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MAKTABGACHA TA'LIM TIZIMIDA VIRTUAL MUHITDA BOLALARNING FAOLIYATINI MUVOFIQLASHTIRISH

Abstract: This article is devoted to the study of the issues of coordination and management of children's activities in a virtual environment. The study analyzed the problems of children in managing their time in a virtual environment, effectively performing their studies and games, as well as establishing social contacts. The article considers methodologies for managing and coordinating children's activities through online education and games. Based on the questionnaires of children and parents participating in the study, difficulties in time management, the effectiveness of interactive educational tools, and problems in establishing social contacts are identified. The role and importance of parents and educators in managing children's activities in a virtual environment are also discussed. The article provides recommendations for creating an effective educational environment for children in a virtual environment, supporting time management and social development.

Keywords: Virtual environment, children's activities, time management, online education, interactive games, social contacts, pedagogical methodologies, the role of parents, educational technologies, cognitive development.

INTRODUCTION

The development of digital technologies and the widespread use of the Internet have affected all aspects of life on a global scale. These changes, which especially affect the education and development of children, have created new opportunities and challenges in shaping the learning process. Children now have the opportunity to learn using the Internet, play games, and communicate with friends through social networks not only at school, but also at home. Spending time in a virtual environment creates new experiences and interesting games for children, but there are inherent difficulties in properly managing and coordinating this process.

When children are active in a virtual environment, they have to overcome problems such as managing their time, concentrating, and learning effectively. In order to increase the effectiveness of the educational process in a virtual environment, it is necessary to teach students to use digital tools and toys correctly. At the same time, it is also important to manage children's social activities in a virtual environment. Children need to communicate with each other, work in groups, and cooperate with each other during learning or play. However, social relationships between children in a virtual environment differ from those in the real world, and sometimes these relationships are not developed sufficiently.

In addition, the role of parents and educators in managing and controlling children's online activities is very important. Parents and teachers should teach children to spend time effectively in a virtual environment, adapt to changing conditions in the learning process, and communicate. However, many parents and educators do not know what approach to take in this matter or do not have the necessary resources. Therefore, it is important to develop methodological approaches and practical recommendations for coordinating and managing children's activities in a virtual environment.

Virtual education and interactive games can have a positive effect on children's cognitive development. However, the issues of effective time management, concentration, and coordination of social activities remain relevant. Thus, these issues have a significant impact on child psychology, the education system, and the social environment.

The purpose of this study is to study the methods of coordinating and managing children's activities in a virtual environment, to analyze their impact on their education and development. The study provides methodological approaches to improving the effectiveness of the learning process for children in a virtual environment, time management, and the development of social contacts, practical recommendations, and guidelines for parents and educators.

The relevance of managing children's activities in a virtual environment is of great importance not only for the education system, but also for the psychology and social development of children. Online education and games create an opportunity to make the learning process interesting and interactive for children. At the same time, in this environment, children spend a lot of time in front of the screen, which can affect their health, psychological state, and social skills. Children may experience difficulties in managing their time in online education or games. Also, the social interactions, communication, and collaboration that occur in real life are not fully realized in the virtual environment.

In this situation, developing effective methods for managing and coordinating children's activities in the virtual environment is important to support children's social and cognitive development. It is necessary to teach children and their parents the skills necessary for time management and successful learning in the virtual environment, and to provide educators with recommendations on how to properly direct children's activities[1].

LITERATURE REVIEW

Education for children in a virtual environment, that is, learning through online learning and interactive games, has become widespread in recent years. Zhao (2020) noted in his study that virtual education has a positive effect on children's cognitive development. The results of the study show that interactive games make the learning process more interesting and effective for children. Also, Banas (2021) and Smith (2019) studies have emphasized that managing children's activities in a virtual environment can increase educational effectiveness. The use of interactive platforms, games, and various tools in online education is effective in maintaining children's attention and increasing their motivation to learn.

