OPPORTUNITIES FOR USING INFORMATION TECHNOLOGIES IN IMPROVING THE METHODOLOGICAL SYSTEM OF STUDENTS' PROFESSIONAL CULTURE BASED ON ECONOMIC SCIENCES.

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Abstract: *This article discusses research conducted within the framework of a study aimed at improving the methodological system of students' professional culture based on economic sciences, which is one of the urgent issues of today. It emphasizes that in modern times, the internet and social networks have become an integral part of human life, and users of these information technologies can be conditionally divided into two categories.*

Keywords: *Research framework, positive aspects of the internet and media world, information and social networks, technology for developing the methodological system of professional culture in students based on economic sciences, information, communication.*

The research conducted within the study confirmed once again that improving the methodological system of students' professional culture based on economic sciences is one of the pressing problems of today.

The internet and social networks have become an integral part of modern life, and users of these information technologies can be conditionally divided into two groups:

The first group includes individuals who effectively utilize the positive aspects of the internet and media world, believing that information and communication technologies contribute to the progress of society.

The second group, however, uses information and social networks to spread various falsehoods and threats, remaining trapped in trivial, everyday issues.

In the 20th century, when the internet had not yet developed, there was an information shortage. Today, by contrast, society faces an overflow of information, which has led to avoidance of scientific, analytical, and logical thinking. In the age of global information, understanding, evaluating, and critically analyzing incoming information has become essential.

Modern mass media and digital environments introduce students to such concepts as "digital," "computer," "visual," "technological," "communicative," "media," "information," "mass culture," and "technocracy." Understanding the meaning, purpose, and tasks of these concepts helps shape a culture of proper media use among young people.

As a result of studying the subject of professional culture based on economic sciences, students are expected to:

● Understand the concept, development, and historical background of information and communication;

● Identify the main elements of media and information literacy;

● Determine sources and needs for information;

● Evaluate media literacy and information culture;

● Improve their ability to analyze information (texts) [174];

● Build moral and cultural immunity against information attacks, threats, and media-related risks;

● Overcome dependence on the internet and social networks;

● Focus on learning through understanding rather than emotion;

● Identify methods of applying media literacy and information culture in future pedagogical activities;

● Contribute to ensuring national information security and forming social and spiritual immunity [174], thus enhancing moral and ethical outlooks [162].

Improving students' spiritual and moral worldview through the development of their professional culture based on economic sciences is of great pedagogical importance in fostering independent thinking and forming correct attitudes toward social environments and real-life situations. In this process, pedagogical support is primarily directed toward students. The study and application of pedagogical and information technologies that promote spiritual and moral development play a key role.

The technology for developing students' professional culture based on economic sciences is defined as a pedagogical process in which educators ensure the moral and spiritual formation of students by applying specific methods, tools, and techniques [122].This technology helps shape students' sense of social responsibility, moral values, and worldview.

The main components and methods of this technology are presented in Table 2.3 [43].

It not only enriches the content of education but also prepares students to face life's challenges, teaches them to feel social responsibility, and develops their ability to act in accordance with the principles of a cultured individual.

Within the topic "Person-Centered Information: Psychological and Cultural Threats," the potential for using pedagogical technologies to develop a methodological system of professional culture was clarified [139]. This topic, adapted to technical university students, helps them make sound decisions in personal, cultural, and ethical matters, navigate the flow of information, and develop resilience against various threats.

Technology for Developing Students' Professional Culture Based on Economic Sciences

Lesson Organization Technology on the Topic: "Person-Centered Information: Psychological and Cultural Threats" (2 hours)		
1.	Defining the Goal and Preparation	At this stage, teachers assess the students' moral level and plan individual and group approaches to develop their worldview and ethical awareness.
2.	Selecting Teaching Methods to Develop Moral Values	During the lesson, appropriate methods are chosen to convey and explain moral values to students. For example, discussions on acquiring professional culture, studying the lives of technical and economic specialists, and conversations about social phenomena and their connection to professional culture can be used.
3.	Using Interactive Methods	Interactive methods actively engage students in the learning process and teach them teamwork and mutual support. The

		following interactive approaches are effective for developing students' professional culture:
		1. Role plays and dramas: Students demonstrate moral and ethical values through drama or short performances.
		2. Debates and discussions: These encourage students to defend their opinions using ideas related to professional culture.
		3. Decision-making games: These help students develop the ability to make morally correct decisions in various life situations.
4.	Using Information Technologies	To develop the methodological system of students' professional culture based on economic sciences, information technologies can be used to explore social issues through materials such as documentaries, websites, and blogs. For instance, students can use special applications to study ethical issues interactively.
5.	Problem-Based Learning Technologies	Problem-based learning teaches students to solve moral and ethical issues independently. The teacher presents different real-life situations and allows students to make ethically correct decisions. This method develops students' independent thinking and forms a sense of moral responsibility.
6.	Reflective Approach	Reflection provides students with the opportunity to analyze their behavior and assess it from a moral point of view. They examine their decisions and actions, trying to understand their ethical consequences. The teacher guides and supports them throughout this process.
7.	Seminars and Trainings on Professional Culture	By organizing seminars and trainings on specific topics, students can broaden their professional outlook. Listening to experts' opinions on professional culture and participating in question-and-answer sessions during seminars contribute to students' moral and spiritual development.
8.	Personal Development Programs	Individual development programs can be designed for students to meet their professional growth needs. Each student can be offered personalized tasks, reading materials, and independent learning resources suited to their goals.
9.	Projects and Assignments Highlighting Moral and Spiritual Values	Students can be encouraged to work independently on ethical issues through projects and assignments related to professional culture. For example, students may prepare essays, presentations, or projects on social topics. This helps them express their opinions independently and shape their ethical views.
10.	Feedback and Assessment Technologies	Throughout the learning process, the teacher should continuously assess students' activities and provide feedback to monitor their moral development. Through this, students can understand how well they adhere to the principles of professional culture, and teachers can provide necessary guidance and recommendations.

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