развитие интернет-культуры должно стать обязательной и неременной частью деятельности современной системы воспитания и образования. В статье обобщен новый материал по исследуемой теме, раскрыт социально-педагогический аспект формирования интернет-культуры старшего школьника, выявлена сущность и определено содержание понятия «интернет-культура старшего школьника» как часть общей культуры личности.

**Ключевые слова:** информация, культура, информационная культура, интернет-культура, медиакультура, интернет-технологии, интернет-обучения, интернет-культура старшего школьника.

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