

Problems of Forming a Culture of Information Security and Media Immunity of Youth through Educational Processes in the Conditions of Digital Transformations

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Abstract: The article presents the results of a study of current problems of forming a culture of information security and media immunity of young people through educational processes in the context of digital transformations. In particular, the role and tasks of academic disciplines of the social and humanitarian educational direction in improving the culture of information security, forming and strengthening media immunity among young people were studied. Emphasizing that the problems associated with this topic are systemic, specific ways to solve them are proposed.

Keywords: digital transformation, information risks, information security, information security culture, media environment, media immunity, Uzbekistan.

Introduction. The main attention in the higher education system of Uzbekistan is paid to creating sufficient conditions and providing ample opportunities for students, who are socially active representatives of youth, to diligently acquire knowledge, skills and qualifications in their future specialty, and to improve their moral and legal culture. At the same time, special attention is paid to improving the spiritual and moral maturity and legal culture of students. The awareness of our youth of the lessons of history, socio-political events of the era, the financial and economic potential of the country, and their awareness of various influences and threats are evidence of the strengthening of their information culture.

Nevertheless, the issues of forming a strong culture of information security, in particular, information security immunity and media immunity among our youth, are becoming even more relevant in the conditions of today's digital transformations and contradictions, the rapidly expanding sphere of influence of different views through hundreds of thousands of platforms and millions of sources.

Methods. This article is a part of the monographic research conducted by the author entitled "Current issues and mechanisms of forming information security culture and media immunity among youth in the context of digital transformations", which covers the results of preliminary research, observation and analysis on the topic. The article uses socio-empirical methods and content analysis, and during the monographic research, scientific-theoretical methods are used based on a systematic approach.

There are many sources in the scientific-social media environment focused on these issues ([1]-[5], etc.), and this is not without reason. Because the development of a person has always been closely related to his security. Therefore, national attention to the strategic task of developing our youth as full-fledged adults is a strategic factor ensuring the well-being and prosperity of society. Therefore, a number of questions arise within the framework of information protection of

individuals and society, some of which we will address below.

Discussion. Considering that the youth of our country, naturally, grow up and form as individuals in the educational environment, along with the family, various communities, circles, circles and work environments, what is the role of education officials, in particular, teachers, and certain disciplines, including social and humanitarian disciplines, in improving the culture of information security and in forming and strengthening media immunity among our youth? What subjects or modules should be included in the curricula of higher educational institutions aimed at strengthening the initial knowledge, skills and qualifications within the framework of the topic we are discussing? How should subject teachers approach the issue of improving information culture, in particular, information security culture, and what should they emphasize more in their training sessions? In addition, what specific solutions are there to the problem of insufficiently formed information security culture and media immunity among our youth?

It is worth noting that the list of main subjects of the subjects “Fundamentals of Information Security” and/or “Cybersecurity” in the curricula of most higher educational institutions in the social and humanitarian areas of education should be headed by the vital national interests of the individual, society and the state. Because all the material and spiritual achievements of society and the state, in particular, teachings, are for people. The vital national interests of our state, society and each of us, as well as the issue of ensuring the security of social, economic, political, technological and other types of systems established to satisfy them, depend in every way on the level of information culture in our society.

There is an informational approach that considers the concept of information culture in a narrow sense as a set of knowledge, skills and abilities related to searching, sorting, storing, analyzing information. The content of this concept can be expanded as a method of human life activity and a component of the process of formation of human culture in an information-based, increasingly digital society. The content of the concept of information culture can also include such necessary skills as the ability to concentrate on a specific subject, logically process information to increase its value, and the ability to see new aspects in the phenomena that are reflected before one's eyes.

