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STUDENTS' PROBLEMS IN SEARCHING FOR RELIABLE INFORMATION ON THE INTERNET

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Abstract: In the context of "information pollution on the internet," the paper discusses the difficulties students have in finding credible information ("information pollution on the internet"). Students struggle to organize search queries, rationalize search results, and exhibit a critical attitude about the resource, according to studies conducted in various nations. As a result, inaccurate information about the subject of training is used. According to research, young people differ significantly in their capacity to judge the degree of dependability of internet information (gender trait; "self-efficacy", professional culture).

The goal of this study is to examine how students in grades 10-11 perform when searching for information on the internet, including which sites they visit and how they justify their autonomous choice of an online source of information. Determine the amount of ability pupils have in determining the dependability of internet material. Correlating the content of the selected levels and students' replies based on the dependability of information on the marked internet sites and comments is used to assess students' abilities to determine the credibility of internet information.

The results of the study allowed students to be divided into three groups of Internet users. Those who were the most successful in completing the task were in the minority. And after the study, we can say that we have received an answer to the question posed.

Key words: Internet, information, technologies, reliable information, searching

Introduction

Currently, in the era of new technologies, progress, and discoveries in various fields, the Internet is perhaps the most important pride of mankind. In recent years, its importance and the need for it have increased significantly. In the field of education, there is an increasing need to use Internet resources for learning foreign languages. But along with this, questions arise about the reliability of the information that is presented in the public domain.

The need for development in young people, especially the critical approach to the search for information obtained from the Internet has been the subject of research for more than a decade by psychologists and educators from different countries. The relevance of the problem of adequate perception of information is increasing due to the growing volume of information, often incomplete, contradictory, or irrelevant to the request,

located on Internet resources. The described state of information has received the term "Information pollution on the Internet" ("Information Pollution on the Internet").

Studies in different countries have shown that in the conditions of "information pollution of the Internet" people experience difficulties in organizing search queries, justifying search results, critical attitude to the resource (Walraven, BrandGruwel, Boshhuizen, Tsai, Kurt, D. Yu. Anufrieva, A. Yu. Guzenko); ultimately, it takes much more time to get a relevant response to the request [1].

The clogging of the Internet significantly reduces the quality of independent work of students who seek to "download" any information on the topic of study without trying to analyze it.At the same time, students search for solutions in several disciplines, which increases cognitive load and reduces "concentrated productive mental activity".

It is important for us that the process of students accessing the Internet to solve educational tasks consists of a sequence of actions: composing a search query phrase; viewing a certain number of sites, taking into account their sequence of appearance; selecting the necessary information based on personal beliefs (personal search strategy).

The purpose of our article is to analyze the fulfillment of the task of searching for information on the Internet by secondary school students (grades 10 and 11): which sites are accessed; how do they explain the independent choice of the source (evaluate the reliability (scientific)) information obtained on the Internet. Determine: at what level of ability to determine the reliability of Internet information are students.

Literature review

A group of researchers (E. V. Brodovskaya, A. Yu. Dombrovskaya, R. V. Pyrma, A. A. Azarov), investigating the specifics of critical thinking of Russian youth in the conditions of digitalization, notes that 31.4% of respondents trust the Internet as a whole, one in five (22%) believes that it is possible to focus on the position and opinion of friends, 30.8% - on the opinion of famous people [2].

The researchers investigated the relationship between the specifics of students' belief in the correctness of the answer and the evaluation of the source during a web search on natural science issues. The results showed that the choice of students, justified by the authority of the source and appearing after the first three in the Google system list, positively correlates with the relevance of the information. On the contrary, written comments related to the choice based on the personal conviction of rightness negatively correlate with the confirmation of information on websites. Finally, participants with stronger beliefs in justifying their choice from various sources provided more detailed justifications and included more important aspects in these justifications.

The analysis of research shows that the strategies of searching for information on the Internet, inherent in the younger generation, are divided into at least three groups, which can be associated with the levels of development of the ability to determine the reliability of Internet information. For example, G. A. Nikulova, L. N. Bobrova notes that in the course of analyzing the directions of the Internet's influence on students, assessing the formation of critical thinking among Russian youth and the ability to differentiate

(determine the reliability and assess social significance) digital media products in the conditions of choosing a profession, experts name three levels of development of these abilities among Russian youth: high, medium, low [3].

The literature analysis given above formed the question: "How good are students at finding reliable information on the Internet?", the answer to which is given in this article.

Methodology

As the basis of the research methodology, the following methods are used: analysis of the scientific literature; research and generalize the experiences of previous researchers; analyzing the responses of secondary school students (grades 10 and 11) to the problem of finding information on the Internet; statistical analysis of task completion results.

This study involved students to whom the researcher teaches English himself. This has become a huge advantage, since knowing their level of knowledge, search abilities, and skills in analyzing information. The building of the training center, an office with a computer, an interactive whiteboard, and a projector became our place of experiment.

