PEDAGOGICAL CONDITIONS FOR THE FORMATION OF STUDENTS' EDUCATIONAL IMMUNITY TO USE THE INTERNET

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Annotation. *This article analyzes the concepts of condition and pedagogical condition, as well as the opinions of scholars on it. Also, the pedagogical conditions for the formation of students' educational immunity to the use of the Internet have been clarified.*

Keywords: *educational immunity, pedagogical condition, global network, experiment, Student-Fisher, mathematical statistics.*

For the formation of educational immunity of students to use the Internet, it is necessary to comply with certain pedagogical conditions. Therefore, the proposed research puts forward the idea of clarifying the existing pedagogical conditions for the formation of educational immunity of students to use the Internet, and, if necessary, introducing scientifically based pedagogical conditions. For this, it is first necessary to clarify the concepts of condition and pedagogical condition, to analyze the research of scientists on it.

In this regard, according to E.F. Gubskij, G.V. Korablyova, V.A. Lutchenko, conditions are necessary for the occurrence of a certain phenomenon, but do not cause it by themselves. The nature of the conditions determines the mode of action of a given cause and the nature of the influence. By changing the conditions, it is possible to change both the mode of action of the cause and the nature of the influence. In the "Philosophical Encyclopedic Dictionary" of these scholars, the concept of "condition" is defined as follows[1]:

1) the environment in which man exists and without which he cannot exist;

2) as a setting in which something happens.

In pedagogy, conditions are often understood as a set of factors, situations, and measures from which the effectiveness of the pedagogical system's activity depends. According to G.V.Shapapova [3], R.T.Auyezova [4], D.R.Otakulova [5] pedagogical conditions are considered as a set of measures that contribute to the successful course of something, ensuring the development of a pedagogically favorable environment in the educational process of students.

By pedagogical condition, N.M. Borytko understands an external state that significantly influences the pedagogical process, to one degree or another consciously created by the teacher, implying the achievement of a certain result [6].

According to V.I. Andreev, pedagogical conditions are the result of selecting, designing, and applying content elements, methods (techniques), and organizational forms to achieve the goal [7]. According to U.M. Mirsanov, pedagogical conditions are a set of specially substantiated, organized conditions and directions of pedagogical activity that determine the educational process, achieving educational effectiveness at various stages and in general [9]. Some researchers and scholars link pedagogical conditions with the pedagogical system (O.V. Galkina [10], N.V. Ippolitova [11], et al.). According to the authors, pedagogical conditions are one of the components of the pedagogical system, reflecting the commonality of the possibilities of the educational and material-spatial environment, which has a personal and procedural impact. The aspects of this system are ensuring its effective functioning and development.

Thus, in the works of the above-mentioned scholars, pedagogical conditions can be recognized as circumstances that allow us to consider

education as a socially determined whole of conditions that interact on the basis of complementarity. However, in their research, no research was conducted on the pedagogical conditions for the formation of students' educational immunity to the use of the Internet. In this regard, the pedagogical conditions for the formation of educational immunity of students to use the Internet have been clarified:

1) Independent educational tasks given to students in professional disciplines should be aimed at increasing motivation;

2) independent learning assignments given to students should be oriented towards practice;

3) increasing the legal literacy of students regarding the use of the global network;

4) imposing restrictions on the use of platforms that negatively affect the upbringing of students in higher educational institutions;

5) creation of information and educational environments related to the negative impact of social networks and placement of video clips on them;

6) organization of online and offline clubs on the negative impact of social networks;

7) Development of students' practical skills in using freelancing educational platforms.

Thus, in order to form the educational immunity of students to use the Internet, along with existing pedagogical conditions, it is necessary to comply with the pedagogical conditions proposed within the framework of the study. If independent learning of students is organized on the basis of these conditions, students will not spend their free time inefficiently on social networks. Also, the formation of students' educational immunity to the use of the Internet is achieved.

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