

**THE EMPIRICAL FOUNDATIONS OF THE FORMATION OF IDEOLOGICAL
IMMUNITY AGAINST DESTRUCTIVE INFORMATION IN ADOLESCENTS.**

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Annotation: This article explores the empirical foundations of the formation of ideological immunity against destructive information in adolescents. Adolescents are particularly vulnerable to various forms of external influence due to their ongoing cognitive, emotional, and social development. The rapid spread of information, particularly destructive or manipulative content, has become a significant concern for their psychological well-being. The concept of ideological immunity refers to the ability of individuals to resist and critically evaluate harmful or misleading information, thereby protecting their worldview and personal identity. The paper examines various empirical studies and theories regarding the development of ideological immunity in adolescents, focusing on the psychological, social, and educational factors that contribute to strengthening this immunity. It also explores the role of critical thinking, emotional regulation, and social support systems in protecting adolescents from the negative effects of destructive information.

Keywords: adolescents, destructive information, ideological immunity, critical thinking, psychological development, emotional regulation, cognitive resilience, social support, psychological well-being, information literacy, educational interventions.

Introduction. In today's era of globalization, the influence of information on the human mind and psyche is becoming an increasingly urgent problem. The impact of destructive information on human psychology, especially on the minds of young people, can negatively affect their social adaptation and mental state. Therefore, the prevention of such information and the development of psychocorrectional measures against it are an important issue. Psychocorrectional approaches to combating destructive information in Uzbekistan are mainly focused on the following areas:

1. Prevention through education and upbringing - Instilling the skills of critical perception of information in children's minds, starting from preschool institutions.
2. Media and social media monitoring – Analyzing and monitoring content on social media to prevent the spread of harmful information among young people.
3. Psychological services – Strengthen psychological services in schools and universities, and teach young people psychological protection methods.
4. Strengthening religious and cultural values - Building immunity against harmful influences through the development of moral education based on national values.

In different countries of the world, there are different approaches to preventing destructive information and psychocorrectional work. Among them, the following stand out:

1. USA - Increasing youth immunity to harmful information through "Media Literacy" programs.
2. The European Union has introduced the principles of controlling the flow of information and rational use of information based on the "Digital Well-being" concept.

3. Russia - Within the framework of the "Information Safety" program, measures have been developed to prevent the spread of harmful information among young people.

4. China - has a strong censorship system against harmful content on the Internet and social media, as well as psychological rehabilitation centers.

Psychocorrectional work on destructive information should be carried out not only at the individual, but also at the societal level. Analyzing local and foreign experiences, developing effective strategies against information attacks and teaching young people to use information consciously is one of the important tasks of today. President of the Republic of Uzbekistan Sh. Mirziyoyev - "Another important issue that always worries us is related to the morality, behavior, in a word, worldview of our youth. Today time intensity with is changing. These changes who feels more than anyone else who is the youth ? Okay, youth own of the era requirements with harmonious Let it be. But the same at the time Let's not forget who we are, what we are like. of the great ones our generation, invitation there in the heart always echo giving, to oneself loyal to stay prompt let it be.

Theoretical and practical analysis of the activities of destructive religious, cultural, extremist and terrorist movements and groups that negatively affect the stability of the Republic of Uzbekistan, or rather its social and spiritual development, and the definition, classification, and definition of the genesis, essence and content of the concepts of destructive groups and ideas based on existing scientific theories, and the creation of a specific socio-psychological basis for preventing young people from falling under the influence of these ideas are currently one of the important tasks facing psychology, pedagogy and all social and humanitarian sciences. This issue, namely the problem of young people falling under the influence of destructive ideas, has not been a separate object of research. In this regard, the socio-psychological study of the causes of the emergence of destructive ideas and groups, the expansion of their scope of activity is currently of urgent theoretical and practical importance.

A special place is occupied by research aimed at identifying socio-psychological factors of theoretical and methodological approaches that explain important aspects of psychocorrectional training aimed at reducing the negative impact of destructive information on the minds of young people.

Indicators of adolescents (in the case of a boy and a girl) according to the methodology for determining "masculinity - femininity"

1 - table

Teenager guys n=60			Teenager girls n=60		
	Masculinity	Feminism		Masculinity	Feminism
Number	51	9	Number	56	4
percentage	85%	15%	percentage	93 %	7%

When evaluating the results of a test conducted on the basis of a questionnaire consisting of 88 questions according to the Shmishek methodology, after determining the answers to each question, the primary scores of the questions corresponding to the 10 scales are calculated separately (the scale to which this question belongs is indicated at the end of the question). Numbers with a " -" sign are assigned a score of 1 if the test taker's "no" answer is correct.

The primary scores obtained according to the scale are multiplied by the coefficient indicated in

the table. If calculated when it comes out points If the score exceeds 12, the character accentuation manifestation to be observed.

In fact, socio-psychological training is the theory and practice of psychotherapeutic and psychocorrectional influence on people, through which the individual's maturity as a person, change and adaptability to various life situations are ensured, and through training, the competence of a person to take the right direction and understand himself based on his interaction with others is increased.

