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INFORMATIONAL UPBRINGING IN THE CONTEXT OF DEVELOPMENT OF A FUTURE TEACHER'S PROFESSIONAL PERCEPTION OF THE WORLD

Abstract. *Introduction. The paper covers the rationale for the significance of informational upbringing of the students in the context of information development of the social and cultural space as a precondition for the formation of a future teacher professional worldview. The priority of the research is the study of various aspects of the worldview formation of a teacher in the context of modern information reality and the understanding of prerequisites for the interrelation of professional perception of the world of a future teacher with his informational upbringing.*

Purpose. The goal of research depends on the contradictions between the actual teaching practice and the (development) of capability of a teacher for various types of intellectual activity, as well as the professional perception of the world. The authors prove the increase of requirements for the professional worldview ensuring the adequateness of sensing and critical assessment of information, its influence on a future teacher professional development in the context of the information relations activization, the transition to new educational paradigm and the development of critical thinking.

Methods. The research was based on the analysis of statistical sources concerning the information support of the social and cultural processes and the group social relations; the results of educational research discourse of the essence of a teacher's professional worldview, the informational upbringing of a future teacher; the synthesis of teachers' professional preferences in the information resources application.

Results. The statement that professional perception of the world cannot be formed outside the process of educational activity being the informational by its nature is important to understand the processes taking place in the educational space. That is why the social and cultural effects resulting from the society information development should inevitably influence the organization and the meaning of this activity being fixed in the form of personal teaching experience. The experience gained in such manner makes up the foundations for deepening and extension of professional worldview of a teacher and enables the improvement of educational activities interpreted by the categories of pedagogical excellence.

Professional worldview of a teacher is interpreted as the general vision, perception and understanding of the essence of social and cultural phenomena and the purpose of activity in cultural outlooks reflecting the value orientation and the educational purposes in their content (subject) implementation.

While working on the paper, the authors pointed out and understood various aspects of professional activity of a teacher concerned with the use of modern information resources and services, and gave the reasons for the necessity of development of moral and ethical filters, able to ensure the adequateness of sensing and critical assessment of the information influencing the professional perception of the world of a teacher.

Originality. The scientific novelty of the research, the results of which are detailed in the paper, is governed by the identifying of social, cultural and information specificity of the worldview development of a teacher in the context of modern information reality and the argumentation of the necessity of informational upbringing of a future teacher in the context of social communications and interaction with various information resources.

Conclusion. The results of the analysis give reason to believe that the informational upbringing should be positioned for teachers, as the informational relations actors, to be one of the most important tasks of modern pedagogical science. That is why the creation of pedagogical system focused on the informational upbringing of a future teacher and promoting the formation of professional perception of the world, the efficient development of information relations and the ensuring of personal information security is the important project of the nearest future.

Key words: *professional activity of a teacher, professional perception of the world, informational development of the society, information resources and services, informational upbringing.*

Introduction

The developed professional perception of the world is very important for teacher; it enables to understand social and cultural essence of pedagogical activity and its projections to specific knowledge areas through the prism of acquired cultural outlooks. The teacher's worldview influences his ability to interpret the phenomena of the outside world, professional opportunities and the results of educational activity.

Cultural outlooks existing within the structure of social and cultural space are produced by various fields of activity (Lodatko, 2014a) displaying cultural specific characteristics of any professional group – the economists, the managers, the medical men, the educationalists, and others. Each group is a bearer of not only the content but also the purposes of activity that display social ideologemes, value orientation and societal ends in its phenomenological aspects.

The purposes of activity displayed in language, science, art, pieces of material culture and professional behavior are understood by an actor in the process of professional activity and gradually set in his perception of the world. In this respect, a teacher is not an exception. However, compared to other professionals, he should act in the space of senses of various cultural outlooks caused by various areas of knowledge (school subject, the language as the communication means, psychology, pedagogy), and the moral and ethical, information and other social and cultural phenomena.