Not to say that the collection of information took a lot of time since there is quite a little worthwhile literature on the Internet.

The research was required because the students were faced with the selection of information for the project and picked up a certain amount of unsuitable, not corresponding to the task and topic. But we faced a number of problems, including a lack of equipment and apoor Internet connection.

At the beginning of the school year, students were given a plan of upcoming training events, among which were project work, which included presentations, public speeches and posters. And of course all this required the Internet. However, the first task related to the search for information on the topic of "Healthy Lifestyle" was failed by an unsuccessful selection of information, statistics and graphs. Since then, several more unsuccessful attempts have been made, after which we came to the conclusion that it is necessary to work on their skills of searching and selecting information.

The following task was proposed: "Find information on the Internet on the definition of a given concept by viewing several sites. Select 2-3 sites with information that you trust, and enter it in the table with a link to the source. Analyze the wording of the definitions. Choose the definition that you think is the most accurate. Explain the choice." Students of each class were offered two concepts.

For students of the 10th grade, it was necessary to find a definition of the concept of "the usefulness of technology", for the 11th grade - "games in learning". The general task was a proposal to continue the phrase: "Virtual reality is ...". All definitions refer to specific ones, but the first two are single specific and most familiar to students, and the third (virtual reality) refers to general specific ones used. Are there any differences between students of different classes when searching for information on a given query? Do the approaches of students in general differ in determining the reliability of search engine responses to queries of familiar and less familiar information?

Results

The results of the study were as follows:

First, let us summarize the reliability of the formulations chosen by the subjects: 11% of all students offered options for "plausible", but unscientific information on the first concept and 19% - on the second concept (among them are those few students who could not decide on the choice of the site: "the definitions are the same").

Students with a low level, in the comments to the choice, use: "a more convenient site", "a beautiful site", "first on the list", "popular among young people", "I think it's right", "it's accessible, understandable", etc.

Students at the intermediate level use: "I trust Wikipedia"; "I always use this site", the information is presented "as voluminously as possible", "comprehensively", "fully", "objectively" (references to electronic library sites, but this fact is not used as an argument of reliability); "by teacher's advice", etc.

Finally, students who have reached a high level, argue their choice with phrases: "taken from an electronic dictionary", "taken from an electronic library".

Unfortunately, only 13.5% of students in grades 10-11 in this study who are at a high level, and 27% of students, at least when performing one of the two tasks, provided a comment corresponding to a high level of ability to determine the reliability of Internet information.

It is worth noting that the percentage of those students who equally argued the choice for both queries is 75.5%, among them: at the 1st level - 19% of the total number of students of both groups, at the 2nd level - 43%, at the 3rd level - 13.5% of students.Thus, more than half of the students have already decided on their way of searching for information, which is characterized to a greater extent by focusing on popular Internet resources, choosing based on the influence of authority or personal conviction.

Conclusion

In the context of the focus of education on digitalization, it is necessary to search for an adequate organization of students' educational activities to work with digital content and, in particular, the use of reliable information found on Internet resources.

Statistical analysis has shown that future students differ in the levels of distribution of the ability to assess the reliability of Internet information. However, the difference between the majority of students (levels 2 and 3) of both directions is not significant and the thesis of their difference requires further study.

The presented results allow us to conclude that schoolchildren use the strategies of searching for information on the Internet, which are developed in everyday life, in their educational activities. These strategies are characterized by relying on their own experience of accessing popular sites "recommended" by friends or authoritative people for them, the reliability of information on which is accepted "a priori".

This fact indicates that the skills acquired at school to work correctly on the Internet are not fixed. Only a small percentage of students demonstrate the ability to search for information at a high level. Therefore, one should not expect that the skills of effectively

searching for the necessary digital content will appear themselves as a result of constant access to the Internet.

In the light of the above, when organizing classes, it is necessary to actively use practice-oriented tasks with the requirement to solve the problem for the given values, and not in a general way. If a student finds a ready-made solution on the Internet, then the requirement of concretization forces him to understand the task, compare solutions and refine the solution found to the desired result.

During English classes at the training center, provocative questions on the topic under study and having different interpretations on Internet resources also stimulate the process of understanding information taken from different sources in order to assess its reliability (unreliability). How to formulate such questions and organize their discussion (including access to Internet sources) is a question for discussion by the teachers of this institution.

The use of a criteria-based approach when evaluating assignments (evaluation criteria are communicated to the student before completion), where among the criteria there is a requirement to specify the sources used, also contributes to the development of the ability to search for reliable information in the Internet environment.

Since the training hours of the center are limited by the scope of the subject being studied, the question of the possibility of organizing special classes to teach students effective strategies for evaluating Internet content remains open.

We consider it advisable to organize such courses after classes in order to give students the opportunity to improve their skills, which will be useful not only for completing tasks at the training center, but also at school, colleges or lyceums, and in the future also at the university.

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