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FACTORS FOR IMPROVING INFORMATION SECURITY SKILLS IN FUTURE TEACHERS

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ABSTRACT

The article examines how pedagogical universities currently prepare students for their future work in the digital society and how ready they are to ensure the information security of their students. How conformist they feel in the information space, whether they know how to behave correctly in this environment, and whether they will be able to help their students in solving complex issues that arise when working in social networks and the Internet.

Keywords

Information security, information technology, social networks, cybercrimes, information wars.

INTRODUCTION

Fundamental growth and development of various of mass media. information communication technologies, the global Internet and the information society have the most direct impact on the intellectual, mental and physical development of the younger generation, on the

formation of the moral character of the student's personality. The downside of accessibility in the global information environment, characterized by universal computerization and informatization, the introduction of information and communication technologies in the

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educational process, is an increase in the degree of danger for children, the emergence of new risk factors and threats of information impact on all subjects of the educational process. In such conditions, the most vulnerable are children and adolescents, young people who have not yet developed a strict worldview, a clear life position, which creates a problem of information security of the individual in the conditions of a global communication society. By information security of schoolchildren, we mean the state of protection of the psyche, consciousness and health of students from dangerous information impacts that harm the mental, moral or physical state of the individual. Today, a new aspect of this problem is coming to the forefront - the awareness of society of the need to protect children from negative information impact, the implementation of pedagogical control and supervision in the field of information security. The university must create conditions for the preparation of students - future teachers to ensure personal information security. A graduate who has mastered the basic educational program in pedagogical education, already in the new role of a teacher, is called upon to ensure the safety of schoolchildren. The competence of teachers in the field of ensuring information security determines how prepared schoolchildren will be for a safe life in modern society. It is this duality that distinguishes pedagogical education from any other and obliges us to look for new approaches in the professional training of teaching staff, including activities to ensure the information security of students.

For a modern teacher, the role in pedagogical universities is updated by new requirements for the professional training of graduates. For specialists in the field of pedagogical education, the main activity is in the field of pedagogy, psychology, teaching and education methods, while ensuring the information security of the student's personality is an indispensable and most important condition for achieving pedagogical goals. Analysis of state educational standards of higher professional education in the field of training "Pedagogical Education" shows that the information training of a teacher today includes the formation of general knowledge information and communication about technologies and mastering the capabilities of the educational environment to ensure the quality of education, including the use of information technology. However, the modern development of the information educational environment, the spread of Internet resources and other social services on the Internet, the development of telecommunication technologies, electronic document management and the global informatization of society and education expand the range of issues included in the content of the training of a modern teacher, the study of which is advisable to carry out at the stage of university education. Based on this, together with the general information training of the future teacher, the need for its logical continuation - the formation of professional competence in the field of ensuring the information security of schoolchildren - becomes relevant.

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By the competence of teachers in the field of the information ensuring security schoolchildren we will understand an integrative characteristic of the qualities of the teacher's personality, allowing him to carry pedagogical activities in accordance with professional and social requirements and possessing a motivated interest in organizing an information-safe educational environment based on theoretical knowledge of information security, as well as practical skills, abilities and certain experience in preventing harm from dangerous information impacts on the personality of a schoolchild in accordance with the social requirements of the modern information society.

Competence as an integral characteristic of the personality is formed in the educational process through a certain set of competencies. To date, prerequisites have been created for the formation of competence in the field of information security of future teachers, which appears in an inseparable unity and system with key and general professional competencies through the acquisition of a number of additional special competencies:

ability to navigate in information flows, identify risk factors and potential threats associated with the selection, assessment and protection of information prohibited for distribution among children (SK-1);

ability to analyze, evaluate and select hardware and software for information protection in order to create an information-safe environment for the educational process (SK-2);

readiness to effectively use a set of measures to counter unauthorized information impact on the student's personality, taking into account the legal framework, developed hardware for information software protection and economic feasibility (SK-3).