The information phenomenon of the society, the introduction of which was predicted and considered in various contexts by F. Machlup (1962), M. McLuhan (1964), A. Toffler (1970), Z. Brzezinsky (1970), D. Bell (1973), Y. Masuda (1981) and other scientists about a half century ago, influenced considerably not only the nature of activity in all life spheres of the society but also the world perception and behavior stereotypes of the participants of social and cultural relations.

In recent decades, the information content of the society achieved such organizational and technical level, which allows granting the access for the social and cultural relations stakeholders, being both the information consumers and the information sources, practically to any information resources. It creates the unique reality conditions when the information component influences considerably the processes of the specialists' professional development, their intellectual, moral and ethical improvement, the formation of ability to be critical about the content of information, its context and sense identification and verification.

In modern society, among all social groups, the students and teachers (professors) are the most active users of various information resources. However, the students (due to their age peculiarities) are the most ill-prepared morally, ethically, logically and analytically for the differentiation of non-contradictory and actually useful information, the learning and understanding of its essence, its application on various interpretation levels and in communication. That is why the students are considered the most disadvantaged category of the information relations actors.

The professional activity of teachers as the actors of various levels of social and cultural relations (teacher – students, teacher – parents, teacher – colleagues) has the informative nature as the training, first of all, is the *informational process supposing the application* for learning of both the adapted information and the information obtained from various information sources, and the *assessment* of learning effects by the quality of the information acquisition by the students. Therefore, in the process of understanding the purposes of activity in the context of various cultural outlooks and the displaying of value orientation of the society, teachers should assess the information used against its accordance with the conceptual metaphors of particular didactics and the moral and ethical stances of the society.

For teacher, it is very important to develop the ability to adequate information sensing, its critical appraisal, the revealing of its qualitative characteristics influencing its perception and further use by the students. As it was noted in (Lodatko, 2014b), "one and the same information (depending on the target goals) can be displayed in various modalities and contexts that determinates considerably the view aspect of its perception". Generated in such manner information semantic variability causes the extension of the size of understanding of its sense that is the important indicator of development of professional world perception of a teacher.

Purpose

In actual pedagogical practice, a teacher not always demonstrates the ability to perform specified kinds of intellectual activity as the existing teachers training programs do not give due

consideration to the informational upbringing. If it was possible to bear temporarily with such disadvantages at the turn of the century, now, in the context of active information saturation of the society and the transition to new educational paradigm, the development of professional perception of the world of a teacher became the problem requiring comprehensive study.

As the issue of such kind affects a number of various aspects of the worldview development of a teacher in the context of modern information reality, *the revealing of prerequisites for the interrelation of professional perception of the world of a future teacher with his informational upbringing* is all-important now.

Methodology of Research

During the study, the authors used the following methods: the analysis of statistical sources concerning the information support of social and cultural processes and the group social relations; the educational research discourse of the essence of professional perception of the world of a teacher and the informational upbringing of a future teacher; the synthesis of teachers' professional preferences in the information resources application.

Results of Research

Informational development of the society is now interpreted by the majority of the subjects of social and cultural relations within the context of promotion of all kinds of information services in different spheres of public life. These services are aimed at meeting public information needs, as well as the communication interests of certain social groups, including professional. Although this context is one of the easiest for understanding the essence of the changes that has occurred in the recent decade in the information society development, one should not neglect its socio-cultural effects including, in particular, the following:

– intensification of trends towards virtualization of communications;
– the impact of information resources and services on the formation of the awareness of all social groups without any exception;
– dependence of professional perception of the world not only on personal and social factors, but also on informational ones;
– the growing role of ethical filters in the information relations.

A complex of these socio-cultural effects potentially influences the formation of the teacher's professional perception of the world, and that is reasoned by the following considerations.

Teacher's professional perception of the world is a comprehensive vision, perception and understanding of the essence of social and cultural events and activity meanings in the cultural worlds which reflect value orientation and educational goals in their content (subject) implementation.

