TÍTULO: El fenómeno de la cultura-información lógica del individuo en el contexto de los cambios globales en la sociedad moderna.

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RESUMEN: En la sociedad de la información, una persona moderna debe tener un nivel alto de cultura de manejo de la información, poseer la habilidad de buscar, transmitir, procesar y analizar información, ser capaz de utilizarla para resolver problemas profesionales y crear un producto innovador. Para reflejar esto, se introduce el término "cultura-información lógica del individuo". En la sociedad moderna, la cultura de la información entra orgánicamente en la trama real de la vida social, dándole una nueva calidad, conduce a la transformación de ideas socio-económicos, políticos y espirituales que se han formado, e introduce sustancialmente nuevas características en el estilo de vida de una persona. En este artículo se discute la principal interpretación científica de

conceptos como personalidad, sociedad de la información, y cultura de la información, revelando las características principales.

PALABRAS CLAVES: cultura lógico-información, la sociedad moderna, individual, cultura de la información, el desarrollo.

TITLE: The phenomenon of the logical-information culture of the individual in the context of global changes in modern society.

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ABSTRACT: In the information society, a modern person should have a fairly high level of culture of handling information, possess the skills of searching, transmitting, processing and analyzing information, be able to use it to solve professional problems and create an innovative product. To reflect this fact, the term "logical-information culture of the individual" is introduced. In modern society, information culture organically enters into the real fabric of social life, gives it a new quality, leads to the transformation of many socio-economic, political and spiritual ideas that have been formed, and introduces substantially new features into a person's lifestyle. This article discusses the main scientific interpretations of concepts such as personality, information society, information culture, reveals the main characteristics.

KEY WORDS: logical-information culture, modern society, individual, information culture, development.

INTRODUCTION.

The evolution of man is manifested by the evolution of knowledge. But knowledge can only be so in relation to the one who understands it, it will be a resource for a subject who has reached a certain level of development, who can use knowledge as a resource, otherwise, knowledge becomes information noise that increases entropy. In this case, as a socio-protective mechanism, the responsibility of a scientist for scientific discoveries that anticipate the readiness of people to understand them can be.

In this aspect, it is necessary to consider that information always carries a certain meaning and value. The level of information culture of a person can be determined by his ability to determine or extract this value. Man, unlike animals, is able to determine the meaning of his activity, to form goals for which he includes the process of cognition.

The value of information is associated with a human-defined goal, the achievement of which contributes to the information received. The higher the intellectual and socio-cultural level of a person, the worthier goals it forms. The more information helps to achieve the goal, the more valuable it is. Shared values reinforce the social community. They are rooted in culture, religion, history, traditions, but as the human community develops, they are supplemented or updated, including in the process of penetrating the future into the present.

Since the goal in society is set by a person or a social community, the value of the information received is related to what prior knowledge was, that is, the consumer information thesaurus, and this is already a component of the degree of development and culture of a person, his ability to perceive or create information. He may not find any meaning in the received information due to its insufficient development. This determines the crucial role of the thesaurus in development

processes, which creates a basis for choice in conditions of instability. Without it, there is no set that determines the multivariance of choice. A person almost always bases his actions on an incomplete system of knowledge. Over time, he can completely differently assess previously familiar information, re-determine its value.

The human community in the new conditions of existence is forced to make a new choice of direction of development from its socio-cultural diversity, if, of course, it exists in society. That is why we need the redundancy of knowledge accumulated by the social community.

Diversity provides a "building material" for the reformation of the socio-organizational structure, able to survive in the changed conditions. In this regard, the "building material" of the emerging new social structures should not be rigidly built into the existing social structures. In society, there must be some degree of freedom for the formation of structures that replenish socio-cultural diversity, both at the expense of internal and external resources. This can be seen as the main essence of the concept of "open society". Isolation of the system or its rigid uniform organization leads to degradation, to the reduction of diversity and disorganization, increasing the internal entropy. In this case, the crisis is inevitably resolved in extreme forms.

The pursuit of diversity is one of the basic human needs, it intuitively understands that social communities that are more diverse and complex in the structure are historically more resilient. They are able to adapt to changes in the external environment. Diversity creates the basis and conditions for choosing a new program for the development of society. Therefore, information and cultural diversity is the basic value of humanity.

