

---

**CONFERENCE ARTICLE**

**METHODS FOR DEVELOPING THE SKILLS OF DETECTING FALSE INFORMATION IN THE  
INFORMATION ENVIRONMENT**

**Tojiboyeva Shokhistakhon Komiljonovna**

Acting Associate Professor of the Interfaculty Department of Foreign Languages of the Termez University of Economics and Service, Doctor of Philosophy (PhD) in Pedagogical Sciences, Uzbekistan

---

**ABSTRACT**

This article is aimed at explaining the importance of developing fake data detection skills in the information environment and strategies for its formation, and as a researcher educator, it is important to create an effective knowledge ground by teaching students and students on this topic Critical Thinking and wide introduction of media literacy techniques, fact-checking techniques on digital platforms. The speed with which information flows creates confusion in the minds of young people, increases the risk of spreading fake news. Therefore, in educational processes, students are faced with the need to acquire the skills of searching for reliable sources, analyzing and building on supporting evidence. In particular, through interactive activities, discussion clubs, virtual laboratories and independent research assignments, skills are formed between students to distinguish suspicious information, compare different sources and substantiate conclusions. This approach not only strengthens the competence of critical thinking, but also serves to elevate the information culture of young people.

**Keywords:** Critical thinking, media literacy, information sources, fake news, verification, digital competence, analytical skills, information security.

---

**INTRODUCTION**

The importance of the information environment has grown immeasurably in a time when modern globalization processes are becoming more and more intensive. As the volume of messages spread through digital platforms, social networks and internet sites has expanded with great speed, individuals of different age categories – especially students and readers – have been forced to use a huge number of resources at the same time. However, as rapid information exchange opportunities develop, there is an increasing amount of content (fake information) that is false, misleading, and manipulative in nature within messages that are spreading from these sources [1]. Preserving young people in the educational process from the flow of erroneous messages coming through such various sources, critical thinking, working with reliable data and developing the skills of feyk information extraction is one of the urgent tasks of the researcher educator. Because as science progresses, the status of an information consumer increases and the importance of an individual approach increases. According to the requirements of the theory of pedagogy, we must try not only to give knowledge, but also to ensure the spiritual maturity of the individual, to educate him with a strong critical mind.

Main part. In pedagogical views, the priority is given to the formation of critical thinking, the motivation of the reader to independently search, the orientation to the practical solution of real life issues with the strengthening of knowledge. In such a process, the concept of false information requires special attention. After all, a false message can always be used for different purposes, causing consequences such as disrupting the social environment, distracting the public on the basis of misinformation, carrying out various political manipulations or advancing the interests of a particular group. In the educational process, however, the negative impact of false content is considered dangerous by the limitation of the worldview of students and students, increasing their likelihood of arriving at

ambiguous conclusions and decisions. Therefore, theoretical and practical pedagogical approaches when working with any information should be carried out without a single whole.

Critical thinking is the most effective immunity to false information. In the absence of a critical opinion, the individual may be influenced by different messages in one way or another, easily hurting his or her consciousness and beliefs. M.As Usmanov touches on this issue, he notes that the development of mediatechnologies has made it possible to spread the message more quickly than ever, but these opportunities at the same time open a wide path to false messengers. As a lasting effect of time as it changes, young people, students, even advanced professionals are at risk of consuming real facts in a form that has been misinterpreted or distorted at some point. In such a situation, pedagogical skills, interactive methods and training aimed at critical consciousness – appear as reliable tools that teach the detection of false information at an early stage.

In order to strengthen immunity to false information in students, it is necessary to introduce methodological strategies into practice in modern educational processes. One such strategy is to carefully examine the facts through their exercise in critical observation. When readers see texts, pictures or videos on various topics, they are always asked “who made this message? [2]”, “from what sources did the information come from?”, “is this information confirmed in other sources?” are asked to make asking questions a habit. In Particular, X.Sharofiddinov describes on a scientific basis that when activating critical thinking, a great emphasis is placed on the centralization of their attention by asking students questions, organizing a discussion, assignments to conflict situations. As a result, the student or student learns to approach the assigned assignments not only as a claim from one source, but as an independent object of Investigation. The effective use of media processing technologies is especially significant. To determine the correctness of information sources,

the compatibility of documents with the original, whether images or videos are montaged, programs such as reverse image search (reverse image search [3]) on the internet are available. The educator, in this process, should show students the use of such tools through practical training. Especially considering the rapid spread of false messages on social networks, where young people enter a lot, it will be very useful to teach students the practice of immediately searching for a photo that looks "suspicious". If this is not done, the possibility of playing with the trust of a wide range of people arises, although the wrong message or image is placed for the purpose of various sarcasm or manipulation.

