Formation of Information and Moral Culture among Students in the Context of Intensive Development of the Internet

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Annotation: The problem of protecting human consciousness from information threats is becoming one of the most urgent today. It is especially important to protect the younger generation from the harmful effects of information spreading through the global Internet. This article highlights possible ways to protect children from information that can harm their mental health, spiritual and moral development, defines the forms and content of joint activities of the educational institution and parents to develop students' information culture and skills to safely use the Internet.

Key words: Internet, information culture, information threats, e-mail, suicide sites, drug sites, pornography, communication skills, mobile phone, Internet resources.

Modern computer technologies are rapidly developing and take more and more place in the education system and in the life of every person. The inclusion of information and communication technologies (ICT) in the educational process allows the teacher to organize various forms of educational and cognitive activities in the classroom, to make students' independent work active and purposeful. ICT can be viewed as a means of access to educational information, providing the ability to search, collect and work with a source, including the Internet.

One of the results of teaching and upbringing at the first stage school should be the readiness of children to master modern computer technologies and the ability to update the information received with their help for further self-education and spiritual and moral self-education.

The ability to use the Internet (including to search for information) became necessary and was included in the State Standard for General Secondary Education. The 7th grade curriculum provides for the study of the basics of working on the Internet. The main directions of the program:

➢ concepts about the Internet;

➢ give to familiarize students with the programs necessary for working on the Internet and their basic capabilities;

➢ teach to use e-mail and methods of obtaining information from the Internet;

➢ provide information on information protection and antivirus software.

For many schoolchildren, the Internet is becoming an information medium, without which they cannot imagine life. At the same time, the Internet contains huge amounts of information that are prohibited for children, as they can harm their physical and mental health, spiritual and moral development.

In this regard, the problem arises of protecting human consciousness, especially the insufficiently formed consciousness of children and adolescents, from manipulating it by the media and, in particular, through the global Internet of preparing schoolchildren for life in an endless and practically targeted information space. The solution to this problem is associated with the problem of the formation of stable moral properties of the individual, capable of resisting information threats, education of information culture among young Internet users.

In modern conditions, a particular danger for the formation and development of the worldview of primary schoolchildren and adolescents is:

➢ "suicide sites" where children receive information about "ways" to part with life;

➢ forum sites for potential suicides;

➢ "drug sites" that offer various recipes and tips for making and using the "potion";

➢ sites inciting ethnic hatred and racial rejection: extremism, nationalism, fascism;

➢ pornographic sites;

➢ dating sites, virtual communication that destroy the ability to communicate real, "kill" the communication skills of adolescents;

- ➤ about sects, negatively influencing sites on the views of young people on the world.

Through social networks, adolescents can fall under the influence of radical political groups or various kinds of religious sects. Any schoolchild can get to such sites by accident: by clicking on the banner that pops up or by clicking on the link. A serious danger begins when teenagers, after watching real scenes of violence and cruelty, try to imitate the "heroes" of videos posted on Internet resources.

Involvement in gambling is another threat of negative impact on the child. Even simple online games cause irreparable harm to the mental and physical health of the child, taking up the vast majority of his time, distracting him from classes and quiet rest.

In addition to the listed risks and threats, the Internet carries a danger directly related to the personal changes of children and adolescents - the development of Internet addiction.

Threats are becoming more and more real, as children are sometimes unable to correctly assess the degree of harmful effects of the information they perceive or transmit. This, in turn, is due to the fact that the pace of informatization turned out to be so fast that both the family and the school were not ready for threats of a new type and methods of dealing with which are still being developed.

To overcome the negative impact of the Internet on children, purposeful educational work should be carried out in an educational institution. Teaching students to recognize and resist Internet threats is a shared responsibility of the school and family. At the same time, it is the school that should initiate and organize this cooperation, educating parents and educating their students.

An educational institution, together with parents and children, needs to develop a unified safety strategy. This strategy should include training for both teachers and parents and children.

Training of teachers can be carried out in the form of seminars, master classes and round tables. These training activities should consider:

- ➤ information security problems on the Internet;
- ➤ content that is undesirable for children and measures to combat it;
- ➤ types and forms of information and psychological impact and methods of protection against it;
- ➤ rules and norms of netiquette;
- ➤ reasons for the emergence of deviant behavior in children and methods of work for their prevention and elimination.

Work with children should be carried out depending on age characteristics: primary (grades 2-4) and middle (grades 5-9) levels of a comprehensive school. At each stage, special forms and methods of teaching are required in accordance with age characteristics.

The formation of information security skills is not included in the main curriculum schedule for the subject "Informatics", therefore, the issues of safe use of the Internet should be studied not only in informatics lessons, but also within the framework of other subjects. Information culture and security can be integrated into academic subjects:

- ➤ The world around us;
- ➤ Fundamentals of State and Law;
- ➤ Basics of economic knowledge;
- ➤ Ethics;
- ➤ Feeling of homeland;
- ➤ The idea of national independence and the basis of morality;
- ➤ Fine arts.

