SOCIAL MEDIA AS A FACTOR IN THE FORMATION OF SCIENTIFIC THINKING IN YOUTH

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ABSTRACT

The article examines the spread of the Internet and its penetration into everyday life, the source of news on the Internet - social networks, various types of social networks, the use of social networks that differ from occupation and age, the positive and negative effects of social networks on adolescence.

Keywords: Internet, social networks, adolescence, life position, scientific thinking.

INTRODUCTION

In the modern world, the information space is filled with information from many and varied sources. For pupils and student youth, regardless of the level of education (higher or secondary vocational), the Internet has become the preferred source of information. Young people are active Internet users; their informational socialization takes place in the Internet space.

The Internet is a great technological achievement of the modern world, it is a modern mechanism for the dissemination of information, unification and interaction of people regardless of distance, time, state and many other boundaries. The most popular source of news on the Internet is social networks, blogs and forums.

Social networks today are one of the most convenient ways of remote interaction between individuals, where all types of mediated communication are present: individual - individual, individual - group and group - group, as well as all parties: communicative, interactive and perceptual [1]. In the process of communication of a user in social networks with other users, not only the exchange of information or ideas is realized, but also numerous actions are performed that are a reaction to communication between users or a user and a group.

There are various ways of communication between individuals: personal messages, notes, comments. A separate way of interaction is friending, like and reposting.

Main Part

Social networks are formed according to interests, needs, resources and spheres of influence, social status and positions. There are such types of them as political, economic, commercial, financial, cultural, leisure and other communication networks. Analysis of social networks makes it possible to understand the features of online interactions between users of different ages and social groups. Leading social networks have a high number of user accounts. Users can be divided into three groups: "active" (those who create public content), "passive" (readers of someone else's content) and one more group can be distinguished "translators" who do not create any information (texts, audio or video), but they actively distribute what they find on the

network to other users - by address messages or by reposting on their page. Depending on the specifics of social networks, the contingent of users, their requests and behavior strategy, varies.

Every day, millions of people of different ages get to know each other, make an appointment, look for the necessary information and even make money on social networks. Young people regard social networks as a platform for the implementation of various types of social activity inherent in them in physical reality in parallel in two spaces. The implementation of social activity in the virtual space leads to cyber socialization of users, transformation of their life attitudes, value-semantic perception of reality, the emergence of new interests and life priorities.

The information posted by the applicant in his profile on social networks characterizes his personal qualities, social status, socio-political views, religious beliefs and is not associated with business qualities. So, social networks have a significant impact on a person's daily life (including recreation, communication); his professional socialization and career growth in the future.

The activity of using social networks also differs depending on occupation and age; students spend the longest time on social networks. Thus, respondents under the age of 18 use social networks on average 3.9 hours, those aged 18 to 23 - 3.62 hours, and those aged 23 to 30 - 4.6 hours [2]. The average duration of social media use increases with age.

So, social networks entirely depend on the age of the respondent and the scope of his activity. If for high school students the most important thing is self-affirmation among classmates and other peers, help with homework; then, among students, communication on issues of study and extracurricular activities (participation in student associations and self-government) comes to the fore.

Consequently, the main purpose of using social networks is communication, receiving and exchanging information, learning languages, all this certainly forms scientific thinking in adolescence.

But the minds of young men can also be deformed by social networks. If a person is bombarded with a lot of conflicting opinions, then he has difficulties with the choice of the "correct" ones, correlated with the moral and ethical norms of society and the value orientations of the personality itself. In this case, the object of influence is the picture of the human world.

The picture of the world, worldview, life position, lifestyle are some of the constants of the psychological system of human protection. Destruction or alteration of them by means of any technologies is fraught with negative consequences for a person.

The researcher A.I. Yuriev describes the mechanisms of distortion of information by raytocrats. Wrightocracy is defined by dictionaries as the power of the "writers" over the "readers." "Writers" - all those who produce information in any form: verbal (textual), figurative (visual, auditory), software (for computers and gadgets), etc. The researcher believes that only a small part of the knowledge that determines the political behavior of a person, appears from personal experience; most of the information was previously written and published by one of the raytocrats. According to AI Yuriev, the raytocrats provide not only the transmission of information, but also are the "organs" of perception and preservation of the memory of society. When memorizing and reproducing information about events in society, involuntary or arbitrary errors may occur. These include the following types of information distortion: 1)

amnesia - some events disappear from the texts, are skipped or forgotten; 2) inversion - the sequence of events is violated; 3) perseveration - some events are repeated, which was not in reality; 4) contamination - events that occurred at another time, in other places and with other people are mixed; 5) reminiscence - extraneous events are interwoven into the sequence of events that actually happened; 6) confabulation - events that never happened are listed instead of those that actually took place; at the same time, the information grammatically, stylistically and logically looks quite plausible [3].

Significant components of the concept of spreading various forms of disinformation on social networks are the notions of an echo chamber, bubbles (bubbles) and the polarization of opinions and worldviews. The concept of "echo chamber" is used for a metaphorical description of a situation in which information, ideas or beliefs are reinforced and strengthened through the communication of people within a closed system (party, circle of like-minded people). The echo camera effect is especially pronounced on the Internet and the social networks formed in it. The effect of the "echo chamber" reinforces the human worldview, making it more and more "correct" in one's own eyes and, at the same time, distorts the true picture of reality. Thanks to the echo chamber effect, communities formed by people on social media are powerful means of reinforcing false and false information.

