

CREATING IMMUNITY IN PUPILS AGAINST INFORMATION THREATS

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Abstract: Today's student is also the future creator of the future, history and culture of Uzbekistan. That is why it is important to instill in young people spirituality, morality, ethics, family values, national culture and traditions from childhood.

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It is necessary to do it in a timely manner, without negative ideologies and alien concepts still affecting the child's mind. Because this ideology is constantly evolving and improving, surrounded by sources that embody a variety of positive, but at the same time negative character traits. This content can be included in the media in the first place.

In the past, school was the main source of information for the child about the world, human, society and nature, today the media has become a major factor in shaping the worldview of the child. Expanding the child's worldview through modern sources of information, increasing his intelligence is undoubtedly one of the priorities of the XXI century. But the media, which is circulating in countless editions around the world, is leading to a decline in moral standards, endangering the mental and physical health of the younger generation.

Today's children have tremendous freedom of information, and at the same time, its popular venom murder for children is also overwhelming. One of the main problems in pupils' interactions with the information environment is that they do not differentiate between good and bad information; excessive

information retrieval is the lack of information security. Therefore, the issue of being able to receive information correctly has become the most important issue to date.

But information security depends not only on legislation or how well pupils perceive the information they receive, but also on how well their information worldview is shaped.

One of the ways to solve this problem is to educate the younger generation in the field of information, to develop a culture of information retrieval.

The information security skills module will be developed on the basis of complex lessons for pupils in the teaching of social sciences. Classes in the teaching of social sciences are aimed at fulfilling the function of children's education and development, the organization of their services, as well as to address the issue of whether the Internet space has a detrimental effect on the mental, spiritual, moral and physical health of the younger generation. Information-minded hours help young users to be safe in cyberspace and to be free from existing risks.

Information culture and security should be integrated into the curriculum.

In addition, the formation of information security skills and culture should be carried out in extracurricular activities, as part of educational (class) hours.

All methods developed by the teacher should take a creative approach to the organization and conduct of teaching sessions using teaching aids.

In the context of the globalization of cultures and values, the existence of moral immunity is a vital necessity. It plays an important role in protecting children and adolescents from the destructive effects of alien and harmful ideas, in educating them to be morally, spiritually and physically healthy, comprehensively developed.

Classes should be practice-oriented. By their nature, they are in line with a cycle of training in the formation of moral immunity and are aimed at addressing the following issues:

- emotional management,
- Improving interpersonal communication,
- Develop skills to analyze their own behavior in terms of ethics and community behavior.

Classes should be organized in such a way that during the implementation of this model, the student is accompanied by advice, not by the teacher. It will also be necessary to take into account that for various reasons, the level of moral development of pupils is different, and not all children are observed to change in the direction of values. This means that the formation of new manifestations of spirituality, the improvement of morality, must be differentiated according to the personal qualities of each student in the class.

It would not be right to give the same learning material to all pupils. Training will need to be conducted separately for the two groups based on the diagnostic results. At the same time, the level of his moral development and the formation of the direction of values is the starting point for the organization of training.

Classes on the formation of ideological immunity and the development of spiritual and moral qualities of pupils should be planned between school hours.

For primary school pupils, it is recommended to conduct classes in the form of games. Fairy-tale characters should be included in the lesson material to make it easier to engage pupils in game processes. The material can be divided into several lessons (by module-topic), and the amount of data can be reduced. In addition to developing and consolidating the material, it is recommended to hold a photo contest, thematic story and more.

For pupils in grades 5-9, it is preferable to organize the lessons in the form of a discussion. Materials must be presented as quickly as possible, taking into account age-related mastery.

The didactic principles of active introduction, availability, motivation, reflexivity, structure and openness should be used in the training:

The principle of active introduction assumes that in the process of studying the materials the learners refer to personal experience and the development of this experience on the basis of new knowledge, taking into account the positions of the subject.

The principle of information availability predicts the age-related characteristics of the participants, their life experiences, the level of knowledge acquired in the learning process.

The principle of motivation implies a form of information transmission that motivates the learner or encourages adults to use the knowledge they have acquired in daily life, to seek out new information.

The principle of reflexivity allows the student or / or adult to identify the interrelationships between their own experiences and the possibilities of their knowledge, to take into account negative experiences, to take into account negative experiences, to take into account negative experiences, to take into account negative experiences.

The principle of systematization is reflected in the systematization of information, as a complement to the transfer of new knowledge and the definition of the whole picture, including in the field of Internet security and information technology. In this case, the information is clearly and succinctly described as a simple rule, describing the cognitive characteristics and personal experiences of the participants (pupils and adults).

The principle of openness content assumes that the materials of this handbook will be freely, fully and privately used by teachers, supplemented by more up-to-date materials.

In conclusion, the above articles require the development of a set of measures to create a single methodological approach and security of key segments and objects of information infrastructure, such as information and communication systems and communication networks, based on the choice of methods and tools to increase their security.

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