

# Issues of Formation of the Level of Psychological Resistance of Young People to Different Information Attacks

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## **Abstract:**

The article presents research analysis and conclusions on the impact of various information on the psychology of youth, the importance of protecting young people from information threats.

**Keywords:** information threats, psychological security, socio-psychological analysis, personality threat qualities, manipulation, manifestations of aggression, education of students.

**Introduction:** One billion of the world's population is young people between the ages of 10 and 24. "Young people are our hope. Peace, economic development, social justice, tolerance - all this depends on the realization of the potential of young people ... ". More than 400 million young people live in troubled parts of the world and face various challenges. In addition, young people with education and employment problems are more likely to be the target of various threats. The majority of "hired workers" in subversive organizations are young people aged 17-24. Young people need special protection.

One of the most pressing problems in social psychology in the world is the ability of young people to withstand various threats. These studies show that deviations in student behavior, aggression, emotional instability, a comprehensive study of the socio-psychological characteristics of the accumulation of assertive behavior in the individual, the scientific research on its formation, the characteristics of independent thinking in students, serves as a theoretical basis for the study of behavioral issues in education.

One of the important directions of the state policy in our country is to follow the motto "Youth education - always relevant", to bring them up as harmoniously developed people, to protect them from foreign ideologies and attacks, to form skills to combat various ideological threats.

In the era of globalization, various vices, dangers and harmful effects of drugs, immorality, and "information attacks" have begun to enter the lifestyles of Uzbek families and youth.

"It is known that the upbringing of the younger generation has always been important and relevant. But in the 21st century, it's really a matter of life and death. "For education to be perfect, there must be no gaps. Religious extremism, terrorism, drugs, human trafficking, illegal migration," information attacks. " the dangers are exacerbated, and the beliefs that humanity has held for centuries are undermining family values. "

A social psychological survey was used to examine students 'core values and susceptibility to external influences. Our students were more interested in what they valued and what they did in their spare time. The data obtained were analyzed by category. In the social psychological survey, "Whose advice did you rely on when choosing a profession?"

The question was answered by 31% of students, my parents, 53.7% have their own opinion, 13.2% of my teacher and 2.1% of my close friends. It can be seen from the answers that they took the issue of career choice seriously. It should be noted that the answer that I have my own opinion on this issue was found to be 3.5% for girls and 50.2% for boys. So, on the above issue, it can be said that girls are often influenced by the opinions of those around them, while boys rely on their independent opinions.

"Do you think that a person can be close to everyone? " 40% of students answered no, 53% answered that they can be intimate with their parents, and 7% answered that they can be intimate with someone they like. From the answers, one can witness that the family is valued for more than half of the students.

What tunes and music do you like best?" Related to information attacks. 37.6% of respondents liked classical, classical melodies and music, 8% of rock, 18% of modern national music, 8.7% of foreign melodies and music, and 21.5% did not listen to music at all. "What discs do you have more at home?" 30% of students answered that there are discs of foreign feature films, 18% of students answered that there are discs of national feature films, 28.8% of students have discs of famous singers in their dormitories, and 11% of students answered that there is a collection of books.

"Who can easily change your mind?" 50.6% of students chose the answer "my parents" and 18% chose the answer "my teacher". This means that 68.6% of students' opinions can be influenced by people who are a reference group for them, ie parents and teachers.

By categorizing the emphasis in the questionnaire, an analysis was conducted that categorizes the areas that are important in students 'lives and can influence their opinions. The results showed that 71.5% of students' opinions can be influenced by family members and close relatives, 15.6% rely on their own conclusions and experience, 12.9% are exposed to external influences.

It can be observed that the susceptibility of family and close relatives to external influences is higher in female students than in male students (Family and close relatives 30.3%, external influence 5.3%). In our opinion, this situation is probably related to our mentality.

For research purposes, we used a questionnaire developed by us to study the threats of social media and the impact of "Information Attacks" on youth psychology.

The collected data were statistically processed and analyzed using computer programs. A total of 445 students were involved in the study.