E. Pariser introduced the concept of "filtering bubble" and revealed its content in the book of the same name [Pariser, 2011] [4]. Internet companies use special algorithms to show us what they think is important to us. At the heart of these algorithms and the filters built into them, relevance is used as a search criterion, which is understood as the subjective degree of correspondence of something at a given moment. The idea of relevance includes the following negative aspects: a) through filters, we cannot see the whole picture, we see only its edited version; b) we do not notice the filters that are set, so we do not even guess what can be discarded from the picture presented to us; c) we do not determine what is important to us - "machines" (algorithms) do it for us, and the choice they have made is not transparent.

The term "filter bubble" is used to refer to the negative side of personalized information retrieval. Initially, personification began to be purposefully applied by the Google search engine and the social networks associated with it (Facebook, Twitter, Google+), and later became widespread in other search engines and social networks, as well as on websites promoting goods and services.

Social networks were originally designed to communicate with a circle of "like-minded" people. Therefore, a social network is, according to E. Parizer's vocabulary, a "filter bubble", and homogeneous closed communities formed within this social network are "filter bubbles"; and those, and others for people included in this social network or its internal communities, become their own "echo chamber" (by designation K. Wardle). They spend time in it, agreeing with each other, and if they change their point of view, then without exchanging views with those people who think differently, since such people who have a different opinion do not fall into their social circle.

The filtering algorithms of social networks make a personalized product out of a huge stream of "news information" - a news feed of a specific user who has an account (account) in this network. In fact, social networks, mediating a person's access to information by filtering it, assume the functions of an editor and censor. Thus, users of the social network find themselves in a situation of intellectual isolation: by means of information filters, they are isolated in their

own cultural or ideological "cocoons". This filtering can be compared to a forced "information diet".

In the modern world, the information environment becomes a means by which social norms and values, attitudes and behavior stereotypes are transmitted to a young man. The dissemination of ideological positions in order to form a certain scientific thinking, values, ideas in a person, and to influence human behavior is a propaganda activity. Propaganda appears as a way to manipulate public consciousness and control public sentiment. Its task is to influence the target audience so that this audience changes its attitude towards something. For a message to be considered propaganda, it must meet three criteria: 1) the presence of a conscious desire to manipulate the opinion of young men; 2) creating the impression that the message represents an unconditional truth, which is achieved by presenting only one side of the situation; 3) masking the manipulator's intentions. To achieve his goals, the propagandist selects facts, arguments, symbols and presents them in such a way as to achieve the greatest effect; however, he may omit or distort material facts, distract attention from other sources of information.

Social networking sites are not only a space for propaganda, they are a vehicle for advocacy. The features of social networks that allow them to be used as a propaganda tool include autonomy, clustering, multiplicity and personification of the effects of the network on young men and the formation of scientific thinking in them.

Autonomy of virtual communities means their independence from real communities; clustering - the selection of homogeneous groups in the network; multiplicity - the impact on a person through different clusters in which he enters; personification - impact, taking into account the individual manifestations of the network participant. Clustering presupposes the presence in a social network of both objective internal communities organized by the network participants themselves (by common interests, professional, social, religious and other characteristics), and the possibility of automatically identifying homogeneous groups (clusters) with any common characteristics (age, gender, interests, place of residence, social circle, signs of activity in the network, etc.) through filtering algorithms.

In connection with the information boom, a new form of pollution of the human environment has appeared - information pollution. "Information pollution" ("information garbage") is understood, first of all, information redundancy. VL Khmylev calls a decrease in the reliability of knowledge and the destruction of message meanings as a negative consequence of information redundancy [5]. The decrease in the reliability of any knowledge, including scientific, is due to the fact that with an overabundance of professional assessments of any problem, it is significantly difficult to choose the best solution. The researcher sees the reason for the washing out of meaning from messages in the reduction of requirements for incoming information. The current model of communication on the Internet allows any user of the global network to enter any information into it without control. As a result, "information without meanings" consumed by people "largely determines the essence of modern social communications"

We believe that the content of the concept of "information pollution" should be considered in a broad and narrow sense. In a broad sense, information pollution is the presence of redundant information that erodes the meaning of a message, impedes its perception, loads a person's attention, forcing him to "sift" information with the risk of missing the necessary information among the mass of "information garbage". Due to the excessive volume and intensity of input,

exceeding the "throughput" of a person, information can negatively affect the psyche, cause information neurosis, and cause pathological disorders of behavior.

In a narrow sense, information pollution is the presence, first of all, of harmful, inadequate information, as well as disinformation. Such pollution can not only be a "by-product" of information and communication technologies, but also be created deliberately and for specific purposes.

CONCLUSION

Thus, social networks play a large role in the formation of scientific thinking, the role and significance of which is great, the formation of scientific thinking in young men is negatively affected by inaccurate information, misinformation, as well as "bad information" disseminated with the aim of causing harm, creating discord, forming negative states and emotions, incentives to destructive actions - that is, information that has a pronounced manipulative nature.

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