Development of Virtual-Pedagogical Culture in Parents: Theory and Practice

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Annotation: The article analyzes the theoretical and practical aspects of the development of virtual pedagogical culture of parents. Also, the spiritual and moral issues related to the education of the younger generation through the development of virtual-pedagogical culture of parents, their solutions are widely covered.

Keywords: parent, family, school, neighborhood, education, culture, virtual, media, information, computer, Facebook, television, teacher, literacy, virtual control, children

INTRODUCTION. Today, the role of social networks in the life of society is growing in our country. Almost all aspects of human life cannot be imagined without virtual tools. The skills of working with, disseminating, managing and transmitting information determine the level of development of the virtual pedagogical culture of the modern person, including parents.

The Resolution of the Cabinet of Ministers of the Republic of Uzbekistan "On approval of the concept of continuous spiritual education and measures for its implementation" states that it is important to develop mechanisms for effective cooperation between parents, educators, teachers, lifelong learning institutions and the community. earns. Activities aimed at raising the virtual pedagogical culture of parents address issues related to the cooperation of the family, community, and educational institutions. Improving the mechanism of development of virtual pedagogical culture of parents, especially in an informed society, based on international experience, information resources, national values, improving cooperation between family, lifelong learning institutions and the community, sociometric scales and integrated diagnostics to assess the virtual pedagogical culture of parents requires the development of parameters. Such an approach determines the relevance of the topic of our research.

LITERATURE ANALYSIS AND METHODOLOGY. Therefore, based on the development of virtual pedagogical culture, the object of solving or regulating the spiritual and moral problems associated with the education of the younger generation in society is the rational activity and behavior of individuals through computers and virtual communication. Therefore, it is impossible to understand the problems of the education system of the virtual world without identifying the features of such communication in the field of pedagogy.

In our country, too, there are wide opportunities for in-depth study and research of problems in the development of virtual pedagogical culture of parents. This defines the tasks of the social sciences, in particular, the science of pedagogy, such as improving the theoretical and methodological basis of the moral and pedagogical criteria of virtual reality, the norms of education and upbringing and their deeper implementation in life. It is the development of spiritual-moral and pedagogical principles inherent in virtual reality that serves to meet the needs of young people not only in social, spiritual, moral but also in education.

DISCUSSION. If we look at a long history, the word "Virtual" comes from the Latin word meaning "Vir", which means male. The Romans derive a new "virtus" from the word "vir", a word that can express all the masculine qualities of a man, the qualities of courage, strength, bravery, moral character, virtus used when all of these qualities are manifested in one person. It is on the basis of this interpretation that the goddess Virtus also had the same name in ancient Roman mythology. It later went from Latin to French, and from French to English in the thirteenth

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century. With the widespread penetration of computer technology into people's lives, the word in English has come to mean the virtual word "does not exist in real life, but appears because of software". In the new era of computer technology, virtuality is understood as a specific state that loses the boundary between the real and the imaginary (or built) world. This concept of virtuality is also used in pedagogy, psychology, ethics, aesthetics and culture in general.

Virtual culture, on the other hand, is the realization of the boundary between the real world and the imaginary world of virtuality, the effective use of virtual reality. In modern society, by experts in various fields, researchers of the virtual world are also interpreting the term "infologema" as a new concept in relation to the virtual world. Infologema is the concept of false, misleading views that are not verifiable. There are more and more cases of young people following these false views. Due to infologems, young people do not believe in their own strength, their shortcomings are due to others, the importance of trusting their loved ones and participants in the virtual world, the feeling of loneliness in the homeland, loneliness in general forms false ideas. By developing such ideas in young people, they use them in the path of terrorism, in increasing the number of unconscious young people who betray the Motherland. In preventing such cases, parental awareness is very important, that is, it depends on the level of development of virtual pedagogical culture in parents.

In the last quarter of the XX century in the CIS in the field of pedagogy in the information society in the field of pedagogy of "virtual reality" research in the field of pedagogy T.Yu. Kitaevskaya, V.N.Solovev, E.A.Myasoedova, M.G.Mukhidinov, A.M. Podreyko, G.Yu.Belyaev, A.V.Khutorskoy L.I.Novikova, M.I.Rozhkov, N.E.shchurkova A.K.Lukina, S.L.Novoselova, M.N.Polyakov and other scientists those who carried.