As a set of measures to ensure the achievement of a high level of the formed competencies, it is necessary to highlight the following didactic conditions:

- 1) integration of information and professional training by introducing information security issues into various disciplines of professional training of future teachers:
- 2) creation of a professionally oriented learning environment by presenting the content and technologies of teaching information security, protection of personal data and professional information in the context of future pedagogical activity;
- 3) creation of a mechanism for assessing the level of formation of the competence in question (7).

And if for already working teachers the issue of increasing competence in the field of ensuring information security of the individual students can be resolved by organizing relevant advanced training courses, then for students of pedagogical universities a methodological system for developing competence in the field of ensuring information security of the individual students should be scientifically substantiated, developed and implemented in practice, which will be based both on general didactic principles and on

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principles specified in the logic of the competence-based approach.

The draft professional standard for a teacher declares a significant role of information and communication technologies (ICT) in the activities of a teacher, which is confirmed by the inclusion as an appendix of "an expanded, forward-looking list of ICT competencies of a teacher, which can be considered as criteria for assessing his/her activities only when creating the necessary and sufficient conditions." However, the draft professional standard does not reflect such provisions as the activities of a teacher to ensure information security of schoolchildren. In this regard, we propose to the personal qualities supplement and professional competencies necessary for a teacher to carry out development activities with the following characteristics:

- knowledge of legal norms and laws on information security, protection of personal data, copyright and related rights,
- inadmissibility of imposing information on a student:
- teaching students critical thinking and evaluation of information based on moral and cultural values:
- the ability to design a psychologically safe and comfortable information-safe educational environment, to prevent various forms of addiction, violence and aggression in the school community and in a single information educational space;

- experience preparing children's in consciousness to counteract negative information influences, developing critical thinking skills, developing the ability to self-block illegal information;
- skills in protecting professionally significant information and countering threats information security in professional activities.

A special feature of the formation of competence of future teachers in the field of ensuring information security of schoolchildren is that, along with the study of organizational and technical means of information protection, it is necessary to instill in students a moral component and responsibility for the use of information that, potentially, can cause damage from inept handling not only to the student's personality, but also to other subjects of the educational process, and, importantly, to the reputation of the educational institution (2).

To form special competencies in the field of ensuring information security of the personality of students and study the problems of information security for future bachelors of pedagogical education

The differences that exist in the understanding of the essence and content of the concept of "information security of the individual" also determine the differences in the definition of its application in educational practice. In this study, we will understand the information security of an individual as a state and condition of an individual's life, in which there is no or minimized threat of harm to personal information space and

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the information that an individual possesses, and the information security of schoolchildren as a state of protection of the psyche, consciousness and health of students from dangerous information influences that harm the mental, moral or physical state of an individual. Real conditions of life in the modern information society of mass global communication contributed to the formation of an understanding of the relevance and importance of the problem of information security of an individual, which made it possible to analyze the risk factors that pose a threat to the information security of a modern schoolchild.

The risk factors of the information environment that can become dangers are the following:

- 1. Availability, lack of control, unlimited volume of incoming and circulating information for schoolchildren.
- 2. The presence in the information environment of illegal content, harmful information that affects the moral development and value orientations of the child.
- 3. The presence in information flows of specific elements that purposefully change psychophysiological state of children adolescents. 4. The presence in the information environment of content of a manipulative nature, disorienting the student, limiting his capabilities in the conditions of weak legal education and age characteristics of minors.

When analyzing the current state of scientific and methodological approaches to solving the

problem of information security of schoolchildren in the process of psychological and pedagogical support, threats to information security were considered in the socio-pedagogical aspect as a set of conditions and factors affecting the health of the student's personality, his spiritual and moral sphere, interpersonal relationships of adolescents (see Fig. 1), the levels of danger of threats were identified and a model of the state of information security of the student's personality in the conditions of the modern information society of mass communication was built.

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