TECHNOLOGY OF INFORMATION COMPETENCE FORMATION BASED ON THE PREVENTION OF VIRTUAL ADDICTION IN STUDENTS

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A B S T R A C T	K E Y W O R D S
The article deals with the need to protect primary school pupils against the threat of harmful information, the negative effects of the information threat, and the pedagogical conditions for prevention.	information society, education, media violence, intellectual, risk, information threat, culture of information consumption, mental development

Introduction

As a result of the sharply development of media technologies in the world, techno-ethics is becoming one of the main branches of scientific and practical research. Information technology is causing significant changes in human lifestyle, education and labor processes, family relationships and the state's interaction with civil society. The intensity of public information, along with the positive aspects, requires the protection of pupils from the effects of harmful information. Especially it is very essential to protect the young generation from different forms of information attacks, to develop a culture of information consumption among pupils.

A number of tendency in the world require a radical change in various spheres of human society, the security of information systems and the introduction of information technology in the educational process. The capacity of information, the expanding technological capabilities of its storage, processing and transmission create the basis for their use in all spheres of society. This, in turn, raises the issue of ensuring the security of information systems in these areas, particularly in the educational process. Therefore, special attention is paid to improving the technology of protection of pupils from the threat of harmful information, thereby protecting pupils from various ideological influences and ensuring information security.

In our country a state policy on informatization of society has developed, created a legal framework for the development of information resources, information technology and information systems, as well as the implementation of the national information system, taking into account the principles of the modern world.

In our Republic the theoretical foundations of education, the conceptual basis of the spiritual worldview, beliefs, culture of healthy living, the formation of ideological immunity, the development

of a culture of information consumption in pupils were studied by S.Nishonova, U.Aleuov, U.Mahkamov, O.Musurmonova, B.Adizov, D.Sharipova, Sh.Sharipov, M.Kuronov, M.Bekmurodov, Q.Kuronboev, O.Jamoliddinova, B.Khodjaev, T Utebaev, Z.Kurbaniyozova, Z.Kasimova.

A.Abdukodirov, E.Gaziev, V.Karimova, Sh.Pakhrutdinov, Sh.Khalilova, K.Farfieva, M.Fayziev, S.Abdullaeva, M.Abdujabborova, Muhammad Amin Yahyos' researches focuse on the creation of educational resources based on information technology, management of the educational process through pedagogical and information and communication technologies, information threat, computer games and the impact of the media from a pedagogical, socio-psychological, political, philosophical and Islamic perspective..

Russian scientists V.Gerasimenko, A.Malyuk, V.Abramenkova, D.Zegjda, A.Sharikov, G.Grachev, I.Melnik, G.Pocheptsov, H.Domozetov, G.Andreeva, L.Astakhova, Yu.Bogotyreva, S.Rastorguev, N.Sattarova and others conducted research on the impact of harmful information on human health and spirituality, legal and psychological mechanisms to ensure information security, the relationship between the virtual world and human lifestyle.

The research work of foreign scholars Bernard Holkner, Geoff Romeo, Brown, Milligan, Tay Vaughan has been studied the importance of informatization of education and the widespread introduction of media education technologies.

Although the problem of developing the spirituality and culture of pupils has been studied by scholars in various fields, the problem of protection of pupils from harmful information and the interaction of national mentality, improving pedagogical mechanisms to protect pupils from harmful information on the basis of national education, the development of spiritual and preventive technologies to develop a culture of information consumption among pupils has become a topical issue.

Sources as harmful information that negatively affect the physical and mental development of pupils are the internet, mobile devices, popular culture spread through disks, human trafficking, various ideas contrary to national and national spirituality, computer games, militancy, trafficking, drugs and others. The etymology of the concept of threat of harmful information is that the term "harmful" is defined as " harmful to the spirituality and consciousness of man", the term "information" is defined as "message, information", and the term "threat" is defined as "threat, intimidation, disaster, the danger, the danger of a terrible event. [1] "Hence, the threat of harmful information is the negative impact and threat to human spirituality and consciousness through messages and information.

The negative consequences of the risk of harmful information are manifested in the following forms:
- conditions related to the health of the child: his rapid fatigue, mental addiction, the emergence of physical illness, loss of ability to work, etc;
- Problems with the rules of etiquette: violation of cultural and spiritual norms, loss of interest in art, problems with the child's behavior, transfer or transfer of virtual world behaviors, situations to real world behaviors, situations and mix with them;
- problems in education: decreased interest in learning, lack of time, overload with information, inability to master the subjects;
- problems in acquiring skills in the learning process and in distinguishing between qualitative and substandard (false, slanderous, inaccurate, destructive) information.

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[1] O'zbek tilining izohli lug'ati. 1-jild. Toshkent: «O'zbekiston milliy ensiklopediyasi» 2006, 1-3-4-tom, - B.19, 41, 605

In order not to addict to the information, first of all, it is necessary to pay attention to the source of the information, the reliability (scientific, spiritual, cultural), accuracy (historical) of the proposed information. Acquiring the necessary knowledge for this, being able to analyze the proposed information, teaching them to selectively and critically accept it is an important pedagogical problem. The analysis of our experiments shows that the expansion of the types of information sources and their role in the life of the student, along with the positive impact on the educational process, is growing. This situation requires further attention and responsibility for the education of the younger generation. Considering the above, it is necessary to pay attention to the following when protecting pupils from the threat of harmful information:

-to provide pupils with knowledge about harmful information and their types, as well as their negative impact on the worldview of the person (initial understanding for primary school pupils);

- based on the study of the interests and needs of today's pupils and taking into account the organization of work to direct their activities;

- identify the basic cause of the problem by studying the current situation in the families and neighborhoods of pupils who have been exposed to harmful information;

- to develop effective forms of pedagogical education for teachers and parents in protecting pupils from harmful information.

