

## MODEL FOR THE DEVELOPMENT OF STUDENT EDUCATIONAL IMMUNITY IN THE GLOBAL NETWORK SPACE

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***Annotation.** This article presents the problems of developing students' educational immunity to the use of the global network. Also, the model for the development of educational immunity of students in the global network space and its effectiveness are based on experimental testing.*

***Keywords:** global network, education, model, educational technology, experiment, Student-Fisher.*

Today, students of higher educational institutions spend most of their time using various resources located on the global Internet. Through the Internet, students use scientific educational tools, keep abreast of world news, read, listen to various entertainment information, and conduct business. However, along with the positive aspects of the global Internet, there are also negative aspects, and users, including students, are becoming addicted to various currents, terrorist organizations, the influence of destructive ideas, and online gambling based on the use of social networks. This has a negative impact on the formation of the future generation as a person.

In our country, studies on the theory and practice of educating young people were conducted by such scientists as N.E.Azimova [1], G.Kh.Ibragimova [2], Z.Q.Ismailova [3], Z.K.Kurbaniyazova [4], M.Ye.Pazilova [5].

In particular, scientific research on the technology of training future vocational teachers was studied by N.E.Azimova [1]. Research on the formation of the spirituality of students and youth based on the idea of national independence in the vocational education system was studied by G.Kh.Ibragimova [2]. Research on the theoretical and experimental-methodological foundations of spiritual and moral education and the theory of forming student spirituality through hadiths is presented in the works of Z.Q.Ismailova [3], M.Ye.Pazilova [5]. Z.K.Kurbaniyazova [4] conducted research on the pedagogical foundations of forming a sense of national identity in students in the process of educational work. Kh.T.Siddikov improved the pedagogical and preventive system of organizing educational activities in higher education [6]. H.T. Suvonkulov studied the problems of developing students' interest in national values in the process of teaching education [7].

Similar studies were conducted in the Commonwealth of Independent States by such scientists as I.I. Alpatsky [8], A.P. Gerasimov [10], V.V. Rasstrigin [14], I.V. Batishev [9], A.A. Yevgrafova [11], L.S. Zhukova [12], N.I. Zhukova [13], F.O. Samonin [15], A.N. Chashina [16], A.A. Melkonyan [17].

At the same time, F.M. Mukhtarov [18], J.I. Samandarov [19], M.Kh. Abdurakhmanov [20], V. P. Polyakov [21], M.N. Funtikov [22] conducted research on the problems of ensuring information security and the methodology for developing students' cybersecurity skills.

Although the research of the mentioned scientists has put forward some approaches to the effective use of the global network and the development of students' educational immunity in the network space, not

enough attention has been paid to the development of students' educational immunity in the global network space.

Therefore, today the problem of developing students' educational immunity in the use of the global network space is emerging. Since previous research has tried to solve this problem, a model of developing students' educational immunity in the global network space has been developed.

