SOCIO-PSYCHOLOGICAL FACTORS INFLUENCING THE DEVELOPMENT OF SCIENTIFIC AND INNOVATIVE THINKING OF YOUNG PEOPLE AFTER THE GLOBAL CRISIS COVID 19

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Annotation

In this article it was discussed the role of socio-psychological factors influencing the scientific and creative thinking and behavior of young people. The authors discussed the psychological characteristics of modern media coverage and the role of social media in influencing the maturity, thinking, and behavior of young people. They focused on the benefits of messages in the information space among young people and the formation of a culture of using different messages on social networks.

Key words: covid 19**,** information space, communication, media, internet, social networks, adolescence, life position, scientific thinking, intellect, innovation.

Introduction

In the modern world, there is a rapid development of information technology and the expansion of public awareness. Today, the vast majority of people are engaged in the production, exchange and storage of information. IT professionals manage information, develop technologies, create information products, provide only growing services in all areas of life and activity. Anyone interested in information, regardless of time and place, has easy access to information.If decades ago there was talk of adding to the process of information, innovation and the information process of young age groups, especially adolescents, as adults as a working part of the population,

in recent years digitization has become more common which has reached people of preschool age and older, as well as older people who are actively using gadgets for learning, communicating and relaxing.All this allows us to talk about the emergence of a digital society and the problem of information socialization, the expansion and complication of the information space, the development of information and information technologies in different regions and different socio-cultural conditions which is actualizing the problem of studying the socializing effects on people.

Of particular scientific and practical interest is the study of the information preferences of young people who are tackling the task of finding their place and belonging in today's digital society, as well as the scientific thinking of the individual. At present, the psychology of thinking is developing a direction of research with a broad social content to the problem of thinking. The terms "intelligence" and "thinking" are used to refer to the development of students' mental abilities.

Review of the literature on the topic

Psychology of thinking was first defined as an independent research topic in the works of representatives of the Würzburg school (O. Kül'pe, K. Marbe, O. Zel's) and later in the Gestalt school (V. Keller, M. Wertheimer, K. Dunker), representatives of psychoanalysis (Z. Freud, A. Freud) continued. But these studies have looked at thinking in general terms, regardless of a person's age or occupation.

SL Rubinstein The main subject of psychological study of thinking is the manifestation of the process as an activity. He called thinking the emergence of subject activity. Under her leadership, these studies were carried out by L.I. Ansiferova, A.B. Brushlinskiy [6], A.M.Matyushkin [11], K.A. Abulkhanova-Slavskaya [1], then they were continued by MI Volovikova, VA Polikarpov, VV Davidov, OK Tikhomirov [13], GP Shedrovisky, VV Bibleyar, Ya.A. Ponomarev and others.

E. Goziev [17], R. Sunnatova, Z. Nishonova, Sh. Dustmuhammedova and others studied Uzbek scientists and psychologists on this topic. But there are only a few aspects of the thinking in the published work. At the same time, it focuses on the study of the processes of solving problems that arise in the real life of man. However, Uzbek psychologist E. Goziev studied the psychology of thinking, R. Sunnatova studied independent thinking, Z. Nishonova students studied independent thinking.

Research methodology

During the research, the following general and philosophical methods were used: historical, objectivity, abstraction, concrete, systematic analysis, comparative analysis.

Analysis and Results

The scientific novelty of the article is that it is based on the advantages of the media and the internal psychological mechanism that shape the scientific thinking of young people.The aim of the research is to develop practical proposals and recommendations based on the study of factors influencing the content of scientific thinking of young people.

No one denies that modern media is getting deeper and deeper into our lives day by day. Modern media is capable of delivering information to large audiences. The media, in turn, should be a platform for everyone to express their views. The ultimate goal of the reforms is to ensure that the media serves as a unique mechanism for the protection of democratic values of our society and the formation of political, legal, economic and spiritual consciousness of the people.

