MODEL OF PROTECTION OF STUDENTS FROM INTERNAL THREATS AND ITS MAIN COMPONENTS

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ABSTRACT

This article describes the model of protecting students from internal threats and its main components. The peace, tranquility and stability of our country depend on the high morale of students, as well as the system, ways and methods of building immunity against any internal threats, various destructive ideas. The technology of protecting students from internal threats in the pedagogical process is covered in detail in this article.

Keywords: Model, pedagogical process, factors causing internal threats, principles, system, mechanisms, goals and objectives of protection against internal threats.

INTRODUCTION

In the whole world the education of the younger generation on the path of spiritual maturity is of great importance. Because the positive effectiveness of systemic reforms in all areas, which are deeply rooted in the process of globalization, as well as the degree to which such a very responsible and important task as the future is sustainable and fluency, depends on the morale of young people. The inner spirituality of the youth is a priority in this regard.

Therefore, it is necessary to understand that the issue of educating students in the spirit of resisting internal threats should be postponed or looked at from behind bars, as a kind of abstract or spontaneous situation, and it is impossible to evaluate it in this way.

Today, of course, the process of protecting students from ideological threats is carried out within the framework of a number of laws and programs adopted by our President. In particular, the Law of the Republic of Uzbekistan "On State Youth Policy" adopted on September 14, 2016 and the Law of the Republic of Uzbekistan "On measures to radically reform and bring the state youth policy in the Republic of Uzbekistan to a new level" adopted on June 30, 2020 including the decree.

Under the leadership of our state and government, commendable work has been done to protect students from various threats, but this work is considered as part of the spiritual and educational work in higher education.