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

Classes should be aimed at:

1) Formation of the information culture of students through the presentation of information, and its role in the information society:

➢ familiarization with the concept and types of information;

➢ formation of an idea about the methods of receiving and transmitting information;

➢ formation of the foundations of the information worldview in accordance with the national cultural values and mentality of Uzbekistan;

➢ development of skills to work with information and the formation of elementary skills in the analysis and assessment of information.

1) Formation in children of the skills to use the Internet safely based on their experience:

➢ raising the level of awareness of children about the most pressing Internet threats (taking into account the age of the audience, region, and other factors);

➢ building skills and conscious approaches to countering Internet threats;

➢ linking skills of daily use of the Internet, tablets and mobile phones with safety rules;

➢ real interaction of children with teachers and parents, especially in critical and unpleasant situations.

Of great importance for the effectiveness of the Internet security lesson is not only the content, but also the form of its conduct.

In primary grades, it is advisable to use:

➢ travel lesson;

➢ quiz lesson;

➢ lesson-competition (competition);

➢ game lesson;

➢ conversation.

Possible forms of conducting classes in grades 5-9:

➢ lecture;

➢ business game;

➢ lesson-presentation of projects;

➢ brainstorming;

➢ discussion;

➢ debates;

➢ meeting with media specialists and system administrators.

It is useful to create a "Council on Internet Security" at school, within the framework of which children will study and create projects on information security, conduct reports and meetings. This will allow to instill in schoolchildren not only a culture of communication in the network, but also to instill morality, responsibility for the use and transmission of information.

Parents, from an early age teaching their child the basics of safety at home and on the street, do not think that in the same way it is necessary to teach him the basics of online safety, that the child is absolutely defenseless against the flow of information that falls on him from the network. Therefore, it is necessary to conduct constant explanatory work with parents, because without the parents' understanding of this problem, it is impossible to eliminate it by the efforts of an educational institution alone. This requires:

➢ discuss with parents the problem of children's dependence on the Internet;

➢ to familiarize parents with the threats that children may face on the Internet;

➢ jointly find ways to solve this problem;

➢ to acquaint parents with the advice of specialists on communication of children with the Internet;

➢ teach some rules and techniques that facilitate communication with a teenager;

➢ encourage parents to fully communicate with their children;

➢ to expand the amount of parents' knowledge about the norms and methods of solving emerging problems with children.

The forms of work with parents can be varied:

➢ round tables;

➢ orientation seminars;

➢ individual conversations;

➢ speeches at parents' meetings;

➢ information on the school website.

Of no small importance in educating parents are special methodological recommendations for parents on ensuring information security on the Internet. In this case, the "Guidelines for ensuring the information security of children in the context of the globalization of telecommunication systems (part two - the Internet)" may be useful. The manual contains a classification of Internet threats, recommendations for ensuring the safety of a child on the Internet at home (in the area of responsibility of parents) and a list of safe Internet resources recommended for children.

When preparing materials for a class hour (lesson), it is necessary to use the following didactic principles:

➢ active involvement;

➢ availability;

➢ motivation;

➢ reflexivity;

➢ consistency;

➢ openness of content.

The principle of active involvement involves taking into account the child's subjective position in the process of studying the material, turning to personal experience and developing this experience on the basis of gaining new knowledge or structuring existing ones.

The principle of accessibility involves taking into account the age characteristics of the participants in the lesson, their life experience, the level of knowledge gained in the learning process.

The principle of motivation provides for the presentation of information in a form that stimulates the child to use the knowledge gained in everyday life, directs him to search for new information.

The principle of reflexivity gives the child the opportunity to correlate his own experience and the knowledge gained, to correct the models of his own behavior, taking into account world experience and individual negative examples.

The principle of consistency is reflected in the structuredness of the information considered within the lesson, the presentation of new knowledge as complementary and clarifying the picture of a single whole, including in the field of Internet security and information technology. At the same time, the information is presented in the form of simple rules and laconic formulations based on personal experience and peculiarities of children's perception.

The principle of openness of content assumes free use of prepared materials by the teacher, the possibility of their full or partial use, supplementing with more relevant materials.

When preparing for a lesson (lesson), the teacher independently forms the material, while taking into account:

➢ age characteristics of the class;

➢ the general level of development of children;

➢ anticipated further activity, plans for the study of this topic and its integration into the learning process;

➢ features of the room and environment, the availability of technical training aids, incl. Internet connection;

➢ the level of their own training.

From the above it follows that the main task of the teacher in modern conditions is the development of the personality of students with the help and on the material of mass communication, the formation of a culture of communication with the media, the development of creative communication skills, critical thinking, the skills of full-fledged perception, interpretation, analysis and evaluation of information received through the global Internet.

For this, a modern teacher requires not only a deep knowledge of his subject and teaching methods, but also general socio-political literacy, a clear understanding of the range of interests of schoolchildren, their preferences. The teacher should know the features and capabilities of mass media and be able to use them for didactic purposes in order to give the learning process a moral direction.

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