

Socio-Psychological Methods of Protecting Young People from Different Information Attacks

Mukhtarov Otabek Shukhratjanovich

Teacher of the Department of General Psychology, Andijan State University, Andijan, Republic of Uzbekistan

At the heart of the reforms being carried out in our country, first of all, are the issues of social development, self-awareness and perception of details. The solution to this problem will be achieved through the formation in the minds of young people of devotion, patriotism, creativity and information-psychological security based on national values. One of the peculiarities of our time is that any local event or incident is becoming a global phenomenon and event due to modern information technologies. All this underscores once again the urgency of the problems associated with the globalization of information processes.

The research conducted and conducted by scientists of our country during the period of independence testifies to the fact that work in this area is just beginning. In particular, researchers Sh. Ollaberganova and I. Tukhtarov are conducting research on information security.

However, no scientific research has been conducted on the protection of young people from various information attacks, and no scientifically based proposals have been developed on psychological methods of protecting young people from various information attacks. The main relevance of our research is that globalization is becoming a tool of informational psychological influence on the minds of young people; the issue of forming informational psychological immunity in the minds of young people against it is more relevant and important today than ever.

The urgency of the problem of personal security in the field of information is determined, on the one hand, by the movement of changes that occur objectively in modern society, affect the formation and development of individual social behavior as an independent entity and create the necessary conditions for self-awareness. On the other hand, the existence of a problematic situation associated with the transition to increasing the security of the individual, changing the priorities of science, youth, as well as public consciousness and social practice.

«The concept of "information" is gaining global significance today. It has become a powerful tool for influencing human beings, especially young people, in different directions, turning the life and destiny of the whole of humanity in one direction or another, sometimes negatively or positively.

Information (Latin "information" - to explain, describe) is one of the basic concepts of modern science and politics, information that is first transmitted by people orally, then in writing or in other forms; From the middle of the twentieth century, information between humans, human-guns, machine-guns, and signal exchange in animals and plants began to mean the transmission of certain signals from cell to cell, and so on.

The aim of the study is to increase the effectiveness of psych diagnostic and psych correctional measures by identifying socio-psychological ways to protect young people from various information attacks.

Students of the Academic Lyceum under Andijan State University and the General Secondary School in Andijan were selected as the object of the study. A total of 400 students aged 16-19 participated in our study, of which 205 were girls and 195 were boys.

The subject of the research is the socio-psychological methods of protecting young people from various information attacks and the possibility of their psychocorrection in the educational process.

Research methods Observation, interview method, specially developed IPS "The state of youth use of various sources of information" (D.Muhammedova, O.Mukhtarov), test "Fundamentals of information culture of high school students" (N. I. Gendina, G.A. Staroduba, Yu. V. Ulenkolar), "Motivational structure of information activity" (Yu. N. Dolgova, A. S. Kopova, G. N. Malyuchenko, V. M. Smirnova), "Socio-psychological models of individual models of the world Analysis »Test-questionnaire (G. N. Malyuchenko, V. M. Smirnov),« Test of initiative and communicativeness »(V. F. Ryakhovsky), « Modification of the hierarchy of needs "(IA Akindinova), using mathematical and statistical methods (percentage and factor analysis, Student's t-criterion, K. Pearson's method of calculating the correlation coefficient), the quantitative indicators obtained in the study were processed.

Based on the purpose of the survey, a survey "Study of the use of various sources of information by young people" was conducted, which revealed that high school and high school students have different views on the issue. It can be concluded that academic lyceum students pay more attention to reading and less use of social networks as they move towards their goals and chosen directions.

"Do you go to information resource centers to use resources? " In response, 45.2% of our respondents reported that 18.6% of respondents said they could read books over the phone without having to go, and 36.2% said they used an IRC and other computer rooms. 31.1% of students respond to the question of the purpose of going to the library (IRC) to write an essay, 55.9% to prepare to answer, 8.3% to work on themselves, 4.7% for other purposes, ie "reading interesting books", "To get a good grade."

