

PSYCHOLOGICAL-PEDAGOGICAL ANALYSIS OF THE NEGATIVE EFFECTS OF INFORMATION THREATS ON PERSONALITY DEVELOPMENT

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Annotation: This article delves into the psychological and pedagogical analysis of the negative effects posed by information threats on the development of personality. It examines how computers and information systems, as integral parts of human activities, influence mental processes and transform both individual actions and human activity as a whole. The study draws heavily on the cultural-historical theory of mental development, emphasizing the transformation and complication of mental functions through interaction with information technology. A substantial focus is placed on the Internet's role in these dynamics, including its implications for cognitive, communicative, and personal aspects of human activities, and its contribution to the development of virtual identities and online communication dynamics. The article also explores the ethical aspects and behavioral norms evolving within virtual communities.

Keywords: information threats, personality development, cultural-historical theory, mental functions, internet influence, cognitive transformation, virtual identities, online communication, psychological tools, information technology.

Computers and information systems are finding applications in ever-new areas of human practice, influencing mental processes and transforming not only individual actions but also human activity as a whole. From a psychological point of view, when interacting with computer systems, there is a transformation of activity due to the mediation of sign systems. According to the cultural-historical theory of mental development, mental functions are divided into natural and higher; the latter develop with the help of special psychological tools - L.S. Vygotsky called them signs. Following L.S. Vygotsky, O.K. Tikhomirov writes about the transformation and complication of the structure of higher mental functions in the process of mastering and applying new information technologies, leading to the emergence of such mental functions characterized by working not only with signs but also with sign systems. The role of technical (as much as psychological) means in the development and functioning of the psyche is also indicated by the proponent of the cultural-historical theory, M. Cole. As many authors note, technologies associated with the use of the Internet currently play a significant role in transforming activity.

The INTERNET is a global computer network that connects together thousands of networks including military and government organizations, educational institutions, charitable organizations, industrial enterprises, and corporations of all types, as well as commercial enterprises (service providers) that provide individuals access to the network. The information stored in the multitude of computer networks connected via the Internet forms a gigantic electronic library. The vast amount of data distributed between computer networks complicates the search and retrieval of desired information.



The Internet is the most dynamically developing environment for information exchange in the history of humanity. Modern capabilities of accessing the Internet from mobile phones and devices (mobile Internet), from televisions, and the exchange of information through other devices, expand the circle of users. The use of computer networks leads to structural and functional changes in the psychological structure of human activity. These changes affect cognitive, communicative, and personal spheres, transforming the operational (executive) link of activity, the processes of goal-setting, and need-motivational regulation of activity. An important aspect of the psychological study of this new type of activity is the study of its motivational regulation. We have already noted the fact that the Internet is a huge zone of human communication. Telecommunications using computer networks represent a fundamentally new layer of social reality. Researchers proceed from the assumption that computer networks represent a new stage in the development of external means of intellectual activity, cognition, and communication. The use of computer networks leads to significant structural and functional changes in mental activity. These changes affect the cognitive, communicative, and personal spheres, are transformed into the executive link of activity, the spatio-temporal characteristics of subject-subject and subject-information system interactions, the processes of goal-setting, and need-motivational regulation of activity.

There are various classifications of communication means on the Internet, but the most general classification is proposed by Vadim Nesterov, dividing all forms of virtual interpersonal communications in the Russian Internet: Dialogic communication off-line and on-line (email, ICQ); Polylogic communication off-line and on-line (conferences, chats). The first form is characterized by more trustful and personal communication, while the second form is more typical for discussing various issues with a large number of people. The difference between a conference and a chat is as follows: the absence of "real-time" mode and restrictions on the message size make conferences more convenient for discussing problems, typically representing thematic discussions. Chats, even when declaring a thematic topic of communication, very rarely remain thematic; communication in real-time makes deep thoughtful conversations problematic. Usually, communication in chats gives the impression of free, aimless communication in which the exchange of statements is solely for maintaining contact. The aforementioned forms of network communication differ not only in their interactivity (on-line and off-line) and the direction of communication (mono-, dia-, and polylogic) but also in the degree of openness. Conditionally, they can be divided into public and private. The first feature of "trustful" communication is that it is usually not public and occurs in private forms of communication. As in any society, there are certain rules of communication, so in the virtual community, the emergence and development of its own rules of behavior occur.

Network etiquette or "netiquette" in Uzbekistan is still in the formation stage, however, there are already generally accepted norms of behavior in the virtual society. According to one of these norms, publicly asking questions about the age, real name, etc., of a conversation partner is considered at least indelicate - each person reveals about themselves as much as they deem necessary, and such questions require privacy. If the desire to take the communication to another level is mutual, people usually switch to communication via email or through "ICQ". This process is so common on the Network that often in virtual societies specializing in communication, the possibility of private conversation without switching to another resource is initially embedded. In chats, for example, private forms of communication such as "whisper"



(the ability to send any of the participants' remarks invisible to others during a general conversation) and "private" (the ability to go into a dialogue chat "for two") are usually accepted.

