



Pedagogical Conditions For The Formation Of Information Competence In Students On The Basis Of The Prevention Of Vertical Adhesion

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ABSTRACT

This article discusses the special program developed for the formation of information competence among students of general secondary educational institutions based on the prevention of virtual addiction and the methodology of conducting extracurricular activities through this program.

Keywords:

Information, information threats, injury, safety, teacher, student, education, upbringing, immunity challenges, extracurricular activities program

The identification and identification of information-influenced threats in an individual is one of the most important and relevant problems of today. In our opinion, if the purposefully directed collaborative activities of students, educators and parents are organized together in the fight against the threat of Information, its elimination is successfully carried out.

As conditions for the development of the elimination of the information threat, the following can be indicated:

- Development and implementation of a special educational program "Elimination of information threats in students". This program includes topics and problems that illuminate the content of information risks, threats arising from information from various sources and their uniqueness;

- development of the technology for the development of information threat elimination in the general secondary school student. In it, the issues of organizing and conducting trainings, being able to identify

harmful information in these trainings and give a correct assessment to it are formed;

- training is organized in the form of a game;

- psychological-pedagogical conditions, in which the interaction between the teacher and students is organized on the basis of the principle of humanism, the readiness of the teacher to accept the student's opinion, the principles of respect for the independence of the student's personality;

- organizational-pedagogical conditions, which consist of targeted theoretical training of pedagogues on the problem of information threats by organizing seminars, and seminar programs are implemented in an interactive form using modern educational tools based on modules;

- systematic and purposeful work is carried out with parents to eliminate the threat of information among students.

Let's take a closer look at the conditions in the first group.

In the course of our research, we have developed a special program to eliminate

information threats. The content of this program is intended for four years of extracurricular activities, 5 of which are conducted in each academic year, a total of 20 activities. Taking into account the students' mastery of certain skills, the training program is structured from simple to complex. At the next stage of training, it is proposed to move to a qualitatively new level of the program, which includes theoretical and practical processes for the problem.

Taking into account the age and interests of the students, we offer the following approximate topics of activities: "There is also a threat in information", "The threat of information comes from people", "Me and TV", "Computer and computer games", "Let's choose disks together", "Mobile to me they brought a phone", "Children and the Internet", "Literatures we are reading", "The hero I love".

The teacher can divide the activity names into options, including the main sources of information threats. And practical training helps to improve and strengthen the acquired knowledge of students in practice. With the help of a pedagogue, students not only gain knowledge about the possible consequences of information threats, but also learn how to eliminate them. For this, students should be able to resist the indicated threats, develop independent thinking, critical thinking and immunity.

Taking into account their age characteristics, it is appropriate to organize and conduct extracurricular activities to teach students how to resist harmful information.

Here we will try to classify suitable methods for training.

The method of explanation and illustration is an important method for the initial stages of training, in which at the initial stage of explanation, knowledge is offered to students in a "ready" form, the pedagogue organizes the perception of this knowledge in different ways, students understand the knowledge, and keep it in memory.

The teacher offers knowledge about information threats, types of risks, their effects on health, etc. in a "ready" form and explains

them, the students consciously assimilate the received information and accept it correctly.

The method of problematic presentation of the material, at this stage students do not participate, but listen to the teacher's opinion.

The method of partial search is the main method of teaching. At this stage, students are not given knowledge in a "ready-made" form, but the pedagogue offers to search for new knowledge using various methods. Under the guidance of the teacher, students perform learning tasks, solve problem situations, analyze, compare, summarize and draw conclusions.

Educational activity on eliminating the threat of information is conducted in the form of teacher ↔ students. The teacher informs a part of the knowledge, the other part is acquired independently by students by answering questions or solving problem tasks. Story, conversation, demonstration, video, etc. are used as additional methods.

For forty-five minutes, each student is given tasks such as thinking about the problem under consideration, expressing a personal point of view, and organizing a discussion. Classes should be organized taking into account the study load of classes V-IX.

