Protecting Youth from Harmful Information
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Abstract
This article analyzes the pedagogical and psychological features, factors of protecting young people from the threat of harmful information in the educational process, the mechanisms of organizing educational work of teachers and parents in the formation of information literacy of young people. The article also examines the preventive and effective components of the system of protection of young people from the threat of harmful information, the problem of developing a critical attitude to foreign information in protecting young people from the threat of harmful information.

Key words. education, youth, media and information literacy, harmful information, information security, Internet, information, culture, the Internet ethics.

Introduction
The country has developed a state policy on informatization of society, created a legal framework for the development of information resources, information technology and information systems, as well as the implementation of the national information system, taking into account the principles of the modern world. In order to strengthen this process, the "Action Strategy for further development of the Republic of Uzbekistan for 2017-2021" identifies the issue of improving information security and information protection, timely and appropriate response to threats in the field of information and prevention of information attacks threatening the minds of young people. The formation of a culture of access to the Internet and other information resources among young people [1,39] has played an important role. The Republic of Uzbekistan has developed a state policy on informatization of society, created a legal framework for the development of information resources, information technology and information systems, as well as the implementation of the national information system, taking into account the principles of the modern world. In particular, on the increase and development of information technology and information (Internet) speed, “In today's conditions, the widespread introduction of the most advanced information and communication technologies is a priority. In accordance with the National Program in this area, we need to further develop telecommunications technologies, communication systems and infrastructure, form information systems and "e-government" database "[2,15].

In this regard, the Law of the Republic of Uzbekistan dated September 9, 2017 Law of Republic of Uzbekistan No.-444 "On protection of children from information harmful to their health", the Decree of the President of the Republic of Uzbekistan dated May 3, 2019 "On additional measures to increase the effectiveness of spiritual and educational work." Resolution No. 4307, Order No. F-5465 of April 8, 2019 "On measures to develop the concept of development of the national idea at a new stage of development of Uzbekistan", Resolution of the Cabinet of Ministers of the Republic of Uzbekistan dated December 31, 2019 "On approval of the concept of continuous spiritual education" and Resolution No. 1059 "On measures for its implementation" and the implementation of the tasks set out in other regulations related to this activity.

It is well known that modern society is undergoing a qualitatively unique form of development - an informed society or, more broadly, a transition to an information civilization. It is characterized by a sharp increase in the speed and processes of information dissemination, in
particular, the creation of technology for the formation and dissemination of information.

A person acquires the necessary information through direct experience, personal communication, as well as through various sources of information (books, radio, television, magazines, newspapers and other sources in the form of symbols). Consequently, the law of social development is determined by the sources of information, as well as the sharp increase and predominance of the share of information obtained from direct experience and personal communication.

This view is supported by research scientists G.V. Grachev and I.I. Melniks: “The complexity of social processes in society and the direct impact of social changes on a person’s daily life make him more dependent on the flow of mass media messages. A person acquires some information necessary for social behavior and life in society based on daily experience. Information influencing socialization can be found in TV and radio programs and periodicals [3,41].

Many researchers believe that the man and his daily life related to mass communications, which is a kind of "second reality" and "subjective reality" and that its effect is more important than the whole, such as the influence of objective reality.

**Methods**

The article is based on the comparative and critical study and analysis of political, philosophical, sociological, psychological, pedagogical literature on the generally accepted problem, sociometric methods (questionnaires, interviews, interviews), methods of pedagogical experiment.

**Literature Review**

Philosophical and pedagogical aspects of the protection of young people in our country from harmful flows of information, information security skills, ideological immunity and others studied by Sh. Pakhrutdinov, M. Kuronov, Z. Davronov, B. Aliev, S.Otamurotov, A.Ochildiev, I.Khojamurodov, Sh.Kahhorova, U.Saidov.

In particular, Z.Davronov noted that as a result of the creation of computers, information technology penetrates deep into the development of science, the content and essence of the cognitive process, and B.Aliyev and A.Melikulov striking at the traditional way of thinking on which they relied, they explored the establishment of a single civilization dominated economically, socially, politically and culturally, based on Western standards around the world.


Scientists from the CIS countries R.Udaloe, S. A.Zaytseva, G. A.Kruchinina, I. A.Bolshakova, O. V.Chernetsova, M.Lapchik, A. A.Mukasheva, R.Yu.Xurum, T. A.Lavina and others conducted research on the pedagogical and psychological aspects of the formation of skills of teachers in this area in the formation of information competence in young people, foreign experience on the problem. Researchers D. B. Yakubjonova, A.A.Temerbekova and others have conducted research on the methodological aspects of the formation of information competence in future staff.