The main task of the media is to provide fast information to all segments of the general population. The terms "mass communication" and "media" are often used in our daily lives. The term "mass communication" is translated from English as "mass communication", which means "mass communication", which means that many people participate in such

communication. This does not mean all media, but technical means: television, radio and the press. They are called media. The term is relatively new, as first formally enshrined in the United Nations Charter on Education, Science and Culture (UNESCO).

The activities of the media are studied in many socio-humanitarian fields, including sociology, psychology, journalism, ethics, aesthetics, pedagogy and others. There is also a tradition of socio-psychological study of the media. Russian researchers A.A. Brudniy, T.M.Dridze, I.A.Zimnyaya, A.A.Leont'ev, N.A.Rubakin, T.N.Ushakova, Yu.A. Sherkovin, N.N.Bogomolova, L.V.Matveeva, Ya.I. Zhukova, VFPetrenko, Ye.E.Pronina, NBShkoporov, AGShmelev, AIDonsov, VVBoyko and others, and Western researchers Ye.Bettinhaus, K.Howland, Ye.Katz, J.Klepper, N.Kelli, Researchers such as N. Kelman, E. Miller, G. Lasswell have described the media and their functions, the problems of audience perception of the message in their research.

Russian researchers generally define the social nature and functions of mass communication in different classifications as follows:

- Dissemination and notification of news;

- integration and management of society;

- formation of social opinion;

- spiritual and educational task;

- implementation of social activity of members of society;

- Dissemination of culture;

- entertainment and recreation.

Authors such as P.A. Vichellem, B.M. Firsov, Yu.A. Sherkovin see the social functions of mass communication as the support and strengthening of public relations. B.A. Grushin argues that mass communication serves as intergroup communication. I.D. Fomicheva interprets that the social function of mass communication in the form of a holistic system meets the needs of

society. Therefore, it is necessary to take into account that the different people who make up society, the desires and aspirations, attitudes, values of different social groups have an effective impact on the audience. The psychosemantic approach, which studies the positive or negative impact of media on the audience, works well. Authors such as VF Petrenko, YE Pronina, AG Shmelev, VS Sobkin have stated in their works that it reflects the specific features of human perception, thinking and communication in a special way.

Research in the field of social psychology focuses on increasing the benefits of mass communication, the psychological classification of the communicator, the psychological classification of the audience to help better understand the message by different audiences, as well as the importance of psychological factors in understanding perceptions. 'tibor, studied. Research on the sociological and socio-psychological study of the media is so intertwined that, especially in the process of examining the audience, for example, in Western studies, the same work, the same author's research is applied to both sociology and social psychology compatible. Examples include G. Lasswell, M. Sheriff, J. Garbner, J. Dominic, and J. Klepper.

The problem of mass communication in the United States has been studied quite thoroughly, and even now this research continues unabated. Theoretical manuals and tested methodologies prepared on the basis of this research are still used in countries such as Europe, Japan and Latin America. In Western countries, the tradition of studying the media has emerged under the influence of ideological and social foundations.

Research centers conduct ongoing media research under newspapers, television, and radio. The most famous of these organizations are the Nielson Company in the United States, the Roper Organization, the Arbitron Rating Company, the BBC Audience Research Committee in the United Kingdom, and the Public Opinion and Advertising Research Centers in France.

Various foundations and universities are engaged in theoretical, fundamental research of mass communication. Stanford, Yale, Columbia, Michigan, Priston, Boston, and other universities are recognized as major research centers that study the problems of mass communication from a socio-psychological point of view.

There is currently no accepted general theory of mass communication in Western social psychology. Methodological research is mainly based on the study and analysis of specific theories and different approaches to them. Such research can be divided into two main areas. In the first direction, the main focus is on the problem of how the channels affect the recipient, that is, the perceiving and receiving object of information. This area mainly studies the effectiveness of the media in fulfilling its social functions. Audiences and recipients are viewed as the object of the media and are interpreted as being subject to the power of mass communication.This is where the 'monologue', 'subject-object' dialogue takes place. The findings of these studies are often used to coordinate audience behavior. The second direction emerged as a reaction to the first direction. In this case, the recipient is considered as a key factor in the use of the media. Here, the socio-psychological functions of the media are studied in isolation from the social direction. An example of theoretical and practical research in the first direction is the school of persuasive rhetoric or communication persuasion.Representatives of this school, Professor K. Howland of Yale University in the United States and his colleagues M. Sheriff, W. Weiss, Kelly, E. Vettihaus conducted their research on the basis of this rhetoric. The essence of the school of applied rhetoric is that the effectiveness of applied science can be achieved through persuasive skills. In laboratory experiments, different variants of general beliefs in the external conditions of the communicative state or in the psychological characteristics of the recipient were consistently used. The results of research

in this area have been widely applied in practice, and some of the conclusions have acquired a classic content.

