THE ROLE OF THE UNIVERSITIES IN CREATING INFORMATION LITERACY OF THE STUDENTS

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Abstract

With the advent of modern technology, the education and training of students to properly assess the quality and accuracy of information is becoming one of the main tasks of the educational institutions and most of all universities. The activity of the young people in social networks has led to an unprecedented increase in the number of unconfirmed sources and fake news in the Internet. Their dissemination is a serious problem which effects on the young people and in particularly on the students.

With the development of new information technologies has a decisive impact on all the major spheres of modern life, changes its living conditions and behavioural stereotypes. It is also necessary to create an information retrieval situation during which a positive experience in information activities will be formed. The formation of information literacy depends on the observance of principles such as: the principle of integrity and the principle of continuity. The first principle is based on building a unified strategy for the formation of an informative literate person. The second principle provides the use of all parts of the education system which will be in relation to each other to form an informative literate person.

This article presents basic methods and steps that can be used in the process of training the students in different specialties to improve their information and media literacy. The role of universities, as major institutions in this process, is also explored.

Keywords: university, education, students, information, literacy.

1 INTRODUCTION

In information societies, the use of and access to information are closely interrelated factors in intellectual and social processes. Moreover, one factor is a consequence of another: access to information in itself does not mean anything, if we do not acquire this information, do not think about its meaning and do not use it. One of the main steps towards creating an information society is the introduction of information and communication technologies for all people. Their dissemination should be accompanied by an appropriate level of information literacy teaching, without which people will not be able to use these technologies. Information literacy implies the ability to work with information in general: on the Internet, in libraries, in periodicals

2 METHODOLOGY

For achieving the results, a complex of scientific research methods are used: theoretical: comparative, methodological analysis of the subject of research, management documentation, theoretical generalization, forecasting. The study was based on a unified methodological basis - the system analysis of the subject. A number of official papers have been explored.

3 RESULTS

If we talk about international definition, information literacy is a person's ability to realize the need for information, the ability to effectively search for it, analyse it and use it. Of all the definitions of information literacy found in literature, the most quoted is the one proposed by the American Library Association (ALA) in 1989: "Information literate is a person who is able to understand when he needs information, be able to find, evaluate and effectively use this information." [3]

It is necessary to pay attention to the role of IFLA regarding information literacy. Important step is the following. In 2002, a new section was created in Glasgow at the 68th Session and the General Conference of IFLA - the section on information literacy. This section has set the task of identifying
information literacy standards that have evolved in different libraries and countries, and creating on this basis an international standard for information literacy.

**In 2011, IFLA recommends governments and organizations to take the following measures:**

1. Introduce the subject “Media and Information Literacy” into lifelong learning programs;
2. Conduct research on the level of media and information literacy and produce reports using media and information literacy indicators as a basis so that experts, educators and practitioners can implement effective initiatives;
3. Recognize media and information literacy and lifelong learning as key components in the development of basic skills necessary for the accreditation of all educational and training programs;
4. Include media and information literacy as a discipline in basic and additional education of information specialists, teachers, employees of economic and political policymakers and administrators, as well as in the work of advisers to business structures, industrial and agricultural sectors;
5. Implement media and information literacy programs to increase the level of employability and entrepreneurial abilities of women and socially unprotected groups, in particular, immigrants, partially unemployed and unemployed people;
6. Support the holding of thematic activities aimed at the introduction of media and information literacy strategies, as well as lifelong learning in certain regions, sectors and groups of the population.
7. To support professional development for employees of educational, library, information, archival, medical and social assistance services in accordance with the principles and practices of media and information literacy, as well as lifelong learning;

Nowadays with the help of the Internet, many people, including university students, satisfy a wide range of their information needs. From the standpoint of the student, “what is needed for research” and “what you need to know in life” can be found in the search through the Internet. Libraries began to be perceived simply as one of many information sources, and users developed their own methods of working with each of them. But according to us the university libraries are a catalysing factor for the formation and development of information culture and literacy in response to the requirements of the modern information society. They have rich library funds, store their university editions, teachers’ papers, graduate papers and doctoral dissertations, provide the necessary background for students and lecturers. University libraries provide online access to scientific information resources and offer services combining tradition and modern technology. They are modern library-information, educational and cultural centres that perform the following main tasks:

- collection, processing, storage and provision of library and information funds for use;
- providing and servicing the learning process with the necessary literature and information;
- supporting the research process in line with current requirements.

The application of new information and communication technologies has had a huge impact on university libraries over the last decade. The transition from traditional printed to electronic catalogues has evolved, and the development of numerous IT-based information resources impose new forms of access and use of information from the mainstream users (students and lecturers) of academic libraries. [9]

**The main priorities and highlights in the development of the university libraries are:**

1. Transformation into a library-information center;
2. Formation of information policy;
3. Providing traditional and modern forms of readers’ access to information resources;
4. Traditional and electronic catalogues;
5. Library and information services and automation;
6. Electronic libraries and e-services. [9]

The activity of librarians who are engaged in training in working with information is going in two directions. One of them is theoretical, philosophical, and the second is practical. At a theoretical,
philosophical level, librarians view information literacy as an integral part of the set of skills that will help students in the future to become more successful and qualified professionals. At the practical level, information literacy teaching is understood as a self-defense mechanism for a librarian serving readers.

The ability to navigate the library gradually grew into the ability to use it and, ultimately, to information literacy. So, the practice of teaching information literacy has been largely concentrated in university libraries with the "power" to stimulate: Critical thinking and increasing knowledge about the availability of information; deciphering the way information is presented and proper use of information.

Attention should be switched to student's training on the ability to eliminate information redundancy, knowledge of tools for localizing information. It is necessary to focus on other aspects of information literacy, especially on the field of critical thinking and knowledge about the availability of information, analysis (decoding) of the ways of presenting information and the rules for its proper use. There are some elements wish could indicate that the university students are information literate.

**Signs of Student Information Literacy:**

1. realize the personal need for information to solve a problem;
2. develop a search strategy by asking meaningful questions;
3. find information on the topic;
4. evaluate its relevance to the request;
5. evaluate the quality of information (accuracy, credibility and reliability);
6. organize and analyze the found information;
7. form own point of view, conclusions;
8. provide the audience with new knowledge, own point of view, understanding or solving a problem;
9. evaluate the effectiveness of the work done on the following;

**4 CONCLUSIONS**

Between information literacy and lifelong education there is a strategic, complementary relationship that is essential for the successful functioning of each individual, enterprise, organization, institution, and nation state in the global information society. University Libraries have a long-standing experience in fostering information literacy of users. Over the years, readers have been trained in information retrieval, the use of the library's information and bibliographic apparatus, the rules for designing literature lists, and methods of rational reading, note-taking and summarization. With the development of information technology, the need has arisen for training in Internet searching. The role of universities libraries is increasing in the era of the information society.

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