

INFORMATION ENVIRONMENT OF EDUCATIONAL INSTITUTION

¹H. Bobomirzaev, ²S.Raimkulova

Associate professor, Navoi state pedagogical institute¹, Master, Navoi state pedagogical institute²

ANNOTATION

This article describes the basics of the information environment of an educational institution.

Keywords. *Educational institution, information environment, information, adolescence, information technology, internet.*

The state of the modern media is an increasingly intense, but at the same time evidenced by the growing trend of a large number of social institutions, formal associations and informal groups in various fields.

Information technology is already becoming the most important factor in radical changes in the global economy, intergroup and intercultural relations. One of the major changes in the system of general secondary schools and vocational education in many countries around the world today is the connection to the Internet. This process leads to an increase in initial opportunities for low-income groups of society, the emergence of freedom of choice of professional activity, the achievement of a higher quality of life and the improvement of active social activity. On the other hand, over the past decades, the global information space has become a major source of overtly destructive information that leads to the formation of groups and negative gender relationships that affect the minds and behaviors of the younger generation.

When analyzing global information threats, it is important to note not only the rapid growth in the number of Internet-connected users among the younger generation, but also the prospects for large-scale manipulation of consumer reactions and attitudes using rapidly evolving media marketing technologies. As you know, audience management through the skillful presentation of inaccurate or distorted information is one form of public awareness management. By over-stimulating consumers, this control can be very subtle and at the same time very effective.

It can be said that there are currently a number of objective and subjective factors that threaten and threaten the integration of the global media space and learning environment. Since the above-mentioned objective factors depend not on educational activities but on the speed and effectiveness of law enforcement structures, we will consider the subjective factors in more detail.

- objective opportunities for modern parents to control the behavior of children on the Internet;
- specially created training portals, level of security of sites;
- the level of effectiveness of “specialized software” installed in schools;
- the subjective demand for structured knowledge from the Internet in the minds of students.

In the development of information culture in general, it is necessary to consider in detail the real possibilities and abilities of modern students and their parents, and in particular the ability to consciously consume the media.

In today’s educational environment, parents need to be responsible for their children’s behavior and use in the information environment. While we adequately assess the ability of parents to manage children’s behavior in the media, it must be acknowledged that in a rapidly evolving global network, wireless connectivity technologies, parents are losing much of their control over their children. It must be acknowledged that in recent years, parents themselves have created all the conditions for the active formation of parental control for the active participation of children on the Internet. Today, almost all young people have cell phones, but at the same time, many of them live outside the home for a long time, for various reasons, in disadvantaged, troubled families. Unlike parents and children, there are many families who are sufficiently separated from computer

technology and networks. Due to household chores, housework, or other unavoidable reasons, they are unable to effectively control the child's information space on a daily basis with all their desires. Therefore, natural questions arise: they are not able to exercise effective daily control of the child's information space with all their desires.

Perhaps in order to require parents to be effective in monitoring children's information activities, educational institutions need to become a platform for the younger generation to form critical and useful relationships in the use of the media. Only then, many years later, as parents, can we expect them to be able to teach this to their children.

As noted above, the merging of the information and enlightenment space poses a high risk of the younger generation losing touch with ethnic cultural traditions and collective ideas. The goal of education is, first and foremost, to have decent financial support in a prestigious job and labor market, which means that the education system will direct the younger generation to social mobility and innovative relationships, which will certainly meet today's requirements.

But the formation of social mobility and priority career values should not lead to the neglect of the spiritual needs of the audience, the need to create a holistic model of the world that combines their spiritual and physical dimensions. The ethnic and cultural identification and spiritual development of students is unfortunately not provided by their access to the Internet. Therefore, in the context of globalization of the media space, it is important to develop educational programs that purposefully combine such tasks as the preservation of the original cultural heritage of different peoples and the conscious development of rapidly evolving information technologies.

It should be noted that a superficial approach to understanding computer literacy is dangerous and harmful both for the education system itself and for the state as a whole. Adolescence is a period of rapid and uneven development characterized by abrupt and qualitative changes. During this period, many factors influence the formation of adolescent personality, some of which are traditional (family, school, peers, etc.), and some are emerging, one of which is the information space, which includes television, the Internet and other sources. The growing volume of information requires a certain approach from the consumer, which is characterized by criticalness in choosing the content and intensity of information flows, the availability of effective information retrieval and processing skills, structure and accuracy of the required information. Often, adults are unable to resist the flow of information, which is reflected in the inefficient consumption of information, the time spent on purposeless activities on the Internet or watching television. Adolescents are more prone to the negative effects of the media because they have a low level of information consumption culture, vague, incompletely formed ideas about the norm of behavior, and it is difficult to assess what they see due to lack of life experience.

The structure of the information consumed by the adolescent, the direction of that information, should shape his or her ideas about norms of behavior that are far removed from socially accepted models. Since managing media consumption of adolescents is a difficult process, it is necessary to form a culture of media consumption that minimizes the negative impact of high-level Internet and television on the reader. The modern media space is a complex, self-organizing environment with its own content, whose information allows a clearer understanding of what tools and mechanisms are needed to shape a culture of media consumption. The information space can be divided into two components: constructive (educational, relaxing) and destructive (popularizing unconventional behaviors, not having useful information). The information space consists of the following components:

- information resources provided in databases and databases, various archives;

- system of state information resources;
- libraries, museums and other objects of cultural and historical experience;
- telecommunications infrastructure, including mass media, information technology market, communications, information and telecommunications, information products and services;
- information security system;
- the system of interaction of the information space of our country with the open networks of the world;
- legislative system in the field of information technology.

Unfortunately, we cannot believe that with the introduction of any comprehensive “package of laws” in the near future, order will be ensured in the information space. Many experts agree that the information space is changing and expanding so dynamically that regulatory activity within the legislative institutions and professional communities of the modern world is chronically lagging behind this process in its development. As there are no governmental, interdepartmental or other barriers to the global media space, it will take a long time to develop a regime for the rapid development, coordination and implementation of these laws into daily practice.

Modern educational institutions that create their own resources and sites are increasingly becoming “nodes” for creating, storing and disseminating information, and students are actively involved in the development of information technology. However, many educators who defend their understanding of the ‘classical model’ of education are very wary of such changes. According to them, the rapid and radical changes resulting from information technology are disrupting the normal educational and upbringing environment. If in the past the teacher was not just a source of knowledge in the eyes of students, but a carrier of a specific standard, holistic ideas about the world, then in the information society, the teacher, on the contrary, appears in the role of “narrow specialist”. However, even if we accept that such a view contains a certain fact, it does not mean that the teacher is really doomed to lose the important functions he has always performed in the social system. In the coming years, the relationship between teacher and student will largely depend on the pace of development of the information culture between the teachers themselves.

Given the modern culture of information consumption in the teaching community, today’s students may underestimate the cognitive abilities of teachers. However, this situation can change significantly if appropriate training of teachers is organized. Students see their teachers as competent ‘navigators’ in the information ocean and receive from them clever and incomprehensible instructions on how to safely occupy media space.

REFERENCES

1. Olimov L.Ya. et.al. “Psychodiagnostics”. Study guide. T. “Turon zamin ziyo”. 2014.
2. Rakhmonov D.A. Social service. Methodical manual. S. SamSU edition. 2007. 164 p.