In the process of modern historical changes, not only is the transformation of time, but also the space under the joint influence of information technology processes. The speed of modern change is so great that personality and culture lose the ability to assimilate them. A person does not have time for changes that are forcedly imposed on him from outside, and at the same time, he is aware of his

inability to reverse the tendency. During such periods when social restructuring inevitably lags behind the existing ways of meeting needs, the urgency of the situation determines the desire for radical solutions. At the same time, some intuitively seek to restore the old times, others seek to reproduce the living conditions observed by their neighbors, and others radically change the conditions of their life activity. The problem is that in a given conflict when everyone understands that it is necessary to live differently, each prefers to make the other live in their own way, rather than seek a compromise.

In modern conditions of acceleration of all social processes, a person increasingly has to make a new choice of the direction of development of the social system. In connection with the globalization of social processes, diversity is beginning to be recognized as a socially significant problem. As society becomes more complex, information and cultural diversity are becoming an increasingly important factor in development, a criterion for assessing both individuals and society. Based on the above, the information culture, in which the key direction of development was determined while preserving the necessary and sufficient diversity, can be designated as the basic order parameter of the developing social system.

Information culture is associated with such concepts as "information" and "culture". Depending on the priority, the researchers are trying to determine the content of the information culture. Thus, at present, two approaches to the interpretation of the concept of "information culture" are being actively used such as informational and, in fact, cultural. Most definitions in the framework of the first approach emphasize the totality of knowledge, skills, and abilities of search, selection, analysis of information, that is, everything that is included in information activities aimed at meeting information needs. Cultural approach expands the content of the concept, and we adhere to this approach. But everyone agrees on one thing: it is the information culture that is the phenomenon that determines the vital activity in the conditions of the information society.

At any stage of the development of society, a person acts as a kind of indicator of the level of maturity of a culture, its character, merits and demerits, civilizational and humanistic content. Any act of activity, preservation, and development of culture take place in a certain space-time and contribute to its dynamic transformation. Human activity today is carried out in a specific cultural environment, which has its own laws, features of development and functioning (for example, super-symbolical character) (Polyakova, 2013, 2015; Lomachinska, 2018).

Adaptation, the orientation of the person is hampered due to the sharply increased amount of information circulating in society and affecting the person. The infrastructure of society gives a person the opportunities for creative development in connection with access to the whole diversity of knowledge and values. However, only a person with formed information skills can use these opportunities. Thus, we can talk about the emergence of new types of literacy (informational) due to changes in the human environment, and its formation is part of the process of developing information culture.

In modern conditions, it is necessary to create a developed mechanism of self-regulation of society, capable of detecting, anticipating crisis situations, exacerbation of social contradictions and problems, tendencies of counteraction and inhibition, and resolving them based on the principles and laws of the information society. Such a mechanism of social evolution, providing self-regulation and self-governance of political, ideological, informational public subsystems is the information culture.

Information culture contributes to a real understanding by a person of himself, his place and role in the world around him, history, the system of modern world relations. The interaction of peoples that develops on the basis of a high information culture contributes not only to the universalization of material and spiritual production on the basis of progressive technologies but also to the formation of solid prerequisites for universal security. The main task is to change the view on the information

culture as a means in the life of society, realizing it as the goal and meaning of life. Under these conditions, humanity must change the depth, value attitudes, harmonize the worlds of culture and information.

DEVELOPMENT.

A modern person should be able to think critically independently, identify problems and actively search for ways to solve them rationally using modern technologies, independently work on the development of his own morality, cultural level, and intelligence.

Information globalization of world culture is actively affecting the field of education, since in modern conditions the level of development of a country is no longer determined by the number of material resources, but by the level of development of information technologies, education and general culture. Every member of society today has access to the world cultural heritage through the use of Internet technologies, there is an active cultural exchange and interaction through which any spatial, temporal, social and other barriers are eliminated, a single global information space is being formed (Mozolin, 2000).

Information and the ability to handle it have gained importance, acting as an effective means of managing a person and society, which today cannot be imagined without the wide dissemination of information culture.

For an adequate perception of information arrays, information culture is necessary as a factor of universal culture. The presence of logical-informational culture means that the learner is able to independently extract and interpret the information received by him. Accordingly, the logical information culture becomes one of the basic indicators of the general culture of the individual. Information culture is at the same time a necessary effective factor in the assimilation by man of cultural reality, the mastery of all the wealth that humankind has developed, and the reality itself,

the value that has emerged as a result of cultural creative activity, and an attribute of direct cultural existence, personal manifestations (behavior, various forms communication, etc.).