Naturally, information culture is inextricably linked with the social nature of the individual. In this context, information culture is a product of various human abilities. From the perspective of today's development, the information culture of our youth is manifested not only in their ability to effectively use smart mobile phones and personal computers, but also in their ability to effectively use modern information and communication technologies such as corporate and global computer networks, including social networks and neural networks; in their ability to receive and present information from various sources; in their ability to analytically process large amounts of information; in their ability to protect themselves from negative information; in their knowledge of the characteristics of information flows related to their field of activity, as well as their rights and obligations regarding information, and legislation; in their mastery of some of the universal languages of communication; in their ability to understand the information mechanisms that govern human behavior and the development of society.

In an information and digital transformation society, which is becoming more and more digital every second, it is necessary to prepare personnel engaged in socially useful work, future and young specialists to quickly perceive, accept and process large volumes of information, and to teach them to use advanced modern methods, tools and technologies in their professional activities.

One of the aspects that should be emphasized regarding information culture is the main factors that determine the general level of information culture of the currently formed world community, which, as applied to countries, are: the state of the education system; the state of the information infrastructure of society; the level of democratization of society; the economic power of the country. Therefore, it is necessary to convey to students in the lessons that the level of information culture directly depends on important characteristics of social development; the level of information culture is not only a summary indicator of the state of society, but also serves as

the most important factor in the development of society. For this reason, teachers of social and humanitarian sciences, especially "Fundamentals of Information Security", should approach this topic as both a professional and educational duty, considering it a matter of contributing to improving the information culture of our country's students.

It is no coincidence that information security culture issues are in the focus of attention of influential international organizations. On December 20, 2002, the United Nations (UN) General Assembly adopted a resolution approving the principles for creating a global cybersecurity culture. According to it, a global cybersecurity culture is based on nine complementary principles, which are: awareness; accountability; responsiveness; ethics; democracy; risk assessment; design and implementation of security measures; security management; and reassessment [6]. These principles, recommended by the UN General Assembly, should be consistently implemented by all UN member states in order to enhance the information security culture of their citizens, in particular the culture of cybersecurity, but it is clear to what extent this resolution is being taken into account by some participants in the global information society.

The concept of media immunity is the ability of a person to understand and identify undesirable content, that is, negative influences, threats, presented directly and indirectly through various volumes of information, and not to succumb to them and not to accept them, knowing their potential existence. A person's media immunity is formed and develops during his use of media products. Media immunity is the most basic prerequisite for personal protection from media threats and negative media influences.

In our digital age, the rapidly emerging trends in the field of information and communication technologies are opening up new horizons for young people to communicate, learn and express themselves. However, along with the development of technologies and the Internet and the ever-expanding boundaries of their influence, new threats to the psycho-emotional well-being, cognitive health and social adaptation of young people are also emerging. One of the most pressing problems facing modern youth is the insufficient formation of media immunity, which is the ability to critically perceive, consciously consume and create information in the digital environment. In the context of digital transformations, this problem has taken on new forms, and its solution requires a careful and cautious approach, taking into account many factors. The task of forming media immunity among the youth of our country is of national relevance in an era of information diversity and abundance, especially in the face of increasing digital threats in the form of disinformation, manipulation, and other undesirable effects of social media. Solving this problem requires a systemic and comprehensive approach, including educational and technological measures.

Results. Thus, in the context of digital transformations, the urgent issues of forming a culture of information security and media immunity among young people encompass systemic problems, which, in our opinion, in addition to those described above, include the following.

1. The problem of information overload. This is manifested in the difficulties in processing information and the nature of information consumption. Young people are not always ready to properly filter large amounts of information.
2. The spread of incorrect, false, fake, negative "masked" information. The distribution of false and destructive materials by destructive, malicious coalitions, groups, and individuals through social networks and other Internet platforms is extremely dangerous for adolescents and young people from sensitive groups. Young people, especially adolescents, need to be taught and trained to rationally verify information and sources, and to analyze them carefully.
3. Algorithms of social networks that direct content and information to the interests of users. They are used both for good purposes and, due to ignorance and lack of understanding, in a way that leads to negative consequences.
4. Deliberately negatively influencing young people, taking advantage of the variability of their psycho-emotional state to environmental influences. Young people, as a group most susceptible

to these influences, can be manipulated to promote certain ideologies or political positions in the media and/or society. Also, our adolescents and young people can fall under the influence of such disgusting vices as cyberbullying and fraud, which cause serious harm to their health, both psychologically and physiologically.

