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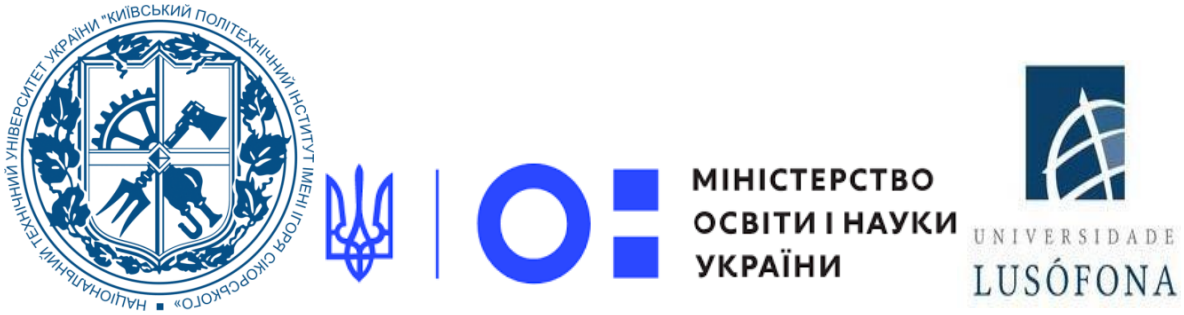

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MODERN APPROACHES TO THE FORMATION OF INFORMATION CULTURE OF FUTURE FOREIGN LANGUAGE TEACHERS

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Social demand to increase the role of information in modern society, provide effective information interaction among people, to increase their access to information resources takes to a new level the need for new training of prospective foreign language teachers. At the current stage of society development, there is a need to acquire appropriate knowledge for processing information resources. It is vital not only to acquire knowledge, but also to assimilate and process the information, analyze it and make adequate inferences and conclusions. The importance of the formation of information culture is determined by the professional and pedagogical orientation of the educational process that is considered in modern science as a reflection of interest and psychological readiness of future teachers for pedagogical activity.

The term "information culture of future foreign language teachers" means a systemic feature of the linguistic personality, including awareness of subject knowledge, professional and pedagogical skills and abilities, the ability to assimilate the information picture of the world, the ability to perform production functions of the teacher, readiness for information reflection; achieving a high level of this culture is due to personal, theoretical and practical preparation for the future professional activity and a foreign language acts as a means of intensifying the speech-intellectual activity of the individual (Stechenko, 2013). From the above it follows that the formation of information culture is a necessary component of the whole academic process, without which successful and effective training of future foreign language teachers is impossible.

To achieve a high level of information culture of prospective foreign language teachers it is necessary to develop an appropriate science-based methodology, which requires consideration of certain theoretical foundations and approaches.

The fact that the value attitude of a person to the world and themselves is an integral worldview characteristic of modern information society, determines the necessity and relevance of implementing the epistemological approach as one of the dominant approaches. It is the implementation of the gnoseological approach in the formation of the studied culture that forms the value orientations of the individual in all spheres of social life, knowledge of the surrounding reality, which allows the

contemporary teacher to successfully go the way of acquiring knowledge and at the same time realize the adequacy of the results of the teaching and educational process to the goals set.

Gnoseology is a term of Greek origin ("gnosis" – cognition and "logos" – word, law, order, reflection, reason). In a broad sense, gnoseology is a science that studies cognition, its methods, possibilities and relation of knowledge to reality, the relationship between the subject and the object in the process of cognition, the relation of knowledge to reality, the possibility of cognition of the world by man, the criteria for truth and reliability of knowledge. Gnoseology of education acts as a system of socially and historically conditioned norms and procedures, which more fully disclose the relations of the concepts "education, training, knowledge, skills and experience". Learning in this case becomes the system of some organized forms and methods of knowledge acquisition, systematization, analysis and verification (Kuchera, Nasonova, Deineka, 2015).

The gnoseological approach is interpreted in modern science as an integral system of ideas focused on the person as a subject of knowledge that performs gnoseological, prognostic and normative-praxiological functions, which are implemented at the conceptual-theoretical and procedural-activational levels of the methodological approach in pedagogical research (Kolesnyk, 2013).

The theoretical foundations of the gnosiological approach as well as the recognition of its relevance indicate the need for its implementation both in the process of teaching foreign languages in general and in the formation of information culture of future foreign language teachers in particular. It is cognition that is a special kind of interaction of the individual with the surrounding world, and only the individual himself/herself determines the objects of this interaction. Information culture as a significant aspect of social life is one of the complex phenomena, since it is a subject, a means and a result of cognitive activity. For effective formation of information culture of prospective foreign language teachers within the framework of the gnoseological approach it is necessary to take into account the levels of cognition, namely:

- fixation of a phenomenon (subject) among other phenomena (as a result of chance or purposeful search);
- perception of a sign (syntactic level of information);
- conscious orientation to this subject (in case of interest);
- definition of the phenomenon (the semantic level of information);
- choice of signs and association of their meanings in the general system of subject matter knowledge (grammatical level of information).

Thus, a brief analysis of the theoretical foundations of the gnoseological approach, the definition of levels of knowledge in the formation of information

culture of future foreign language teachers allow us to state that taking into account the gnoseological foundations is a significant theoretical and philosophical basis for the development of an appropriate model of information culture formation, since the implementation of the gnoseological approach allows prospective foreign language teachers to adapt to modern information environment of the educational process, as well as use the advantages of information technology to effectively solve professional problems.

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