The purpose of the research is to model the threat of harmful information to pupils in the educational institution and the system of its elimination as follows: protection of the rights and interests of pupils, pupils and teachers from dangerous influences; ensuring the effective operation and development of the educational institution; reducing the threat of information and the resulting negative impacts; increasing the ideological immunity of pupils and teachers, and so on.

An analysis of the literature on the study of the problem showed that the theoretical foundations of information and communication technologies have been developed, but no methodology has been developed to teach the modern pupilэқ critical approach to the information or to understand the hidden meaning of a message.

In the research, the functional structure of primary school science allowed the identification of teaching materials and the creation of pedagogical conditions that develop pupils' critical thinking against harmful information. Technologies for developing critical thinking to protect pupils from the threat of harmful information have been improved based on the experience of working with learning materials (comprehension, thinking) and practical activities (understanding, comprehension, analysis, evaluation).

In the research, the methodology aimed at shaping pupils' critical thinking was developed on the basis of adaptive interpretation of teaching methods (observation, conversation, game, training, problem, discussion, reflexive, media education) to individual and psychological characteristics of pupils.

At this stage of the study, a number of tasks were performed in the following areas to form critical thinking and immunity to harmful information in primary school pupils:

Direction 1: To work with pupils (developing program and implementing it).

Direction 2: To work with teachers (theoretical, methodological and technological training).

Direction 3: To work with parents (interviews and surveys, roundtables with experts, etc.).

Direction 4: To summarize the above three directions.

To implement the tasks of the first direction, the curriculum of the course "Fundamentals of information security of primary school pupils" was developed and implemented in practice groups.

This curriculum "Fundamentals of information security of primary school students" is integrated into the content of educational hours and extracurricular activities, the first stage of which is organized in the form of lectures, practical work and excursions. The main goal was to expand children's knowledge about information threats, and creat real situations involving threats from computer disks, mobile phones, and used methods such as explanations, conversations, exhibitions.

The tasks of the second level of the program were to teach elementary students to work with information and to live in an information environment. The main meaning of the activities was based on a system of mental operations, such as the ability to express the main idea of the text, evaluate the event, express personal opinion, discuss, draw conclusions, react critically to the proposed information.

Organizational and pedagogical functions were performed in the second and third directions. It included a survey of teachers and parents, pedagogical readings. The sessions included theoretical knowledge, question-and-answer sessions, roundtables, and trainings involving experts (ophthalmologist, pediatrician, and psychotherapist) to cover the impact of harmful information on human life, health, and physical development.

Identifying information threats to teachers and parents, ways to protect students from harmful information threats, finding markers that can stop children from buying products, finding signs, selection of literature for students to read, "teacher-student-parents" relationship in the formation of information literacy in students, organizing educational work of teachers and parents has been improved on the mechanism of media education and virtual control.

For the experimental work of this study, aimed at studying the pedagogical conditions for the protection of primary school pupils from the threat of harmful information a total of 36 primary school teachers, 52 parents, 112 pupils, 55 pupils in the experimental class and 57 pupils in the control class participated Of these, 34 were 2nd graders, 37 were 3rd graders, and 41 were 4th graders.

During the experiments, surveys were conducted among primary school teachers to implement organizational and pedagogical functions. According to this, analysis of the answers to such questions "What information do children receive quickly?", "Where do you think pupils get negative information?", "How to protect pupils from harmful information?", "Is it possible to use information sources (television, radio, press, Internet) in education?" , "What do you think is the impact of information on the spirituality and upbringing of students?", "What kind of work do you do with parents on the impact of information?" revealed that protecting pupils from information threats is the equal responsibility of educators and parents, but they do not have sufficient knowledge in this regard. The analysis of these experiments showed that the content of educational hours should include the issue of forming the competence to work with information in primary school pupils.

At the first stage of the experimental work, to study the current situation experimental work was organized. According to the analysis of the answers to the questions which were asked from respondents "What is information?", "What harmful habits do you know?", "What do you like to do in your free time?", "What is the agenda?", "How is harmful information spread?", "What is the purpose of using the phone?", "What are the advantages and disadvantages of TV and computer?", "Which cartoon character do you like and why?", revealed that the primary school pupils' perceptions of harmful information and the culture of information use were not formed, and their agendas were not properly organized. This problem has highlighted the need to further improve the content and quality of extracurricular activities, educational hours organized in educational institutions.

Scientific researches on the protection of pupils from the threat of harmful information in the educational process forms of interaction between teachers and parents in the observance of information security of pupils media-education (work with the media and the Internet) and virtual control, process control, correction of child behavior), consistent and systematic organization of teaching and practical training in the educational process and extracurricular activities of pupils, important scientific and methodological recommendations and theoretical, it was concluded that it was necessary to provide information.

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