When thinking on the basis of pedagogical terms, the formation of an independent research qualification is also a notable method. The assignment of collecting information from the internet as well as various literature on a direct topic given to students or readers is the initial stage of research and then covers such stages as data analysis, differentiation, comparison, approval and rethinking according to certain norms. The essence of such an independent research process is that the student, not limited to only the first result that came out in obtaining information sources, probabilistically studies other sources in the list of literature, and also analyzes the opinions of other specialists or researchers. At the end of the process, he comes to his conclusions. These conclusions come into play both in exposing false information and in illuminating the robustness of credible messages.

Such research will certainly elevate media literacy. Media literacy in a broad sense includes not only working with the internet, but also filtering, evaluating, sorting relevant information on various topics that arise with the help of the media. Readers try to understand the quality, author, purpose and style of information they consume. At the moment O.Yusupov promotes that in the absence of the formation of critical thinking, society can face social distortions that can be caused by the means of false messages, instead of taking great advantage of the possibility of advanced technologies. Consequently, given the convenience of information exchange, it is important to strengthen media literacy in the younger generation, integrating it into the forms of formal and informal education. In the same sense, A. The idea of enriching the educational process through the methods of upbringing, which Avloni emphasized, is always relevant. Avloni notes the need to cultivate critical thinking in modern conditions with the help of interactive methods, problem questions, Case Analysis and various tasks when working with students. It is clear from his thoughts that, whether social sciences or Exact Sciences, it is extremely important for each direction to analyze information in its curricula, include parts (modules) related to the detection of false messages or organize practical activities in this direction [4]. After all, it is only in the process of integrated education that a deep sense of thinking, awareness and responsibility is formed in the individual.

The organization of the pedagogical process in such a direction prepares students against destructive trends in the information environment. The role of the teacher in this is special: he explains that evidence and reliable sources are important in each topic, that approaching any message with a silent blind faith leads to error. It is also necessary for the educator himself to be an example in front of students or students. Citing sources in the presentation of information, comparing alternative studies, showing where the facts in the text come from – all this forms the consciousness in readers that "we can and should examine any thought". Citing students, for example, two articles in the course of the lesson, one of which is based on a truly proven scientific resource, and the other, as a blogpost, a practical demonstration that can be created to give someone a pleasant appearance, will give impetus to the development of a critical approach. As they say, they compare which article is more basic, in which statistics are presented inconsistently. In this, the reliability of the evidence and the veracity of the source come out to the middle

of the focus circle. In the process of modern education, a reflexive approach also plays a large role in educating students with such responsible research and specific intellectual interest. After the end of the lesson, the teacher asked "what information did we get today? Is this information based on the correct source?", through questions such as "when reflection is introduced, the students' conscious analysis skills are formed. Also, the fact that students perform tasks aimed at identifying some false information through independent test control or proving how clear an argument is, that Feik applies uncompromising logical questions to others in tasks aimed at exposing the message – all considered a process that concerns a critical opinion plan.

Another important aspect in the use of pedagogical techniques is the influence of the family environment. The teacher, of course, can first of all give exercises on critical thinking in the course of the lesson, but when a child or student goes out of school (or university), the family environment also affects him. When the information culture of the parents in the family is low, the process of teaching the child to make conscientious conclusions becomes more complicated. Therefore, it is very necessary to promote media literacy, legal norms, information security issues at various lectures and seminars in pedagogical science, events held in cooperation with parents. Especially when a family uses the internet with a child together to investigate, carefully approach suspicious messages or videos, "Why Can this message be false or false?", while discussion becomes a tradition, the student's critical knowledge of education is strengthened.

In a situation where digital technologies are developing in the future and global information exchange (big data) is becoming more complex, it is more necessary than ever to have a solid fake data detection skill. This, in turn, is closely related to continuous scientific research in the field of pedagogy, improvement of programs and plans, introduction of methodological innovations into practice and in-depth coverage of Information Culture issues. Therefore, a research educator should always strive for innovation and seek modern methods, as well as keep up with scientific literature and news. Only then does he contribute to expanding the ranks of mature individuals who have a awake mind in society, who can think innovatively, independently assess any information, preparing the future generation for complex informative tests ahead.

## REFERENCES

1. Mavlonova R. A., Normurodova B., Rahmonqulova N. *Tarbiyaviy ishlar metodikasi //T.: Tib-kitob. – 2010. – T. 9. – C. 12.*
2. Peterson, Eugene H., Kelly Ryan Dolan, and Carol Nix. *The message. Oasis Audio, 2003.*
3. Al-Lohibi, Hanaa, et al. "Awjedni: a reverse-image-search application". *ADCAIJ: Advances in Distributed Computing and Artificial Intelligence Journal* 9.3 (2020): 49.
4. Erkinjonova, Mabuda Nomozboy. "ABDULLA AVLONI'S ACTIVITY IN THE FIELD OF PEDAGOGY". *Confrencea* 5.05 (2023): 162-164.