

**QUANTITATIVE MEASUREMENT OF ECONOMIC INFORMATION:  
METHODOLOGICAL APPROACHES**

To information issues in economics has turned even classical economic thought. The vast majority of scientists have the same opinion about the need to take into account information as an additional factor of production. Existing approaches to the quantification of information generally rely on statistics that are of limited understanding of information and ignores its meaningful character. Also, none of the approaches do not take into account information about consumer products and their manufacturers which are not related to ICT, R & D, media or education, but this vast volume of information is also relevant to the economic decisions and processes. Thus, one could argue that a methodical approach to the quantitative measurement of information should take into account its meaningful character. This, in turn, will allow us take into account all the information in the economic system that has implications for the course of economic processes.

Meaningful content of information can be characterized by two parameters: the clarity and value. If the content is not clear, it automatically cannot have value, and if it is clear the value may vary. Thus, it is logical to assert that there is a direct relationship between value and meaningful content that, in turn, allows assessing the richness of information based on its value. So the mark, that would have characterized the level of value of content, can serve as a measure of meaningfulness of information.

Information in the economic system is transmitted not only as a direct information flow, but also released through the actions of economic agents. Thus, changes in stock prices, which are caused by actions of economic agents, can serve as a measure of informativeness of the signals and the information they receive. That is why fluctuations of general indicators, such as stock indices, can provide quantitative measure of information, which gets into the economic system as a whole.