

THE THEORETICAL-PEDAGOGICAL ANALYSIS OF DEVELOPING YOUTH INFORMATION AND MORAL CULTURE IN THE GLOBAL EDUCATIONAL SPACE

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Abstract

This article analyzes the theoretical and pedagogical aspects of developing youth information and moral culture within the global educational space. It scientifically examines how the sharp increase in information flows, the expansion of virtual communication mechanisms, and global cultural exchange processes in the context of digital transformation significantly influence the moral and ethical views of young people. The research systematically explores the interrelationships between information culture, media literacy, moral immunity, personal ethical stance, and pedagogical education.

The article identifies the educational mechanisms that foster critical thinking, data analysis skills, and conscious information perception among youth. In addition, it evaluates the effectiveness of innovative pedagogical technologies, media resources, information and communication technologies, and cultural-moral educational tools integrated into the learning process under the conditions of the global educational environment. The research findings highlight the necessity of coherent cooperation among educational institutions, families, and society in strengthening the information-moral culture of young people.

Keywords

global educational space, youth, information culture, moral culture, media literacy, digital transformation, moral immunity, information and communication technologies, innovative pedagogical approaches, critical thinking, ethical education, cultural exchange.

INTRODUCTION

Global education is an educational process that transcends national boundaries and is integrated with worldwide knowledge, values, competencies, and educational standards. The global education system is directly connected with the economic, cultural, digital, and social development of modern society and aims to prepare young people to become active citizens of the global world.

In the current era, where globalization is intensifying and information technologies are rapidly developing, the importance of global education is steadily increasing. Global education not only expands the process of acquiring knowledge but also contributes to shaping young people into mature individuals capable of actively participating in social, cultural, and economic processes on a global scale.

The development of information culture and moral culture among youth today holds strategic importance for both society and the education system. Information culture refers to an individual's ability to receive, analyze, evaluate, and consciously use information, as well as the capacity to effectively utilize digital and media resources. Moral culture, on the other hand, encompasses an individual's adherence to ethical values, social and familial norms, personal moral stance, and awareness of social responsibility. During youth, the development of both information and moral culture serves as a crucial factor in shaping personal and social life.

Information culture enhances digital literacy, fosters critical thinking, encourages innovative approaches, and helps young people adapt to the demands of the global labor market. At the same time, moral culture shapes ethical and social responsibility, develops personal virtues, promotes social integration, and reinforces national values. Information and moral culture complement each other: conscious reception of information shapes ethical views, while moral values provide ethical boundaries in the interpretation and application of information.

From a pedagogical perspective, developing information and moral culture within the educational process nurtures youth in a comprehensive manner. Through innovative pedagogical technologies, media resources, interactive activities, and project-based learning, young people simultaneously develop information literacy and moral values. This process strengthens not only knowledge and skills but also the social and ethical qualities of the individual.

"Information technology is the most important component of the process of using information resources of society. By now, it has passed through several evolution presets, the alternation of these stages is largely determined by the development of scientific and technological progress, the emergence of new technical means of information skating"[1, 45].

The need of life to effectively solve the tasks set before science, as well as the internal needs of science, necessitated the informatization of science. Informatization is a global process of maximizing the use of information resources. The increasing role of computers and technology is one of its main features. Informatization of education is understood as purposeful activity on the development and implementation of information and communication technologies.

Informatization of education - in a broad sense, is considered as the provision of the educational sphere with the methodology, the practice of effective use and creation (processing) of new information technology tools aimed at the psychological pedagogical implementation of teaching goals. In addition, informatized programming serves as a base for the progress of the distance learning system. In the process of informatization, a large-scale use of new information technology tools is carried out in the educational system.

Informatization of education in a broad sense is a complex of socio-pedagogical transformations associated with the saturation of educational systems with information products, tools and technology; in a narrow sense, the introduction of information tools, information products and pedagogical technologies based on these tools into educational institutions. Education in this case, without losing its traditional function - the transfer of social experience to the younger generations, should perform a fundamentally new function, namely the creation of highly adaptive pedagogy of the information society.

MAIN PART

The achievements and disadvantages of the educational system are especially evident in the training of Engineers. As you know, engineers make up the most mass group of specialists. They are associated with almost all spheres of society's life for certain reasons. The excessive technicalization of engineering education, its low emphasis on the humanitarian aspect, is one of the serious drawbacks.

It is well known that by the second half of the 20th century, the emergence of the term "globalization" in scientific literature, along with the development of various perspectives and theoretical studies related to it, set before political science the task of examining this concept and determining its influence on the political sphere.

"The demand for the Internet is growing day by day. As a result, tremendous changes are taking place in the field of information and communication. In today's dangerous world, malicious information, destructive ideas, and immorality spread over the Internet affect every person in today's generation. In recent years, there

has been an increase in the number of Internet hackers and malicious users of the global network"[1, 34].

