

PSYCHOLOGY AND COGNITIVE PROCESSES OF STUDENTS GROWING UP IN THE INFORMATION SOCIETY. WE PUSH FOR INFORMATION CULTURE

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Abstract:

In this article, you will learn about the century characterized by the stability of globalization and the impact of the informationization of our society on children's cognitive processes and psychology.

Keywords: Cognitive processes, child psychology, attitude to information, family environment, modern technologies, information culture.

Introduction

Information is information about all events. Regardless of whether it is false or true. Humanity receives information through audio, images, video, text (writing), techniques and other things, and only certain groups react to it appropriately. Behind this attitude lie complex processes such as analysis, searching for the original source of information, comparison and re-examination. Through this expressed attitude, an "information culture" begins to form. This culture is of great importance in the development of society. Today, the fastest and most powerful way to influence a person is, of course, through information. It is incessant, its flow has no limits. Therefore, how and how children, our children, perceive information, how they react to it is an aspect that we should constantly pay attention to. What information is he inclined to, what is his condition when he receives false or true information. Can he respond appropriately to information? Questions like these and notes to underline encourage us to wake up even more. Cognitive processes, that is, the formation of a person's concepts and knowledge about the world, are part of conscious activity. These processes include attention, memory, perception, abilities, problem solving, and creative thinking. In the conditions of an information society, cognitive processes in child psychology are formed not only on the basis of biological development, but also by the intensity of the flow of information, the influence of technologies, and social environmental factors. In this process, the development of a child's mind depends more on individual experience and the ability to process information. In an information society, children have wide access to technologies, such as the Internet, smartphones, and computers. This situation changes the ways in which children receive and process information, creating new cognitive processes. Cognitive processes, that is, the formation of a person's concepts and knowledge about the world, are part of conscious activity. These processes include attention, memory, perception, abilities, problem solving, and creative thinking. In the conditions of an



information society, cognitive processes in child psychology are formed not only on the basis of biological development, but also by the intensity of the flow of information, the influence of technologies, and social environmental factors. In this process, the development of a child's mind depends more on individual experience and the ability to process information. In an information society, children have wide access to technologies, such as the Internet, smartphones, and computers. This situation changes the way children receive and process information, creating new cognitive processes. Children either graduate from preschool or enter the school environment directly. Therefore, we, especially primary school teachers, as the ones who have the greatest influence and guidance on children aged 6-7 to 11-12, should pay special attention to the cognitive processes, psychology, and individual characteristics of students. During this period, the student can correctly understand what he has heard, information about events, can present the information he has in a certain order, and appropriately use mental operations (compare, clarify, group, make judgments). A number of personal qualities develop in the child and features are clearly visible; determination, relative independence, the ability to set goals, the desire to evaluate one's behavior from the perspective of society, loyalty to agreements, respect for adults, keeping promises, a sense of duty and responsibility, etc. At the same time, a child preparing for school education has the ability to control his emotions and inner feelings, he can even express his attitude to himself, for his actions, inappropriate actions, inappropriate behavior, involuntary urination. We can feel that these standards are changing today. Because the information society is becoming more and more informational, the information that children receive is even more and more. Thousands of children are going astray on social networks, causing an increase in negative psychological states. Children are more nervous than usual, have difficulty completing what they have started, are distracted, prefer to sit quietly rather than react. They strive for ease. Ensuring the information security of children and young people is primarily associated with psychological and pedagogical support for the interaction and activities of the younger generation in the global network. To determine the essence of ensuring the psychological and pedagogical safety of young people in the information digital environment, we will determine the mechanism of the mental state of information security. From the cognitive processes:

-Attention development: The abundance of information increases the ability to divide attention in children. However, a frequently changing flow of information can weaken the ability to maintain attention. Therefore, exercises aimed at developing the stability and selectivity of attention are important.

-Memory changes: Due to easy access to information, children use less long-term memory. Instead of storing information, the ability to find it at the right time prevails. This increases the importance of special programs and games for developing memory.

-Thinking development: Modern information technologies can be both useful and dangerous in developing children's critical thinking skills. It is important to develop critical thinking to



teach children how to choose quality and reliable information and to protect themselves from false information. In the information society, it is recommended to use the following pedagogical approaches to develop cognitive processes in children: The need for security is one of the basic needs of a person, which is associated with the absence of danger. According to A. Maslow, according to the hierarchy of personal motivational formations, this need serves as the basis for a person's self-realization (along with such needs as recognition and appreciation, love and affection, etc. the basis for satisfying a person's physiological needs).

Solving the problem of ensuring the psychological and pedagogical safety of children and adolescents in the digital information space involves taking into account a number of principles. Among these principles, in particular, the following principles are identified:

- consistency (requires the mutual cooperation of all interested institutions in ensuring the psychological and pedagogical safety of the younger generation);
- scientific nature (it involves conducting interdisciplinary psychological and pedagogical research to identify ways and means to prevent the negative impact of the digital information environment on the formation of the worldview of young people);
- regulation of the level of influence of information content (it involves regulating the access of children and young people to cyber resources in accordance with their age and the level of formation of information culture);
- psychological and pedagogical support for the activities of children and young people in the information space (it involves the development and implementation of a system of measures to train children and young people to adequately perceive and process information content).

Summing up, we note that the digital information space has not only positive potential, but also threats. Ensuring the psychological and pedagogical safety of children and adolescents in the digital information space revealing the essence of the global network creates the basis for the development and implementation of an effective barrier to the negative impact of the global network on young people.

The development of cognitive processes of younger school-age students, such as attention, memory, perception, thinking, at the same time, makes it easier for us to form an "information culture". In order to effectively influence children, knowing the individual characteristics of each of them is more important than ever. We, educators, need to systematically carry out the following work as the first steps in shaping the active participation of our future young people in society and their decent lives:

- constant communication with parents and people who can have any influence on the child;
- knowing the individual characteristics of each student and approaching them accordingly;
- constantly observing and studying age-related psychological changes;
- to be aware of the family environment and improve it, to integrate the family-school environment to a certain extent;
- to organize lessons for students based on modern trends;
- to teach and form any culture at a standard level depending on age;



- Implementing systems that listen to and feed back to those around us about the events they can perceive will set a solid path for us to achieve the outcomes we expect for future generations.

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