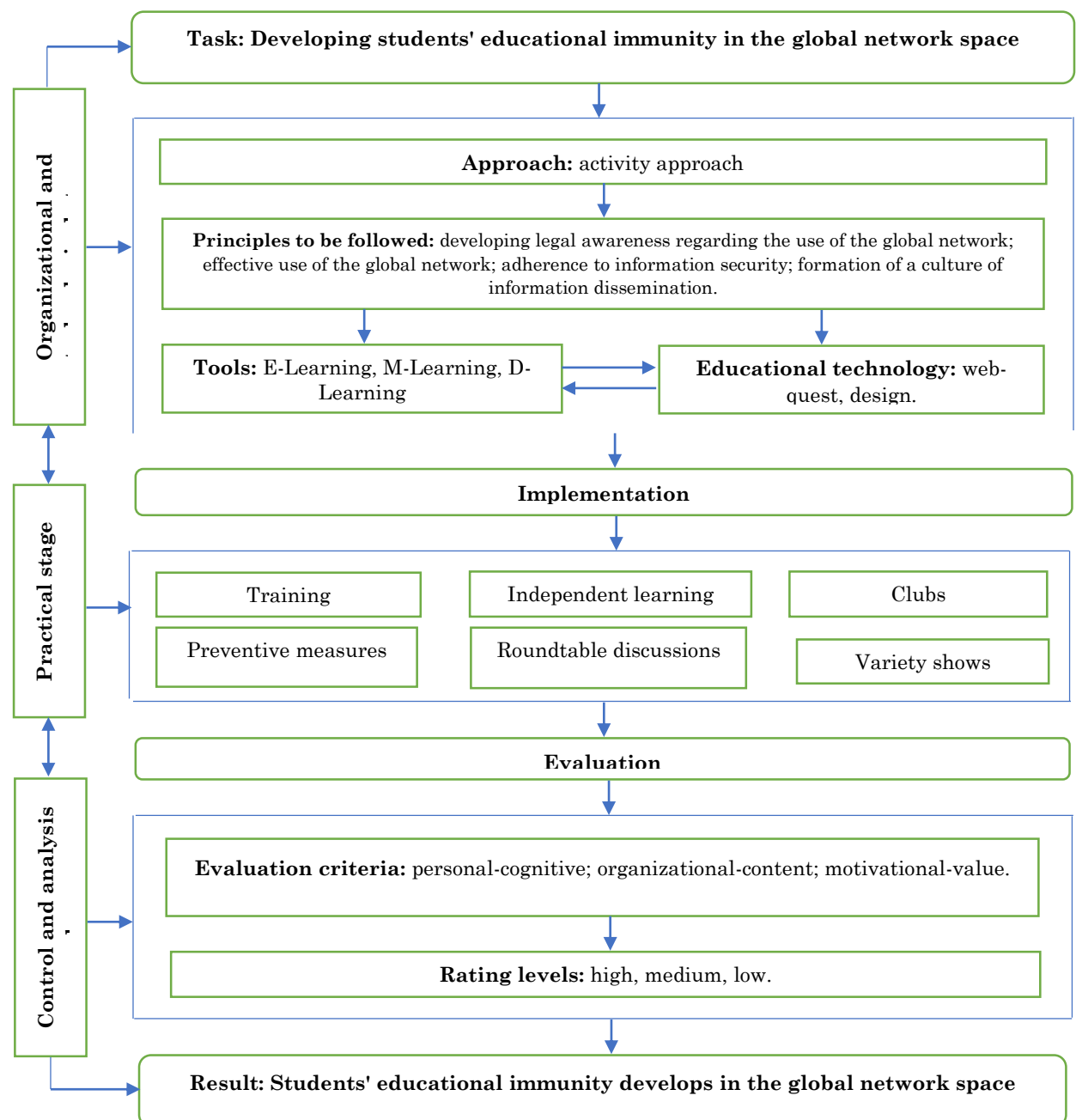


Figure 2.2. Model for developing students' educational immunity in the global network space

The proposed model consists of organizational and technological, practical, control and analytical parts. The organizational and technological part presents approaches, principles, teaching aids and educational technologies for developing students' educational immunity in the global network space. The practical stage presents implementation methods. The control and analytical part provides criteria and levels for evaluating students' results.

In order to determine the level of effectiveness of the proposed model, experimental and testing work was carried out within the framework of the study. Students of Navoi State University were involved in the experimental and testing work, and they were divided into experimental (29) and control (30) groups. The experimental group was organized training and independent learning using the proposed model within the framework of the study. The control group was not given this opportunity. The indicators of students allocated to the experimental and control groups at the beginning and end of the experiment are presented in Table 1.