When asked where to get information and data outside the library (IRC), 46.7% of readers found it difficult to answer from the Internet, 14.7% from bookstores, 12.8% from adults, and 43.4%. "Do you know how to use card indexes in IRCs?" 35.4% of the respondents did not know the question, 21.6% said they used it, and 46.5% said there was no reason to use it. This means that most students are not even aware that objects are structured when using IRC.

From the results of the survey, students are not free from various information attacks. Most of them believe and follow the information coming from social networks. While teenagers today view the computer as a means of obtaining information in their daily lives, 75% of students also say that they use a computer in the library, at home, at school, in high school, at a friend's house. Based on the results of the questionnaire, it can be seen that the process of obtaining and using information by students is at a low level.

The issue of information security is of paramount importance today.

N. I. Gendina, G. A. Staroduba, Yu. V. Using some of the questions from Ulenko's methodology "Fundamentals of information culture of high school students" adapted to the conditions of Uzbekistan, the test subjects were asked: "Information resources and information culture of society", "Basic types of information retrieval", We have tried to find out the level of "research technology". The results were analyzed in terms of school and academic lyceum students.

1- table

Outcomes of information culture in youth (n=400)

Educational institution Low level

(Up to 9 points) Intermediate

(9-17 points) High level

(18-25 points)

soni% Soni% Soni%

School students 176 70.4 53 21.2 21 8.4

Academic lyceum 68 45.3 36 24.1 46 30.9

The results of the "Fundamentals of Information Culture" of high school and academic lyceum students of secondary schools were analyzed, and it was found that there are differences in the basics of information culture of lyceum and school students. The results show that academic lyceum students have a higher information culture than high school students, and the results show that the academic lyceum educational process is different from the school educational process.

and it can be concluded that the culture of obtaining and working with information is high among high school students due to the high demands. Schools do not take responsibility for the handling and use of information by high school students, and it can be said that the information culture is poorly formed.

Table 2

Outcomes of students on the basics of information culture

Parts of the basics of information culture Academic lyceum students (n=68) Senior students (n=176)

soni% Soni%

“Information resources and information culture of society” 13 19,4 49 27,7

“Basic types of information retrieval function” 17 25,3 54 30,7

“Analysis and synthesis processing of information sources” 16 23,5 25 14,3

“Technology of preparation of independent and research works of students” 21 31,8 48 27,3

Total: 68 100 176 100

The results were selected at a low level and were used in the methodology "Fundamentals of information culture of high school students" "Public information resources and information culture", "Basic types of information retrieval", "Analysis and synthesis of information sources", "Independent and scientific study of students". research technology. ” The results are shown in Table 2.

Based on the results in the table, it can be said that academic lyceum students chose 31.8% more than the rest of the students in the section “Technology of preparation of independent and research work of students”. This means that they can choose the information to prepare an essay, abstract, report, and conclude that the use of the selected information and its proper use is satisfactory. In high school, 30.7% of high school students chose “Basic Types of Information Objectives” more than other sections.

As a result, high school students are more agile in searching for information than high school students, and know how to find books in Information Resource Centers, use Internet sites, and use newspapers and magazines. According to this indicator, it is 25.3% of academic lyceum students. From the analysis of the methodology, high school and academic lyceum students have a low culture of working with information, their use of information has changed, their role in information has changed for the better, the role of information technology in all spheres of life is important and important.

In the course of our study, we studied the motivation of students for the general direction of information activity and analyzed the interrelationships between the methods. We draw significant conclusions by examining the nature of daily media use by students and the motivation of the general orientation of information activity, which is one or more pillars. We were interested in the fact that information activity in adolescents is focused on several or one of the types of cognitive (cognitive), communicative, relaxative, reactivation, and compensatory motivation.