Materials and methods

This problem has not been studied in depth in any of the disciplines taught in the specialties. Therefore, in our opinion, there is a need to develop a clear model to improve and increase the efficiency of this process. This, in turn, allowed us to develop a model that would serve to improve the existing system of protecting students from internal threats. First of all, we must recognize that how does the prop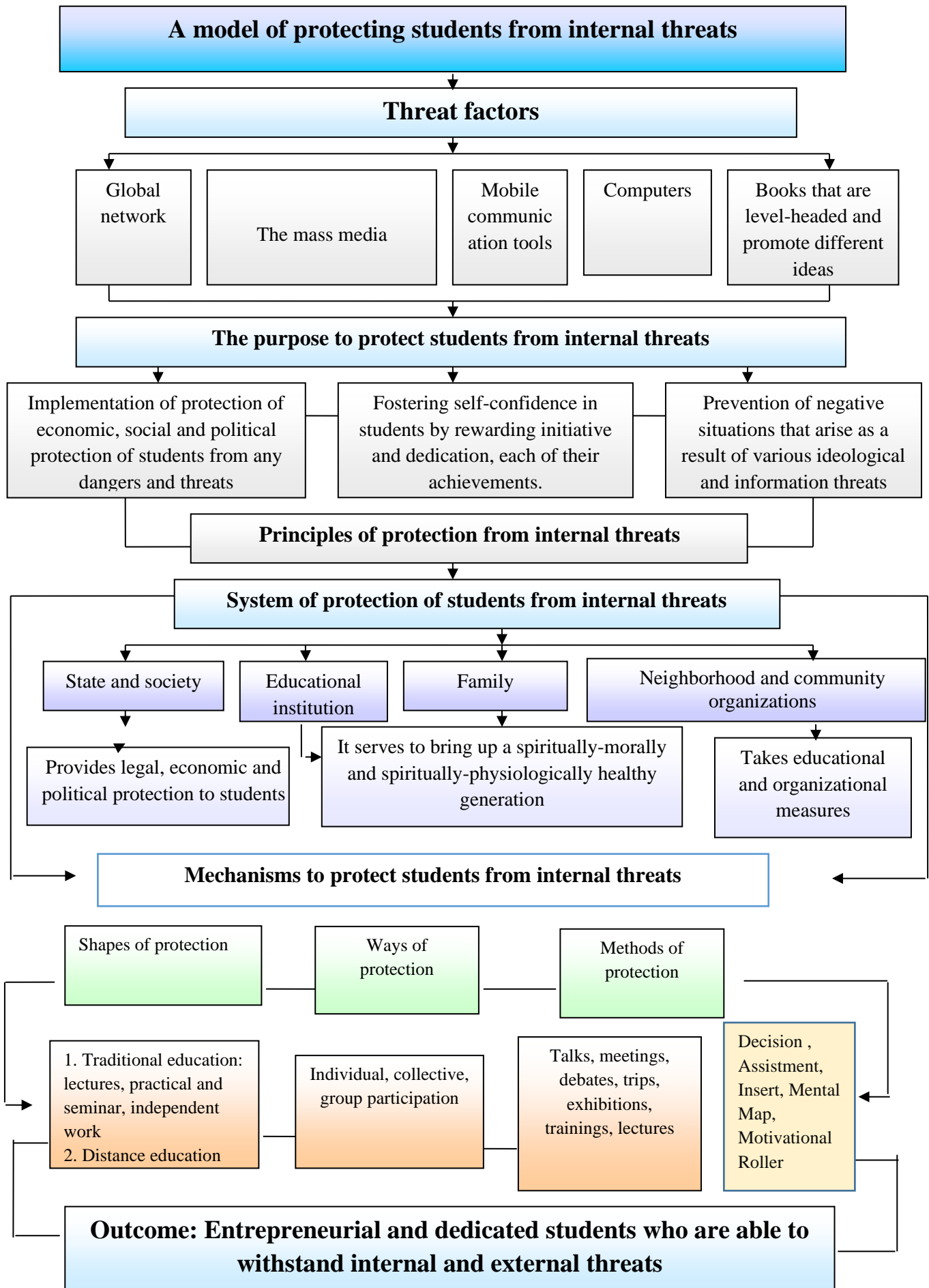osed model serve to improve the existing pedagogical system? In our opinion, it improves the current pedagogical process in the following aspects, They are:
1. Support with clear goals and objectives to protect students from internal threats. To date, in the process of education and upbringing, in some sense, the protection of students from internal threats is carried out, but not on the basis of a specific goal, or no tasks have been set to effectively achieve this goal. In the proposed model, all activities and tasks are carried out within the scope of the model.
2. With the problem of strengthening the integration between process implementation systems posed. To date, work on this issue has been entrusted to higher education institutions.
However, the participation of the family and the community, public organizations, the Interior Ministry, etc. in this process is not noticeable.
3. With the development of clear mechanisms, resources and tools for the solution of this problem.
4. With the improvement of technology to protect students from internal threats.
5. With the development of principles to protect students from internal threats to increase the effectiveness of the pedagogical process.

Hence, the model we propose should serve as a whole benchmark in the process of protecting students from internal threats.

Similarly, the intended goal can be achieved if the process of protecting students from internal threats is carried out on the basis of a clear pattern.

The following is an attempt to describe a model of protecting students from internal threats.

A model of protecting students from internal threats

Threat factors

| Global network | The mass media | Mobile communication tools | Computers | Books that are level-headed and promote different ideas |

The purpose to protect students from internal threats

| Implementation of protection of economic, social and political protection of students from any dangers and threats | Fostering self-confidence in students by rewarding initiative and dedication, each of their achievements. | Prevention of negative situations that arise as a result of various ideological and information threats |

Principles of protection from internal threats

System of protection of students from internal threats

| State and society | Educational institution | Family | Neighborhood and community organizations |

| Provides legal, economic and political protection to students | It serves to bring up a spiritually-morally and spiritually-physiologically healthy generation | | Takes educational and organizational measures |

Mechanisms to protect students from internal threats

| Shapes of protection | Ways of protection | Methods of protection |

| 1. Traditional education: lectures, practical and seminar, independent work 2. Distance education | Individual, collective, group participation | Talks, meetings, debates, trips, exhibitions, trainings, lectures | Decision , Assistment, Insert, Mental Map, Motivational Roller |

Outcome: Entrepreneurial and dedicated students who are able to withstand internal and external threats

This model initially focused on threat factors. Because in protecting students from internal threats, it is important to know what threats surround them and through what factors these threats spread.

