

FORMATION OF INFORMATION LITERACY AMONG FUTURE OFFICERS AT THE ENGLISH LESSONS

The article deals with general principles of formation of information literacy of future officers and outlines the role of the English language in this process. On the basis of analysis of scientific literature, we have proved that information literacy is an important component of professional communicative competence that enable future officers to analyze, process, and search information, generate messages, make optimal decisions in difficult and extreme situations, carry out professional tasks by means of foreign language, produce non-standard decisions, be familiar with many professional situations.

The article describes the structure of information literacy of future officer, outlines the levels of acquisition of information literacy (basic, professional, and creative). We have proved that professional and creative levels of information literacy are formed in the process of studying at the higher military educational establishment while learning the humanities, fundamental and professionally-oriented (general military and special military) subjects and establishing firm intersubject links between them. The English language is a unique instrument as it is studied at the different levels at the higher military educational establishment and it covers general and professional blocks.

We have found that to form information literacy the process of learning of foreign languages at the higher military educational establishment must meet the following requirements such as: usage of different methods and principles, operational learning materials, close links between learning program with professional activities, optimal usage of information and communications technologies, integration of learning programs.

Key words: *information literacy, future officers, the English language, professional communicative competence, critical thinking, higher military educational establishment*

At the modern stage of social development servicemen are facing significant changes in their behavior and they have to learn how to operate effectively within information society, perceive and process large volumes of data, master the most advanced technologies, methods and procedures of work. Professional orientation of foreign languages learning at the higher military educational establishments aims to development of cadets' professional skills like acquisition of professional vocabulary, formation of professional communication skills, formulation of personal views focusing on professional topics, etc. also, future officers have to participate in a dialogues of cultures with representatives of defense and security sector of foreign countries, make statements within professional communication, simulating different professional situations.

Accordingly, the priority task of teaching foreign language at the higher military educational establishment means to enhance the level of communicative competence and to target future officers to carry out their professional tasks by means of foreign language. It implies that formation of professional communicative competence of future officers is a significant task of contemporary pedagogical science. But, at the same time, currently we observe rapid information exchanges, large volumes of data, integration of military and civilian spheres. It definitely means that professional communicative competence of future officers should include a number of new components adequate to current requirements. With this in mind, information literacy is one of the important characteristics of professional communicative competence of future officers.

A number of scientists investigated the problem of foreign language training of future officers. Thus L. Viktorova [2] analyzed theoretical principles and practices of foreign languages teaching to future officers of law-enforcement agencies and military formations. She also described the trends of improvement of foreign language training of experts of defense and security sector. O. Kolmykova [3] paid a special attention to improvement of methods of teaching of English for specific purposes at the higher military educational establishments and outlined major difficulties of English language teaching to future officers.

The problem of enhancing the level of professional communicative competence of future officers and determination of proper conditions for designing of positive process of English language teaching at the higher military educational establishment was the topic of scientific works of P. Lozynskyi [6]. M. Levko and O. Shcherba [5] studied the ways of increasing the level of motivation to learn a foreign language at the higher military educational establishment including the use of information and communications technologies.

L. Viktorova [2] investigated the requirements to modernization of foreign language training of experts of defense and security sector in the context of European integration process. Besides, information literacy and information culture are the research topics of a number of Ukrainian and foreign scholars. In particular, A. Bilorus [1] outlined the pedagogical conditions to form information culture of future officers, L. Zhang, Z. Zhang, L. Zhao and J. Qi [11] studied information literacy standards of servicemen, O. Kudrenko [4] and S. Radzikovskyi [10] described the problems of formation of information culture of future officers including the use of information technologies.

The aim of the article is to investigate the basic principles of formation of information literacy among future officers and describe the possibilities of English language classroom in this process.

Informatization of educational system is interpreted as arranged set of interrelated organizational and legal, social and economic, educational and methodical, scientific and technical, industrial, and management processes oriented towards satisfaction of educational, information, computing and telecommunications needs of all the participants of educational process, formation and development of intellectual potential of future officers, improvement of forms and content of scientific and pedagogical activities, implementation of computer-based teaching methods [9; 12].