Obviously, professional perception of the world cannot be formed outside the process of educational activity, which by its nature is informational. Therefore, socio-cultural effects arising from the informational development of the society should be inevitably reflected in the organization and meaning of this activity and fixed in the form of subjective teaching experience. The experience gained through this activity forms the basis for enhancement of teacher's professional perception of the world (vision of the world) and gives the teachers an opportunity to improve their teaching activity interpreted in terms of pedagogical skills.

If to talk about training of future teachers in higher education institutions, one should note its focus on the formation of the fundamental bases of professional development; system of values; basic principles of professional perception of the world; interpretation of the existing teaching experience. According to the chosen educational program, a future teacher is involved in the socio-psychological, cognitive and informational interaction, knowledge transfer, search and understanding of the useful professional information, formation of professional competencies, and development of professional perception of the world. With that the learning outcomes are measured not only through the mastery of professional competence (as an indicator of achievement of educational goals), but also the development of professional perception of the world, understanding of moral and ethical norms and social values.

A specific feature of modern education is the increasing use of various information resources and services which provide "an opportunity to reveal the significant humanitarian potential of all disciplines through creation of ... worldview, development of ... thinking, public awareness and conscientious attitude to the world. ... New public services which appear in the

Internet may become one of the means to alter the process of education. Their functional combination may lead to the fact that the participants of the educational process will be able to quickly and conveniently navigate in the learning content from home and spend the minimum of time and effort …" (Kuchakovska, 2015).

Developing this idea, M.A. Kolesnikov points out that "if a previous mundane level of outlook was associated with the "inner circle" where everyday life of the individual existed, at the present time these borders ... have greatly extended ... Informational support of the modern society has destroyed the traditional way of people's ordinary lives. A huge flow of diverse information, in which science-based knowledge covers only a small part, not only gives answers to any issues, including "forbidden", but also allows a person to express a personal point of view on any subject" (Kolesnikov, 2015), using the services of various information resources and public services. Among the latter a special attention is given to social media.

Studying this problem in a pedagogical context, G.A. Kuchakovskaya comes to the conclusion that "the use of social networks can make the educational process more interactive, have a positive impact on the results of students' cognitive activity, become an effective means of increasing motivation and quality of teaching, as well as socialized instruction ..., performing joint-project activities, and individualize virtual working area" of the future teacher (Kuchakovska, 2015).

Attention to social networks, various information services and resources given in many educational researches in recent years is not accidental and is associated with the increase in both social activity of the population (first of all – the youth) and information capabilities of the Internet resources: news portals, archives, reference and encyclopedic resources, specialized sites and a various services. In particular, according to the study conducted by the Nielsen international company among 30 thousand on-line respondents in 60 countries (including Ukraine), about 47% of our citizens receive up-to-date information on the latest events from the social networks and nearly as many (48%) from online media. The activity of individuals in social networks has become a sign of the times: "If you are not registered in social networks, you are not anywhere else" (NT amounted rating the most popular Ukrainians in social networks, 2015).

Social networks have become a very convenient online service to create virtual social structures that "build social relationships" of individuals in the modern information environment. Among these structures virtual learning communities began to appear in recent years; they unite the participants on the basis of a certain educational theme (a concept) or similar points of view on these or other educational phenomena. For example, Facebook traditionally presents different university communities, informal networks of educational orientation, discussion platforms. This service enables students, teachers and other people who wish to participate in the discussion of a number of topics, receive links to pages with the necessary information, and the participants' answers to the questions discussed by groups of interest.

Of course, the accuracy and quality of information that is added by the group members in a social network on the news panel or individual pages is the full responsibility of the participants, as well as references to the original sources of information. Therefore, for all participants it is important to have moral and ethical filter (Lodatko, 2006), and the ability to critically analyze information, understand and interpret it without distortion of meaning.

In addition to social networking a modern teacher has the ability to address a variety of different information resources (websites) of psychological, pedagogical and subject orientation, periodic professional publications, personal (author's) pages, etc.

As a rule, the quality of materials placed in pedagogical publications does not give rise to doubt. However, the author's pages and sites of psychological and pedagogical orientation contain not peer-reviewed materials which in contents, grammar and style are far from being perfect. Among them one can often find educational "works" containing outdated information outside the historical context; they are free of novelty and with obvious signs of plagiarism. All this essentially reduces reliance to resources and requires extremely careful users' critical attitude to the essence of the published information and its semantic integrity, logical consistency and completeness.

