PEDAGOGICAL CONDITIONS FOR DEVELOPING STUDENTS' CULTURE OF INTERNET USE

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Abstract: This article analyzes the theoretical and methodological foundations, as well as the effective pedagogical conditions, for developing students' culture of Internet use. Within the scope of the study, digital literacy, media literacy, cybersecurity, and pedagogical support factors were examined using an integrated approach. The results of experimental studies demonstrated the high effectiveness of a systematic pedagogical impact on the development of Internet use culture.

Keywords: Internet culture, digital literacy, media literacy, pedagogical conditions, cybersecurity, information competence

Introduction

In the current era of accelerated digital transformation, the Internet has become an integral component of the education system. Global studies indicate that digital competencies are a crucial factor in an individual's successful socialization and professional development [1]. In particular, UNESCO and OECD reports recognize the development of digital literacy within the educational process as one of the key conditions for sustainable development [2]. However, alongside the expanding opportunities provided by the Internet, threats related to cybersecurity, the spread of inaccurate and harmful information, cyberbullying, and the protection of personal data are also increasing. According to UNICEF research, a significant proportion of adolescents face various risks in the online environment [3]. Therefore, fostering a culture of Internet use among students emerges not only as a pedagogical necessity but also as a social imperative.

Analysis of the scientific literature indicates that issues of digital literacy, media competence, and information security have been extensively studied at the international level [4]. However, the investigation of specific pedagogical conditions for developing students' culture of Internet use through an integrated approach remains a pressing issue.

Research aim: The aim of the study is to identify and scientifically substantiate effective pedagogical conditions for developing students' culture of Internet use.

Research object: The object of the study is the educational process in general secondary schools.

Research subject: The subject of the study is the process of forming students' culture of Internet use.

The methodological basis of the study is formed by international concepts related to digital competence, in particular the European Union's DigComp model [6], as well as contemporary theories of pedagogy and digitalization of education. During the research process, methods such as analysis, synthesis, comparative study, pedagogical observation, and generalization were employed. The scientific novelty of this article lies in the fact that the pedagogical conditions facilitating the development of students' culture of Internet use are identified based on a systematic approach, and their practical effectiveness is substantiated.

Main Part

The culture of Internet use is a multi-component and complex pedagogical phenomenon that reflects an individual's conscious, responsible, and purposeful activity in the digital environment. This concept manifests not only as a set of technical skills but also as an integrative construct encompassing digital literacy, information security, media competence, critical thinking, and virtual communication ethics. In this regard, the culture of Internet use determines not only an individual's ability to search for, analyze, evaluate, and effectively utilize information, but also the degree to which they adhere to behavioral norms within the digital environment.

In international studies, this concept is more often interpreted within the categories of "digital competence" and "digital literacy"[1]. The term *digital literacy* initially referred to the skills of searching for and using information, but today it has become a broader concept encompassing media literacy, critical evaluation of information, digital safety, and online collaboration. *Digital*

competence, on the other hand, is recognized as an integrated system of knowledge, skills, values, and responsible behavior.

These areas serve as a methodological basis for revealing the content and essence of the culture of Internet use. Specifically, information literacy develops students' ability to filter information and assess its reliability; communication and collaboration competence ensures effective and ethical interaction in virtual environments; digital content creation fosters students' creative and innovative activity; safety refers to the protection of personal data and adherence to cybersecurity rules; and problem-solving competence develops the ability to make independent decisions and adapt to new situations using digital tools. Consequently, cultivating a culture of Internet use among students includes the following components (see Figure 1).