British professor E. Stengel concluded that people have less contact with each other, they prefer inanimate objects, radio, television, the press. Statistics show that despite the availability of free time, various forms of communication between parents and children are significantly reduced as a result of the high flow of television in different countries around the world. TV shows have also reduced the interest of teenagers and students in reading books, they have taken the easy way out, to be precise they receive information ready from TV, which is much easier than using mental observation and reading a book.

Numerous studies have been conducted to determine the impact of television programs on human behavior. The topic of rape on TV has been much better researched. A wide range of studies conducted annually by J. Garbner and his colleagues in the United States analyzed selected programs from all American news networks, which were presented at "convenient times" and on weekends. The number of episodes of violence and the rate of recurrence were taken into account in different types of programs.In these studies, violence, intimidation, or the use of physical force against oneself or others has been described as an event that ultimately results in a person becoming physically inclined or dying.

Sociologists have found that children sit in front of the TV from an early age. For example, they found that in Japan, 70% of children turn on the TV, consciously remembering the time and day of their favorite show. Children's shows take into account their physical strengths, needs, and psyche, but children also see shows designed for adults. From the research of the Japanese professor Habako, it is clear that after aggressive, horror and fantastic TV shows, children and teenagers often develop a feeling of fear.After horror fiction, 40% of children will have unwanted side effects. In

psychology, this is called the "anxiety state reaction". Research in Tokyo shows that most children are afraid of the dark, sleep alone, and sleep disturbed after detective and horror movies shown on television. This anxious reaction leaves an invisible mark on the human mind and is likely to manifest itself in behavior in the form of neurotic complexes even as the child grows up.

J. Garbner and his colleagues at the University of Pennsylvania, who have studied the interaction of perceptions of real life with the imaginary television world in a person, believe that television has a strong influence on these relationships. Surveys of adolescents and young people show that there is a high level of aggression in the "obsessed" audience compared to those who watch for "fun". If a person watches vicious movies and shows every day, such as crime, militancy, fantasy, terror, then negative vices like violence, oppression will become a common occurrence.Research by these scientists has shown that many television programs are overcrowded with violence, with an average of 80% of such programs containing elements of violence. Although executions were not often shown in children's programs, the rate of violence scenes was much higher. Among all television programs, it was found that cartoons differ from other programs in terms of violence, executions, and episodes.

Many researchers have been interested in how exposure to violence affects the audience and how to draw conclusions based on its study. F. Anderson summarized the results of a twenty-year study of the effects of violence on children on television, showing that three-quarters of studies had a negative impact on children, 20% had no clear results, and 3% had a reduction in violence among children.According to Robert Hodge and David Tripp, children's ability to watch television means not just watching the content of the show, but interpreting and reading what they see. The authors

note that many studies have not taken into account the specific complexities of children's thinking on television.

The fact that violence is always shown on television does not mean that it does not affect the behavior of young people at all. Through his research, American researcher W. Pecard points out the dangers of television shows for the maturity of young people. He concluded that television shows could lead to a decrease in children's perceptions of the real world. When young people watch TV in excess of the norm, their attention span is exhausted, and their ability to think falls to the standard of the show.At the same time, the use of lies, oppression, and vices in television programs and films can have a negative impact on a person's perfection, inner world, spirituality, and psyche.

Sources and means of information have a direct impact, based on the mechanisms of emotional transmission and the creation of conditions, as well as mediated by private-personal and socio-psychological factors [7]. The problem of information socialization of the digital society in the world in the conditions of transition, characterized by the variability, abstraction and multiplicity of content, is one of the central problems in the science of psychology.

