

**ABOUT THE EFFICIENCY OF STUDENT CENTERED LEARNING
INFORMATION SECURITY BASED ON INTERDISCIPLINARY INTEGRATION**

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ABSTRACT

Teaching the students to the information security is aimed to the realization of the main goal of gaining basic knowledge, which can help in forming of qualified specialist of a high level of information culture and knowledge on information security, being ready for the exercise of professional activities in different contexts and situations. Taking into consideration the tasks of the current education, it should be emphasized, that today they are determined by the State Educational Standard of school education, aimed at the formation of the well-educated personalities. Security principals are: formation and improvement of methodological training system, the development of the communicative activities based on continuous awareness training with compulsory invariant: information security; integrative-differentiated content of constant professional training and information; formation of integrative, special skills and knowledge. We emphasize that modern educational process at school cannot exist without the use of information technology (electronic textbooks, computers, etc.), designed to supply the students with the basic concepts of Informatics, teach to navigate in modern software tools and technical literature, as well as the security and protection of information. The results of researches and our own experiences indicated that the task is solvable completely first of all in specialized classes at general education schools, where students learn the basic conception professional information security, basic skills of solving the simplest situations privacy based on individual personality development and its potential. Building the integrative course of "Information security" in the multilevel system of vocational education, the first stage of which is the school, we see in getting more difficult of educational material, uniform distribution difficulties of assimilation by the relationship of basic knowledge, providing basic level and expertise (Variant); establishing internal relations between subjects. Consistency in the content designed by the course involves the gradual formation of a system of concepts and levels of their development for the basic level of the study course and Variant modules of the course. Thus, the content of the information security of the students reveals specifics of the industry, its trends and patterns.

Keywords: Information, security, students, socio-cultural, intellectual, spiritual and moral development.

The information revolution that occurred in the world in the past years, and formation of the information society have essentially changed the role of information and knowledge on social and economic development of any government, including ours too. This means that innovative development of education must be based on information technologies, computer disciplines.

However, in spite of all scientific achievements the basic form of organization of teaching remains a lesson. It is the perception and equipping of educational material, relying on facts, rules, laws, and their right transfer methodically will ultimately lead to perception, understanding and setting of new knowledge. And here in the foreground – the learners will to assimilate the material, i.e. the skill of teachers to build a lesson, taking into account the interests and needs of students, to develop their emotionally sphere of cognitive processes

(memory, attention), creative thinking, active learning and hard working. Computer technology can help in this, as students develop knowledge, discipline, and, undoubtedly, adequate tolerant attitude towards classmates, teachers, students of other classes and parents. The pupils should be supplied by it due to the fact that the education system today, as already was noted above, had been developing in the frame of market relations, which will continue to be realized not only on the basis of acquired current professional knowledge of schoolboy, but also on the personal capacity, or the ability to accept new ideas, innovative solutions, accepting active participation in innovation processes.

Note: what aims and objectives are set in front of education, they are always and inseparably connected with the upbringing, because the scientific and technological progress is leading by a person, his personality, his attitude to the world, to the people, and his place in the productive, political, social and creative processes. Education and bringing up are interdependent in the ideas of Oriental thinkers, whose humanistic thoughts are one of the essential sources and the origins of the Enlightenment, where the morality and intelligence is a whole unit and a theoretical knowledge will certainly be based on moral qualities.

Farabi believed that only a person is sane, whose actions are full of need for goodness and humanity [2]. According to Beruni the main criteria of human activity is labour and work. Ulugbek was the fighter for versatility and moral development of the individual. According to A. Navoi, the purpose of the education-training of the younger generation to further constructive life is impossible without mastering the best human qualities. "Knowledge and wisdom is the human decoration" said the thinker. Like Beruni, he considered that the most valuable qualities of a person was hard working, by which man constantly improves and reaches certain heights (www.superinf.ru). So, the important thing is that the school must create an environment of teaching and educational process to its graduates to become independent persons in life, diverse manners, creatively minded, industrious, possessing freedom, culture of thinking, patriotic, active, spiritually advanced, and conscious to the responsibility, tolerant, who respects his family and his people.

And here, of course, a special place belongs to a teacher whose role is emphasized by all Encyclopedists. Farabi also considered that the teacher should have the moral features standing to the truth, honor and justice, and Tutsi accounted for the primary task of the teacher's ability to affect to the mind of pupils.

On the basis of the objectives of the current education, it should be emphasized, that today they are determined by the State Educational Standard of school education, aimed at the formation of the well educated person. What concerns the information security, here the formation and improvement of methodological training system, the development of the communicative activities based on continuous awareness training with compulsory invariant: information security; integrative-differentiated content of continuous professional training and information; formation of integrative, special skills, knowledge are very important.

It is necessary to focus on the integrity of professional knowledge, in particular, to use the experience of students, intra-and interdisciplinary integration of school subjects, communication theory and practice, to broaden the sphere of applied knowledge, develop the desire to improve knowledge. While teaching the students to the information security it is especially important to take account the fact that the most prolific way is the direct interpersonal communication, because it is the most natural informative way of experience of exchanging for humans and the teacher can easily affect to the trainee. In addition, the steady

growth of demand for highly skilled specialists in modern society dictates the necessity of the implement of the concept of student-oriented education (including the field of information security) on the basis of a modular approach to algorithms. According to the words of A.A. Verbitsky: "activity module allows you to extend and deepen knowledge (electives etc.) [1]. In this case, the teacher becomes not only a carrier of training information and control, but the organizer and Manager of training and learning activities having used a wide range of basic and secondary education, professional techniques and methods.