Information literacy includes personality skills to formulate his / her needs to obtain information; to be able to search necessary information among a number of information resources; to process and create new and qualitative information; to operate with individual search engines; to select and evaluate data. Also, it regards abilities of information communication and digital literacy [8]. Current information education considers the understanding that information is a major resource of human community that is significant for progress and general culture growth; and the abilities to obtain, process, use and interpret it form information literacy of future experts, including officers of the Armed Forces. Being a basis for life-long learning, information literacy helps cadets select information rationally and efficiently, evaluate data critically and competently, use it accurately and creatively.

According to UNESCO Charter [7; 12], there are five principles of information literacy that is combination of knowledge and skills necessary for any expert use for understanding data, evaluate it critically and make correct decisions being in professional situation. These principles are the following:

1. Information, communication, libraries, media, technologies, Internet are to be used critically. They are equal by their status and none of these resources cannot be regarded as more reliable or important.
2. Every individual can create a piece of information. At the same time, he / she has a right to self-expression. Information literacy is closely connected with human rights.
3. Information, knowledge and messages are not always neutral, independent or fair-minded. Any conceptualization and usage of information literacy is to make a statement transparent and clear for its consumers.
4. Every individual wants to obtain and understand new information, knowledge, and messages; he / she wants to communicate with other people at work, in society and in the home. This right cannot be discriminated.
5. One cannot acquire information literacy immediately. It is a permanent and dynamic process. It can be completed only when a future expert possesses knowledge, skills, and attitudes to use, create, and transmit information adequately, rapidly and correctly.

Professionalism of future officer is a certain level of military discipline, intelligence, moral and psychological firmness, pedagogical and service ethics. Also, it includes the ability to make optimal decisions and be responsible for their completion. According to O. Kudrenko [4] professionalism of future officers covers two components (blocks): professional and organizational (professional knowledge, skills, abilities, and experience) and moral and social (moral and volitional qualities, values, etc.). Information literacy of future officers is the proper level of organization of information processes; meetings the needs of information communication; efficiency of creation, collection, preservation, processing, transmission, and usage of information to ensure entire professional situation vision, possibility of its modelling and forecasting of professional solutions.

The structure of information literacy of future officers includes the following components: communicative culture, lexical (language), intellectual (cognitive), information and technological (culture of usage of modern information technologies), information and legal, moral culture. Main elements of information literacy of future officers include: cognitive (knowledge and skills), emotional and value (attitudes, orientations, values, and relations), activity and practical (real and potential usage of knowledge and skills) [12].

The scientists [4; 10; 11] consider that the criteria of formation of information literacy of future officers are the following: knowledge of peculiarities of modern information (post-industrial) society; knowledge, skills, and abilities to use technical devices, computer-based information technologies, networks and software products; ability to form the needs for information and to orient among large volumes of data; abilities to search and select necessary information, analyze it, synthesize and evaluate critically; skills and abilities to communicate in information environment correctly; skills and abilities to process information and create new qualitative statements; abilities to identify and prevent possible information dangers (disinformation, fakes, information terrorism, etc.).

We can differentiate three levels of information literacy of future officers: basic, professional and creative. Basic level of information literacy is formed after finishing secondary school and obtaining the certain level of life experience. Professional level of information literacy of future officers is formed at the higher military educational establishments in the process of studying the humanities, fundamental and professionally-oriented subjects and realization of intersubject links between them. Creative level of information literacy of future officers is formed on the basis of two preliminary levels but it is more complicated as creative level assumes critical and innovative thinking, skills to synthesize and analyze information of different character, make optimal decisions under conditions of uncertainty and limited time available, find non-standard methods and ways to solve professional tasks.