3- жадвал. General statistical analysis of data from the methodology for determining the motivational content of information activity

(Колмогоров-Смирнов Z мезони бўйича)

Indicators Min Max Average St.ogish Z p	Indicators Min Max Average St.ogish Z p
Communication Motivation 3 9 6.35 1.38 2.41 0,000	Communication Motivation 3 9 6.35 1.38 2.41 0,000
Relaxative motivation 3 9 6.53 1.45 2.87 0,000	Relaxative motivation 3 9 6.53 1.45 2.87 0,000
Reactivation motivation 3 9 6.24 1.36 2.83 0,000	Reactivation motivation 3 9 6.24 1.36 2.83 0,000
Cognitive motivation -16 39 17.09 9.84 1.00 0.271	Cognitive motivation -16 39 17.09 9.84 1.00 0.271
Compensatory motivation 3 9 6.71 1.31 3.11 0.000	Compensatory motivation 3 9 6.71 1.31 3.11 0.000

Among the motivational components of information activity, only the indicators related to "Cognitive Motivation" provide 70% valid information. In this case, the larger the Z value, the less it obeys the normal distribution rule. The remaining motivations do not correspond to the normal distribution. It is also necessary to use non-parametric criteria for non-compliance. The research was conducted using the methodologies and the following data were obtained again. The obtained data provided differences in the structure of motivation of information activity of academic lyceum and high school students.

According to the Mann-Whitney U Criteria Analysis of the Differences of High School Students in Academic Lyceums and General Secondary Schools on the Scales of Research Methodology, 97.5% of academic lyceum students' communication motivations are not considered significant compared to 75.3% of high school students. As can be seen from P, there is a difference of $r = -0.99$, i.e. a trend of significant differences was seen.

Especially when analyzed in terms of social psychological criteria, the impact of this status is more significant than that of high school students' cognitive motivation compared to academic high school students. The results of these two groups showed that the communication criteria were of general statistical significance. In AL students, reactivation and cognitive motivation were more pronounced. This can actually be explained by the fact that AL students receive education with a

clear purpose, with an emphasis on future access to higher education institutions, and that the requirements of the educational process in an educational institution are stronger than in schools.

G.N. Malyuchenko, V.M. The test questionnaire "Socio-psychological analysis of the individual model of the world" developed by Smirnovs diagnoses individual strategies for receiving information in the framework of the superior models of the individual's worldview. Several ways of perceiving the world methodically, more precisely a chaotic model; antagonistic model; mechanical model; methods such as organizational model are separated.

Each of the four models of perception of the world in a state of clear dominance in the structure of the individual consciousness of the respondent is closely related to well-defined cognitive strategies, personal meanings. Although human behavior can largely be conditioned by a clear predominance of one or two worldview styles, there is unconscious harmony of cognitive relationships and modeling of worldviews according to an unconsciously given pattern.

5- table

Results obtained on the manifestation of media consumption strategies by adolescents

Chaotic strategy of media consumption Antagonistic strategy of media consumption Mechanical strategy of media consumption Synergetic strategy of media consumption

Total results 13 24.65 24 28.15

School students 15.4 24.8 24.4 26.4

AL students 10.6 24.5 23.6 29.9

According to the results we obtained, it was observed that the synergetic model strategy of world perception in young people prevails.

All psych diagnostic data obtained as a result of complex examinations were summarized in a general table, which allowed conducting a correlation analysis on the non-parametric criterion of Spearman on the basis of the software package "Statistica".

Information culture, by its nature and content, reflects the ability of learners to receive and process incoming information flows with significant results. Conditionally, these flows can be divided into internal and external. Internal flows include filtered, educational and pedagogical information provided in textbooks, visual aids, study documents, etc., whose electronic contribution is growing rapidly.

Adolescents are faced with such a flow of information every day and usually quickly acquire the skills to apply them. In this regard, the development of internal information flows in most cases does not call for serious, relatively insurmountable and negative consequences for students. At the same time, external information flows are quite powerful in terms of volume and intensity, as well as the risk of unintended consequences.

The significance of the final correlation depends on the results of the assessment of the level of information use culture by the adolescent in an expert survey and Yu. N. Dolgova, A. S. Kopovoy, G. N. Malyuchenko, V. M. Among the results of the Smirnova MSIA survey "Motivational content of information activity" on communicative motivation were identified, in particular, on the following scales:

- ✓ compensatory motivation
- ✓ relaxation motivation

- ✓ communicative motivation
- ✓ Motivation for awareness

The first significant correlation confirms the predominance of balanced (moderate) compensatory motivation in students with a high level of information use culture. In turn, students with a relatively low level of information use culture are characterized by a high level of compensatory motivation. The most popular products of stimulation for teenagers can serve a variety of computer games with strong graphics and relevant content.