Information socialization is seen as a process and result of the accumulation and creation of human experience in working with information as a person perceives and processes information in various forms, mastering the methods of working with information and information resources, taking into account socio-personal and private-personal characteristics is being considered [7].

The information space emerges as a link in the overall socio-cultural space in which a person socializes. This link is formed from the specific sources of information that make up the information space [8].

The impact of information on socialization is twofold. On the one hand, it determines the model of organization, the way information is processed and

presented, while the information is structured. On the other hand, the information has already received a certain interpretation based on the valuable view of the source ("author"). This leads to a partial loss of objectivity of the information and gives it subjectivity. The source of information represents the approach of a particular group that the user (consumer) aspires to or refuses to join.Consequently, the role of the socializer of information is determined by the perception of this source, the subjective belief in it or not, the importance of the source of information depending on the individual.

New sources of information and corresponding social views create new forms of joining a particular point of view, comparing the opinion of the reference group, and at the same time strengthen the personal view of the process of membership restoration due to the diversity of information and the choice of them for different forms of belonging complicates.

Different views and sources of information can be considered as different views of socialization institutions. Depending on the institution of socialization and in accordance with their specifics, there is a process of categorization and self-categorization. On this basis, not only the experience occurs, but also the reaction to the information provided in the source, but also the choice of the group, the method of behavior and the choice of lifestyle in general.Depending on the choice of the most important source of information, it is possible to make judgments about a person's interests and affiliation group, and vice versa, to self-categorize or assume the direction of informational socialization on the basis of affiliation to the group [7].

The analysis of psychological research shows the need to develop the problem of selecting the preferred sources of information and studying their impact on the formation of socialization and belonging of young people.T.D. Martsinkovskaya distinguishes five main areas of analysis of information benefits: sources of information, means of communication, time criteria for using information sources, trust and choice of information, and the degree of

impact and reliability of information sources, forms of information presentation, specific information groups suggests differentiation on criteria such as affiliation, content of information, purposefulness of information [7].

Considering information socialization in terms of the "fundamental psychological trinity", to be precise the unity of the three main psychological processes - cognitive, affective and behavioral processes, as well as the advantages of information as a priority and selected attitude to certain sources, the content and means of information and their use indicators:

- cognitive (awareness and potential of information, preferred means and sources of information, selection, processing and interpretation of information, interesting content of information. Categories and targeting of information, differentiation of information groups, channels of presentation and transmission of information, means of communication , types of information messages);

- affective (trust in the source of information, the value and acceptance of information, emotional orientation of information interests, emotional evaluation of the source and information received from it, the reasons for using certain information sources, satisfaction of important needs in the use of information sources);

- Behavior (practical technical aspects of dealing with information and its sources, the preferred means and methods of searching, processing and transmission of information and their possession, indicators of the duration of use of sources)

The importance of this study is due to the importance of studying the specifics of scientific thinking, which affects the process of proper understanding of the new reality, influences its adaptation to success in civic and professional fields. This problem is exacerbated by the study of the peculiarities of scientific thinking in adolescence.

Adolescence is a time when personal and professional choices take place, during which the choice of valuable goals and decisions that are crucial for future life take place. Reforms in society have accelerated the process of adolescence and adolescence becoming more mature people who are more actively involved in the process of solving various kinds of life problems.

Political and military leaders, as well as prominent representatives of the media, culture and art, are the main object in the information-psychological interaction. According to Noam Chomsky, another well-known scholar of our time, the main element of governing a society is to divert people's attention from important issues and decisions made by political and economic circles. For this, the information space is filled with less important messages.Citizens are not allowed to receive important information in the field of modern philosophical currents, advanced science, psychology, neurobiology and cybernetics. Instead, the information space is filled with sports and show business news, light-hearted material [14].

It should be noted that in recent years, information and psychological threats to our country have become more frequent. This requires a serious fight against them. To do this, it is necessary to implement comprehensive measures on information security. Such tasks include the wide dissemination of the national idea, the rapid and timely provision of accurate information to the population, the correct formation of public opinion.

