



IMPROVING THE PEDAGOGICAL ASPECTS OF ENSURING THE INFORMATION SECURITY OF STUDENTS

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ABSTRACT

The article discusses the improvement of the pedagogical aspects of ensuring the information security of students. Also, new approaches focus on educational work with schoolchildren, aimed at overcoming the negative impact of ICT.

KEYWORDS

Information security, social networks, internet, continuing education, negative impact.

INTRODUCTION

At present, life is developing at such a speed that it is almost impossible to keep up with it, and even now no one can deny the importance of the Internet as a global information environment. Today, the number of internet service users in Uzbekistan exceeds 27.2 million. Of this, the number of mobile internet users is 25.3 million. The rate of mobile coverage of settlements by country is 97%, mobile internet coverage is 90% yesa [1]. Instagram Facebook, Twitter, Instagram, Odnoklasniki, Tiktok, and Telegram are among the users of instant messengers that have

become popular, including social networks. But, despite the global importance of the Internet, modern society began to have problems with the use of the network. The child's personality, included in the process of cognition, is unprotected from the flow of information, and therefore there is an urgent need to expand the content of general secondary education, the introduction of new components related to information security training.

Human information security implies the exclusion of hazards in the process of informing. The formation of



information security is associated with the education of the ability to adequately respond to incoming information, get rid of ill-considered actions, predicting the situation and taking into account possible consequences. Information security, as a part of national security, cannot be ensured without the proper commitment of the state, society, and the individual to it, and in education-without creating the necessary pedagogical conditions for ensuring the information security of schoolchildren [2].

To find out information about the amount of time spent by students at a computer on the Internet, the children of the 69-school of the city of Tashkent of students of the 7-8 class were asked the following questions:

1. How much time do you spend on the Internet on weekdays?
2. How much time do you spend on the Internet on weekends?
3. How much time do your parents spend on the Internet?
4. What sites are you interested in?
5. What social networks do you use widely?

From this survey, we found out that $\frac{1}{5}$ of the surveyed children spend 5-8 hours on the Internet on weekdays, and $\frac{2}{5}$ of the children spend from 1 to 3 hours. On weekends, the number of online visits increases significantly. And only four of the respondents said that they temporarily do not have Internet, which they very much regret. Parents use the Internet much more modestly than children. A third of adults on weekdays and one in four on weekends are online for less than an hour. Most teenagers use their computers, laptops, and cell phones. Among adults, this option is as popular as a family computer or laptop, mobile Internet for children is twice as popular as for parents, as well as access to the Internet via game consoles and televisions. Considering only a mobile phone and a

smartphone, almost every second child uses the mobile Internet today. Moreover, children are often online right in the classroom, hiding their phone under the desk.

Of the many risk factors, the greatest danger to schoolchildren is brought by modern computer games designed for children and teenagers, which are flooded with monsters, executioners, skeletons, ghosts, monsters, cannibals, etc. With the help of a computer, the pools of blood and brains on the walls, the terrible screams and screams of broken bones, severed heads and flying pieces of bloody flesh are naturalistically reproduced. Moving images to the music on the color screen have a hypnotic effect on the players. During the games, students imitate the actions of murderers, criminals: they kill dozens, maim, dismember the bodies of game characters. The child is introduced to the realities of the criminal world. Other games actually involve multiple suicide simulations in scenes with deadly stunts on racing cars, motorcycles, and airplanes. Under the influence of scary images, children begin to be afraid of the dark, complain of nightmares, and are afraid to stay in a room without adults.

Adults need to understand that the problem is that children have not yet formed the criteria for distinction. The child is interested in everything. He goes to any sites, opens various "windows", wanders along virtual streets and gateways. Therefore, parents and teachers themselves must first learn the basics of computer security, and then teach their children to do this.

In this regard, in society, the task is to form students' ability to defend their rights in matters of personal information security. A special role in solving this problem is assigned to teachers of all subjects, not just computer science. Today, schools require such teachers who have a high level of knowledge in the field of information technology, are fluent in software and hardware measures to protect information, are



well aware of the problems of information security of a student's personality in ICT.

Every teacher should know:

- 1) negative forms and methods of ICT impact;
- 2) methods of protection;
- 3) rules and norms of netiquette;
- 4) types of deviant, dependent behavior of schoolchildren;
- 5) methods of work to prevent and eliminate them.

Teachers should pay great attention to teaching and educational work with schoolchildren, aimed at overcoming the negative impact of ICT.

For this, it is necessary to conduct briefings on access to educational Internet resources, develop methodological manuals "Internet resources for the educational process", conduct lectures for parents of students on the mode of children's access to educational resources.

At the age of 14-15, it is difficult for parents to control their children, since they already know much more about the Internet than their parents. However, it is especially important to strictly adhere to the rules of Internet safety - an agreement between parents and children. In addition, it is necessary to view reports on children's activities on the Internet as often as possible. Attention should be paid to the need to keep parental passwords in strict secrecy from children. At the parent meeting, at which the topic of "Information Security" was raised, handouts with tips for parents were distributed.

Advice to parents on the safety of children aged 14-15.

1. Create a list of home rules for visiting the Internet with the participation of adolescents and demand unconditional implementation of it;
2. A computer with an Internet connection must be in the common room;

3. Don't forget to chat with your kids about their online friends. Ask about the people with whom the children interact to make sure that these people are familiar to them;

4. Use means of blocking inappropriate content;
5. Insist that children never meet in person with friends on the Internet;
6. Teach children to never give out personal information by means of e-mail, not to reply to unsolicited emails;
7. Teach children not to download programs without your permission. Explain to them that they might accidentally download viruses or other unwanted software;
8. Train your child to inform you about any threats or concerns about the Internet;
9. Train yourself to familiarize yourself with the sites that teenagers visit;
10. Explain to the children that the network should never be used to bully, spread gossip, or threaten other people.

This means that a comprehensive solution to the problem of information security on the part of the family and the school will significantly reduce the risks of causing various kinds of damage (moral, material, health, etc.) to the child. Therefore, ensuring the information security of schoolchildren should become one of the priority areas of work of a modern school.

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