If we consider the concept of information culture more broadly (that is, going beyond computer literacy), then it should be recognized that the general methods of representing knowledge and skills should not be sought only in a computer-aided situation. It should be noted that a generally accepted approach to the interpretation of the term "logical-informational culture" has not been formed at the moment, often researchers often use such concepts as "informational culture", "information literacy", "informational competence", etc. In our opinion, this concept can be formulated as follows the logical information culture of individual consists in acquiring students' ability to orient themselves in the world of information, independently find the necessary information and creative process it.

Traditionally, information culture is associated with computer science training and computer skills, however, this should include such competencies as a library and bibliographic literacy, reading culture, as well as the ability to think logically (Karakozov, 2000; Vinarik, 2009). Indeed, the ability of students to actively use information resources as a social product and ensuring access to information in the absence of any significant restrictions is often positioned as the assimilation of the information itself. However, strictly speaking, the transfer of information per se is not identical to the acquisition of knowledge, since information has a social and social character, whereas knowledge is personal.

The most complete formation of information culture is possible in the conditions of the information environment, within which it is possible to more fully disclose the content of the transmitted educational information on various academic disciplines. Logical-informational culture is formed through the development of the ability to independently obtain new knowledge and skills, through the use of a special style of thinking, which is designed to provide the necessary social adaptation to

constant change, which guarantees a constantly learning person a worthy place in an information-rich environment (Thatcher, Srite, Stepina, & Liu, 2003).

Acquisition of experience in the implementation of professional practices raises a person to the level of a craft, which is a system of methodological skills (techniques brought to automatism). The transition to the level of mastery is possible only after mastering the element of culture - creativity. The system of skills (which is correctly called the term "skill") arises as a result of mastering the ability to transform the learned techniques (experience) and transfer them to new conditions.

The process of formation of the level of mastery in the field of logical and informational culture determines, therefore, in our opinion, two of the most important psychological and pedagogical conditions:

1) The level of information literacy: the higher this level, the more successfully the craft is transformed into skill;

2) Certain personal qualities of the teacher and the student (the ability to logically comprehend the information received) (Kolesnikova & Mombek, 2016).

A person with a developed information culture is a person possessing a whole range of competencies: firstly, it is characterized by the ability to use a thesaurus covering such categories as "information resources", "information outlook", "information environment" etc.; secondly, the ability to competently and adequately formulate their own information needs and requests; thirdly, the ability to effectively and efficiently implement activities aimed at independently finding information through the use of traditional and non-traditional computer search engines; fourthly, the ability to systematize information, rationally preserve and promptly process significant streams and arrays of information; and, finally, fifthly, knowledge of the norms and rules of the "information ethics", which allows to conduct an information and communication dialogue (Musabekova & Moldabekova, 2015).

Information culture has a system-structural structure, in which one can distinguish the core system, which is the information activity of students, due to the nature of their learning and cognitive activity. This activity is manifested in the search, extraction and practical use of the information resources accumulated by them and the society.

The formation of information culture qualitatively influences the development of students' thinking, contributing to the development of the ability to think categorically, analyze the situation and draw conclusions, separate the most important from the secondary. Thus, figurative and abstract thinking develops, creativity is activated. It is necessary to agree with the opinion expressed by G.L. Ilin (2008), the above-mentioned social needs of the information society in many respects determined new goals and technologies of education. Today, the goal of learning is understood as the general cultural, personal and cognitive development of students, which should provide such key competencies of education as "learning skills". This approach puts forward the relevant tasks for the formation of meta-abilities:

1. Development of a theoretical way of thinking (the ability to generalize, systematize and classify information, define scientific categories, prove, etc.);

2. Getting the skills of scientific processing of information (the ability to compare, analyze, synthesize, interpret, extrapolate, evaluate facts);

3. Developing the skills of critical thinking (the ability to distinguish facts from opinions, determine the conformity of the statements made to the factual base, evaluate the accuracy of information contained in primary sources, perceive ambiguous statements, identify unspoken positions, bias, the presence of logical inconsistencies, etc.).

4. Activation of creative thinking (ability to see new functions and parties, see problems in a standard situation, determine the structure of an object, find an alternative solution, combining known methods of activity with new ones, etc.) (Bronnikova, 2016).

Assuming the existence of a close connection between information culture and creative activity, based on the theory of the formation of creative skills in the learning process, we can distinguish three levels of information culture of the individual such as general (basic), professional (specialized), and higher (logical).

