Issues of Psychological Security Formation in Youth Against Information Threats

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ABSTRACT

The article presents research analyzes and conclusions on various information impact on youth psychology, youth protecting importance from information threats.

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

INTRODUCTION

One billion of the world's population is young people between 10 and 24 ages. "Youth are our hope. Peace, economic development, social justice, tolerance - all this depends on youth potential realization... ". More than 400 million youth live in troubled parts of the world and face various challenges. In addition, youth with education and employment problems are more likely to be various threats target. The "hired workers" majority in destructive organizations are young people at 17-24. Young people need special protection[1].

One of the most pressing issues in social psychology around the world is the youth ability to withstand various threats, extensive work is being done to prevent delinquency and crime among students, destructive ideas expressed as manipulations result of various kinds, to eliminate threats against them. These studies serve as a theoretical basis for comprehensive socio-psychological features, scientific research on its formation, the characteristics study of independent thinking in students, behavioral issues in the educational process study of deviations in student behavior, aggression, emotional instability, the accumulation of assertive behavior in the individual.

One of the significant directions of our state policy is to follow the motto "Youth education is always relevant" in our country, to bring them up as harmoniously developed people, to protect them from foreign ideologies and attacks, to form skills to combat various ideological threats. The Action Strategy for five priority development areas of the Republic of Uzbekistan for 2017-2021 sets "Education of youth who are physically healthy, mentally and intellectually developed, independent-minded, loyal to motherland, strong outlook on life, deepening democratic reforms and increasing their social activity in the civil society development "[2] tasks. In the globalization era, various vices, dangers and harmful drug addiction effects, immorality, and "information attacks" have begun to enter into Uzbek families and youth lifestyles.

"It is well known that the younger generation upbringing has always been important and relevant. But in the 21st century in which we live, this issue is really becoming vital matter." For education to be perfect, however, there must be no room for complacency. "Threats such as religious extremism, terrorism, drugs, human trafficking, illegal migration, 'information attacks' are on the rise, undermining the beliefs and family values that have existed for centuries."[3].

A social psychological questionnaire was used to study 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 obtained data were analyzed by categories. In the social psychological survey, "Whose advice did you rely on when choosing a profession?", the question was answered by 31% 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 the issue of career choice was taken 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. Hence, 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 a person can be friends with everyone?" 40% of students answered no, 53% answered that they can be friends with their parents, and 7% answered that they can be friends with a person they like. From the answers, one can witness that the family is valued for more than half of the students.

To the question connected with information attacks "What kinds of music do you like the most?" 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 foreign feature films, 18% of students answered that there are discs of national feature films, 28,8% of students have

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discs of famous singers in their dormitories, and 11% of students answered that there is books collection.

"Who can easily change your mind?" 50,6% of students chose the answer "parents" and 18% chose the answer "teacher". This means that 68.6% of students 'opinions can be influenced by people who are a reference group for them, i.e. parents and teachers.

Table 1: Indicators distribution of family and external influences importance in students life.

(marks are in percentage (%) (n=424)

		Girls (n=204)	Boys (n=220)	Total (n=424)
1.	The importance of family and loved ones	41.2	30,3	71.5
2.	Rely on your own conclusions	3,4	12,2	15,6
3.	Significance of external influences	7,6	5,3	12,9

By categorizing the emphasis in the questionnaire, the analysis was carried out by dividing it into 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 experiences, and 12,9% are exposed to external influences. Family and close relatives and susceptibility to external influences can be observed in female students than in male students (Family and close relatives 30,3%, external influences 5,3%). We think this is probably due to our mentality.

For research purposes, we used a questionnaire developed by us to study the threats of social networks 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.
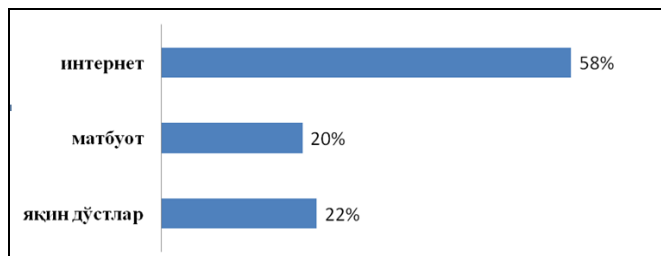

Figure 1. Information about "information attacks" sources of youth

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 the 3 year of studying at a scientific school, it is possible to observe changes in their views on information attacks. Mostly students receive information about external threats from social networks and mass media and are exposed to the effects of alien attacks (68%).

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

In processing the results obtained, a comparative qualitative analysis of the mean 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 defined was negativism and guilt aggression.

Table 2: Aggression Indicators in youth (according to "student")

№	Types of aggression	$\overline{x}$	$t_{st}=$	P
1.	Physical aggression	6,2	2,02	P=0,05
2.	Verbal aggression	4,8	3,55	P=0,05
3.	Indirect aggression	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.	Sadness	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 interactions between the results of the methodology, the physical aggression in the students formed a positive correlation with the aggression directed at someone, that is, physical aggression is directed at others in a high-achieving student (r= 0,2010**; p<0,01), verbal(r= 0,499**; p<0,01) aggression is also high, while irritability and negative emotions (r= -0,293**; p<0,01), law - aggression in the form of behavior against the rules (r= -0,306**), guilt and remorse (r= -0,133*) on the contrary, the negative link showed an indicator.

