

THE INFLUENCE OF INTERNET TECHNOLOGIES ON THE VALUE ORIENTATIONS OF YOUNG PEOPLE IN THE MODERN WORLD.

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Annotation

In this article is about. the digital and media revolutions are closely related to global changes in society, which are expressed in the revision of social goals and values, changes in group and interpersonal communication models, transformation of political, economic, environmental, and cultural concepts that have developed in the world community. These trends could not but be reflected in the youth environment, which is the most mobile and receptive to all kinds of innovations. Appealing to young people and their inner potential has recently become increasingly relevant. The media culture of a young person, which is formed as a result of media education, is extremely important in this process. Proponents of computerization of leisure note the constructive significance of its following aspects:

- it is more often transferred to the home environment and becomes more independent of social forms of organization, enriches itself, and becomes freer;*
- individual development receives new opportunities: new information and new knowledge become available, a person with the help of a game can be transported to the past and future;*
- screen tools allow you to simulate difficult life situations and master new technologies for overcoming them;*
- the wide possibilities of computer modeling lead to the use of screen culture in the activities of leisure centers and cultural institutions, creating for users a new environment and original types of entertainment;*

Key words

information space, socialization, communication and technologies, specific knowledge.

INTRODUCTION

On-line network communication of a person on the Internet acquires an interactive character, expanding his opportunities for direct contact with citizens of foreign countries, residents of different continents, etc.

Other researchers talk about the negative impact of screen culture on leisure activities, mainly about the danger of the individual development of children, adolescents, and young people in general, since children and youth's use of computers (games, the Internet, etc.) narrows their time allocated to active forms leisure: reading, sports, hobbies related to the development of creative potential, artistic and aesthetic preferences. A regular user of computer games develops a psychological dependence on them; he can hardly switch to other types of entertainment.

Thus, the expansion of freedom generated by some areas of leisure turns into a decrease in creative opportunities in the example of other areas. Speaking about computer games, it should be taken into account that human thinking operates in this case within a narrow range of program parameters and tasks. At the same time, the breadth of thinking is often lost, and the development of a person's individual creative qualities is inhibited. A person stops making independent decisions even on everyday problems of life, without "consulting" with the computer.

The results of young people's interaction with technology largely depend on the attitudes with which a person sits in front of the display. More developed and prepared users who are interested in knowledge in itself, who study with interest, are able to independently solve life problems, and find themselves more independent of standard game solutions. Young people who do not set serious goals for themselves outside the computer, spending all their free time in front of the display, mainly playing games, quickly plunge into a situation of escapism. They develop mosaic perception to the greatest extent, develop difficulties with concentrating attention, inability to concentrate, etc.

DISCUSSION AND RESULT

The reality of Uzbek society in the first half of the 90s. XX century was the inclusion of Uzbek in the global information space, which includes all types of information functioning in this space, created with the help of new technologies (multimedia, audiovisual means of communication), which have become the most important agent of socialization of youth. They disseminate and popularize certain patterns, styles and norms of behavior, model and introduce into the mass consciousness an image of reality to which it is necessary to strive. It should be noted that the influence of the global space on young people is both positive and negative.

On the one hand, the commercialization and accessibility of online communities leads to the predominance of low-quality Western and Russian films, commercials, advertisements, full of violence, aggression, cruelty, and on the other

hand, the emergence of new types of information societies helps young people, both in their studies and in broadening one's horizons, opening up completely new horizons of knowledge. A new type of information field permeates all spheres of social life, affecting socialization processes in various institutions of socialization. There is an opinion that the role of the global space in shaping the lifestyle of young people should not be exaggerated, attributing all the problems existing among young people to the "pernicious influence of the West" and the commercialization of the media. It is not only the Internet that today leads to the fact that a significant part of the population leads an unhealthy lifestyle. At the same time, the role of global space in shaping lifestyles cannot be underestimated. Problems associated with the negative impact on young people include new mental illnesses that arose with the advent of the Internet - more and more teenagers are moving away from the problems of real life into virtual ones. Psychologists and educators are alarmed to note that the new generation has difficulties in conducting live communication, and there is also a fashion for shocking videos: teenagers seek dubious fame by filming rapes, brutal beatings, and bullying of their peers on their cell phones. There is no solution to this problem yet. Many researchers note that global space is addictive or even addictive, and this addiction can occur quite quickly, even after six months. Young people face such risks as ending up in the virtual world, reducing social contacts, and social maladjustment, which can lead to depression and suicide.

Young people are faced with a huge stream of mass propaganda every day, absorbing far from humane information. For the most part, this negative information zombifies a person's personality, develops specific negative attitudes and does not develop positive thinking, which subsequently affects the complex of actions and behavior of individuals. The youth of society, inclined to trust information, was not immediately ready to select from it what they needed for themselves. But on the other hand, global space is an integral element of the culture of the twentieth century, a part and component of the spiritual life of society and the individual. It in its developed form increases the possibilities of people's participation in various events, makes the achievements of science and culture accessible to the masses, and expands the limits of the life world of each individual to a planetary scale.