It is desirable to conduct the program outside of school hours due to the available hours of the school. When the teacher organizes extracurricular activities in the form of excursions, introducing children to information threats allows to expand knowledge about them, and methods such as explanation, conversation, exhibition-demonstration, exhibition-picture are used. In order to realize the spiritual and moral identity, to teach independent thinking, to form critical thinking, and to form immunity, real situations are created that imply the threats of computer disks and mobile communication devices.

In teaching general secondary school students to work with information, it is necessary to teach them to be able to show the main idea in the text, draw a conclusion, evaluate the event, discuss, freely express their personal opinion and discuss it, that is, the

overall education system should be focused on the formation of basic knowledge.

What should a child know about information at the first stage of teaching students to avoid information risks? is the first question.

It is necessary to prepare the student that the threat of information may threaten his life, health, education, interpersonal communication, and thus teach them to anticipate and feel the threat of information.

In the second stage, the student is taught to identify the information threat, that is, to approach the information offered to him with a critical attitude, to know the existence of the information threat, to be able to counter it.

Organizational-pedagogical work involves working with a teacher. Before teaching students to protect against information threats, it is necessary to conduct training for pedagogues.

Trainings for educators include materials that explain the impact of information threats on human life.

We developed the program "Fundamentals of eliminating the information threat in students" in extracurricular activities.

The purpose of the training session: to teach students to identify the information threat as one of the main factors for reducing the consequences of information exposure, to process a series of group exercises among the students of the experimental groups on the identification of the information threat and the formation of immunity.

The training begins with an introduction to the theory of information threat detection.

The first stage of training is called "Introduction to the basics of information threats" and begins with class V, and its tasks are:

- organization of work with various sources of information;
- teaching to analyze information from the point of view of influence on physical and mental health, spiritual values;
- creating the motivation of the need for knowledge;
- forming the concept of information threat;

- formation of a personal attitude to information threats and risks.

The content of the training is aimed at forming knowledge about information threats, information security, and its importance for the student. In class V activities, conditions are created for the opportunity to express one's thoughts on the problem. Students get acquainted with theoretical knowledge on the topics "What is information security" in the first session and "What to know about information security" in the second session. When the training is organized in the form of a game, information is provided about the concepts of "harm", "danger", "safety", "threat".

The practical training can be conducted on the topic "Where the threat and danger live". During the training, the students express their opinions, justify their points of view sensitively and cautiously, and identify possible threats based on theoretical knowledge with the help of the teacher. At this stage, students of the 5th grade are given the concepts of "information security", "information threat", and the motivation of the need for knowledge is created.

During five sessions, throughout the year, students are repeatedly taught the concept of information security, the existence of information threats, and the impact of information on human personality.

In the practical exercise, cartoons are shown, and students are asked to pay attention to the behavior of the characters and what threats can arise from it. Together with the teacher, the children will touch upon, analyze and discuss the initial concepts of "threat of communication", "threat to health", "threat to good behavior".

Children are given ideas about a positive or negative character, why it is called good or evil, if it is taught to be evil, then it creates a threat, it affects interpersonal relationships to a certain extent. In this way, knowledge is given on the theoretical issues of the course and children are taught to identify the information threat.

The second stage of education: "Students' behavior in the information environment" (grades VI-VII).

Tasks of the second stage:

- continue to form the concept of information threat;
- formation of attitude towards information threats and risks;
- teaching information threat detection;
- know how to apply knowledge to practice;
- education of independent thinking.

The content of the training is focused on continuing the formation of the information threat, practical training: business games, during the excursion, the child's attention is focused on the existence of the information threat, and the ability to distinguish them independently is formed. In the VI-VII class, the subjects "Let's learn to assemble computer disks", "We'll buy magazines" are considered, which provide for the child's independent choice and the ability to apply the acquired knowledge in practice. During the year, the theoretical foundations of information security will be gradually returned. That is, in the first lesson, the children were asked "Why do we need information security?" a possible answer sheet is offered. Among the answers are:

- to protect information;
- to protect my computer from viruses;
- for me to be healthy;
- so that bad people do not control me;
- in order not to take unexpected steps;
- for me to know how to identify an information threat;
- phrases such as "so that I can consciously choose discs of good literature and TV shows" should be recorded.

VI-VII graders answer questions independently.