Table 3: Intercorrelational relationships of aggression outcomes (based on Bass-Dark)
*p<0,05:   **p<0,01

Types of aggression	Physical aggressionагрессия	Verbal aggression	Indirect aggression	Negativism	Tension	Suspicion	Sadness	Guilt.
Physical aggression	1	0,201**	-0,293**	-0,306**	-0,394**	-0,062	0,499**	-0,133*
Verbal aggression		1	-0,103	-0,358**	-0,440**	-0,177**	-0,353**	-0,102
Indirect aggression			1	-0,001	-0,052	-0,305**	-0,097	-0,167**
Negativism				1	0,139*	-0,233**	-0,006	-0,187**
Tension					1	-0,004	0,251**	-0,083
Suspicion						1	0,100	-0,065
Sadness							1	-0,010
Guilt								1

However, the value in "anti-rule behavior form" had an inversely correlated relationship with the remaining values (is equal to r= -0,293, r= -0,306, r=- 0,358, r=-0,133, p<0,01). In addition, students have not yet been able to develop their creative potential, to be active enough in social relationships, to be able to work on themselves, to develop willpower, to be dissatisfied with their work and performance, to have the ability 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.

III year 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 moderate aggression and hostility;
➢ a group of students with a high level 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 the student's personal aggression and hostility to the norm.

The third chapter of the research, 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 psycho correctional program, psycho correctional training.

An analysis of the methodologies conducted after the psychological trainings aimed at the formation of information psychological security and the comparative results of the methods of clarifying experiments were conducted. In order to determine the socio-psychological characteristics of the aggressor, we used R. Kettell's 16-factor questionnaire. 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 of groups 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, the level of communication can be seen. Significant negative (-0,98**; p< 0.01) correlation was identified 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 the norm of aggression thinks that everyone is kind and good, speaks openly even to people he does not know well, easily trusts them with their secrets, values, is a compassionate, cheerful, kind person in the community. The higher the level of aggression and hostility, the more cautious the students in this group will be, the more likely they will be misunderstood in the first place. 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 success. They think they are not valued. They are strict in their dealings with people, but they don't like competition. A negative (-1,15*; p< 0.05) correlation was found in the first group on the factor of propensity to O - self-confidence - guilt. This means that if the aggression is normal or low, the person will be cheerful, cheerful, satisfied with life, confident in their abilities and luck. They pay close attention to all that is happening.

No such link was identified in the second group. Q_2 - 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, it means that 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. Through the Kettell test, students 'personal characteristics were explored. 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.
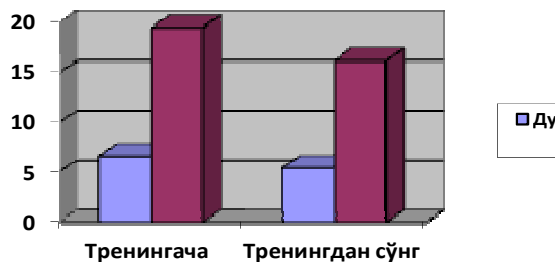

Figure 2. Changes in the rate of aggression in students as a result of training sessions.

At the end of our formative training sessions, the results of the 'Bass-Dark' " Identifying manifestations of aggression ''questionnaire survey were compared in the experimental group and the control group, 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 equal to r = 0.001; r = 0.002.

The 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.

Table 4: Comparative analysis of the results obtained by the Bass-Dark methodology

Appearances of aggression	Before training		After training		t-criteria	p
	M	σ	M	σ		
Physical aggression	7,06	1,03	5,06	0,9	3,553	,031
Indirect aggression	6,4	1,10	3,03	1,07	9,548	,045
Tension	5,2	0,93	5,1	1,16	-3,548	,001
Negativism	3	1,14	1,73	0,9	4.65	0,001
Sadness	2,6	1,12	2,4	1,33	-11,926	0,001
Doubt	4	1,92	3,2	2,16	-8,059	0,001
Through verbal hearing	7,27	2,06	4,0	1,81	6,498	0,001
Hostility	6,63	2,52	5,4	1,98	-13,75	0,001
Aggression	19,5	3,95	16,2	3,87	3,299	0,002

The 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.

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:

1. In the process of rapid development of information, the number of threats is growing, and the formation of a psychotype of threatening youth remains a topical issue.

2. Senior students have a broader understanding of "Information Attacks" than 1 year students. Most of the subjects had a partial knowledge of "information attacks" while studying in the 1 year, and they did not have an idea of the threat, the consequences of the threat.

3. 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 subject's knowledge and skills are involved in ensuring resilience.

4. 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 psychological element of information is effective in a systematic way, 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 person.

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