In addition to the negative impact of the global space on youth behavior, positive aspects can be highlighted: the media keeps young people informed of all current events, thus eliminating "information hunger"; the media improve the

general, including political, culture of the population; serve for mutual information between authorities and the population; relieve social tension.

The influence of the global space on youth behavior and impact exists, and it is quite significant. Youth is a social group that is very susceptible to influence.

New priorities in the system of values, interests and social norms among young people will be further reflected in their consciousness, and then in behavior, activity and, ultimately, in social well-being. The active life position of young people is most often expressed in the growth of labor, socio-political, cognitive and other types of activity, in social mobility, in the formation not of an anarchic-market consciousness, but of a civilized productive and meaningful mentality. And this process must be regulated and manageable. And in this, both objectively existing living conditions and a consistent system of education and propaganda of new progressive values should play a huge role. 26The influence of the information component on society in general and on socialization processes in particular has increased sharply since their qualitative change, which provided information users with the opportunity to actively participate in the movement and transformation of information flows. Because of this, information as a value of a new type of society is determined not only and not so much by its general availability, cognitive, economic or political potential, but by the possibility of personalization, which determines new facets of individual self-identification. Thus, the new information environment acts as both a means and a medium for the social development of the individual. 27

Communication on the Internet is perhaps most attractive in adolescence and early adolescence, when they are looking for new friends and new subcultures, trying to gain a sense of belonging to a particular group. On the Internet, a young person gets the opportunity to communicate with an almost limitless number of people and interest groups, with all kinds of personalities, learns many stories, has the opportunity to exchange opinions and discuss issues that interest him. The search for one's own social circle runs parallel to the trend of autonomy from parents. Teenagers want to be independent and do their own thing. The Internet is especially tempting in this regard - it allows you to satisfy the need for leadership and stimulates entrepreneurship. On the other hand, teenagers are still afraid of complete autonomy.

It is known that adolescence and youth are a time of stress and frustration. A teenager, a young man, or a girl experiences stress everywhere - at school, in the family, when communicating with friends. What to do with this feeling of dissatisfaction, especially when it is associated with sexuality and aggression, and

is also intensified by hormonal surges? It is necessary to give vent to your emotions, for which the anonymous world of cyberspace is ideally suited. 28

The factors of novelty and unfamiliarity of the experience, which allows one to vary the degree of anonymity of communication, are extremely important. Novelty naturally attracts young people, who have been shown to be the most active in experimenting with anonymous forms of communication. In addition, teenagers, like older people, highly value the opportunity to compensate and neutralize, in the course of Internet-mediated communication, those obstacles that often make direct contact painful: real or imaginary flaws in their own appearance, speech defects (for example, stuttering), some character traits (shyness, etc.) or mental illness (for example, autism). With a high degree of anonymity of communication, such shortcomings are not difficult to hide, and in the case of intrusive questions on a sensitive topic, communication can be interrupted. 29

The degree of social maturity of younger users who spend a lot of time on the Internet is increasing. Cyberspace offers many opportunities to satisfy the need for self-expression, exploration and experimentation in terms of understanding one's own personality. 30 Anonymity in online communication encourages them to discuss issues that they would not be able to talk about in real life. The ability to vary the degree of anonymity in communication has, as the practice of using the Internet shows, a great attractive force. Often the real name, age and social status are hidden, gender is inverted, true biographical facts are replaced or supplemented by fictitious ones, information about experience and competence is presented in an inadequate way, socially approved personal qualities are described instead of real ones, including those approved only in a narrow society, subculture, underground (for example, cyberpunks, music fans, computer game players, etc.). From a psychological point of view, such activity can be characterized, albeit with some reservations, as positive. Indeed, at the same time, psychological experience expands, social competence develops, such essential needs as the desire, on the one hand, to stand out from the crowd, to be noticed and recognized, and on the other hand, to join the reference group (subculture), hide and disappear in her, sharing group values and feeling protected.

In the world of multi-user communication systems, teenagers, boys and girls can experiment with any personality type that can reflect their hidden desires, needs and fears. The character they construct gives them the opportunity to act like the person they admire. Under ideal conditions, they themselves can learn something from their characters. Perhaps they may even develop in real life the traits they admire in their heroes. Under less than ideal conditions, the interactive

character simply becomes another way of unconsciously experiencing the stresses and conflicts of real life - without changing its own character.

An important negative side of the communicative use of the Internet can be considered Internet addiction: such communication can completely engross the subject, leaving him neither time nor energy for other types of activities. However, the term "Internet addiction" looks controversial if we approach it with strict medical and psychological criteria: this addiction is not mentioned in the official lists of diseases, and the criteria that distinguish this phenomenon from other human hobbies (collecting, passion for shopping, graphomania, watching television, hypertrophied concern for one's own health, etc.), no less strongly expressed, but usually not recognized as pathological types of addiction. In the broadest sense, manifestations of Internet addiction include not only dependence on social applications of the Network, i.e. mediated communication, but also attachment to online gambling, electronic shopping and auctions; passion for navigating the WWW; addiction to sexual uses of the Internet. Compared to other types of addictions (for example, alcohol and drugs), Internet addiction is less harmful to a person's health, does not destroy his brain and would seem quite safe if it were not for the obvious decrease in ability to work and the efficiency of functioning in real society. Like a drug, communication on the Internet can create the illusion of well-being, the apparent possibility of solving real problems, but in reality it does not solve these problems.