RESULT AND DISCUSSION

In our opinion, the factors that lead to susceptibility to internal threats in students are:
1. Global network, ie internet.
2. Mass media.
3. Mobile communication tools.
4. Computers.
5. Books that are level-headed and promote different ideas

In general, we thought that the model should definitely have these components. After all, teaching students the purposeful use of such tools and factors is one of the main tasks before the pedagogical process.

The purpose of protection and modeling of students from internal threats in higher education institutions can be expressed as follows:
- Implementation of protection of social and economic, political protection of students from any risks, threats (for example, today there are not only ordinary people, but also various high-risk groups who want to cause economic harm to students.

To form students' understanding of such groups and increase their level of legal knowledge).
- Development of initiative and dedication in students, fostering self-confidence by rewarding each of their achievements.
- prevention of negative situations that arise as a result of various ideological and informational threats (helping students who are exposed to various currents or other negative vices to return to a healthy life).
- to create a favorable environment for students to live, study, work, etc.

There are a number of requirements for the pedagogical process to teach students who are the future of our country to live with high goals and aspirations. In the process of fulfilling these requirements, certain rules and principles must be followed. These principles not only help to increase the effectiveness of the work you want to do, but also serve as a guide that guides and regulates student activities. At the same time, the principles reflect students 'changes in society, their attitudes toward rules, their behavior, and any activities. Many aspects must be taken into account in the development of these principles, especially due to many factors, such as the situation in society, progress, development, changes in people's worldview.
To this end, the following principles have been developed:
1. The principle of building a healthy lifestyle
2. The rule of directing student activities to a specific goal
3. The rule of protection against malicious information attacks
4. The principle of ensuring consistency of integration between the mechanisms of protection of students from internal threats
5. The rule of formation of immunity in students against any alien ideas
6. Entrepreneurship Development Rules, etc.

The above rules cover all situations that apply in the course of a student's life, practical actions, and activities. Thus, in the process of protecting students from internal threats, based on such

principles as maintaining and strengthening their health, helping to build their activities on purpose, building immunity against any ideological ideas, increases students' resilience to internal threats and builds their self-confidence.

The sources of the model are: national and universal values, the educational process, folk pedagogy, a healthy social environment. These resources are especially important in protecting students from internal threats and it is not possible to carry out the process without relying on them.

In creating a model of protection from internal threats, of course, it is important to determine its system, that is, who is responsible for protecting students from internal threats, which organizations are responsible, and what are its functions?

Hence, the system involves the state, society, family, educational institution, community, public organizations, and integration between them must be ensured. It should be noted that the elements of this system must perform all the work within their competence and work in an interconnected, coordinated manner. For example, the family must cooperate not only with the educational institution, but also with the participants in the system, such as neighborhoods, community organizations. At the same time, there is integration between the family and the educational institution.

The module we are proposing also outlines the forms, ways, methods, and forms of protecting students from internal threats. So these are:

Forms of protection of students from internal threats Of course, to date, the process of educating students has been carried out in several forms. Today, its new forms are being created according to the needs of the time. One such form of education is distance learning. It is true that distance learning is drastically different from the traditional form of education, but it also has its own unique possibilities. It is safe to say that learning in mobile education depends more on the level of education of the student. That is, even in the process of distance learning, students are at high risk of being exposed to various threats. For this reason, when we educators use such forms of education, we need to teach students a culture of using the Internet and other tools, and repeatedly remind them that they should only use it for learning. Of course, in this process, the integration of systems in the module must also do its job. At the same time, it is advisable to hold competitions and exhibitions on the topic of protecting students from internal threats among students using the remote form. These can be a competition of articles, essays, drawings on topics such as "We are enterprising young people," "Trafficking is a problem of the time," "We are against terrorism and religious extremism," "The Internet and me."

CONCLUSION

Ways to protect students from internal threats include: roundtables, debates, meetings, lectures, trips, and more.

In turn, there are methods of protection, which include: "Decision", "Assistance", "Insert", "Mental Map", Motivational video and others.

Hence, the model we propose reflects the purpose, principles, sources, system, forms, methods, etc. of protecting students from internal threats, which lead to an increase in the effectiveness of the problem we are studying.

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