

EFFECTIVE WAYS TO EDUCATE CHILDREN IN THE DIGITAL WORLD

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Abstract: The article comprehensively discusses the problem of educating children in the digital world in a situation where modern information and communication technologies are deeply penetrating all spheres of life, including educational and upbringing processes. Indeed, at a time when children aged 9–14 are increasingly using the Internet, mobile devices, social networks, and digital games, it has been found that there is a lack of sufficient control and educational guidance over their digital culture, moral views, and online behavior. The article argues that digital education is not limited to technological skills alone, but is inextricably linked to the processes of moral, social, and psychological development. The research paper substantiates the need to strengthen school-family-psychologist cooperation in educating children in the digital world, develop methodological guides on digital literacy for teachers and parents, as well as form critical thinking, digital ethics and online responsibility in children.

Keywords: Digital education, children and technology, digital literacy, parental control, media culture, Internet safety, digital ethics, school-family cooperation

Introduction. Over the past decade, technological advances have fundamentally changed almost every aspect of society. Digital technologies — the Internet, smartphones, tablets, artificial intelligence, games, and social networks — are penetrating deeply into the lives of children, especially children. While the digital world, on the one hand, opens up opportunities for education, information, communication and the development of creative abilities, on the other hand, it can have a negative impact on the psychological state, social relationships and moral values of children.

In today's digital age, the issue of raising children has become a pressing issue not only for the family, but also for schools, society and state policy. Because it is necessary to teach the generation growing up in the digital world not only to use technology, but also to use it responsibly and safely. Therefore, the concept of “digital education” is gaining more and more popularity. This concept includes teaching children skills such as using digital media, internet safety, media literacy, online culture, and protecting personal information.

Studies show that children who are left unsupervised in a digital environment are at increased risk of mental health problems, social isolation, vulnerability to violence, and internet addiction. At the same time, children who are taught to use technology correctly are developing into open-minded, creative, and independent thinkers. Therefore, one of the important areas of modern education is the conscious and effective introduction of children to the digital world.

This article is devoted to this issue. It analyzes effective ways of educating children in the digital world, pedagogical and psychological approaches, the role of parents and teachers, as well as international experience. The purpose of the study is to identify and recommend effective methods of education that ensure the social, psychological and moral development of children in the digital world.

Analysis of the literature on the topic: In recent years, the issue of educating children under the influence of digital technologies has been raised as one of the important scientific and pedagogical problems on a global scale. In this regard, studies conducted by scientists from

different countries have emphasized that the digital environment has a strong impact on the psychology, socialization, moral values, and development of thinking of children.

Livingstone and Helsper (2007) in their study found that adolescents who actively use the Internet are withdrawing from real social interaction, increasing feelings of loneliness, and increasing mental health problems. They also emphasized the role of family supervision and the educational environment in the conscious use of digital media.

M. Prensky (2001) introduced the concept of the “digital generation” and described how children are now being shaped as subjects who have grown up with digital technologies and intuitively accept them. At the same time, he argues that familiarity with digital technologies does not guarantee children’s moral and cultural development.

Scientific research on this topic among Uzbek scientists is not yet extensive, but some authors are trying to study this topic. M. Rasulov (2022) states that digital technologies, although they increase children's free thinking and motivation to learn, if not regulated, make them dependent on the virtual world. N. Egamberdiyeva (2021) also studied the role of the family in digital education and showed that the culture of parents using digital media directly affects children.

Additionally, countries such as Finland, Estonia, and South Korea have integrated digital education into their national curricula. They focus on progressive digital literacy, strengthening school-family partnerships, and creating a child-friendly online environment.

The analysis shows that in order to effectively introduce children to the digital world, it is necessary to develop educational mechanisms that support their psychological, social and moral development, along with providing them with complex communication and technological skills. This article is aimed at identifying these aspects and adapting them to local conditions.

