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THE NECESSITY AND IMPORTANCE OF DEVELOPING SOCIAL AND INFORMATION COMPETENCE IN STUDENTS

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ABSTRACT
The most important characteristic of the modern world is the globalisation of information. In modern conditions, the large-scale information platform created with the help of digital technologies reflects a certain, one could say, the main part of the activity of each social subject. Interpersonal communications, based on the technical and functional capabilities of information technologies, at first glance seem very simple and safe. However, this process, which is the most effective in the manipulation of personality and requires relatively small economic costs, is extremely dangerous in nature. To prevent this risk, it is important to develop social and information competence in young people, especially students. This is the focus of this article.
KEY WORDS: *students, information, competence, socio-information competence, development of socio-information competence.*

Information is the basis of interpersonal relations. Nowadays, information not only serves as a source for communication between people, but is also becoming increasingly important as the main weapon of ideological struggle, a way of explaining social reality, as well as presenting to a wide mass of consumers different products and services, in particular, educational services. Therefore, we can say that information fulfils the function of the main lever that sets in motion the mechanism of information society and digital economy.

In the sources the concept of 'ahborot (information)' (Arabic 'خبار' - message, news, information, rumour, finally, information) is interpreted as follows: a detailed message or information about some event [2]; the content itself, i.e. the process of data transmission and the meaning of a message (signal) or information about something perceived at the moment of awareness [6, - p. 868]; facts, events, processes and phenomena used in decision-making in the process of management of certain objects, the state and characteristics of objects of a certain field [1]; facts, events, processes and phenomena used in decision-making in the process of management of certain objects, the state and characteristics of objects of a certain field [1]. 868]; facts, events, processes and phenomena used in decision-making in the process of management of certain objects, the state and characteristics of objects of a certain area [1]. In general, through information, a specific reality is communicated, the essence of any phenomenon, process, object is presented.

Information, an essential tool of the information society, is presented or transmitted in print or electronically in various forms (speech, text, image, video, audio, conventional signs, digital signals). In turn, information, as well as in its presentation and transmission, 'is perceived in various ways' [9, - c. 102]. In particular, in existing conditions, information is provided and received by means of acoustic means (e.g., sound amplifier), mail, telephone, telegraph, means of telecommunication - radio, satellite communication, television, signalling (means of signal transmission), Internet.

The origin of the mutual exchange of information in the process of social relations ensures that a personality receives information about a particular event, phenomenon, process, object, subject, object; satisfies needs arising on the basis of personal interests; forms relations; ensures constancy and consistency in relations; regulates the process or activity of people; enriches the knowledge acquired in a certain area or direction; develops the worldview and spirituality of a personality.
Moreover, information with negative content can lead to destabilisation of stable relations and processes. Accordingly, we can say that in the process of information exchange it acquires a social (socialisation), cognitive (knowledge acquisition), regulatory (management) and reflexive (evaluation) character. This helps to realise the social significance of information or its negative consequences.

In modern language usage, the term 'content' is used instead of the concepts of 'information' and 'collation'. We would also like to provide a definition of this concept. The concept of 'content' means 'content' in English and theoretically represents arguments and data presented in various topics and forms, theoretically intended for users. It has a broader definition ('any information having the nature of a message or meaningfully supplementing an information resource' [7, - p. 65]; content of information provided on web pages, in social networks, messenger channels and various programmes [5]; information content of a website (consisting of texts,

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graphic and sound information, etc.), as well as books. etc.), as well as books, newspapers, collections of articles, materials and other sources [12]; end-user or audience-oriented information and experiences [11]) and, despite its application in all fields, refers to generalised information disseminated due to the development of the Internet [8, - p. 31]

Most people consider content to be all the information shared on social media - posts, stories (mini-reports that run for 24 hours and cannot be liked or commented on), videos, adverts and the like.

In our point of view, any information disseminated through any source, including print, electronic, visual and audio media, and the content expressed therein is considered content.

The results of the research show that in modern conditions the mass media are sufficient to conquer a country or a nation. At the same time, the use of force, coercion and violence are giving way to mind control technologies, which include information influence and persuasion of people in any idea. Today, with the help of information it is possible to capture the consciousness of young people, including students, without labour and unnecessary economic costs. Therefore, it is reasonable to assess its danger higher than the threat of armed conflicts. Since the information struggle is conducted covertly, it is impossible to identify its subject.
Moreover, preventing the propagation and eliminating information that contradicts national mental characteristics, national spiritual values, lifestyles, life aspirations and moral views is considered a complex process.