Taking into consideration the development of logical thinking as the important requirement of time the teacher should understand that the only way to solve standard problems is the necessity of innovative forms and methods of teaching (binary lesson, lesson-excursion, business games, etc.). In gaining this task first and foremost, teachers should use inter-subject links, because different subjects help in development of various qualities. So mathematics promotes the development of accuracy, consistency, coherence and logic; natural science is the observation of cognitive activity; literature runs a humanitarian function, and painting forms the aesthetic skills.

Of particular importance are the educational games, because they are the basis for constructing simulation activities to resolve the problems and include students in active learning unobtrusive way. Of particular note is that a modern educational process at school cannot exist without the use of information technology (electronic textbooks, computers, etc.), aimed to give the students the basic concepts of Informatics, teach to navigate in modern software tools and technical literature, as well as to the security and protection of information (methods and tools of security). The results of research and our own experience indicated that the task of completely solvable, primarily in specialized classes at general education schools, where the students don't learn basic professional information of security concepts, basic skills of solving the simplest situations based on individual personality development and its potential.

When you build an integrative course of "Information security" in the multilevel system of vocational education, the first phase of which is the school, we expect gradual sophistication of training material, uniform distribution difficulties of assimilation by the relationship of basic knowledge, providing basic level and expertise (Variant); establishing internal subject links. Consistency in the content developed by the course involves the gradual formation of a system of concepts and levels of their development baseline study course and Variant modules of the course.

In forming of the course of integrative information security in training we used the following principles:

- the unity of the system of upbringing and life, causing the preparation of the students to participate actively in public life, in the light of its realities, where the practice of social relations is the main educator, shaping the quality of future specialist and his relationship with the world; in the unity of life practice, education, pedagogical process laid on the basic condition of the educational effectiveness of the pedagogical influence on the formation of personality, his creative activity and his own features;
- constancy, providing certain order and consistency in the development of knowledge on information security. Each element of the training material on information security must be logically associated with previously learned one; and each new topic should be based on previous material and prepare to gain the new material, to move to a higher level. It is so

designed content structure of the methodical system of information security, as well as the Organization of educational process;

- continuity and its multilevel structure, focused on the development of disciplines of information cycle, taking into account the degree of students' preparation;
- consistency which has been seen in the systematization of forming of interdependent knowledge and fixing of skills in the learning process;
- professional orientation, providing the student's willingness and ability to implement professional tasks in the future.

Methodical system of training students in information security is aimed at the realization of the main goal of gaining basic knowledge, which can further form the qualified specialist with a high level of information culture and knowledge of information security; being ready to exercise of professional activities in different conditions and situations, capable to compete in various forms of highly skilled labour in accordance with developed personal attitudes and interests, in the light of current market realities. The selection of content is done by the following parameters:

- the correction of the content of the teaching material and teaching methods of information security aimed to their conformity to State Standards of secondary education in the Republic;
- setting and development of authors' training plans and programmes;
- connection of information and teaching opportunities and using creative methodologies;
- application of different technologies of interaction, including the alternative and traditional methods and technologies in order to increase motivation, interests of students to the subject.

In order to identify the effectiveness of the methods used by us as a criterion of students' knowledge (we used classroom and extracurricular activities) was taken the level of training, because it includes both scientific knowledge and the results of practical experience, the gaining of structural teaching units, which can involve the methodological position to the notion, as the concept is a form of thinking, reflecting the essence of phenomena and processes identifying their communication and signs.

Besides defining the total, the concept divides the subjects into members, their features and relationships, classifying the last according to their differences. The concepts are distinguished between concepts in a wide meaning and scientific concepts. The first one formally allocates the General (similar) signs of objects and phenomena, and fix them in words, the latter reflects significant and necessary signs and the words and signs (formula) which are expressed by them are scientific terms. The study identified concepts and relevant skills, which are divided into scientific and professional. They are connected to form professionally significant skills, from General to private professional.

General scientific periodical level allows for education of students, develops communicative skills of learners (including the use of modern information and communication technologies), while simultaneously going on socio-cultural, intellectual, spiritual and moral development of the trainees, their level of information culture. It develops the ability to express the idea, argue, demonstrate something, agree or disagree, to apologize, to listen, to communicate the development of primary communicative abilities, while mastering the skills to carry out the simplest professional actions in the environment of information and communication technologies. In the general branch level, the content of the information security of students clarifies the special features of branch, its laws and tendencies of development. Thus, the personality-oriented approach of preparing students allowed to give an opportunity of using of several training modules in educational and thematic plans, in particular, individual

educational programs involving the interests and level of training of students and professional tasks that the learner should learn to perform in the field of information security and communication skills that must be learned by students for successful formation of their readiness to professional education and then to productive activities.

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