If we talk about resources containing non-specialized information (on various subjects), the so-called mix, we should remember that a teacher definitely faces a significant amount of junk information. It may contain advertising, autonomous pop-up windows, demonstration of unsolicited

video clips, appearance of unauthorized tabs in a browser, persistent offers to join various social groups, etc.

Impurity of information content of online resources absorbs users' physiological and psychological energy, distracts their attention, affects the channels of the first signaling system which do not provide filtration of the information, but stimulate an increasing emotional component. One of the means to counter these negative factors is ethical filters (Lodatko, 2006). However, they refer to the "action area" of the second signal system which can help the subject to form the means (mechanisms) for protection against junk information and informational violence.

One should also pay attention to the increasingly popular trend of information support of educational activities, such as organization of webinars on various levels and subjects. The convenience and efficiency of such form of professional communication for teachers are obvious; it serves as the basis for its active use in different environments: postgraduate and further education, independent work on some problem, development of methods of activity or exchange of experiences, and others.

From the statistics of a number of sites in the period from June 5 to 20, 2015 the publishing house "Ranok" (http://www.ranok.com.ua/) organized a Ukrainian interactive teaching marathon "Public dialogue: current issues of education" with 26 webinars held by leading experts in the field of primary and secondary education and senior authors of the publishing house "Ranok". In October 2015, as part of "Internet-Marathon" the Publishing Group "Osnova" (https://www.hstry.co/timelines/23-biezkoshtovnikh-viebinara-obieri-svoiu-tiemu) held 24 webinars for secondary school teachers, and educational and methodological portal (www.uchmet.ru) scheduled 40 webinars only for January 2016. There are a lot of other resources (sites) announcing webinars a month or two ahead, including those to be paid by the participants.

The topics of the advertised webinars cover a wide range of issues and are mainly determined by the preferences of their regional organizers or research areas developed by their structural divisions. The variety of offers allows the teacher to find the most interesting topic in the list of webinars, register and take part in their work. However, in some cases, there is a lack of clarity in terms of professional competence and authority of the authors. That is why what is still important for the audience is criticism of the teacher towards the content under discussion, their ability to analyze the meaning of the text delivered in real time (real-time operation mode), understanding of its ideological significance and educational nature, their willingness to participate in the online-discussion of the important issues.

Involvement of teachers in the information interaction with various sources of information, subjects of educational communication and social environment (or its separate groups) in various forms requires not only professional competence. Of the same importance is the development of the teacher's ability to navigate the educational level of information resources, their educational relevance, their compliance with the accepted moral and ethical standards, and their likely impact on the professional mentality and further teaching activity.

As it is known, the professional competence of a teacher starts to develop in the period of study at a higher education institution. However, the formation of the above mentioned skills, as well as the development of the abilities with the help of the teacher's professional perception of the world is not the key task of the learning process. Neither ability nor perception of the world can be taught. One can only contribute to their manifestation and development by means of informational upbringing of the future teacher in the same way as a person is trained to accept and follow the rules of conduct in the society. The quality of information relations and the comfort of the information environment of tomorrow depend on how successful the results of information upbringing will be today.

Originality

The revealing of social, cultural and informational specificity of worldview development of a teacher in the context of modern information reality and the reasoning of the necessity of the informational upbringing of a future teacher in the context of social communications and interaction with various information resources govern the scientific novelty of the research, the results of which are described above.

Conclusion

The above mentioned entitles to believe that if we want to see the "informational tomorrow" comfortable for the actors of information relations and promoting their professional educational activity than we have to position informational upbringing as one of the most significant tasks of modern pedagogical science. That is why the creation of pedagogical system focused on the informational upbringing of a future teacher and promoting the formation of professional perception of the world, the efficient development of information relations and the ensuring of personal information security (Social networks as a factor in information security, 2015) is the important project of the nearest future.

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