O.Fayzullaev, M.N.Abdullaeva, N.A.Shermukhamedova, Sh.S.Kushakov, A.K.Turashbekova, T.Sultanova are among the scientists who have studied the problems of development of spiritual and moral education of parents and youth in the conditions of the informed society in our country. , V.Khayrullaeva, V.A.Ustyugov, T.V.Jdanova, A.A.Dyshekov, L.A.Muhammadjanova, B.Parfiev, M.Erkaboev, T.Doschonov, O.Muhammadjanov, A.Erkaev possible.

Analysis of the available scientific literature and research shows that although the spiritual and moral problems of virtual reality have been studied by scholars in various fields, the development of virtual pedagogical culture of parents in an informed society has not been specifically studied as an object of independent research.

RESULTS. The study analyzes the role of parents in youth in an informed society, the behavior of young people in the virtual world, the formation of different groups on social networks, the needs of information consumption in the virtual world and the formation of behavior in meeting information needs of young people, as well as parent-youth relations in the virtual world. was made.

The study examines the characteristics of the development of the concepts of virtuality, culture and virtual-pedagogical culture in the interpretation of parents and youth as a participant in the virtual world, and the dependence of the media as a consumer of information. , on the basis of a sociological survey of parents, youth opinion as a key factor in the development of virtual - pedagogical culture in the information needs of the virtual relationship of parents and youth in an informed society.

The study involved 295 parents and 592 young people with their opinions. Samarkand, Fergana, Andijan and Tashkent regions of Uzbekistan were selected for the study. According to statistics, it is in these areas that the family population is higher than in other regions, so these areas were selected as the most appropriate choice for the study.

Of the 295 parents, 28% were from Samarkand region, 25% from Fergana region, 24% from Andijan and 23% from Tashkent. Of the 592 young people, 28% were from Samarkand region, 25% from Fergana, 24% from Andijan and 23% from Tashkent.

Of the young people surveyed, 210 (38%) are currently in school, 42 (8%) have graduated and are studying in colleges, lyceums or a profession, 85 (15%) are studying at various universities

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in the country, 78 (14%) are employed, 86 (15%) are unemployed, 50 percent (9%) are housewives, ie women, and 3 (1%) are young people with disabilities. (Shown in Figure 1)
The employment of the parents who participated in the study can also be seen from the diagram shown in Figure 1. (Employment of respondents by regions can be found in the appendix of the dissertation)
(1 Picture)
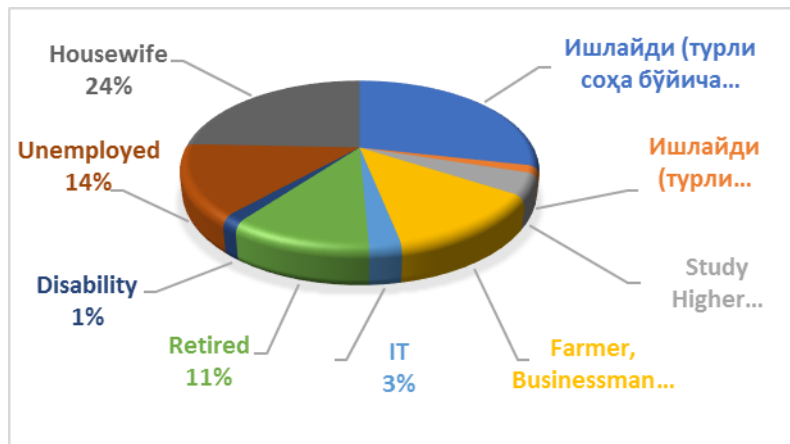
If we look around the world today, most people are using different social sites to communicate with each other. Of these, the most popular in Uzbekistan is the telegram messenger for people to communicate with each other. Through this messenger, people of all ages can exchange information with each other, and now more than 2 users can communicate via video. Parents and children use the same telegram. Messenger is derived from English, means message, and is a complete instant messaging program. Through this program, people can exchange information with each other, people around the world can connect with each other, exchange ideas, exchange information. In Uzbekistan, the population widely uses telegram messenger. Through Viber, WhatsApp and other messengers in Uzbekistan, they mostly use it to communicate with close relatives, friends and acquaintances who live in the world or work as labor migrants. The majority of the population of Uzbekistan communicates with each other via telegram. In turn, this messenger is protected in some cases. However, today through this messenger it is possible to observe that young people, adults are deceived, or otherwise send each other false, unverified, baseless information, and the dissemination of this information has a negative impact on families, the minds of young people.
The following table shows which messengers or sites the respondents (parents) use the most for communication (Relationship networks). (Table 1)