In the next session, a travel lesson will be held on the topic "Information threats are all around us". Together with students, a store selling computer disks will be visited, they will be asked to carefully look at these disks, choose the one they like more, but taking into account the knowledge of information threats, later on the results of the trips, practical exercises will be held on the topic "We will learn to choose computer disks". "Signs" cells are prepared in advance for the experiment, it is especially important that they will be a specific indicator

of the acquired knowledge and their application in practice.

At the first stage of the lesson, the rules of actions are explained to the students. Green and red boxes are symbols. If the games on the computer discs do not pose an information threat, students are allowed to purchase the games. If there is a threat, a red box will be raised and the disks will not be purchased, or it will be noted that the disks have elements of an information threat. In this case, one type of product is not emphasized, which may not give the expected result. Because we have to teach students to live in a real information environment.

The course of this training arouses great interest in the subject being studied. It helps students develop immunity to information threats.

In the next session, a trip to bookstores and shops selling publishing products will be organized. An exercise will be conducted on the topic "Let's choose and read good literature".

Students are given the task of independently choosing books, newspapers, magazines, taking into account their interests. The teacher should not prohibit the selection of any product during the trip. Children record their "purchases" in their notebooks, which determine the progress of the practical activity. At the end of the training, an explanatory analytical interview will be held on information security and the presence of information threats.

The topic of the third stage is "Information security and my security" (grade VIII).

This year's mission is:

- providing pedagogical support in the direct demonstration of acquired knowledge to reality;
- to develop the ability to think about the world around us and oneself;
- to cultivate an attitude of indifference to one's mental and physical health;
- by means of games and creative assignments, V-VII graders will adapt and generalize their personal security with information security.

During the third stage of education, the student begins to feel the importance of the studied problem for him. Realizes that the threat of information can come not only from information sources, but also from friends and adults. The student learns to correctly and timely identify information that threatens personal security, that is, they acquire certain knowledge and skills on information security.

The exercises on "I communicate with strangers", "My phone rang", "I read a lot of good literature", "I choose interesting programs on TV" are aimed at the student's independent identification of his identity in the information environment.

The topic of the fourth stage is "Information security and health" (grade IX).

The tasks of the fourth stage of education are:

- more perfect formation of knowledge about types of information;
- teach students to identify the information threat and determine its security level;
- development of logical thinking, discussion, consensus;
- to educate to respect the opinion of others;
- formation of attitude to moral values.

Forming information security knowledge, the teacher allows each student to understand what personal meaning this work has, why he needs this knowledge. As a result, having them, the student can distinguish the type of threat that spreads from information, learns to protect himself and his loved ones in time, and preserve his health.

Students are asked to think about the concept of "spiritual influence" and express their impressions according to the information presented, taking into account the previously acquired knowledge.

It is advisable to invite specialists to them, having determined the topic of theoretical trainings such as "Computer and my health", "I am in front of the TV", "Cell phone and my health", "Impact of information on health", "I do not need to be controlled". That is, doctors (ophthalmologist, therapist, psychologist) can give lectures to children

about the procedure of using a computer or television, the impact of information on mental and physical health. Later, this knowledge serves as a basis for practical training.

After students understand the rules of movement, practical exercises are necessary to use the knowledge gained. Knowledge of the rules in educational activity is lacking for the student, he should learn to apply this knowledge in his personal practice.

In order for knowledge to have a personal meaning, we use the following methods in the process of information threat education:

- receiving any information through personal experience of students;
- to reflect on the moments that have a real place in their lives through personal feelings, to shed light on situations;
- to show reflection (the ability to go beyond a certain situation and think about actions).

As a result, a certain structure of information security training is created, for which not only teachers, but also students are prepared. We allowed the children to explain any situation, and every child's opinion was valuable to us, realizing that the children expressed their opinions openly, and their opinions gradually became more independent. All trainings on information security have become discussion-lessons, conversation-lessons.

In conclusion, it can be said that the use of the recommended program, first of all, helps students to protect themselves from the threat of information, and on the other hand, it serves as a necessary resource for parents and pedagogues to carry out purposeful and systematic work.

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