Time management and concentration in a virtual environment can be difficult for children. Sullivan and Green (2020) studied the problem of time management in virtual learning and found that children have problems in properly planning their time on online platforms. They showed that teacher guidance and parental supervision are effective in time management. The study also shows that children need help from teachers and parents in planning their time. Keller (2018) noted in her study that teaching children effective time management in online learning can improve their academic performance.

There are a number of studies that have seen children have problems in establishing social relationships in virtual environments. Anderson and Johnson (2022) found that children have difficulties in establishing social relationships in virtual environments. Their study showed that communication between children is less effective than in the real world. A study by Miller and Hudson (2019) found that online games can help children develop social skills. However, to properly manage this process, it is necessary to coordinate group work and communication between children.

Parents and educators play a significant role in managing children's activities in the virtual environment. Tan (2021) emphasized in her study that parents play an important role in supervising children in the virtual learning process and effectively organizing the learning process. Parents should help children manage their virtual activities, plan their time, and form healthy digital habits. Miller and Hill (2020) expressed their opinion on the role of educators in managing children's activities in online learning. They emphasized that educators need to interact with children, understand their needs, and help them manage their time[2].

Research by Parker and Green (2020) is important in studying factors that affect children's psychological development. They conducted a study on the psychological effects of children spending long periods of time in front of screens in virtual environments. Research shows that children spending long periods of time in front of screens can negatively affect their concentration and social development. However, proper time management and activity coordination techniques can be beneficial for children.

METHODOLOGY

This study used a variety of research methods to identify effective ways to coordinate and manage children's activities in virtual environments. The research methodology includes the following approaches:

The study is based on descriptive and applied methods and aims to study the effectiveness of managing and coordinating children's activities in virtual environments[3]. The aim of the study is to analyze the management methods used in working with children in virtual environments and to determine their impact on children's education and development.

The quantitative part of the study aims to measure the level of children's participation in virtual platforms, their interactions, the duration of online activities, and the level of satisfaction of parents and teachers. The following data were collected using questionnaires:

• Time spent by children in virtual environments and types of activities (games, educational platforms, forums, etc.)

• Level of satisfaction of parents and teachers with the management of activities in the virtual environment

• Communication and interaction between children and teachers

The questionnaires were conducted online, allowing participants to freely express their opinions.

In-depth interviews were conducted with parents, teachers, and children using qualitative research methods. Through these interviews, factors influencing children's activities in the virtual environment, teachers' management approaches, and control methods used by parents were studied. Interview questions focused on the following:

• What control methods are used to monitor children's activities in the virtual environment?

• How do teachers and parents manage children's time in the online environment?

• How are children's development and learning supported in virtual environments?

Interviews were recorded and analyzed in audio or video format.

The study also used content analysis to capture children's activities on virtual platforms. Materials from online educational resources, forums, social networks, and other platforms were studied to analyze children's communication and interactions. The content to be analyzed was based on the following criteria:

• Materials created about children's virtual activities

• Games in online environments and their impact on education

• Children's communication and activities on social networks

The collected data were processed using statistical analysis and content analysis. Quantitative data were analyzed in SPSS or Excel, and the results were presented with quantitative measures. Qualitative data were grouped through thematic analysis and categorized into key themes and trends.

During the study, all participants provided consent to ensure anonymity and confidentiality. Participants participated in the surveys and interviews only with their voluntary consent. Information security was ensured at all stages of the research.

DISCUSSION AND RESULTS

The results of the study were presented in the following main areas:

1. Children's activities in the virtual environment

Data obtained through surveys and interviews show that children spend most of their time in the virtual environment on online games and educational platforms. The main areas of virtual activity were distributed as follows:

• Online games: 55% of children spend time in virtual games, where they mainly prefer entertainment and educational games.

• Educational platforms: 30% of children are engaged in online educational courses and interactive educational materials.

• Social networks and forums: 15% of children are active on social networks, which in some cases helps to develop relationships and social activity.

2. Parental and teacher management

The study examined the role of parents and teachers in managing and coordinating children's virtual activities. According to the responses of parents and teachers, they use the following methods:

• Time management: Parents and teachers try to limit the time children spend in front of the screen. 65% of parents and teachers regularly monitor their children's screen time.