The main criterion for evaluating such products is usually their simulation and compensatory capabilities. The second important correlation confirms that students with a high level of information use culture are characterized by a moderate level of relaxation motivation. Consequently, students with a low level of information use culture have a relatively high level of relaxation motivation.

In essence, this motivation tends to make the adolescent use the media product and media information as an effective tool in achieving relaxation after stresses or tensions triggered by previous activity. Third, a significant correlation correlates with the fact that, as before, students with a high level of information use culture have a moderate level of development of communicative motivation. Consequently, students with a low level of information use culture have a relatively high level of communicative motivation.

The predominance of this motivation in modern adolescents is manifested in the impossibility of using a media product and linking this process primarily to the need for communication. The final correlation, which is significant in importance, confirms that the average level of cognitive motivation prevails in students with a high level of information use culture.

Students with a low level of information use culture have a relatively high level of cognitive motivation. When this motivation is dominant, information is used mainly to replenish the knowledge base, general intellectual development, personal and professional growth, spiritual maturity.

Adolescents typically evaluate incoming information in a variety of formats in terms of its relevance, novelty, practical significance, opportunity to broaden their horizons, prospective benefits, and more. Thus, based on the above, based on a comprehensive psychodiagnostic examination (n = 400) and empirical research based on expert assessment (n = 73), it can be concluded that the component composition of the modern student's information culture is determined, which includes:

- know the basics of information technology and be able to apply them in everyday practice
- advanced entrepreneurship
- The superiority of the synergetic strategy of information use over the chaotic strategy
- Satisfaction with interpersonal relationships and external respect
- balanced (moderate) compensatory, relaxation, communicative and cognitive motivations

At the same time, the results of the analysis of the specificity of each of the components listed above in the culture of information use of the modern reader show that they are closely and interrelated, forming an integral structure of the phenomenon under study. In addition, the culture of information use is an open system,

zero its development is significantly influenced by external factors determined by the level of development of society, the world arena. After all, the culture of information use is an open system of self-organization, for the development of which it is expedient to involve all possible personal resources of self-organization.

Summary

Our research has allowed us to substantiate the assumption that the formation of information-psychological security in the process of globalization prevents deviations and tensions in the psyche of the individual, as well as physiological problems. It lays the foundation for the formation of a communicative healthy outlook on individuals in society.

Experimental - during experimental and control diagnostic work, our hypothesis about the need to focus on the formation of information-psychological security in the individual's thinking, to ensure the positive dynamics of factors aimed at protecting the individual from negative influences.

References

1. Aliferova L. I. Information culture of modern youth // Psychological journal. 2006. №. 5. Pages 327-336.
2. Ananov B.G. O problemax sovremennogo chelovekoznanija. –SPb .: Peter, 2001.
3. Anatoly Taras. Methods and methods of psychological warfare. - Minsk: AST, Harvest. 2006.
4. Asmolov A.G. Po tu storonu soznaniya. Methodological problems of classical psychology. - M .: Smysl, 2002.
5. Aronson E., Pratkanis E.R. Epoxa propaganda: Mechanisms of persuasion, povsednevnoe use and abuse. - SPb .: Prime-EVROZNAK, 2003.
6. Baxur V.T. This is an unprecedented "I". - M .: Znanie, 1986.
7. Bern E. Introduction to psychiatry and psychoanalysis for neposvyashchennyx. - SPb .: MFIN, 1992.
8. Bern E. Transactional analysis and psychotherapy. - SPb., 1992.
9. Berezkina O. P. Sotsialno-psychologicheskaya vozdeystva SMI. / O.P. Berezkina. - M .: Izd-y tsentr: «Akademiya», 2008. - 240 p.
10. Bepalko V.P. Slagaemye pedagogicheskoy tekhnologii. - M .: Pedagogy, 1989.
11. Bestujev L.I. History of your parents. Talk to a young generation. - M .: Prosveshchenie, 1988.
12. Bestujev L.I. Alternative civilization. - M .: Algorithm, 2003.