Among the reasons for turning to the Internet as a tool for communication, the following are distinguished: Insufficient saturation of communication in real contacts. In such cases, users quickly lose interest in Internet communication if there are opportunities to satisfy the corresponding needs in real life. The possibility of realizing personality traits, playing roles, experiencing emotions for some reason frustrated in real life. This possibility is conditioned by the aforementioned features of communication through the network - anonymity, lax normativity, the peculiarity of the process of human perception by a human. The desire for experiencing certain emotions is probably also the reason for the tendency towards emotional enrichment of the text. Communication via the Internet has its specific features that distinguish this type of communication from the familiar to all of us.

Among these features, I. Shevchenko notes the following:

1. Anonymity. Although it is sometimes possible to obtain some questionnaire data and even a photo of the interlocutor, they are insufficient for a real and more or less adequate perception of the personality. In addition, there is a hiding or presentation of false information. Due to such anonymity and impunity in the network, another feature associated with the reduction of psychological and social risks in the process of communication - affective disinhibition, non-normativity, and some irresponsibility of communication participants. A person on the network can and does show greater freedom of expression and actions (up to insults, obscene expressions, sexual harassment) since the risk of exposure and negative personal assessment by others is minimal.
2. The peculiarity of the processes of interpersonal perception in the absence of non-verbal information. As a rule, the mechanisms of stereotyping and identification, as well as the setting as an expectation of desired qualities in a partner, have a strong influence on the representation of the interlocutor.
3. The voluntariness and desirability of contacts. The user voluntarily initiates contacts or avoids them, and can also interrupt them at any moment.
4. The difficulty of the emotional component of communication and at the same time a persistent tendency towards emotional enrichment of the text, which is expressed in the creation of special icons to denote emotions or in the description of emotions in words (in brackets after the main text of the message).

A tendency towards atypical, non-normative behavior. Often, users present themselves from a different side than in the conditions of real social norms, playing unimplemented in activity outside the network roles, scenarios of non-normative behavior. Based on the aforementioned features, the problem of virtual identity arises. The perception of a person by a person on the Internet turns out to be separated from the basic categories of social cognition expressed in the external appearance such as gender, race, age, and belonging to a certain social stratum. This gives rise to the phenomenon of constructing virtual personalities. In text communication on the Internet, people often create so-called "virtual personalities" by describing themselves in a certain way.

The virtual personality is endowed with a name, often a pseudonym. The pseudonym is called "nick" (from "nickname") or "label". Of course, not everyone creates an image on the Internet different from their real image and behavior style. A hypothetical explanation for why some



people construct virtual personalities while others do not could be the degree of social rigidity of the personality.

There are two main types of social rigidity. The first is role rigidity (or rigidity of the "I" - concept), which manifests itself in the fact that a person perceives themselves as a performer of a strictly defined set of roles and accordingly "persists in certain types of role behavior". The second is dispositional rigidity (having rigid settings that determine the perception of the world in black and white tones). Constructing virtual personalities can be age-related and associated with self-determination. Many authors note the existence of an identity crisis in adolescence when the own "I" appears to the teenager as blurred. At the same time, virtual personalities can perform the function of self-verification. Constructing virtual personalities on the Internet is a reflection of changes in the structure of human identity (the tendency towards multiplicity of identity in real life), which is a reflection of social changes. Obviously, in order to construct virtual personalities, one needs not only to be able in principle to see oneself as a potential performer of various roles but also to want to perform these roles. The desire to construct virtual personalities may be related to the fact that reality does not provide opportunities for the realization of various aspects of the "I", or that reality may be too "role-based", too normative. This generates a person's desire to overcome normativity, leading to the construction of non-normative virtual personalities. In particular, this may manifest in the construction of virtual personalities of the opposite gender from their owner, or even genderless. In real society, there are certain norms that prescribe to a person of a certain gender the corresponding behavior. In virtual society, a person may be freed from having to demonstrate socially desirable behavior for their gender by presenting themselves on the network as a person of the opposite gender. That is, if real society limits the possibilities of self-realization of a person, they have a motivation to go online and construct virtual personalities. If, however, a person fully realizes all aspects of their "I" in real communication, the motivation to construct virtual personalities probably does not exist. In the described case, communication on the Internet is of a supplementary nature to the main communication. But it can also have a compensatory, substitutive character. This happens in the case of the formation of Internet dependence.

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