5. The presence of content with immoral and inappropriate content, the imperfection of compliance with the rules of ethics on networks, lack of regulation, and the impossibility of this in the face of many factors. There is a huge amount of content on the Internet that contains morally unacceptable views, beliefs, and ideas. Young people can accidentally come across such content and become addicted to it, which, if not addressed in time, can have irreversible consequences.

6. Problems with self-esteem and self-determination of adolescents and young people. The Internet creates imaginary images and standards, which complicates the process of forming self-esteem and identity with a common sense in young people, who often seek ideals and guidance in virtual space.

7. The problem of uncertainty and critical reflection in adolescents and young people. As is known, in the conditions of digital transformations, rapid changes occur in technologies, the media environment and social life, and many uncertainties may arise in young people on issues such as how to form a stable system of values for themselves and how to critically approach the information they consume. They may fall into the trap of frivolous thinking, and difficulties with information hygiene may become stagnant.

8. Problems with time management and concentration. Technological dependence. Loss of productivity in education and work. Excessive use of smartphones, social networks and online games can lead to loss of educational and work productivity, addiction to them and even drug addiction.

9. Lack of due attention to the issue of teaching adolescents and young people to critically perceive information. In many work teams, educational institutions, families, critical thinking and media literacy are not given even the necessary attention. However, most of our young people do not know how to effectively filter information and assess its reliability. In addition, many of our young people do not always understand the context of a situation or event presented in social networks and the media and often accept information at face value, that is, without taking into account that the text may contain a different or hidden meaning or that the owners of the information may have manipulative goals. As a result, such young people do not have the ability to make rational decisions.

Conclusions and suggestions. The above problems show that the strategic task of forming a culture of information security and media immunity among young people in the context of digital transformations is relevant not only on a national, but also on a global scale.

To solve these problems, it is necessary to introduce educational programs aimed at forming digital literacy and developing critical thinking among young people, cultivating the ability to actively communicate with a common sense on modern digital platforms, teaching them to choose and consume information correctly and consciously, as well as creating social and technological mechanisms for protection against disinformation, manipulation and psychological influences.

One of the important factors in developing and stabilizing a culture of information security and media immunity not only among young people, but also among members of society as a whole is the planned and systematic implementation of measures in this direction with families, work teams, educational institutions and members of society. One of the important structural solutions to the issues under study is to encourage parents to take on the important task of teaching their children to critically perceive information and use the media safely, and to provide their participation in these processes with legal frameworks and public oversight.

Given the conditions of digital transformation, it is important for law enforcement agencies and

agencies and officials with legislative initiative to develop laws regulating online activities aimed at combating disinformation and manipulation in the media environment. Also, the creation of legal mechanisms to protect young people from the negative consequences of modern digital communication technologies and platforms should be considered one of the necessary legal measures to ensure the stability of the state and society today.

Based on the above, we conclude that the issues of forming and developing information security culture and media immunity among young people in the context of digital transformations are multifaceted, and finding and implementing their solutions requires a systematic and comprehensive approach. In the process of effectively solving these issues, of course, the integration of society and the spheres of education, legislation, culture, spirituality and information technology is necessary.

Information security culture and media immunity, while developing the skills of a person to protect himself and his loved ones from various dangers, threats and dangers in the digital world, to distinguish good from bad and bad from good, to provide information safely, to use only reliable sources, also strengthens his ability to deeply feel his social responsibilities and natural duty to his family, community, society and homeland.

In the context of digital transformation, the issue of fully forming a culture of information security and media immunity among young people is of strategic importance, relevant not only on a national but also a global scale, and therefore an important task facing every conscious individual and the common-sense community of the world.

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