Most young people today turn to the internet as their primary source of information. But they can have a negative impact on spirituality through the Internet, a world of rumors where information immunity is not formed. Why does it affect? If we do not pay more attention to spirituality today, as our young people grow up under the influence of various serials, unaware of the courage of our national heroes, we cannot guarantee that they will serve the interests of the Motherland and not give in to foreign ideas.Only if they are brought up to be faithful to the Motherland, loyal to our traditions and values,

will they be able to develop their own information immunity to any destructive information. At a time when there are many sources of information that can influence human thinking, it is the duty of every citizen to preserve the spiritual image of society on the basis of national values and our own culture.

The universality of the information weapon, the secrecy, the implementation of the software hardware, the variety of forms, the radicality of the effects, the adequacy of time and place selection, and finally the economy, make it very safe: it can easily hide in a defense system, carry out attacks anonymously without declaring war.

Today, production and management, defense and communications, transport and energy, finance and science and education, the media - all depend on the speed, accuracy, completeness and speed of information exchange. Therefore, the information infrastructure of society is the target of the information weapon.

The best time for an information attack is when the public administration system is lost. The effectiveness of such situations is most evident during elections, when emergencies occur, especially during color revolutions. The cause of the coronavirus Covid-19, which is now recognized as a pandemic all over the world, also requires attention to various circumstances in order to be prepared for such situations.

It can be felt that the secret struggles that are being waged for good purposes today are aimed at destroying the identity of any nation. The first focus is not on the acquisition of territories, but on the acquisition of human consciousness.

Some experts call these spiritual-information attacks no less than a real war, calling it a "war for consciousness." There are those who interpret the globalization of information and communication, as well as the fact that some ethnic groups are losing their value under the influence of globalization.

According to them, this situation is forcing those who are hiding in their own mold to go out.

Unfortunately, most of the information provided by the media in Uzbekistan is not national news and films. This, frankly, worries us all. In today's fast-paced information age, the advent of new scientific categories such as virtual life, mind reprogramming, disinformation, brainwashing, ideological zombies, and popular culture is creating confusion for young people's thinking. The formation of philosophical and scientific worldviews of young people has long been a multifaceted process. In today's information age, we can see the power of the media that serves to shape and manage their consciousness and thinking.

The main process in mental activity is the process of thinking, the quality of thinking is determined by its degree of logic, independence, creativity, scientificity, validity, membership, economy, purposefulness, speed, analytical, comparative, generalized, privatized, breadth, depth, reliability, reality, validity. At the same time, intellectual qualities are related to the speed and other parameters of memory, imagination, comprehension and similar psychological processes. The higher the level of intellectual development in young people, the better the chances of achieving results.

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Conclusions and Suggestions

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Young people develop the ability to perceive a problem in the analysis of messages in the information field, to identify it, to correctly determine the assumption of the solution, and to check the correctness of the solution. Problem solving can be divided into 3 stages:

1. Proof is made on the basis of finding that the problem is related to the causes previously recognized as correct.

2. Verification is done by justifying the correctness of the problem being solved as a result of the chosen cause.

3. The explanation is based on identifying the reasons that confirm why the solution to the problem is correct.

Social networks, which play an important role in the formation of creative and scientific thinking in the analysis of various messages in the field of youth information, have a huge impact on the formation of scientific thinking of young people. Disseminated "false information" - that is, information that is visible, intangible management, has a negative impact.

Conclusion. In the modern world, the information space is filled with information from a large number and variety of sources. Regardless of the level of education for students, modern media has become a preferred source of information. Young people are active users of social networks, and their informative socialization is taking place in the Internet space. Therefore, it is the task of the general public to teach young people the culture of using different messages in the information space.

Another issue is the study of the socio-psychological impact of the thinking of the youth of our country in each system is a fundamental psychological problem. Therefore, it is necessary to monitor on a scientific basis how the process of radical change in our country is reflected in the minds of young people and to develop the necessary measures to highlight on a scientific basis the solution of serious problems that hinder their solution.

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