The basic level of a person's logical-information culture is determined by a set of interdisciplinary knowledge and skills, the possibility of using it independently without any changes in various activities. For the professional level of personal information culture, this set will be characterized by industry specificity, greater complexity, but at the same time limited scope, i.e. they are associated with professional activities (Leidner & Kayworth, 2006; Leidner, 2010).

For the highest (logical) level of information culture, the set of knowledge and skills is expanding again and also has an interdisciplinary character. It differs from the basic level in a significant degree of complexity and is due to developed creative thinking, flexibility, the ability of the researcher to analyze and synthesize, combine previously acquired knowledge and skills, make decisions in non-standard situations, conduct an alternative search for tools and ways to solve problems. At the same time, the set of competences at the logical level includes the professional level of the information culture.

As a result, we note that it is continuous education, i.e. lifelong learning, contributes to the transformation of knowledge into information and vice versa, meets the needs of informatization and can be a condition for the development of the culture of the information society.

Currently, most of the works that consider the current stage of development of society are devoted to information technology innovations and their social and economic consequences, with technical, technological and economic aspects dominating. But informatization is, of course, a sociocultural process that has a significant impact on education, culture, social sphere, etc. The problem of culture informatization is of fundamental nature, as A.I. Rakitov (1998), who claimed that cultural

processes of creating an information-industrial society and a fundamentally new technological base of its spiritual and social modernization are tied in one knot.

Informatization of society can be considered as a phenomenon of culture, which is associated with the study of the phenomenon of information, which is a public reflection of natural and social reality. Informatization has significantly changed the human environment. N.P. Vashchekin, Ye.N. Paskhin and A.D. Ursul (2000) argue that it is from the standpoint of the concept of social information that one should approach the analysis of the role and functions of the environment as a global carrier of this information, ensuring its accumulation and use in society. In itself, informatization does not solve social problems, but there are changes in the productive forces and production relations that are inevitably associated with this process.

Thus, the majority of authors use the inforological and informational-cultural approach to the study of informatization, and the availability of the entire set of information resources is singled out as a basic parameter. In our opinion, the last 10-15 years have shown how utopian this idea is because in this case the information and organizational basis of society is subject to entropic phenomena that lead to various information threats and risks. Most authors analyze the changes in culture along with the economy, politics, social sphere, etc.

For the last 30-40 years, we have witnessed the socio-economic process of creating optimal conditions for meeting information needs and realizing the rights of citizens and organizations to use information and information logical resources of civilization using information technologies. Today, conditions are emerging for the materialization of the idea of a dynamically developing general mind, to which any person can be attached. According to Yu.A. Ageshina (1998), a new significant element appears that enriches culture - this is an information culture. Informatization stimulated the development of that part of the culture, which was called the "informational". We will try to identify factors affecting the emergence of this phenomenon.

In connection with the rapid development of information technology, telecommunication systems, and new information technologies, a new cultural environment and livelihoods of people are emerging. In new realities, the importance of socialization for each individual and society as a whole is increasing. Issues of the existence and development of the individual in modern conditions represent problems of human socialization in the conditions of informatization of society, which has changed significantly, which requires intellectual and emotional development of the individual (Kvitko, 2010; Sokolov, 2010). The development of the essential forces of man forms a system of universal abilities such as the capacity for creative thinking, for communication, for creativity. Potential abilities of a person are realized and objectified in products of culture, and universal abilities are embodied in the creation of universal values.

In the conditions of informatization, the universal abilities of a person enter the stage of expanded reproduction. Social development includes the transfer and assimilation of norms, knowledge, values, and attitudes of the emerging information society, resulting in the culture of the individual and this makes a person an integral part of the community. The transfer of a person's potential into a product of culture occurs under the influence of the value systems of society, various social groups, and attitudes of the individual.

In modern conditions, information becomes the main value, therefore an instrument is needed for the socialization of the individual in the modern rapidly changing world. This tool is the information culture. Due to the high dynamics of information processes in society, it is unacceptable to rely on random factors of socialization in the conditions of informatization, it is necessary to purposefully prepare the individual for life in the information society (Pirogov & Polyakova, 2013, 2014).