English language as a subject is a unique instrument can be used to form information literacy of future officers at the higher military educational establishments as the subject covers various topics (general and professional ones) and it involves the proper application of language mechanisms and facts structuring. This is based on the following universe statements [2], describing the main requirements to the process of English language learning:

- language is used as an instrument of communication;
- learning process is oriented towards cadet;

- English is learned by means of English;
- cadets are actively involved in learning process;
- exercises are connected with professional situations;
- independent transition of knowledge and skills in the new professional situation;
- analysis of professional situation by means of foreign language.

On the basis on scientific literature [1; 2; 4; 5; 8] we can outline the main conditions for formation of information literacy of future officers at the English lessons at the higher military educational establishments. They are the following:

1. Continuity of complexity of information training.
2. Usage of active conventional and innovative teaching methods.
3. Optimal level of usage of information and communications technologies.
4. Adequate orientation of educational process towards professional development of future officer.
5. Considering transition to innovative and efficient types of development methods of professional activities.
6. Integration of educational programs regarding current social and political situation.

Characteristics of modern foreign language training of experts of defense and security sector are:

1. Multi-level structure which manifest itself in the process of formation of professional communicative competence of cadets at the different stages of learning (professional terminology, coordination of activities, translation of technical and professional information).

2. Complexity of objective that is oriented towards professional, social, and personal development of experts of defense and security sector by means of formation of proper competencies according to assigned tasks.

3. Systemic process to ensure coherent and consistent implementation of professional oriented foreign language learning taking into consideration all the peculiarities of organization and content of educational program as well as specificity of professional activity.

4. Language skills are to be developed simultaneously.

5. Absence of psychological barriers between instructors and cadets.

6. Formation not just language skills but creative thinking skills.

7. Learning foreign language through foreign culture and vice versa.

Conclusion. Thus, information literacy is an integral component of professional communicative competence of future officers as new trends of social, political and military development demand new knowledge, skills, and abilities. Information literacy of future officers is formed at the different stage of studying at the higher military educational establishment but English language possesses the unique characteristics covering general and professional topics and contributing to formation of information literacy of future officers significantly.

Prospects for further investigation. Further we are to investigate the methods of formation of information literacy of future officers at the English lessons and development of special exercises oriented towards information literacy improvement.

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Бхіндер Н. В. Формування інформаційної грамотності у майбутніх офіцерів на заняттях з англійської мови

Стаття стосується аналізу загальних принципів формування інформаційної грамотності майбутніх офіцерів та окреслення ролі англійської мови у цьому процесі. На основі аналізу наукової педагогічної літератури з'ясовано, що інформаційна грамотність – важливий складник професійної комунікативної компетентності майбутніх офіцерів, який забезпечує їхні вміння та здатність аналізувати, обробляти, шукати інформацію, генерувати власні повідомлення, приймати оптимальні рішення у складних та екстремальних умовах, виконувати професійні завдання засобами іноземної мови, виробляти нестандартні рішення, орієнтуватися у професійних ситуаціях.

У статті описано структуру інформаційної грамотності майбутнього офіцера, з'ясовано рівні оволодіння інформаційною грамотністю (базовий, професійний і творчий). Визначено, що професійний і творчий рівні інформаційної грамотності формуються у процесі навчання у вищому військовому навчальному закладі під час вивчення соціально-гуманітарних, фундаментальних і професійно-орієнтованих (загальновійськових і військово-спеціальних) дисциплін, а також за умови забезпечення міжпредметних зв'язків між ними. Англійська мова є унікальним інструментом, оскільки вона передбачає вивчення на різних курсах навчання у вищому військовому навчальному закладі та охоплює загальний і професійний блоки.

Доведено, що для формування інформаційної грамотності процес вивчення англійської мови у вищому військовому навчальному закладі має відповідати певним вимогам: використання різних методів і прийомів, оперативні навчальні матеріали, зв'язок змісту навчальної програми та професійної діяльності, оптимальне використання інформаційно-комунікаційних технологій, інтеграція навчальних програм.

Ключові слова: інформаційна грамотність, майбутні офіцери, англійська мова, професійна комунікативна компетентність, критичне мислення, вищий військовий навчальний заклад.