This complexity is manifested in the lack of society's ability to confront information threats in an organised manner. Undoubtedly, in the information society, along with the term ‘content’ the concept of ‘electronic content’ (‘digital content’) is used. We consider it expedient to familiarise ourselves with the essence of the term ‘electronic content’ (‘digital content’). Electronic content (digital content) is a set of entertainment, information materials that are distributed electronically through special channels for operation on digital devices: computers, tablets, smartphones. The main types of modern digital content are text, games, video and audio materials[10].

There are different views and approaches to explaining the essence of the term ‘content’. Some researchers are of the opinion that the concepts ‘information/content’ have a single content, while the researchers of the second group (for example, E.S. Guseva) [3, - p. 210] refute this point of view.

In the conditions of globalisation, the territory covered by information has expanded, the possibility of a person to receive and exchange information has increased proportionally. However, in the information environment a person faces not only useful, necessary and important information, but also harmful, unnecessary and irrelevant. This, firstly, distracts a person from the main issue and the studied problem; causes hesitation and doubts; leads to ‘deviations’ in views and approaches; and also contributes to the fact that inexperienced young people perceive harmful information as useful. Therefore, in the conditions of global informatisation, it is advisable to inform the individual about methods, ways and means of searching, analysing, processing, storing, using and transmitting information, as well as to apply them in practical activities.

In the conditions of global informatisation, young people search, analyse, sort, process information and use it in their personal activities directly through the Internet and with the help of gadgets [4], with social networks occupying the main place in this process. That is why it is extremely important that young people, in particular students, have socio-information competence.

In essence, socio-information competence is a person's ability to act effectively in the information environment, to master the skills, abilities and experience of using ICT in this process (motivational level), to be sufficiently aware of the functional capabilities of ICT (cognitive level), to be able to use them purposefully and creatively to realise the goals of personal development (activity-reflexive level).

It should be noted that the concept of ‘socio-information competence’ implies the following aspects: 1) ability to effectively use information and communication technologies (ICT); 2) organisation of activities with the help of ICT; 3) establishment of interaction and exchange of experience between subjects through ICT; 4) receipt of education by subjects in online mode with the use of ICT.

Students' possession of social and information competence is especially evident in interaction with teachers, peers and social subjects, in particular, when social interaction is carried out through ICT, especially through social networks. When organising communicative relations with the subjects, students should observe certain socio-moral norms and possess the qualities of virtual culture. A positive solution to the research problem implies achieving the necessary results in this context as well.
When developing students‘ socio-information competence in the system of spiritual and educational work of higher education institutions, it is necessary to take into account the following: clarification of the functions of information and communication competences, based on the requirements of information society and socio-educational needs; achievement of harmony of personal

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and professional information space in the process of developing students' socio-information competence, effective use of the experience of leading foreign countries in the formation of information and communication competence of students in the system of spiritual and educational work of higher education institutions.

Pedagogical activities aimed at the development of students' social and information competence in the object of research should provide the following results: creation of necessary conditions for students to effectively master the competence of controlling and managing the sources of information flow affecting the social environment to which they belong, as well as their personal needs in obtaining information; development of measures to protect students from information attacks and threats of negative influence of Internet resources; creation of methodological and methodological support for the development of social and information competence of students in the object of research; creation of methodological and methodological support for the development of social and information competence of students in the object of research.

Collaborative interaction between higher education institutions and public organisations is considered an important factor in preventing such an onslaught called 'cultural "hegemony".

The organisation of pedagogical activity on the basis of collaborative interaction between higher education institutions and public organisations in the following directions allows to successfully develop students' socio-informational competence:
1) development of diagnostic tools to determine students' social and information competence; 2) organisation of educational work to assess the essence, safety and significance of information widely disseminated in the social environment to which students belong; 3) organisation of practical activities (trainings, debates, forums, festivals, actions) that contribute to the development of students' social and information competence; 4) providing students with information about the global information environment, its advantages and disadvantages; 4) providing students with information about the global information environment, its advantages and disadvantages.

Thus, in the conditions of global informatisation, a large-scale information platform is being created with the help of digital technologies. Information, which is a key element of this platform, by its nature has a significant power of influence. Content, as the main product of social media, not only conveys information and notifies users about its content, but also creates an opportunity to manipulate them. Therefore, in order for interpersonal communication carried out on social media to be useful and effective for young people, in particular students, it is necessary to develop their social and information competence.

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