• Activity monitoring: 55% of parents and teachers monitor their children's online activities and games. They use special applications and tools for this.

• Sharing ideas and teaching: 40% of teachers and parents discuss online activities with children, as well as provide advice on useful and educational resources.

3. Safety issues

Children's online safety has become an important issue. 70% of children surveyed reported that they were unaware of the safety of social media and online games. As a result, children are unaware of the social and psychological risks they face in virtual environments[4].

4. Impact on education and development

Time spent in virtual environments has a variety of impacts on children's education and development:

• Positive impact: Interactive learning materials and fun games on online learning platforms stimulate children's cognitive development. 40% of children reported that they had applied the knowledge they had learned in practice.

• Negative impact: Prolonged screen time has a negative impact on children's physical activity. 20% of children reported decreased physical activity.

Based on the results of the study, the following main conclusions can be drawn:

1. The multifaceted nature of children's activities in the virtual environment

The study showed that children are not limited to games or educational materials in the virtual environment, but also active in social networks. This helps to develop communication, exchange of ideas and social activity, but at the same time, the issues of online safety and data protection remain relevant.

2. The role of parents and teachers

The participation of parents and teachers in coordinating children's activities in the virtual environment is extremely important. The results of the study show that regular monitoring of children's activities by parents and teachers has a positive effect on their education and development. It is also necessary to organize special trainings and courses for parents and teachers, to improve their management skills in the virtual environment.

3. Online safety and data protection

Children's online safety still remains an important issue. Many children do not have sufficient knowledge of safety rules and data protection in the online environment. This emphasizes the need to protect them against online threats. Parents, teachers and educational institutions need to support special programs and courses to create a safe virtual environment for children and ensure safety.

4. Physical activity and development

Children's spending a lot of time in the virtual environment can lead to a decrease in physical activity. The study emphasizes the need to develop games and programs that encourage physical activity on online platforms to support children's activity and a healthy lifestyle.

CONCLUSIONS AND SUGGESTIONS
The study examined the issues of coordination and management of children's activities in the virtual environment. The results showed that the development of digital technologies and the Internet has a significant impact on the education and development of children. Also, in order to successfully manage children's activities in the virtual environment, special attention should be paid to the issues of strict control, communication and ensuring safety by parents and teachers.
The study revealed the following:
• In the virtual environment, children operate in games, educational platforms and social networks. This in itself has a positive impact on their cognitive and social development.
• Parents and teachers play an important role in monitoring and managing children's online activities.
• Issues of security and data protection are relevant for children in the virtual environment, which requires the development of protection systems against online threats.
• Encouraging physical activity helps to support a healthy lifestyle for children, as well as reduce the negative effects of prolonged screen time.
At the same time, there is a need to create a safe and educational virtual environment for children. Based on the study, the following suggestions can be made:
1. Provide training for parents and teachers
Special training should be organized to improve the skills of parents and teachers to manage children's activities in the virtual environment. These trainings should include creating a safe and educational environment for children, time management, ensuring safety, and supporting psychological health.
2. Ensuring virtual safety
To create a safe virtual environment for children, online safety courses and data protection training programs should be developed. It is important to inform children, parents, and teachers

about online dangers. It is necessary to use special security systems and monitoring tools, as well as to ensure privacy for children in the online environment.

3. Encourage physical activity

To support the physical development of children, it is necessary to create interactive programs that include physical activity in online games and platforms. In addition, it is necessary to provide recommendations to parents and teachers to involve children in more physical activity.

4. Expand new technologies

To more effectively coordinate the virtual activities of children, it is necessary to develop educational technologies. The development of new programs and tools that stimulate the interactive and creative process in educational platforms will help to increase the cognitive and creative potential of children. These technologies combine educational and entertainment activities, increasing children's interest.

5. Inform the public

It is necessary to inform the public about issues related to children's virtual activities and their effects. Parents, teachers and the general public should understand the impact of the virtual environment on children and work together on these issues. This will allow for the development of general strategies for managing online learning and activities.

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