



THE UNIQUE PSYCHOLOGICAL CHARACTERISTICS OF THE MANIFESTATION OF IDEOLOGICAL IMMUNITY AGAINST DESTRUCTIVE INFORMATION IN ADOLESCENTS

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Annotation. *This article examines the unique psychological characteristics of the manifestation of ideological immunity against destructive information in adolescents. Adolescents, due to their developmental stage, are highly susceptible to various external influences, including the pervasive spread of manipulative and harmful information. Ideological immunity refers to the psychological ability to resist, critically evaluate, and reject such destructive information, which is essential in shaping an adolescent's worldview and sense of identity. The paper explores the psychological mechanisms behind the development of ideological immunity in adolescents, including cognitive resilience, emotional regulation, and the role of critical thinking. It also discusses the impact of social support, family influence, and educational interventions in fostering a strong defense against ideological manipulation. The findings suggest that developing these psychological traits in adolescence is crucial for building resilience against the negative effects of destructive information.*

Keywords: *ideological immunity, destructive information, psychological characteristics, cognitive resilience, manipulative content, social support, identity development, psychological defense, educational interventions*

Introduction. The psychological characteristics of the formation of ideological immunity to destructive information in adolescents are based on the following:

- to develop adolescents' skills in analyzing information, assessing the reliability of sources, and independent thinking;
- understanding of adolescents' place in the community, developing constructive communicative skills, and correctly reflecting on social roles;
- guiding teenagers towards positive goals, developing their interests and value system on a healthy basis.
- Through training sessions such as "Who am I?", help adolescents understand their identity, develop their internal resources, and constructively define their social role.
- increasing adolescents' stress resistance, forming resilience to external influences, and strengthening psychological immunity to destructive sources of information.

Group psychocorrectional programs are aimed at precisely these goals, helping to develop socio-psychological stability in adolescents and increase their adaptability in the social environment.





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Recommended situations for the training: It can be used in group psychocorrection activities and individual psychocorrection activities, and can be used to: *correct disorders in the emotional-emotional sphere, *correct disorders in the value system, *correct character accentuation, *as well as. develop the motivational sphere, constructive reflection of social roles in the individual and the formation of psychological resources, *correct disorders in interpersonal (group, family, parent-child) relationships.

It is advisable for the psychologist to deliver psychocorrectional recommendations to the subject step by step during the consultation process. It is worth noting that the “Who am I” methodology can be used not only in individual psychological consultation, but also in group socio-psychological trainings. When using the methodology in a group, the methods of interpretation are explained to the subjects during the training process, and the subjects must independently calculate their results based on the trainer's instructions. The trainer directly explains the results obtained to the subjects. The methodology is intended for adolescents over 13-14 years old. Resources required for the methodology: pen and A4 paper (you can also write in a notebook for convenience). Instructions to the subject: For 15 minutes, you need to give as many answer options as possible to the question “Who am I, what am I like?” Your answers can consist of one word or a short sentence. Do not sort the answers, do not think about them. Write down your answers numerically.

results , the psychologist can perform the interpretation together with the test subject or (in group consultation or training) only by giving instructions. The more answer options are given, the higher the level of self-expression and reflection. If the test subject stops writing in the middle of the test or before 15 minutes, it means that his/her self-image is narrow or he/she does not want to look beyond a certain limit of information about himself/herself. If the answers are less than 8, the test subject did not want to reveal himself/herself, even to himself/herself. Also, people with 9 or fewer answer options are people with a low level of self-expression and reflection, and their self-image is focused on the most important or most common events in their daily lives. Such people are recommended to enrich their self-image, think more about their interests, aspirations, character traits and abilities. It is also advisable not to be lazy to think about themselves, because some people, being lazy to deeply study their personality, have difficulty expressing themselves in life, and sometimes even find their place and path. Test takers who answered from 10 to 17 - they have an average level of reflection and self-expression. The average level, when it comes to themselves, is difficult to say for sure, a person seems to know what he is like, but not very well, or at least thinks less about himself. It will also be useful for such people to develop their self-image. Those who answered 18 or more answer options have a high level of reflection and self-expression. This is a sign that a person is introspective, thinks a lot about himself, and is not ashamed of himself. However, it is important to note that there are synonymous words and phrases with the same meaning. Such repeated answers may indicate the following about the





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testee, including that the testee is overly concerned or worried about one problem or topic. The psychologist should pay attention to such a recurring problem or topic, look for such factors, which will be useful for working with the testee and developing him. It should be noted that testees who answered more than 22 times may have perceived this as a competition and planned to answer as many times as possible in order to win. This shows that people strive for success in any situation. In turn, it is also a sign of very good self-knowledge, a high level of reflection and self-expression.

Interpretation of personal values. We include the first 4 answers given by the test taker as the highest personal values. The second 4 answers are included as secondary values, and the remaining answers are considered values of the next level in their sequence. Higher and secondary values can be distinguished based on the following 4 criteria (value directions).