1 table

№	10	Samarkand	Fergana	Andijan	Tashkent city	**Total**	%
1	Telegram	64	55	49	46	214	**59**
2	Instagram	21	14	18	13	66	**18**
3	Facebook	13	9	8	11	41	**11**
4	В контакте	6	6	7	4	23	**6**
5	Одноклассники	1	3	4		8	**2**
6	Twitter	3		1		4	**1**
7	LinkedIn	5	1		3	9	**3**
8	Other						
	Total	**113**	**88**	**87**	77	**365**	**100**

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Table 2 shows which messengers or sites the respondents (youth) use for communication (Relationship networks). (Table 2)

2 Table

	10	Samarkand	Fergana	Andijan	Tashkent city	**Total**	**%**
1	Telegram	114	104	85	86	**389**	**60**
2	Instagram	46	32	29	41	**148**	**29**
3	Facebook	18	6	5	20	**49**	**8**
4	В контакте	5	2	3	9	**19**	**3**
5	Одноклассн ики	1				**1**	**0**
6	Twitter	5	2	1	5	**13**	**2**
7	LinkedIn	7	4	5	8	**24**	**4**
	Total	**196**	**150**	**128**	**169**	**643**	**100**

So, the results show that both young people and their parents are active in the virtual world. The next question was an attempt to find out how much time young people and parents spend on information exchange in the virtual world during the day. 32% of respondents (Parents) spend 2 to 5 hours, 28% spend more time, ie more than 5 hours. (Figure 2)

(2 picture)
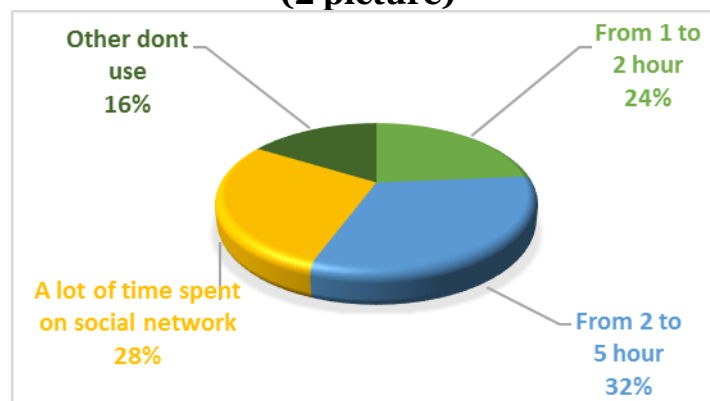
In today's information society, the largest segment of the population, young people and parents, are equally involved in the virtual world of information. Every parent can see that the role of virtual relationships in the lives of their children is matched by their lifestyle. Much of a person's daily life is spent communicating on social media, sharing information, communicating, getting the information they need, disseminating, and so on.

Based on the opinion of parents and young people in the study, there are 3 categories of parents in relation to their children in the virtual world:

The first is that in any case, children are strictly restricted from using computers, electronic media, playing various virtual games, and accessing the Internet in general;

The second is parents who set certain time limits on virtual communication, games, information exchange;

Third, under no circumstances restrict their children from using computer tools.

Conclusion. Based on the results of research on the development of virtual pedagogical culture of parents, the following conclusions should be made:

It is important to develop appropriate measures based on the need to further improve the development of virtual pedagogical culture of parents. Parents' perceptions of virtual culture are not sufficiently formed, and at the same time it is necessary to form a virtual pedagogical culture in parents, effectively developing their skills of virtual information exchange.

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It is necessary to absorb the participation of young people in the virtual world, which has become part of their way of life, the meaning of life, through the development of a virtual pedagogical culture of parents on the basis of conscious filters.

It is important to strengthen the spirit of patriotism, national identity, values in the minds of young people through the development of Internet sites, social networks, to organize contests, competitions that attract young people, ensure their leisure time and thus raise their self-awareness, national pride and honor. important. Through this, we believe that love for one's homeland and love for one's family leads to the formation of ideas in young people;

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