In modern conditions, it is necessary to create a developed mechanism of self-regulation of society, capable of detecting, anticipating crisis situations, exacerbation of social contradictions and problems, tendencies of counteraction and inhibition, and resolving them based on the principles and laws of the information society. Such a mechanism of social evolution, providing self-regulation and self-governance of political, ideological, informational public subsystems is the information culture.

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In the conditions of informatization, there is a widespread introduction of technology and technology, which are increasingly affecting culture, and the embodiment of the connection between culture and technology is information culture. K.E. Razlogov (2003) states that "the twentieth century not only and not so much gave rise to the conflict between technology and culture, but deepened the interaction between them, because modern forms of culture (cinema, radio, sound recording, TV, video, computers in the sphere of leisure and creativity) associated with technology, grow out of technology." Thus, information culture, as a phenomenon, exists for a long time and its formation, and development is justified by the evolutionary development of civilization.

Personality information culture is permeated with information activity - a process in which a person transforms and learns the cultural environment. As a result, a person appears as an active subject, and the objects being mastered, processes, and phenomena of the environment are the object of activity. The personality most fully realizes its abilities, needs, and aspirations in such activities (both in the interests of their own development and with the benefit of others) (Mikerina, 2010). Information culture is a dual process: on the one hand, it is the use of accumulated information, and on the other, its creation and consolidation on various material carriers. In this case, the information culture includes the following elements: the totality of social information accumulated by society for the entire period of historical development (data collection) and its development by the individual; method of processing, accumulation, storage, transmission of information in society - information and information resources and communications; the degree of mass use of cultural information in society and its accessibility for the individual (i.e. information interaction) (Mrochko, 2008; Tredinnick, 2008).

At the same time, all these elements of information culture exist both in the general culture of the individual and in the culture of work, life, communication, political, moral, and its other varieties, depending on the role of cultural information in the development and upbringing of the personality. If we consider information culture in this regard, then we need to talk about it as an instrument for the person to adapt to the environmental conditions, as a way to harmonize the inner world of a person in the process of mastering the entire volume of socially significant cultural information.

As components of the information culture can be identified:

- A set of knowledge and skills necessary for the existence of cultural information in the world.

- The way of human life in the information society.

- Methods of operating with all types of cultural information.

- Methodology and worldview of the information society.

CONCLUSIONS.

Summing up, it can be argued that the formation of a logical-information culture in the learning process takes place in stages and is determined by at least two basic psychological and pedagogical conditions such as first, the basic level of information literacy of students, and secondly, the personal qualities of the individual, contributing to the formation of personal logical-information culture.

New information technologies have a fundamental impact on the level of information culture of the individual, the quality of services and the social status of the individual in society in the context of globalization. In modern conditions, the assessment of the effectiveness of the use of information technologies in management, the development of effective models for the use of information technologies in the management of social systems is of fundamental importance.

The generalization of modern experience in managing social systems within the framework of various concepts makes it possible to view the information society as a whole as a model for the development of social connections and relationships, the formation of which occurs due to the development of computing technology and information and communication technologies. An informational approach to understanding the life of society becomes the decisive condition for the formation of the state policy of the most developed countries in the world in the field of informatization and computerization of the main areas of society.

The formation of an information civilization with the rapid development of technology and technology has led to significant changes in the life of every person. To be competent in our activities, prepare for the new living conditions and professional activities in an informative environment full of equipment and technology, learn how to use the opportunities of this environment effectively and defend ourselves from negative impacts, and be able to compete in the labor market is a challenge that everyone is now facing. Solving it yourself is almost impossible. Of

great importance in the formation of information culture is education, which should form a new information community specialist with the following skills and abilities: information differentiation; highlighting meaningful information; developing criteria for evaluating information; produce information and use it. The logic of information culture development is determined by the learning process and the level of education.

Today, we have every reason to talk about the formation of a new information culture, which may become an element of the general culture of humanity. This culture should be based on knowledge of the information environment, the laws of its functioning, the ability to independently search for information, navigate information flows, evaluate information in terms of its importance and completeness. Information culture leads to a change in many of the existing socio-economic, political and spiritual ideas, introduces qualitatively new features in a person's lifestyle. At this stage, it is still an indicator of professional culture, but experts predict that over time it will become an important factor in the development of each individual.

Considering the principles of the organization of work on the formation of information culture of the individual, as well as the conditions conducive to improving efficiency in solving this problem, it is possible to competently build the educational process. And integrating the possibilities of education and the achievement of science and technology, we can talk about the success of solving the problem of forming an information culture.

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