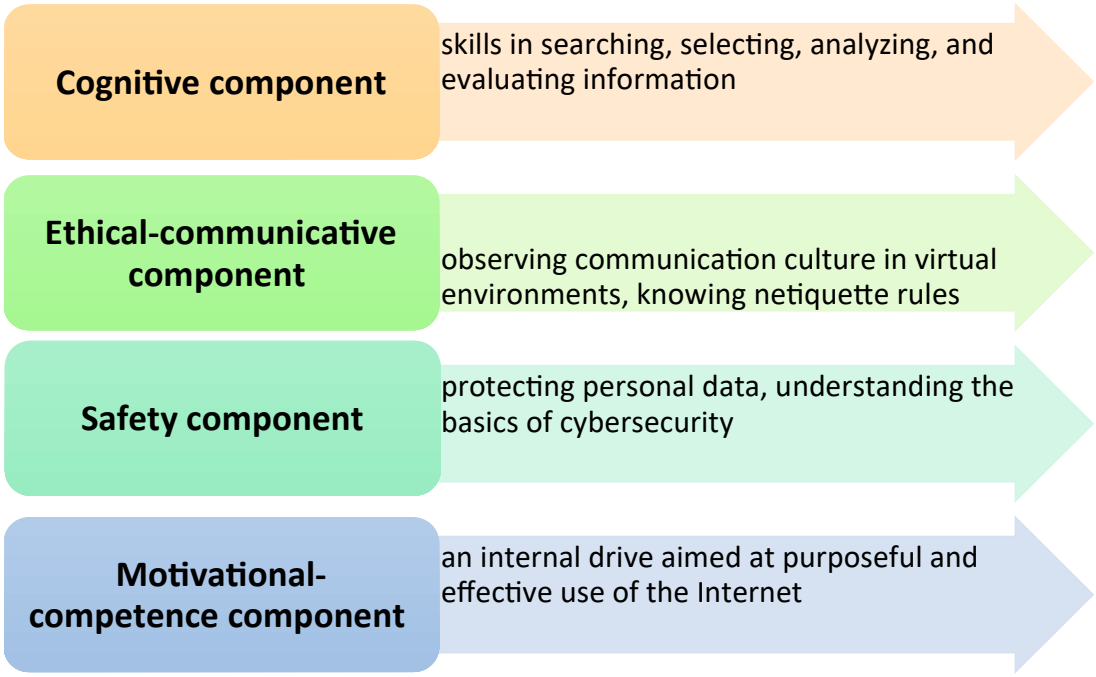

Figure 1. Structural components of Internet use culture.

These components are interrelated, and their comprehensive development requires a systematic approach in the pedagogical process.

Based on the research findings and analysis of scientific sources, the following pedagogical conditions were found to be effective: Integrating the foundations of digital competence into the educational process – It is advisable for the culture of Internet use to be developed not as a separate subject, but integrated

into the content of all academic subjects. According to OECD studies, interdisciplinary integration contributes to the sustainable development of digital skills[1]. For example, in history lessons, students can practice critical analysis of sources; in native language lessons, they can evaluate the reliability of information; and in computer science lessons, they can learn the basics of cybersecurity. Enhancing teachers' digital pedagogical competence – The teacher is the main agent in the process of cultivating the culture of Internet use.

According to UNESCO recommendations, teachers' digital competence directly affects students' level of digital literacy[4]. Therefore, professional development courses should pay special attention to media literacy, cybersecurity, and digital pedagogy. Creating a safe and controlled digital learning environment – Establishing a secure Internet environment in educational institutions (filtering systems, parental control software, internal school regulations) helps protect students from harmful content. UNICEF reports highlight school-family cooperation as an important factor in ensuring Internet safety[5]. Systematically organizing educational and preventive activities – Cultivating the culture of Internet use should not be limited to technical knowledge alone. Through classroom sessions, trainings, discussions, and project-based activities, students' responsible digital behavior can be developed. Preventive programs aimed at preventing cyberbullying and Internet addiction are of particular importance.

The model for developing students' culture of using the Internet includes the following stages: Diagnostic stage – determining students' current level of digital literacy; Planning stage – selecting methods and tools that correspond to the curriculum; Practical stage – organizing activities based on interactive methods (project method, problem-based learning, case study); Monitoring and evaluation stage – analyzing results and making improvements. The practical implementation of this model leads to an increase in students' independence, responsibility, and critical thinking skills during the process of using the Internet.

Conclusion

The research findings indicate that developing students' culture of Internet use is one of the priority directions of the modern education system. It requires a comprehensive formation of digital literacy, information security, media competence, and virtual communication ethics. The culture of Internet use has a multi-component structure, and its effective development is achieved through the harmonious integration of cognitive, ethical-communicative, safety, and motivational aspects. It has been determined that the effectiveness of this process depends on a number of pedagogical conditions: integrating digital competencies into the educational content, enhancing teachers' digital pedagogical skills, creating a safe digital learning environment, and systematically organizing educational and preventive activities. In particular, an educational process based on interdisciplinary integration and interactive pedagogical technologies contributes to the development of students' conscious, purposeful, and responsible Internet use skills.

Thus, implementing a systematic pedagogical approach aimed at developing students' culture of Internet use is an important factor in improving the quality of education and ensuring digital safety. In the future, it is advisable to expand experimental work in this area, improve methodological support, and further develop the digital learning environment.

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