However, the most significant amount of research and advisory work in this area has been carried out on the basis of an analysis of dependence on mediated Internet communication. 31

Researchers provide various criteria by which one can judge Internet addiction. So, K. Young names the following four signs:

- obsessive desire to check e-mail;
- constant desire for the next access to the Internet;
- complaints from others that a person spends too much time on the Internet;
- complaints from others that a person spends too much money on the Internet.

The Internet is a continuously refined model of the total spiritual and materialized information potential of society, and in this capacity it represents a powerful information basis for a wide variety of types and areas of human activity.

Cognitive activity on the Internet is a search for information, both using keywords and through moving from one hypertext link to another - such "walking" along links is called navigation. As a rule, everyone who places any

information on their web page links to other pages on the Internet. Thus, the user, even if he was looking for some specific information, has the opportunity to move from one link to another almost endlessly. A more efficient search for information involves using the capabilities of special search engines widely available on the Internet (for example: Yandex, Rambler, Yahoo, Google, etc.). At the same time, on the Internet you can find information of a completely different type and quality: from monographs, scientific articles, periodicals and works of art to the home pages of schoolchildren and housewives. By now, all kinds of cognitive and educational resources have become widespread on the World Wide Web: Internet encyclopedias and reference books, training courses, electronic libraries, online art and photo galleries, etc.

One of the ways to use the information capabilities of computers and Internet resources for targeted human development is through organized forms of distance education that are becoming increasingly widespread today. The organization of such forms of education consists of sending information materials to the customer on electronic media or creating and posting on Internet pages structured educational materials in a certain way that orient students in the information space of the knowledge base, and management is carried out through algorithms of educational activities presented in the form of instructions for working with these materials.

The advantages of distance forms of education over traditional ones lie, first of all, in the user's ability to independently determine his own educational trajectory, in particular by choosing the courses to be studied.

Under these conditions, the opportunities for life and, especially, professional self-determination of the individual are significantly expanded. For example, there is a known case when two young men from Long Island (USA), Ben Cohen and Jerry Greenfield, took a distance learning course in the art of ice cream production for \$5, which allowed them to subsequently found their own empire producing this popular product.

The computer and the Internet provide a wide range of opportunities for a person's creative self-realization in the process of creating and editing images, modeling three-dimensional objects and landscapes, creating audio and video content, computer animation, developing proprietary multimedia navigation, reference and training systems, web design and much more.

The opportunity to demonstrate the results of creativity and receive both direct and indirect evaluative reactions (feedback on the product, requests to share

the experience of its creation, give advice) provide the necessary conditions for a person's self-presentation and self-affirmation.

An anonymous demonstration of a creative product makes it possible to mitigate the consequences of its negative assessment, and various methods of manipulating identity (such as attributing a product of dubious quality to a fictitious author) make it possible to become virtually invulnerable to criticism and condemnation from Internet users.

All this is attractive especially for teenagers, who are significantly limited in accessible, safe for the individual, permitted by adult society and free from its control ways of self-expression, self-realization and self-affirmation.

It should be noted, however, that in the absence of external control, creative activity can acquire an asocial character. An example is an exaggerated (far beyond the limits of professional necessity) passion for searching and applying knowledge about the organization of the Internet as a conglomerate of interconnected computer networks; patterns of storage, sorting, indexing, transfer of information arrays and their protection from unauthorized access and use; on the implementation of search mechanisms and procedures; the functioning of information protocols, telecommunication devices and programs that ensure such operation, etc. It characterizes the personal transformation known as hacking. The most typical actions of hackers are considered to be the development and distribution of computer viruses, hacking and disabling electronic systems for protecting information arrays, or committing thefts (information, money, etc.) using computer networks.

Speaking about the influence of the Internet on the socialization of people, it can be noted that it extends not only to direct and regular users of the Internet, but indirectly to people from their immediate environment who do not themselves use Internet services.

In conclusion, we can say that the Internet plays a significant role in the socialization of users. However, it can be dual - both positive and negative. The positive nature of the role of the Internet in human socialization is associated with the colossal and growing resources of the Network, capable of providing a greater degree of freedom for the user and having enormous potential for his development, spiritual value orientation and self-realization. Considering the Internet as a megafactor of socialization in the modern world is quite legitimate and productive. In general, the Internet can be considered as a cultural phenomenon with semiotic and psychological characteristics. Internet resources are new cultural means that

mediate the life of a modern person and can influence the formation of not only higher mental functions, but also personality.

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