Table 1

Student performance at the beginning and end of the experiment

**Table 1**

**Student performance at the beginning and end of the  
experiment**

| Mastery levels | Experiment group                   |                              | Control group                      |                              |
|----------------|------------------------------------|------------------------------|------------------------------------|------------------------------|
|                | At the beginning of the experiment | At the end of the experiment | At the beginning of the experiment | At the end of the experiment |
| High           | 4                                  | 7                            | 4                                  | 4                            |
| Middle         | 8                                  | 14                           | 10                                 | 11                           |
| Lower          | 17                                 | 8                            | 16                                 | 15                           |
| <b>Total</b>   | 29                                 | 29                           | 30                                 | 30                           |

The dynamics of the students' mastery of the results at the end of the experiment in Table 1 are presented below (see Figure 2):

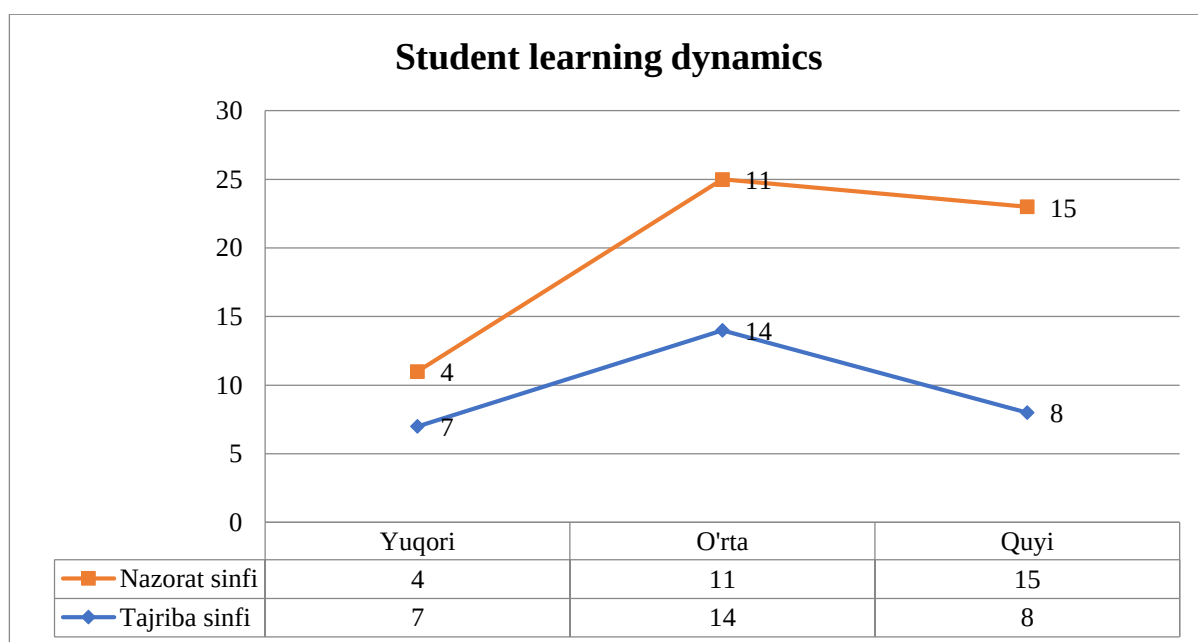


Figure 2. Students' performance at the beginning of the experiment

The results of the students involved in this experiment were analyzed and mathematical and statistical analysis was performed based on the Student-Fisher criterion to check their reliability. When using this criterion, suitable mean values for the samples were  $\bar{X} = \frac{1}{n} \sum_{i=1}^3 n_i X_i$ ,

dispersion coefficients  $D_n = \sum_{i=1}^3 \frac{n_i(x_i - \bar{X})^2}{n-1}$ , and in determining the mastery indicators  $A \% = \frac{\bar{X}}{3} \cdot 100\% - \frac{\bar{Y}}{3} \cdot 100\%$  The calculation results showed that the average learning rate of the experimental class was higher than that of the control group, that is, it increased by 11%.

Thus, it is proposed to use the model developed within the framework of the research to develop students' educational immunity in the global network space. Based on the proposed model, it is aimed at increasing the culture of students' use of the global network space and directing them to its effective use and avoidance of prohibited environments.

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