Globalization, while manifesting as social, economic, and political processes occurring in one part of the world, resonates across other regions as well. The reflection of these processes is primarily evident among the youth, which requires constant attention and consideration. In this context, the acceleration and dynamic nature of historical changes turn into complex and multifaceted processes.

Information culture is the ability of an individual to search for, analyze, evaluate, and use information purposefully and responsibly. It reflects a person's culture of thinking, level of critical reasoning, and spiritual maturity. Moral culture, on the other hand, is a system of behavior based on social norms, values, and the concept of duty. It is characterized by an individual's conscience, sense of responsibility, and aspiration toward justice and goodness.

"One of the most important features of the modern era is the rapid penetration of scientific and technological achievements into all spheres of human life. While this process enhances the significance of universal human values through the internationalization of all aspects of life, at the same time, it also gives rise to serious dangers and threats to humanity"[2, 395]. Information culture reflects an individual's level of self-awareness in the process of perceiving, analyzing, selecting, and using information. From a philosophical point of view, this culture manifests the openness of human thought, the ability for critical thinking, and the spirit of striving for truth. However, any informational activity loses its humanistic essence unless it aligns with moral principles.

"Moral culture is a spiritual and ethical state that reflects a person's inner perfection, social responsibility, and respect for others. This culture determines how an individual expresses opinions, shares information, and promotes certain values within the information space"[3, 78].

"From a philosophical perspective, information culture expands a person's ability to comprehend reality, understand it, and consciously apply that understanding in life. However, when this process is not harmonized with moral norms, information may lead a person not toward freedom but toward spiritual dependency"[4, 98]. Therefore, the true essence of information culture is to teach a person not to dominate information, but to be responsible for it.

In a society in which information and morality are harmonized, a person freely expresses his opinion, but this freedom is coordinated with moral boundaries. Then information becomes a unifying force, a driving force for progress. Otherwise, the information itself can also become a destructive weapon. In this context, modern

philosophy sees Information Culture as a whole process with the spiritual rise of humanity.

DISCUSSION

The research findings indicate that the global educational space and modern pedagogical approaches play a crucial role in developing information and moral culture among youth. The increase in information flow and the widespread use of digital technologies enhance young people's media literacy and their ability to critically evaluate information. At the same time, global cultural exchange processes and international educational programs enrich the moral and ethical perspectives of youth, helping to shape them into adaptable and active individuals across diverse social and cultural contexts.

The study also revealed that information culture and moral culture function as complementary systems that significantly influence both personal and social development. Information culture fosters critical thinking and conscious use of digital resources, while moral culture strengthens ethical decision-making, personal responsibility, and social integration. Furthermore, pedagogical practices incorporating innovative methods, interactive activities, project-based learning, and media resources can effectively promote the integrated development of youth's information literacy and moral values.

Within the global educational context, developing information and moral culture contributes to strengthening critical thinking, creativity, and ethical awareness in youth, as well as shaping them into socially and culturally active individuals. Accordingly, the active collaboration of educational institutions and families, combined with the effective use of media and digital resources, enhances the overall effectiveness of the pedagogical process.

RESULTS

1. A strong interrelationship between youth information culture and moral culture was identified. While information culture develops critical thinking and media literacy, moral culture fosters ethical decision-making and social responsibility.

2. Resources and pedagogical approaches within the global educational space were found to be effective in developing youth's information and moral competencies. International exchange programs, digital platforms, and innovative technologies help young people adapt to global conditions.

3. Pedagogical strategies such as interactive methods, project-based learning, and media resource utilization support the integrated development of knowledge and skills. These methods strengthen not only information literacy but also moral values.

4. The study demonstrated that the collaboration of educational institutions, families, and society plays a crucial role in developing youth information and moral culture. Through this collaboration, young people grow into socially, culturally, and ethically well-rounded individuals.

5. The findings also highlight the necessity of harmonizing global and national values, adapting to the digital environment, and fostering innovative competencies among youth.

CONCLUSION

The research findings indicate that the development of information and moral culture among youth can be effectively achieved through the global educational space and modern pedagogical approaches. While information culture fosters critical thinking, media literacy, and innovative skills, moral culture shapes ethical decision-making, personal responsibility, and social integration.

In the pedagogical process, the use of innovative methods, interactive activities, project-based learning, and media resources contributes to the integrated development of knowledge and skills. This enables young people not only to adapt to digital and information-rich environments but also to develop as well-rounded individuals in cultural, social, and ethical terms.

Furthermore, the study highlights the importance of harmonizing global and national values, strengthening cooperation between families and educational institutions, and promoting information and moral culture to nurture youth as active, responsible, and creative members of society. Accordingly, the development of youth information and moral culture should be regarded as one of the priority objectives of the educational process.

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