

## FORMATION OF INFORMATION SECURITY COMPETENCIES IN CHILDREN

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**Abstract:** This article is about the competence of information security in children.

**Keywords:** competence, children, pedagogical problem, children's safety.

Information security is very relevant in the present time and, perhaps, will be relevant in the future. It is all the more important in matters of teaching children and adolescents. Most Internet resources do not fit the age characteristics of children, are invalid and/or traumatize the child's psyche. Therefore, some resources should be restricted in access in order to avoid unnecessary consequences for development.

Educational institutions most often block access to some sites and sources in order not to distract students from the educational process and limit the dissemination of unnecessary information, but it is impossible to ban everything and keep track of all children at once because almost every child has a personal means to search for information – a phone. In order for children to better understand what can and cannot be searched for, various trainings on Internet security are held, but such events are not held everywhere. The activities carried out may also be poorly organized and cover an insufficient scope of the problem of the accessibility of information and Internet resources, and may also, in the end, only encourage children to search for information prohibited for them on their own.

Of course, parents, guardians and adults who are authoritative for children can join the explanation, but even they may not fully understand the scale of the problem.

The work of a teacher, as the embodiment of education and upbringing, is to clearly explain to children why it is not worth being curious and looking for answers to all the questions that have arisen. To solve this problem, the teacher should draw the children's attention to himself and try to answer the children's questions in his own words, so that they do not have the idea to look for missing information on third-party websites and sources, where it may be false and contain questionable facts.

School and family are opposite in their bases: the basis of family life is love, the basis of school as a public institution is a social norm. But as it is impossible for a teacher to work without love, so it is impossible for a parent to raise a child without taking into account social norms. It is possible to achieve success in the interaction, which is aimed at the moral education of the individual, on the basis of combining the efforts of teachers and parents, on the basis of a formed humanistic orientation towards children and at the same time, responsibility to society.

Also included in this category is the filtering of media and news, because it is better for children not to know some facts and events until a certain age or until adulthood, when a sober picture of the world and independent thinking are fully formed. Information can also be taken from books, textbooks, manuals, articles and from other people who own information, it can also be created without relying on facts and evidence, just this kind of information dominates the Internet and society as such.

Due to the easy availability of information, children can acquire psychological and mental abnormalities at an early age, which are increasingly difficult to correct as the child grows up, because the knowledge gained is fixed as a basis, and in order to correct this basis, it is necessary to work with children and parents if the latter did not participate in monitoring the child and what exactly he is watching. It is very important to observe the line between freedom and control, otherwise you can achieve a completely different result that parents, guardians, teachers and any other adults who teach a child the basics of safety would like to achieve.

Insufficient control often leads to psychological trauma because the child cannot always independently determine where exactly the true information is and where the false facts are. Excessive control leads to distrust on the part of the child towards adults and concealment of the information found. In both cases, it all comes down to one thing – finding questionable information. That is why the work of a teacher-psychologist is important, he teaches a child where parents cannot teach and advise a child where parents are not informed.

It is possible to cite a lot of facts indicating that threats to the information resource are increasing every day and can lead not only to financial losses, but also to human casualties. This makes the problem of protecting information, its users, information resources and data transmission channels from criminal encroachments of intruders

very urgent. The problem of information protection becomes a personal, business and national priority and affects every member of society to one degree or another.

### References

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