Foreign scholars L.Rogers, JA Twidle, L.Fernández-Sanz, J.Gómez-Pérez, A.Castillo-
Martínez, P.B.A.Ojeda, M.F.G. Aguilar, E.S. Zeran (Zeran ES Initial teacher training and information and communication technologies at the University of Magallanes Chilean Patagonia // Digital Education Review. - 2016. - Issue 30. - P. 135-146) The importance of the formation of information and communication competence in future teachers and their use in future pedagogical activities.

Analysis of scientific psychological and pedagogical research in recent years shows that, despite the importance of the direction of the studied topic, there is currently a lack of resources for scientific and practical work on this topic. In the research work carried out by N.I. Sattarova emphasis is placed on the safety of the child working on the Internet has made a number of recommendations for educators, youth and parents. However, the research focuses on the information security of young people in the educational institution and in the computer science class.

Results and Discussions

It is not possible to create an ideal information environment for the effective and full development of youth. “Today, our young people receive a variety of information not only in schools, but also through radio and television, the press and the Internet. In a world where the global information space is expanding, educating our children not to read, not to see, to surround them with an iron wall, of course, does not meet the requirements of the times and our goals. ”[4,114].

Indeed, according to this vital idea, it is absolutely wrong to encircle the young mind, to surround it with an iron wall. Perhaps the younger generation needs to develop the ability to resist and protect against any harmful information.

This means that protecting the younger generation from harmful information threats can be included in the list of global problems that exist in the world today. Because, as mentioned above, as long as there are various threats that negatively affect the upbringing of our children and their negative consequences, the threat of information remains a global problem.

In our study of this problem, we have included the following among the harmful information that negatively affects the physical and mental development of young people:

1. The threat of popular culture spreading through the Internet, telephone, disks.
2. The threat of ideas that run counter to different national and national spirituality.
3. The threat of computer games.
4. The threat of human trafficking.
5. Threats of films promoting militancy, drug trafficking, and so on.

Exposure to the negative factors listed above can occur for a number of reasons, including:

1. Lack of purposeful organization of youth activities.
2. Lack of knowledge about harmful information in young people.
3. Lack of measures to protect children from harmful information in the family, educational institutions and communities.
4. Lack of immunity to the above negative factors at age, etc.

We educators need to purposefully organize their activities to protect our children from these negative factors; effective organization of cooperation between family school, community and educational institution; we will have to keep them informed of the press, theater, television, radio, literature and art, music, sports news on a regular basis.

In solving this problem, we need to focus on:

- to provide young people with knowledge about harmful information and their
types, as well as the scope of negative impact on the worldview of the individual;
- to study the interests and desires of today's youth, to organize the work of directing their activities accordingly;
- to reveal the root cause of the problem by studying the current situation in the families and communities of young people affected by harmful information;
- Development of effective forms of pedagogical education of teachers and parents in the protection of young people from harmful information.

In recent decades, school children have also become mass consumers of screen art works. The actions, thoughts and feelings in them, the tricks - are depicted in events, while the real person - is the text superheroes: violence, cruelty, and the focus on that violence. Unfortunately, these circumstances make up the main content of the films.

**Main part**

Today, the media, in particular television, has a great influence on the formation of public consciousness and personality. In modern conditions, the child falls into an information-saturated environment from the first months of life: busy parents turn on video or television instead of evening gods and fairy tales. The child grows up in a world where the sounds of news, music or movie characters are constantly heard. Television, as one of the main means of mass communication, almost controls culture. Information not provided on TV channels does not affect the state of society.

As digital television and radio broadcasts begin to be put into practice, competition will increase significantly in this part of the market as well. Children use e-mail to freely access various sites that contain harmful information that affects their health, mental development and personal development. As computer technology improves, it becomes easier to browse, create, and transmit multimedia products via email. Kids buy cheap, uncertified CDs with movies completely out of control and watch them on their computers or on TV. The field of information is so vast that it goes beyond management and control.

The small school age, whose worldview is just beginning to take shape, needs a flow of information to carry out social behavior in society. One of the important conditions of normal life activity is the constant information communication with the environment, the social environment in which he participates as an active social subject.

Stopping access to information can lead to mental illness or mental imbalances. The child is strongly influenced not only by the constant informational relationship with the social environment, but also by the amount, volume, content and structure of incoming and processed information.