One of the most reliable and effective forms of socio-psychological training is individual and, at the same time, corporate training, which is a unique psychological impact technology that serves to effectively establish interpersonal relationships, both individually and in a medium-sized group setting, both in working with the respondent.

In essence, corporate training is based on the concepts of "solving the emerging problem in an organized manner based on scientific principles" and "applying the experience of the people, collective knowledge and culture in solving the problem." Its meaning is derived from the Latin word "corporatio", which means "union", "association".

2 - table

Scale number	Accentuation types	Coefficient	Primary points	Accentuation indicator primary points to the coefficient increased
1	Hypertensive	3	8	24
2	Worried	3	7	21
3	Distim	3	3	9
4	Formal (Pedantic)	2	3	6
5	Impulsive (Affective - explosive)	3	8	24
6	Emotive	3	5	15
7	Rigid	2	8	24
8	Demonstrative (Demonstrative)	2	8	24
9	Cycloid	3	7	21
10	Exalt	6	6	36

From the indicators in Table 2 visible as it stands, accentuation hyper thyme, demonstrativeness, rigidity, cycloid and exalter to types This is typical. and really also o ' smirnoff young during observable to accentuation suitable is coming.

Teenager at the age of girls Shmeshik test according to indicators
3 - table

Scale number	Accentuation types	Coefficient	Primary points	Accentuation indicator primary of points to the coefficient increased
1	Hypertensive	3	8	24
2	Worried	3	8	24
3	Distim	3	4	12
4	Formal (Pedantic)	2	5	10
5	Impulsive (Affective - explosive)	3	8	24
6	Emotive	3	6	18
7	Rigid	2	4	8
8	Demonstrative (Demonstrative)	2	5	10
9	Cycloid	3	7	21
10	Exalt	6	5	30

From the indicators in Table 3 visible It's true, teenager. in girls accentuation teenager from girls a little difference although some on the scales proximity observed. This and character accentuation and deviant to behavior tendency only adolescence to the period typical said idea wrong that means. A corporation is a kind of organized group, the main feature of which is maximum unity, recognition of the authority of the group leader and following his opinion in the interests of the group, readiness to solve the set goals, objectives, tasks in an organized and consultative manner. Each idea expressed in the group is considered valuable, and each member accepts it from the point of view of his own and the interests of the group. Accordingly, when discussions, disputes, problems arise in the team or groups regarding the issue being sought for a solution, corporate training means an activity as a means of determining a strategy for achieving a single goal in a way that directs the whole group to the goal and is divided into several groups. In this study, we set the practical goal of testing the ideas of achieving a single goal by adhering to group values through such effective and organized groups in a group of teenage students whose behavior is forming criminal motives. In the current era of globalization and the development of digital technologies, the minds of adolescents are influenced by various information flows. Therefore, protecting them from the influence of harmful, that is, destructive information is one of the important tasks. The formation of ideological immunity ensures that young people are not exposed to harmful information, have the ability to think independently and analyze reality. Destructive information is information that contains incorrect information that negatively affects a person's mental state, worldview and behavior.

The study involved 60 adolescents from the control and experimental groups . young men, 60 people teenager in girls conducted. The study involved 13-14 year old boys and girls. A total of 120 subjects participated in the dissertation research. Training providers: mainly researchers. With the help of psychologists, educators, social specialists and media experts.

In our research participation reached teenager aged " I" in boys and girls protection in doing

which features advantage to check goal we did.

Kellerman - Plutchik questionnaire results

Table 3

Scales name :	Teenager n=60	young men	Teenager in young men n=60
Squeeze release	32%		41%
Regression	28%		27%
Replace replacement	43%		38%
Denial to	33%		54%
Projection (transfer)	25%		52%
Compensation	21%		34%
Hypercompensation	12%		36%
Rationalization	1 3%		48%

The methodology for determining "masculinity - femininity" is a methodology developed on the basis of the "masculinity - femininity" scale taken from the Freiburg personality questionnaire, the Kellerman-Plutchik questionnaire is a methodology aimed at determining the psychological defense mechanisms of the individual's "I", and the Shmishek method for determining character accentuation based on the K. Leonhard methodology. The socio-psychological factors of the formation of ideological immunity to destructive information in adolescents according to We conducted research.

Conclusion. The formation of ideological immunity against destructive information in adolescents is a critical area of research, given the increasing exposure of young individuals to harmful or manipulative content. Empirical studies indicate that adolescents' ability to resist destructive information is shaped by a combination of cognitive, emotional, and social factors. The development of critical thinking skills, emotional resilience, and a strong support network plays a significant role in enhancing their ability to evaluate and reject harmful content. Furthermore, educational interventions aimed at promoting information literacy and providing psychological support are essential in fostering ideological immunity. By strengthening these protective mechanisms, adolescents can be better equipped to navigate the complexities of the digital age and safeguard their psychological and emotional well-being.

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