The results of the empirical study were quantitatively analyzed and it was found that the negative impact of information attacks on the upbringing of young girls was also high.

“Where can young people get information about "information attacks"? - 58% of respondents answered from the Internet, 20% from the press, 22% from close friends. This means that information about "information attacks" is spread through the Internet.

Based on the results of the questionnaire survey analyzed above, young people have a partial understanding of the appearance of external threats. In the first stage, they have a high tendency to follow attacks that are alien to them, without having a complete picture. In Phase 3 of their studies at the Academy, one can observe changes in their perceptions of information attacks. Mostly students receive information about external threats from social networks and media and are exposed to the effects of alien attacks (68%).

For research purposes, we used Bass-Dark's method of "identifying manifestations of aggression" in our study.

In processing the results obtained, a comparative qualitative analysis of the average value of individual and group aggression with a high degree of visibility was performed.

The most common type of aggression in all subjects was physical and aggression, and the least commonly identified was negativism and guilt aggression.

**1- Table (According to the student)**

№	Types of aggression	$\bar{x}$	$t_{st=}$	P
1.	Physical aggression	6,2	2,02	P=0,05
2.	Verbal aggression	4,8	3,55	P=0,05
3.	Билвосита тажовуз	2,9	3,55	P=0,05
4.	Negativism	5,73	2,7	P=0,001
5.	Tension	7,8	2,02	P=0,001
6.	Suspicion	6,16	2,02	P=0,01
7.	Depression	7,8	2,02	P=0,05
8.	Feelings of guilt	6,2	2,02	P=0,001

As a result of the correlation analysis of the interrelationships between the results of the methodology, physical aggression in students formed a positive correlation with aggression directed at someone, that is, physical aggression in a high student focused on others ( $r = 0.2010^{**}$ ;  $r < 0.01$ ), verbal ( $r = 0.499^{**}$ ;  $r < 0.01$ ) aggression is also high, irritability, and negative emotions ( $r = -0.293^{**}$ ;  $r < 0.01$ ), aggression in the form of illegal behavior ( $r = -0.306^{**}$ ), guilt feeling and pain of conscience ( $r = -0.133^{*}$ ) in contrast showed a negative correlation index.

However, the value in the form of “anti-rule behavior” had an inverse correlation with the remaining values ( $r = -0.293$ ,  $r = -0.306$ ,  $r = -0.358$ ,  $r = -0.133$ ,  $p < 0.01$ ). In addition, students have not yet developed their creative potential to achieve a higher career, are not active enough in social relations, do not have the ability to work on themselves, do not have the willpower, dissatisfaction with their work and performance, lack of skills to evaluate their behavior. it is obvious that they are not formed and do not have the ability to form independent opinions in the acquisition of knowledge.

Phase III students who participated in the study had a broader understanding, which in turn meant that they had a higher level of psychological and security information. We believe that the process of forming information psychological security in students will be successful if they have a high level of awareness of the threat and its consequences.

Based on the results of the conducted methods, students can be divided into the following groups:

- a group of students with a very low level of aggression and hostility, competence to eliminate the threat;

- a group of students with the ability to partially eliminate a threat with a moderate level of aggression and hostility;
- a group of students with a high rate of aggression and hostility, who do not have the competence to eliminate the threat.

We believe that by identifying a group of students with a high level of aggression and hostility, a high risk of intimidation, and working with them on the basis of a training program, it is possible to bring student personal aggression and hostility to the norm.

The third chapter of the study, entitled "Socio-psychological analysis of the qualities associated with information psychological security in youth", highlights the threats expressed in society, the results of monitoring the effectiveness of psychocorrectional training, psychocorrectional training.

The analysis of the methods conducted after the psychological trainings aimed at the formation of information psychological security and the comparative results of the methods of identifying experiments were conducted. In order to determine the socio-psychological characteristics of the aggressor, we used a 16-factor questionnaire by R. Kettell. The methodology was conducted in both the training group and the control group students. The personality traits of group students with low levels of aggression and students with high levels of aggression differed. In a group of students who exhibited aggression and hostility at the norm level, factor A was significant ( $r = 1.68$ ), which meant that students in this group had high levels of openness and sincerity in communication.