At this point, one of the researchers, I. Gundareva's opinion should also be mentioned: The child receives the necessary information from direct experience, personal communication, as well as from various sources of information (books, radio, television, computers, magazines, newspapers and other sources of symbolic nature). Consequently, the predominance and sharp increase in the share of information obtained from information sources or from direct experience and personal communication is a law of social development [5,17].

The complexity and dynamics of social processes in society, the direct impact of social changes on the daily life of the child, makes him more dependent on the flow of messages in the media. He can obtain the information necessary for social behavior and life in society based on daily experience. Young people get more and more necessary social information from TV and
radio programs, periodicals and the Internet. This is especially evident in the formation of opinions on issues that are not reflected in his immediate experience.

In modern society, the media is one of the most important institutions of socialization. First of all, we are talking about television, which is a convenient, widespread and, in this regard, a popular way of reporting and recreation. Nowadays, many researchers think that television has not only a big but decisive impact on the development of children and adolescents, their behavior and consciousness. Television is an integral part of culture, the spiritual life of the individual in the XX-XXI centuries. The media will play a leading role in the leisure of modern teenagers and become one of the important agents of socialization.

Thanks to television in the late twentieth century, the boundaries between the world of adults and children have brightened. The TV screen allows the child to observe the adult world, perceive them and identify with them. Television is a catalyst for social process and change, responding to valuable goals.

The ideological and value-normative vacuum of small school-age consciousness is filled, vividly, “by special means,” in which the media play an important role. In some cases, the media can cause emotional trauma to a child. Sometimes the vivid depictions of traumatic events, especially those of the dead and dying, can cause spectator traumatic grief as real witnesses of the event on their own, and it has a detrimental effect on their mental state.

If the perception of a report on any horrific event is accompanied by an understanding that the viewer and his or her loved ones may also fall into the situation, then the consequences for the person’s mental state may last long enough. Of course, this is especially true for children and adolescents who have a wide imagination.

Horror, sleep disturbances, and panic are observed in children who watch footage depicting the consequences of assassination and destruction. For example, a 7-year-old girl woke up crying and frustrated after watching a news program, not letting go of her mother for fear of being left alone and fearing something would happen. A 10-year-old boy became depressed after watching footage of actions in “hot spots” and began to expect that “masks (armed men in masks)” would come and kill everyone.

Such changes in children are sometimes observed even some time after the show is watched. A teenager can distinguish real events from feature films, "real" events and "movie" events.

Many scientists around the world are now concerned about the negative consequences of scenes of media violence against children. In recent times, television violence has also prevailed, with the use of print media and the Internet to obtain information about drugs and harmful substances, sectarian groups, pornographic propaganda, or other disproportionate information about today’s negative events.

Modern information technology has made it possible for children to use the Internet computer network, which is a popular pastime along with video games. The experience of the development of global open networks, especially the Internet, marks the beginning of a new era in the development of information processing systems and tools. The user of such networks perceives himself as an integral part of a single information community and is perceived by others.

One of the negative effects of the global computer network is the proliferation of various information of dubious content on the network. It should be noted that there are information effects that directly threaten a person’s mental or physical health. Often such influences shape the spiritual-psychological climate in a society for several years, providing a criminal
environment and leading to an increase in mental illness.

There is a good opportunity for the human intellect to enter a new stage of development in the creation of the global information space. However, it is also necessary to conduct serious scientific research on this issue, and users of Internet services should be informed about its consequences. For example, millions of subscribers - from scientists to movie fans - are already connected to the network.

At the same time, they include ecologists, fascist groups, and other electronic channels calling for ignorance to emerge in the new electronic environment. Television, video, and computers using parabolic antennas are becoming almost uncontrollable sources of information impact on humans. In the long run, educators may use them less than foster children. An increase in the disproportion under the images of the universe in the imagination of adults and children may be the result of this [6,35].

Again at this point, A.K. Markova’s following statement is also noteworthy: It is logical to assume that children do not perceive threats in the global network. According to statistics, 9 out of 10 children between the ages of 8 and 15 have been exposed to online pornography, about 17% are regularly connected to banned resources, and 5.5% are ready to implement what they see [7,36].

Just as it is difficult to predict when a child will accidentally enter a site that recommends drug and alcohol use, explosives, it is impossible to keep track of all the information that goes online.

When a child is working on resources on the network, he is forced to involuntarily see a picture of a naked body popping up in an advertising window. According to our observations, educators and parents do not understand and anticipate the dangers that come from the Internet. At the same time, the child may become involved in satanic worship rituals, “sex” in the network, so it is very easy to sit in front of a computer and attend their meetings. In our opinion, meetings with online friends pose a serious risk.

