

DEVELOPMENT OF INTELLECTUAL POTENTIAL IN THE CONTEXT OF INFORMATIZATION OF EDUCATION

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ABSTRACT

The article examines the development of the intellectual potential of modern society. The purpose of the article is to determine the main dimensions and foundations of the development of intellectual potential in the context of the problems of lifelong education.

Keywords: Informatization, internetization, intellectual potential, continuous education, sustainable development, innovative thinking

INTRODUCTION

Informatization is the most important characteristics of our time. The informatization of society is acquiring a global character, which covers various countries and regions of the world and becomes an objective necessity. There is not a single area of human activity that would not be associated with the processes of receiving and processing information.

Digital communications is a multi-billion dollar market that includes media carriers - the media, publishing, printing, advertising, the computer industry, cinema, TV, the Internet. The global transformation of the industrial stage of the development of society into the informational one is based on the knowledge economy, in which the main factor of its development is not industrial growth, but the process of generating, disseminating and applying knowledge that form the spiritual culture, ideology, moral principles, and the intellectual potential of a person. The formation of a networked society will lead to a qualitative change in the social structure of society. In these changes, an essential place will be taken by the transformation of traditional culture into information culture.

World politics today should be determined by humanitarian cultural traditions, spiritual and religious foundations and values. The world political community needs a new global socio-cultural impulse that can make humanity truly united in the face of the global challenges of our time. It is moral values that can teach society to perceive the global world and save humanity from environmental and moral disasters. Qualitative changes associated with the informatization of society determine not only economic, social and political life, but also the spiritual life of society - moral values and world outlook guidelines. the main thing in culture is not material achievements, but the development of the spiritual and creative potential of the individual. This sets a high bar for requirements for intellectual activity, defines a complex context for individual growth.

Special attention is paid to media culture as a set of intellectual values developed by humanity in the process of historical development. Thus, when building a development strategy for Russia, it is necessary to use a civilizational scientific paradigm defending the primacy of the spiritual sphere - science, culture, education, ethics. The task is to create an information technology environment that ensures the transition from a pseudo-information society to a

knowledge society, in which true knowledge will play a decisive role, and their production will become a determining factor in economic development.

The purpose of the article is to reveal the characteristics of personality development as a complex sociocultural phenomenon in the context of the cognitive environment of the 21st century. The scientific and methodological basis of the article is the works of domestic and foreign scientists on globalistics, information-network economy, knowledge economy, communication theory, philosophy, sociology, cultural studies, linguistics. The intellectual development of a media manager is developed in the process of education, which allows the employee to master the necessary set of competencies. In the context of the cognitive economy of the 21st century, future specialists should study the current state of the media industry as a “creative industry”.

Methods

The article formulates the problems of information-network society and the tasks of forming the intellectual potential of the individual. Informatization is an objective process of social evolution. This process unfolds in three dimensions - technical and technological, social and cultural. The natural character of society's transition to the information era is due to the growing role of knowledge in historical progress. The main social wealth of this society will be scientific and theoretical knowledge in the form of information. The information revolution has qualitatively changed the technological basis of social production and determined the technical aspect of informatization, the components of which are electronization, mediatization, computerization and internetization.

The social aspect of informatization of society lies in the social determination of the process of informatization of society, as well as in the impact of information technologies on all spheres of society and the ways of life of people. In the socio-cultural sense, information culture is a set of principles that provide new forms of communication without personal presence in the dialogue mode, a new way of life based on the use of information, i.e. building a new information picture of the world. In this context, information culture acts as a way of human life in the information space. Trends in the formation and development of the national media culture, trends in media consumption, media-cultural factors of broadcasting new social experience through the media are investigated. The most important quality of personality is called media competence, and its formation is one of the urgent problems. The proposals for the implementation of the competence paradigm of education as the basis for the formation of an intellectual personality are formulated. The features of mass, informational, screen culture are considered: genesis and main trends in the development of domestic media culture. Of particular importance is the study of the factors of the formation and development of the domestic media culture, which makes it possible to identify trends in media consumption.

The features of the broadcast of new social experience, which make it possible to clarify the principles and rules of personality self-identification, implemented through journal periodicals, are considered. Media competence is called the most important quality of personality, and its formation is one of the urgent problems. The factors of the development of a modern personality capable of working with media text, engaging in media creativity, assimilating new knowledge through media are considered. Proposals for the development of media education are formulated as a condition for the all-round development of a personality. It is proved that the role of personality as the moral basis of human life in the era of informatization is increasing. The possibilities of the influence of an individual on the information processes of

society increase manifold. This actualizes in the individual the combination of maximum individual freedom with a high measure of responsibility for their actions.

The worldview orientation of a person is the main requirement for a person in the era of informatization. R. Dahrendorf writes: "To know the direction, an individual must have an internal compass, and in order for it to work, there must be magnetic fields outside, which make it possible to distinguish north from south, truth from untruth, desired line of behavior from undesirable, as well as shades between these extremes." These personality traits should be developed in the process of education, which acquires a qualitatively new role, becomes the leading sector of production, its "basis" and driving force. "Education," writes E. Dyson, "is the main "asset" that a person needs to succeed in the world of the future." Education begins in childhood and goes through life, changing our knowledge and our spiritual world in accordance with a changing world; an integral part of this education is the mastery of information culture in its social aspect. Media education is a condition for the all-round development of personality. The task is to implement knowledge-subject and competence-based concepts of education.

CONCLUSION

Thus, in our opinion, the main dimensions and foundations of the development of intellectual potential in the context of the problems of lifelong education are as follows.

1. In the context of the problems of lifelong education, intelligence must be defined not just as a set of human cognitive processes, but considered precisely as a person's ability to adapt to the environment.

2. The concept of intellectual capital (and its component - human capital) is defined as the leading one in modern economic analysis, where the main attention is directed, on the one hand, to the large-scale problems of the influence of human capital on the economic efficiency of countries or a region, and on the other, to local issues of the influence of human capital on the economic efficiency of the organization's development.

3. In the context of both the first and second groups of studies, an analysis of the risks of the development of intellectual potential is carried out. The basis for their occurrence is called the situation of rapid variability (instability) of the development of modern society, in the conditions of which the need for continuous (lifelong) and widespread renewal (lifewide widespreadly update) of human knowledge, competencies and skills increases.

4. Features of the formation of intellectual potential in a situation of continuous education are: - the novelty of the format of intellectual capital, when a person must quickly adapt to new conditions and act adequately; - focus on the formation of personality adaptive capabilities in the education system; - emphasis on the introduction of individual educational trajectories in the educational process; - organizing and conducting reflection as a way of self-control and self-assessment in the context of education modernization; - the formation of transformative education aimed at one's worldview based on the "transformation" of new knowledge with an emphasis on the moral component of any knowledge.

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