In the group of students with high aggression, it can be seen that the level of communication is low. Significant negative ( $-0.98^{**}$ ;  $p < 0.01$ ) correlation was found in the second group on the F-phase (reasonable) - sensitivity (excitement) factor. This means that the more aggressive and hostile a person is, the more likely he or she is to complicate everything, take everything seriously, and be affected. L - reliability - a negative ( $-2.86^{*}$ ;  $p < 0.05$ ) correlation in the first group and a positive ( $0.34^{**}$ ;  $p < 0.01$ ) correlation in the second group.

This means that a person who is in a state of aggression thinks that everyone is kind and good, speaks openly even to people he does not know well, easily tells them the secrets of their hearts, values, is a compassionate, cheerful, kind person in the community.

The higher the level of aggression and hostility, the more likely it is that the individual students in the group will be cautious, prejudiced against everyone at first. They see evil everywhere and do not trust anyone. They are not sincere with their friends, claiming that they are capable of injustice. Others in the team are jealous of the success.

They think they are not valued. In dealing with people, they are strict, but aggressive, and do not like competition. This means that if the aggression is normal or low, the person will be cheerful, cheerful, content with life, confident in their abilities and luck. They pay live attention to all that is happening.

No such link was identified in the second group. Q2 - conformism (group dependence) - a positive ( $2.07^{**}$   $p < 0.05$ ) correlation was found in the second group on the independence factor. Based on the result, the higher the aggression, the more likely they are to give up any facilities to maintain their independence and ignore the opinions of others in their activities.

R. Students' personal characteristics were studied through the Kettell test. The test was calculated and analyzed separately in the control and training group students. Experimental group subjects formed personality traits such as communicative, high intelligence, emotional stability, independence, thoughtfulness, high normative behavior, courage, gentleness, diplomacy, self-confidence, high level of self-control, adequacy of self-esteem.

Manifestations of aggression in students as a result of training sessions changes in the ratio

At the end of our formative training, the results of the Bass-Dark survey of the experimental and control group students were compared, and a decrease in aggression was observed in the experimental group.

It can be observed that aggression and hostility were high among students during the pre-training period and decreased after the training sessions. In the pre-training condition, physical (7.06), person-centered aggression (6.4), irritability (5.2), negative emotion (3), verbal aggression (7.27), showed high rates. Hostility (-13.75) and aggression (3,299) have differences in pre-training and post-training performance, and confidence level  $r = 0.001$ ;  $r = 0.002$  ga teng.

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Training aimed at the formation of information psychological security in young people affected the socio-psychological characteristics of students and led to a decrease in the indicators of aggression and hostility. The training sessions showed a positive result. So, we believe that a special program can have a positive effect on personality traits.

1. As a result of scientific research on the socio-psychological aspects of the formation of information psychological security in young people, the following conclusions were drawn:
2. In the process of rapid development of information, the number of threats is growing, and the formation of a prototype of threatening youth remains a topical issue.
3. Senior students have a broader understanding of "Information Attacks" than Level 1 students. Most of the subjects had partial knowledge of "information attacks" while reading in Phase 1, and they did not have an idea of the threat, the consequences of the threat.
4. It is effective to recommend anti-threat information components of psychological security in the form of a model "Emotional element - Behavioral element - Reflection process - Cognitive element" on the basis of functional participation. The emotional element - "compensation" and "hypercompensation", "choice of a model of social protection" (reflection), the definition of acceptable and undesirable characteristics in the system of personal characteristics, as well as the knowledge and skills of the subject are involved in ensuring resilience.
5. Threats to various areas of youth have a complex structure, and the main means of protection against them is the formation of information psychological security. The formation of the information psychological element is systematic, effective only if the information is carried out taking into account all the factors that determine the formation of the psychological element, in particular, the individual psychological and mental characteristics of the individual.

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