In this case: adults can present themselves as teenagers in order to gain the trust of children. A complimenting, benevolent interlocutor draws the child into a discussion of personal problems and seeks to bond him or her emotionally. Children who feel alienated from their parents are particularly vulnerable and do not realize that they have been exposed to a strategy of evil in this situation [8,71].

Teachers are concerned about the public interest of children in mobile phones, and therefore in schools there is an interest in porn and SMS resources that are convenient for accessing the Internet from a mobile phone. Critical evaluation of pictures or sound images taken from the Internet is not typical of children. As a result, young people think, "Ringtones are developed by adults, advertised in newspapers, magazines and on television, they can be trusted.”

Thus, under the influence of information dissemination (media, Internet, destructive foreign educational projects), children's natural protective mental mechanisms are limited, and their perceptions of allowed and forbidden, abnormal and anomalous phenomena disappear. Of course, this is especially true for imaginative children and teenagers. Young people fall into the information space created by the mass communication network - the globalized cultural environment and the media created by new technologies and operating in the information space that combines the socio-cultural significance of various components [10,4].

In this regard, the problem of the structure of children’s values as a social agent and the interaction of the information environment arises. Such an attitude of the environment and the
subject is contradictory, which is explained by the complex structural structure of its components. With the help of this concept, the current socio-cultural situation, which determines the characteristics of the child's socialization in a complex information environment, becomes problematic.

The impact of some sources of information varies not only in situations that represent different content, but also for young people according to their social status and reference (person reporting or advising on specific issues) [10,65].

The young individual is left unprotected under the influence of various information factors that hinder or complicate the adherence and formation of purposeful information bases of life and social behavior in modern society.

Consequences of the influence of information environment factors:
- inability to self-assess or disagree;
- inability to adapt to the environment;
- Disruption of the child's perception of the environment and loss of place in it;
- Decreased sense of self-esteem and confidence;
- Loss of the idea of "I" and its uniqueness;
- violation of plans and intentions;
- choose the wrong goals and methods of behavior;
- mental dependence on other subjects of influence;
- violation of morality;
- There may be pathological changes in the psyche and mental health disorders.

In this way, the damage reflects various levels of imbalances in some mental structures and personality composition to the point of loss of subjectivity and personal stability [11,48].

Thus, the analysis of scientific research and scientific literature shows that the knowledge of young people about the threat of harmful information - the reduction of the consequences of psychological and moral impact, the development of skills to resist it, there is a need to create a modernized system.

**Conclusion**

Based on the results of theoretical and practical research, the following conclusions were reached on the protection of young people from the threat of harmful information:

1. Protection of young people from the threat of harmful information should be organized in the school-neighborhood-family system and a strong link between these systems.
2. In order to protect young people of primary school age from the threat of harmful information, it is necessary to improve the effective use of the pedagogical potential of humane education, which is reflected in national and universal values.
3. Effective organization of young people's leisure time, especially acquainting them with a loyal friend like a book - is a reliable factor in protecting them from harmful information.
4. It is necessary to improve the system of preparation of future primary school teachers for educational activities in higher education institutions, in particular, to pay special attention to their thorough mastery of ways and means of protecting young people from harmful information.
5. There is a need to provide parents with pedagogical knowledge to protect young
people from harmful information. This is because parental involvement is also important in overcoming this problem.

Based on the above considerations, it is necessary to cite several ways to solve this topical problem:

1. A way to justify the activities of all types of media through legislation as a way to protect children from harmful information.

2. Introduce a media education course in the curricula of general secondary education institutions.

3. Regular formation of independent and critical thinking in young people in the process of all academic disciplines.

4. Teaching young people to withstand various information threats and the formation of ideological immunity.

Without legal regulation of the media, it is difficult to solve the problem of eliminating the threat of harmful information to citizens, especially young people. However, this requires evaluation and understanding of the information offered. The role of the education system and the family is important. In particular, it is expedient to pay special attention to the field of science - media education, ie the study of various media, primarily television, radio, press, the specific language of the Internet, that is, to create reflection, immunity to objective assessment of the proposed information.

In order not to be tied to information, you must first pay attention to the source of the information. It is necessary to make sure that the information provided is reliable (scientific, spiritual, cultural), accurate (including historical). For this, the acquisition of knowledge, the ability to compare the proposed information with previously known information, to teach to selectively receive information is an important pedagogical problem. In this regard, the motivational, adaptive, psychological and psychological features of protecting young people from the threat of harmful information were identified on the basis of ensuring the rational harmony of consciousness and cognition, systematization of close adults and social factors.

References:

