CONDITIONS AND WAYS OF TEACHING SCHOOL STUDENTS TO AVOID HARMFUL INFORMATION ON THE BASIS OF UNIVERSAL VALUES

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ABOUT ARTICLE

Abstract: One of the main conditions for the use and introduction of information technologies in the educational process in schools is that the educator should teach students who know the technical capabilities of computers, have the skills to work with them, strictly follow the rules of computer use, and provide preschoolers with new information. there must be experts who know how to explain their technologies. Taking this into account, today's demand is for every educator, every pedagogue to use modern computer technologies to prepare and transfer students to a qualitatively new level of training using software educational systems, with the resources of the Internet global computer network. it is necessary to clean the work. Today, in any pre-school education organization, an educator must prepare and conduct a lesson using ICT. The lesson using ICT is demonstrative, colorful, informative, interactive, saves the time of the teacher and students, allows the teacher to work with students differently and individually, the ability to quickly monitor and evaluate learning results. creates.

INTRODUCTION

Teaching to avoid harmful information on the basis of national values in the educational process in schools and its effective formation is inextricably linked with the level of development of a person, taking into account the age and individual characteristics of the person. It is known that youth is a period in the educational process in schools, and in psychology it is highlighted as a period of relative physical and mental stability.

Chronologically, the socio-psychological boundaries of this period in the student's life cannot be considered unchanged. They depend on the student's readiness, as well as when and how the study

begins at the appropriate age. If it starts at the age of 6, then the psychological age limits usually go back, that is, it covers the period from 6 to 10 years; if the study starts at the age of 7, then, accordingly, the limits of this psychological period occupy the period from 7 to 11 years and move forward by about a year [24].

THE MAIN RESULTS AND FINDINGS

In our opinion, the psychological development of the student at this age may change depending on the purpose and content of social education during the period of school education until the completion of general secondary education.

In our opinion, another feature of the preschool age is that at this age, a student becomes a student from a preschool age. In this transition period, the student associates the qualities of his pre-school education with the characteristics of the student. These qualities develop in the form of complex, even contradictory adaptations in his character and mind. This period, like any transitional state, is rich in unique development opportunities, and it is important to change, accelerate and support it in time[2]. Many mental states and characteristics are formed and developed during the transition to school. That is why scientists are currently paying special attention to the development reserves of students. The use of these reserves allows to successfully prepare students for the future study and work process, in particular, to form in them the elimination of information threats and security.

During education in schools, the mental state of a healthy student is expressed by calmness, stability and stability.

The importance of the personality of the pedagogue is the development of the educational process in schools, and the initial feature that is very relevant for our research. D. B. Elkonin says that when a student goes to school, the system of his relationship with reality is rebuilt. A preschooler has two spheres of social interaction: "student↔adults" and "student↔students". These systems are related to the operation of the games. The results of the games do not affect the student's relationship with his parents. Relationships in the student body do not determine relationships with parents. These relationships exist in parallel.

A new structure of these relations arises in the process of education in schools. The "student↔-adult" system is classified as follows: student↔educator; student↔adult; student↔parents; student↔students.

The "student↔educator" system begins to determine the attitude of the student to the parents and the attitude of the student to the students [24]. Good behavior and good grades begin to define a student's relationships with adults and peers. The first aspect that adults are interested in is the mastery of the student. The "student↔educator" system forms the central part of a student's life, and the set of favorable conditions for life depends on it: student↔educator; student↔parents; student↔peers.

For the first time, the relationship "Student↔educator" begins to turn into "student↔society". If there is an inequality of relations within the framework of family relations, the principle of "all are equal before the law" applies at school. The teacher embodies the demands of society, and the school has the same standards, the same system of measurements for evaluation. In the course of education in schools, a clearly defined system of relations based on existing rules must be created in advance. It is very difficult to create such a system of relations. There is a general law for everyone in the educational process in schools. At first, students try to strictly follow the teacher's instructions. If the teacher is careless about the rules, the rules will start to be broken from within. The student approaches the other student from the point of view of his attitude to the request made by the educator. In the initial stages, learning activities are carried out in the form of cooperative activities of the teacher and the student. It

can be said that initially everything depends on the teacher, and the teacher "works with the hand of the student". The process of development of educational activity is the process of transition of individual links in it from educator to educator. Therefore, if the process of communication is considered the main tool and condition of educational activity, then it is understood that its development in preschool education should include the use of a complex of tools and its gradual transition with the development of any type of activity.

In early youth, students communicate more with the teacher compared to their peers, because the status of the teacher is higher for them. The teacher as a person starts not to interest students, because their interest in communication with peers increases, which gradually increases as they move to higher youth.

It is important for us to understand that educational activity is focused on the direct acquisition of knowledge, science and cultural wealth accumulated by mankind. These sciences can be abstract and theoretical. The fields of science and culture are separate fields with which it is permissible to learn to move.

Educational activities are not provided in a ready form. When a student comes to school, there is no educational activity. Educational activity can be formed in the process of communication. As a person should be able to work, he should also be able to read and communicate. A student's ability to read independently or with the help of others is an extremely important problem. The task of the primary school is also to organize educational activities - first of all, it should teach the student to read, and it is impossible to do this without communicating with peers and the teacher.

The subject of educational activity is the generalized experience of knowledge classified into separate subjects. The learner cannot change anything in this knowledge while mastering it. In educational activity, the student becomes the subject of this activity.

Thus, it is necessary to organize educational activities in order to teach students to avoid harmful information and to form information security based on national values.

In the qualitative analysis of student interactions, two descriptions of activity are distinguished in [166].

1. Independently of adults. Adults organize the work, start it, and then the students work independently (in contrast to the frontal teaching method, where the teacher invites, directs, controls, and evaluates). In this case, students turn to the educator very rarely - when they cannot find a solution. Thus, the relationship between "educator↔educator" changes: students do not strive for constant cooperation with adults, they work independently. All this leads to the development of habitual actions.

2. Pupils attach importance to the results of their and their partners' actions. In this work, students' interactions are organized in the form of "peer situation": educators↔students in different classes, they mutually discuss what rules to assign to one or another class. A high motivation level of cooperation participants is noted. This is especially observed in weak caregivers - they become active and curious. The analysis of the theoretical rules developed in science is more effective in the formation of information security in educational activities. These descriptions allowed us to understand the features of organizing work with MTT students. We organized our work on the formation of students to avoid harmful information based on national values, including independent work and focused on the process of interaction with other educators.

The study of the characteristics of children in terms of their influence on mental development during the interaction and genetic modeling experience is a necessary material for our research [166].

In the initial stages of mastering actions, the student needs the help of adults, while mastering the actions, the student begins to perform some of these actions independently.

However, components such as supervision and evaluation tasks remain the responsibility of adults and are not completely transferred to the student. In order to master these movements, the student must take the place of adults, which can only happen when he cooperates with another student of his own age.

In the process of forming the ability to identify harmful information and information threats on the basis of national values, the student is taught to prevent risks arising from information, at the same time, to protect himself from sources of threats, but the rules that the student must obey, respect and It is necessary to teach him to make this choice independently, knowing that there is no punishment.

At the level of conventional morality, an important place is given to initially being a "good person", conforming to the external image of such a person.

Then the idea of public order or benefiting people (group, society) comes to the fore. At a higher level of postconventional ethics, people first judge behavior based on abstract conceptions of morality, and then on the basis of understanding and accepting universal moral values. Thus, the educator should rely on the image of a "good person" proposed by the students in classes on avoiding harmful information on the basis of national values, describing the behavior of television and cartoon heroes together with the students, and the existing or existing in the character. can evaluate by forming perceptions about moral and universal human values.

In this way, it is necessary to take into account the above-mentioned features, to use situations that provide for the moral choice of students in training, in order to form avoidance of harmful information based on national values. Voluntariness of behavior in the field of cognitive process and free regulation of behavior characteristic of preschool students is transferred to the field of emotions at the age of children. 3-7-year-old students initially try to hide their emotions, direct impulses and desires. At the same time, it is possible to observe the free appearance of character - the formation of determination in the students.

The psychological characteristics that appear in the student in the last years of preschool education are developed and strengthened in the first four years of school education, and many important personal characteristics are formed during the transition to adolescence. At this age, it is also manifested in the process of learning individuality of the student. Knowledge is significantly expanded and deepened, the student's learning and skills are improved.

This process is progressive, and most students have general and activity-specific abilities. General abilities are the student's speed of acquiring new knowledge, learning and skills, and specific abilities are manifested in learning with the help of special games and activities, specific types of work and communication.

The further development of abilities in students causes a significant increase in individual differences among students, which is reflected in their academic success and is the basis for making psychological-pedagogical decisions about the differentiation of students with different abilities.

When working with gifted students, it is possible to use adult teaching methods from this age, because the learning process, perception, attention, thinking, memory and speech of gifted students are increasingly formed.

At this age, maximum use and encouragement of students' motivation to achieve success in study, work and play activities is of particular importance. The growth of such motivation and its further development is considered a particularly favorable period for the student, and it brings two benefits:

first, the student has a vital and useful, sufficiently stable personal characteristic - the motivation to achieve success, which is stronger than the motivation to avoid failure; secondly, it leads to rapid development of various other abilities of the student.

At this age, students are not able to fully develop their personal moral skills. Pupils rely on the position of educators, parents, and older pupils, having mastered some moral requirements. The non-independence of moral thinking and the student's easy perception of positive and negative effects.Therefore, it is necessary to create a situation of success in training on avoiding harmful information on the basis of national values. New opportunities are opened to stimulate the mental development of the student by regulating his relationships with the surrounding people, especially educators, teachers and parents, and the student at this age is easily influenced by them. This allows adults to develop and use social tools to positively influence students in education [139]. The most important thing here is the approval, recognition of adults, the desire to get high grades and other motives.

At the same time, relationships with students' peers are important for students. Active use of these relationships for educational purposes, in particular, public approval of the student's work and achievements with the participation of peers, competition with peers, and situations affecting the student's social reputation and many others

Another problem is that in-depth and productive mental work requires students to be diligent, control their emotions and regulate their natural motor activity, and focus on learning tasks and concentrate their thoughts, which not all students can do. Many of them get tired and bored quickly, so it is necessary to take into account opportunities for relaxation when conducting training on avoiding harmful information based on national values.

Behavior management is especially difficult for 8-10-year-old students who have started studying at school. The student should not sit in his seat during the lesson, not walk in the classroom, not talk, and not run around the school during the break. In other situations, on the contrary, for example, in teaching drawing and writing, unusual, very complex and delicate movement activity is required from him. Most first graders lack the willpower to keep themselves in a certain position for long periods of time.

In classes, the teacher asks students questions and makes them think, and at home, parents demand the same from students when doing homework. Hard mental work at the beginning of schooling makes students tired, but this happens not because the student is tired of mental work, but because of his inability to physical chaos.

An experienced educator sets the same requirements for all students, but carefully observes the individual characteristics of the fulfillment of these requirements by different students. It helps to observe their behavior and understand the true psychological characteristics. Only on the basis of such special training of students, it is possible to choose a certain method of influence on them, the purpose of which is to make each student attentive in classes, disciplined behavior, compliance with the general pace of educational activities, is to respond appropriately to the teacher's reprimands.

In the end, these lead to the education of confidence in the pedagogue-educator and his actions. It is important for our research to create a psychological basis for team work in classes, to encourage weak students for their hard work, and to pay attention to the overconfidence of strong students. After going to school, the student's role in the family changes. New obligations and rights appear in it (for example, it is necessary to set aside a special place and time for the student to do his homework, to pay attention to the daily routine).

According to experience, in most families these rights of the student are respected and fully satisfied. Sometimes even the following situation is observed: feeling the benevolence of adults and their readiness to immediately meet the demands of the "school worker", some students try to "establish" their own rules, establish a home order in the family that keeps them in the center of attention. . This causes a kind of student selfishness. Therefore, when focusing on a first-grader, it is necessary to take into account the interests and concerns of other family members.

The most effective way to prevent reading addiction is to expose students to challenging learning tasks that are sufficiently complex in their activities, and the exit from which requires the acquisition of relevant concepts. . Giving students a system of tasks that require active interpretation of methods and means of solving encourages school-age pupils to intellectual research, provides them with the need to justify the methods of action found on the basis of broad thinking and conclusions.

Thanks to such thinking activities, students can consciously master the necessary knowledge and skills. This work attracts students and is easy to do under the proper management of the teacher. Studying the psychological and pedagogical aspects of the student's development allowed us to determine the need to take into account the following when teaching to avoid harmful information based on national values at school age:

The teacher's reputation for students is high, which means that the student is ready to communicate with the teacher and trusts the information he provides.

In-depth and productive mental work requires diligence, control of emotions and regulation of natural movement activity, and concentration and concentration of thoughts on educational tasks. It is expedient to conduct educational activities on the prevention of harmful information based on national values in the form of a game, taking into account the characteristics of the age, by performing socio-psychological roles.

President Shavkat Miromonovich Mirziyoev deeply analyzed this system and paid attention to the smallest aspects that have been overlooked until now. it was found that raising our children educated in the educational organization to be mature and perfect in all aspects remains an urgent issue. In this regard, it is known to everyone that a number of decrees, decisions and orders adopted by our state are aimed at the fundamental reform of the preschool education system.

To further improve the system of educational organization in schools in our country, to strengthen the material and technical base, to expand the network of pre-school education, to provide qualified pedagogues, to radically improve the level of preparation of students for school education, to introduce modern education into the educational process The President of the Republic of Uzbekistan, Sh.M. Mirziyoyev, on December 29, 2016, decided to further improve the system of preschool education in 2017-2021 in order to implement the technologies of educational programs and create conditions for all-round intellectual, moral, aesthetic and physical development of students. PQ-2707 on activities and September 9, 2017, "On measures to radically improve the preschool education system" No. PQ-3261, September 30, 2018, "Preschool education system A number of decisions, laws and by-laws were created, such as PQ-3955 on measures to improve management.

It is also difficult to imagine without information and communication technologies (ICT) in all processes of our life. It is no secret that the interest and attention to increase the effectiveness of education using information technology is growing day by day. It is also possible to significantly increase the interest of students in learning, the rapid development of the information society, the use of information technologies in the preschool educational organization. Color allows to recreate real objects or events in movement and sound. It helps to open their abilities to a wider extent and

strengthens their mental activity. The computer's ability to simultaneously reproduce text, graphics, sound, speech, video, memos and log data at high speed allows professionals to create new activities for students that are radically different from all existing games and toys. will give. All these are qualitatively new requirements of preschool education - the first part of lifelong education, one of its main tasks is the development potential of the enriched student. Therefore, it is necessary to introduce information technologies into the system of preschool education and education.

One of the main conditions for the use and introduction of information technologies in a preschool educational organization is that the educator should teach students who know the technical capabilities of computers, have the skills to work with them, strictly follow the rules of computer use, and educate preschoolers with new information. there must be experts who know how to explain their technologies. Taking this into account, today's demand is for every educator, every pedagogue to use modern computer technologies to prepare and transfer students to a qualitatively new level of training using software educational systems, with the resources of the Internet global computer network. it is necessary to clean the work. Today, in any pre-school education organization, an educator must prepare and conduct a lesson using ICT. The lesson using ICT is demonstrative, colorful, informative, interactive, saves the time of the teacher and students, allows the teacher to work with students differently and individually, the ability to quickly monitor and evaluate learning results. creates.

Effectiveness of computerization of education in a preschool educational organization, quality of the tools used and their rational and skillful use in the educational process and training desire depends on ability. Informatization in the preschool education organization opens up new opportunities for the educator and pedagogue to widely introduce new methodological developments into pedagogical practice aimed at implementing innovative ideas of the educational process. For example: Pupils can be educated through computer educational games. "Who will find it first?" in the game, tasks such as determining which of the numbers in the color images placed in different order on the screen are large and which are small, as well as finding the desired one from the pictures are performed. In this case, in the preschool education organization, multimedia tools, sound, music, movement must be attractive, only then they will be used effectively in the educational process and help to raise the quality of education to a high level.

CONCLUSION

In short, it is the moral and social duty of every pedagogue to care about every student finding his place in society, bringing him to adulthood as a perfect person for the development of our country. Currently, the main goal of preschool education is to form a healthy and mature student's personality, prepared for school education. In order to achieve this goal, it is necessary to introduce information and communication technologies into the educational process in preschool educational organizations, based on the fact that the current age is the information age. Today, the main tasks of the educators of the preschool education organization are to further develop the talents and abilities of the students, to develop the perspective of learning. Accordingly, the use of programs, electronic manuals, pedagogical games in educational activities, friendly relations between students are established, the character of students is opened wider, observation, memory and attention are strengthened, Pre-school education the use of modern pedagogical and information technologies in organizations is considered one of the urgent problems of the day.

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