Family values

Career values

Faithful values

To relationships directed values

Each given answer above to the criteria dependency analysis is made and as a result either this to values is considered to belong to. Through this probationary which values own in person superior perception to do determination possible.

Self-assessment interpretation:

The examinee is given the following instructions: Evaluate your answers one by one in the following format.

“+” If you like the description or characteristic in the answer option, put a plus sign next to it;

“-” If you do not like the description or characteristic in the answer option, put a minus sign next to it;

“±” If you like the description or characteristic given and don't like it at the same time, put a plus or minus sign;

"q" If you cannot express a clear reaction to a description or characteristic given in your answer, if you cannot come to a decision about whether you like it or not, put a question mark.

After completing the evaluation process, calculate and determine how many characters each have.

The use of the plus-minus sign “±” indicates that the test taker has the ability to consider two opposing sides of an issue, and shows a calm approach to emotional-sentimental events or issues. Such people can be called hesitant, restrained, emotionally and emotionally conflicted.

If “±” is 10-20% (percentage of the total number), such a person is calm, stress-resistant, they easily resolve conflicts, they can establish constructive (good, based on





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mutual agreement) relationships with people they do not like, in addition to those they like. Such people others' to the shortcomings tolerance with attitude tell they will get .

If more than 30-40% such people hesitant to type Such an indicator owner same at the time in life the crisis from the head conducting or indecisive character featured human to be possible .

“q” Interrogative sign used probationary internal uncertainty from the head sorry to take ability shows and his/her to changes considering readiness to hold possible . (Usually interrogation sign less used only by 20% of testers 1-2 times more (uses 3) plus “q” sign if used , this in the test crisis experiences existence expression will reach .

The symbols “±” and “q” answers in the option existence consultation and person transformation processes light to pass shows . Given from signs of use the one who is being tested own problems solution difficult to reach from the situation out to leave help gives , directs . The important thing is that he problems himself/herself solution to faster to level (insight) I think it will achieve. to do possible .

If the number of “+” and “-” (of the total number) is 65-80% to 35-20%, this indicates that the test taker has an adequate self-assessment;

If the number of “+” and “-” (of the total number) is 15-0% to 85-100%, this indicates that the test taker has a high (inadequate) self-assessment;

If the number of “-”s (of the total number of answers) is 50-100%, it indicates a low (inadequate) self-assessment of the test taker, that is, when the number of “-”s is more than 50%.

There is also a level of unstable self-esteem, in which the number of “+” and “-” differs by 5-10% in the form of 50/50, 45/55, 55/45%. It indicates the presence of a state of emotional instability and discomfort in the test taker.

Personal analysis interpretation:

The test taker is given the following instructions: Select at least 10 of the answer options that you consider to be relevant, problematic, or important to you from your perspective. Also, think about the reason why it arose or exists in you, that is, where it came from in you. Your answers should be divided based on who or what it depends on.

If you think it is entirely or almost entirely up to you, mark it with an “M,” which means it is up to me.

“B” if considered dependent on others.

“T” is when it is considered to depend entirely on fate, luck, and circumstances.

If it is considered as such, it is marked with the letter “III”.

Moderate use of the letters “B” and “T” (30-55%) indicates a healthy mindset. However, excessive use of “B” and “T” indicates a person who tends to shift the blame to others and look for faults in others rather than themselves.

The letter “M” is a sign that a person is responsible, the master of his own life. The letter “M” can also be interpreted as a person trying to manage or control everything in





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his life. Such people may have a habit of looking for all the blame on themselves (for example, when the bus is late, they think that they are late or that they are unlucky). This should be especially noted when analyzing descriptions that cause negative attitudes. However, this also indicates a tendency to egocentrism.

" S" indicates that the test taker is avoiding self-analysis, does not want to focus on something or someone, or does not want to remember certain factors.

It is advisable to familiarize the subject with the interpretations of the methodology (his own results) and regularly ask the subject about his personal attitude to the interpretations given to his results, which stimulates the person to self-analysis and reconsider his personal principles. Verbal discussion of the person's self-analysis and life principles (attentional dominants, settings and personal rules) helps to rationalize irrational ideas in him, to clarify the imbalances between the "real self" and the "ideal self". The main thing is to ensure the liveliness of the psychological consultation process, increasing its effectiveness.

Conclusion. The manifestation of ideological immunity against destructive information in adolescents is shaped by a combination of psychological characteristics that include cognitive resilience, emotional regulation, and critical thinking. Adolescents' ability to critically evaluate and resist harmful information is essential in protecting their mental and emotional well-being, as well as in the development of a strong and independent sense of identity. Social support systems, including family and educational interventions, play a vital role in reinforcing these psychological traits and enhancing adolescents' resistance to ideological manipulation. It is crucial to focus on strengthening these psychological characteristics in adolescents to help them navigate the complex media landscape and avoid the detrimental effects of destructive information. Promoting critical thinking skills, emotional intelligence, and resilience can provide adolescents with the necessary tools to safeguard their psychological health and overall development in an increasingly information-driven world.

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