



Virtual Pedagogical Culture as A Specific System of Transformation

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Abstract: This article analyzes virtual pedagogical culture as a unique system of transformation. It also explores the necessity of developing virtual pedagogical culture among parents. The study empirically demonstrates that fostering virtual culture in parents not only protects their children and youth from virtual and informational threats but also helps the parents themselves build immunity to such risks.

Keywords: Parent, youth, transformation, conscious filtering, family, school, neighborhood, upbringing, culture, virtual, media, information, computer, literacy, virtual control, children.

Introduction: According to the Presidential Decree No. PF-60 of the Republic of Uzbekistan dated January 28, 2022, "On the Development Strategy of New Uzbekistan for 2022–2026," the fifth of the seven priority directions developed based on the principle "From the Strategy of Action to the Strategy of Development" is ensuring spiritual development and elevating this sphere to a new level. Moreover, developing the pedagogical culture of parents should be considered one of the most important tasks of modern society and part of the state's social policy.

Research shows that there is currently no systematic work in place to enhance parents' pedagogical culture. Traditional methods once used in schools, such as universal pedagogical education and pedagogical enlightenment for parents, have now disappeared. There is also no clear understanding of the phenomenology of parents' pedagogical culture or the methods and forms for its development in new socio-economic conditions. In order to develop a

comprehensive concept for improving parents' pedagogical culture, it is necessary to analyze the current socio-pedagogical situation and examine the experiences of psychological and pedagogical work with parents in both local and foreign schools.

Our own research indicates that virtual pedagogical culture stands out as a system of transformation that helps regulate people's lives. Based on this approach, it can be said that developing virtual pedagogical culture plays a role in resolving or regulating the moral and ethical issues related to the upbringing of the younger generation in society. This is achieved through the use of computers and virtual communication, which foster rational behavior and activities among individuals.

Developing a system of virtual pedagogical culture among parents is essential for creating moral and ethical immunity in youth against virtual dependency. Conducting pedagogical and psychological monitoring of students in schools to determine necessary directions is of particular importance.

Through the practice of parents discussing information from media sources together with their children, it is possible to shape young people's skills in managing informational needs. Examining how parents and children interpret, evaluate, and discuss such content together, the extent to which their perspectives align or differ, and how much time and patience parents devote to such discussions is vital. In this context, the question "Do you discuss information provided through the media with your child?" was posed to parents. The results showed that 18 respondents (10%) occasionally exchange views with their children, 30 (17%) do so rarely, 62 (36%) lack time to engage in such discussions and therefore do not discuss information at all, and 39 respondents (23%) answered negatively.

However, in many cases, the frequency of communication between parents and children is decreasing, which in turn leads to situations where young people become lost in the virtual world and lose their sense of self.

There is also a question of whether parents themselves possess an adequate level of virtual literacy and skills. Are they able to filter virtual information? Have they developed immunity to getting lost in the virtual world?

To find answers to these questions, a survey was conducted among respondents with the question: "Do you have the ability to analyze and filter virtual information and texts?" Among the parents, 43 people (18%) indicated that they are able to some extent to filter information from the virtual world and have developed sufficient skills. Another 43 people (18%)

said they have some understanding of the virtual world and filtering information. 28 people (11%) indicated that they might be able to filter virtual information only with someone else's help; otherwise, they risk being swept away by the virtual environment. A total of 103 people (41%) reported that they do not filter virtual information at all and lack this ability.

The fact that parents have developed the skills to properly understand the virtual world and filter information is an indication that they have formed a culture of virtual communication and information exchange. However, our analysis shows that only 18% of parents have truly internalized a culture of virtual information. This raises another question: have parents themselves developed the necessary skills and immunity to resist various virtual information threats? By developing parents' virtual literacy, we not only protect their children and youth from virtual threats but also help parents themselves build immunity against such threats.

To the question, "How do you think the virtual pedagogical culture of parents can be developed?" parents gave the following answers: 43 people (15%) – through national and universal human values, 57 people (24%) – by observing online etiquette, 59 people (37%) – through the ability to correctly choose and use information from information technologies, 91 people (15%) – said they found it difficult to answer.

Of course, all the suggested response options are important. When it comes to the ability to correctly select and use information obtained from information technologies, national and universal human values also play a vital role. At the same time, online etiquette should be properly formed. Online etiquette includes perception, conscious decision-making, and acting not under the influence of the masses but with reason. These skills should first be developed in parents and their children. These competencies are shaped and harmonized through pedagogical upbringing and pedagogical education.

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