Analysis and results. Based on the information presented in the article, observations and analysis of international and local literature, the following main situations were identified: 1. Children use digital media extensively and actively, but there is insufficient control and purposefulness. Most children spend more than 2 hours a day on digital devices, but a large part of this time is spent on games and social networks. This type of use can negatively affect a child's thinking, mood and social adaptation. 2. The participation of parents and teachers in digital education is weak, there is no systematic communication. Most parents try to limit their children's use of the Internet, but many do not have a clear strategy in this regard. In addition, the level of methodological awareness of digital education among teachers is also low. This creates gaps in the formation of children's digital literacy and culture. 3. Digital education is not just technical knowledge, but also moral and psychological development. It is not enough to teach children how to use technological tools. They need to deeply master concepts such as digital ethics, media literacy, Internet safety, and personal data protection. Otherwise, children will become vulnerable to the dangers of the digital environment. 4. Effective digital education is based on the cooperation of school, family and society. During the study, successful cases were observed mainly in conditions where the family and school cooperated effectively in the issue of digital education. This partnership develops in children the skills of making conscious choices, evaluating their own behavior and feeling responsible. 5. There are partnerships that can be implemented based on international experience. The analyzed foreign literature and policy documents show that in countries such as Finland, Japan, and South Korea, the digital education system begins in early childhood, is included in school programs, and there are special trainings for parents. These experiences can be adapted to the conditions of Uzbekistan. In general, to introduce children to the digital world, not only technical means are needed, but also complex educational approaches, psychological support, education and conscious

cooperation in the family environment. This approach serves to form a digitally literate, responsible and socially active younger generation.

The 21st century is recognized as the century of digital technologies. The Internet, mobile communications, artificial intelligence, virtual reality and other digital tools have become an integral part of our lives. Indeed, children, as the youngest generation growing up with technology, are at the center of these changes.

Today, children start using digital devices from a very early age. Studies conducted by scientists around the world show that most children under the age of 7 regularly use smartphones or tablets. This has a significant impact on their thinking, communication and emotional development. Inappropriate or unlimited use of digital media can weaken a child's attention, harm their mental health and lead to social isolation. Therefore, digital education is becoming one of the most important and relevant areas of education and upbringing today.

Digital education is the process of teaching children to use technology safely, consciously and responsibly, and includes the following components: Digital literacy, media culture, information security, moral immunity. Digital education forms not only technological skills, but also moral, legal, psychological and cultural competencies.

The digital environment offers great opportunities for children: instant access to information, distance learning, creative games and social interaction. At the same time, it also brings with it risks: Internet addiction, cyberbullying, exposure to misinformation, social isolation. In such cases, protecting children is not only possible through technical restrictions, but also through conscious education.

The following recommendations are important for effective digital education: Parents should actively intervene in their children's digital lives, support them under close supervision.

For example: open conversations with children about Internet safety, collective use - online education, games, watching movies with parents.

Psychologists and educators should focus on the following through individual work with children: reducing digital stress and anxiety, teaching personal boundaries in the online environment, forming critical thinking and a sense of responsibility.

In advanced countries of the world - Finland, South Korea, Singapore - digital education is one of the main directions of educational policy. In these countries: digital culture is taught starting from primary school, special courses for parents have been introduced, online monitoring systems and safe content filters are in place.

For Uzbekistan, these experiences can be adapted to its specific socio-cultural conditions. In particular, it is necessary to introduce a special module teaching digital etiquette and Internet ethics into the education system, as well as take systematic measures to increase the digital competence of parents.

In the conditions of the rapid development of the modern digital environment, introducing children to the digital world in a conscious, responsible and cultured manner is an urgent pedagogical and social task today. The study found that despite the high level of children's use of digital technologies, their digital literacy, moral immunity and knowledge of Internet safety are low. This makes them vulnerable to the dangers of the digital environment.

The analysis showed that the effectiveness of digital education is directly related to the activity of parents, the qualifications of teachers and the adaptability of the education system. Digital education should be aligned not only with technical controls and restrictions, but also with moral, psychological and cultural attitudes. In addition, the development and implementation of comprehensive strategies adapted to national conditions, based on international experience, will make digital education more effective.

The recommendations put forward in this article - strengthening school-family cooperation, introducing digital literacy subjects and modules, organizing trainings for parents and teachers, and instilling in children a sense of critical thinking, personal safety, and social responsibility - will serve as an important factor in educating the modern generation as conscious individuals in the digital world.

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