PEDAGOGICAL DESIGN OF STUDENTS CYBERSOCIALIZATION ON THE BASIS OF BLENDED EDUCATION

Navruz Ahmedov Tolqin oglu

2nd year master's student at Bukhara Innovation University

Abstract *This article studies the pedagogical conditions necessary for the effective organization of students' cybersocialization processes in education. The aim is to identify pedagogical conditions aimed at supporting students' cybersocialization and develop methods and approaches for their integration into the educational process.*

Keywords: *blended learning, cybersocialization, pedagogy, design, information security, digitization, individual education, global information, cybersecurity, cyberculture, cyberpedagogy, education, student, online, offline, digital learning environment.*

Introduction Currently, there are many teaching methods in higher education institutions, which pursue a single goal - the assimilation of knowledge by students. In the process of online education, cyberpedagogy contributes to high-quality education, regardless of where students live and how they access the computer. Such systems of interactive products are designed to ensure the availability, continuity and high quality of education based on advanced computer technologies (Internet, design, modeling). Cyberpedagogy, together with interactive software, allows you to introduce a qualitatively new and effective model of teaching academic subjects, and modern interactive whiteboards that have appeared in educational institutions are a technical means of implementing an effective e-learning model. With their use, teaching becomes truly creative and interesting.For example, an interactive whiteboard allows you to speed up the pace of the lesson and involve the entire audience in it. The visuals of an interactive whiteboard are a valuable way to focus and concentrate students, which is especially important when working with students who have difficulty concentrating. An electronic whiteboard helps students overcome fear and embarrassment (excitement) at the blackboard, easily involves them in the learning process and increases motivation. Students in the audience will not remain indifferent, lessons will be easy and interesting.

One of the tasks of a modern teacher is to arouse students' interest in science and maintain this interest throughout their studies. The continuity of education is considered as a purposeful process of assimilating knowledge and socio-cultural
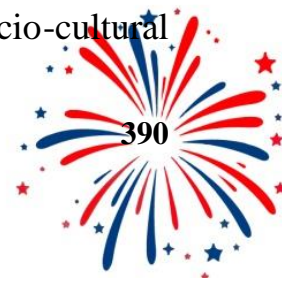
experience throughout life. Philosophers, sociologists, and political scientists define the modern socio-cultural situation in the world as an alternative situation associated with transitional periods and unstable situations within a changing society (Zaytseva, 2009) [1].The ability to establish logical connections, work in a team, and find new and creative solutions is increasingly valued in the labor market, as such specialists are easier to learn and adapt to a rapidly changing situation. In addition, the digitalization of life activities creates new types of communication: communication in messengers (via a computer interface); communication with a computer (search interfaces) and communication between two computers to achieve the desired result (applications on a smartphone: maps, table patterns, tips, activity sensors).In this increasingly complex alternative field, the teacher must choose and implement the immediate and prospective risks of dynamically changing the space of his life activity, his life activity and health, his professional success, his career-oriented success, and his future educational path. Accompanying the student in choosing and implementing an individual educational path, the teacher takes into account the risks and threats for the student, paying attention to the position of the students' parents and the risks that the parents see for the successful implementation of their tasks by the students.Thus, in the context of digitalization, the problem of riskology in continuing pedagogical education is relevant, which is aggravated by additional risks and threats of cyber-socialization as a result of the inclusion of virtual space as a full-fledged factor of individual socialization. The educational space is a broad and multifaceted concept. The potential of the Internet not only as a source of information, but also as a space for the implementation of students' creative, personal and professionally significant ideas is being discussed in detail. The main problem of the 21st century is the rapid cybersocialization and gadgetization of society as a result of the digitization of humanity and the world.

special attention was paid to. The prospects for changing the educational environment of universities in the context of the digitalization of education in the digital age and the successful implementation of the project of digitalization of education in our country require the following: - taking into account the educational achievements of students in online courses, maintaining the possibility of including these results in the transcript as mastered subjects; - developing scientific and practical pedagogical projects on cybersocialization in order to develop effective methods for eliminating the results of solitary learning, which is an integral part of online education; - forming leading universities in the development of artificial intelligence technologies for their rapid and full implementation in the educational process and education management.The implementation of leading pedagogical

functions with all the various technologies of teaching: didactic, computer, problem-based, modular, etc. remains the responsibility of the teacher (V.A. Slastenin). The definition of the subject has undergone changes. Cybersocialization of a person – (English Cyber – a prefix currently used in relation to various electronic and network resources, information, objects, when talking about computer technologies, events + socialization = socialization) – socialization of a person in cyberspace, modern information and communication,as a process of qualitative changes in the structure of the self-awareness of a person and the need-motivational sphere of a person under the influence and as a result of their use, a person in the context of assimilation and reproduction of culture within the framework of personal life activities [1, 14]. Cyberpedagogy (cyberspace pedagogy) as a pedagogy of the 21st century includes issues related to the philosophy and methodology. "In the 21st century, the content and specific aspects of educational technologies are being constantly modernized through modern information and communication, computer, electronic, digital and Internet technologies. The theory of cyberpedagogy is based on the cyber-ontological approach. According to it, the process of human education is a process of

and its interaction with the whole world and the conditions of cyber reality" (V.A. This is a real system, metasystem, orderly expression of education, existing in various forms and organizational structures. This is a constantly expanding system of general education in the modern information society - secondary, higher, higher and professional development. In the era of global informatization, distance learning is becoming more convenient and in demand. It is also various forms of self-education, provided by the educational and socio-cultural resources of society and its informatization technologies. The structure of general education has been comprehensively studied and substantiated, taking into account the current complex of objective factors: educational conditions, requirements for it - scientific, social, ideological, cultural, economic, technological, etc., as well as trends.

Therefore, changing conditions and requirements with the corresponding evolution are relatively invariable. Nevertheless, education, being social, is a subjective factor. It should be noted that in the process of the emergence and development of the information society, the problems associated with the organization of the educational process are of crucial importance. The development of modern information and communication, electronic, digital and computer technologies in itself creates an environment characterized by rapid and continuous changes. The current pace and scale of changes violate the traditional framework of historical development stages. For the first time in the history of our civilization, generations of ideas and products of human activity replace each other faster than

generations of people.Even in the sphere of personal life, change is pushing away continuity and stability. Moreover, variability manifests itself through diversity, unprecedented in the past, which has led to the impossibility of defining our era with a single scientific, technological discovery or social phenomenon. Such an environment requires a fundamentally new approach to the educational process. A person today needs not only new practical skills and theoretical knowledge, but also the ability to constantly improve this knowledge and skills. In other words, continuous learning throughout human life

must comprehensively master and develop the culture of. New technologies undermine the basis of the traditional educational process. The use of cyberspace resources for educational purposes cannot fully compensate for the shortcomings and replace the advantages of the traditional education system [6, 72]. These circumstances, combined with the modern requirements of the world community, formed as a result of the use of advanced information and communication, electronic, digital and computer technologies and life models in cyberspace, create the need to further increase the literacy level of the population, meet the needs of the information society.The new level of literacy requires the creation of new pedagogical approaches to teaching and learning fundamentally new technologies for mastering scientific knowledge, the modernization of training courses and teaching methods. They should contribute to the activation of students' intellect, the formation of creative and intellectual abilities, the development of a holistic worldview of the individual, and allow him to take a strong place in the information society. Thus, in order for the use of new digital technologies to improve the quality of education, professors and teachers should develop, research and actively apply their knowledge of cyberpsychology and cyberpedagogy in order to effectively use their capabilities.

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