

SPECIFIC FEATURES OF PROTECTING HIGHER EDUCATION STUDENTS FROM MANIPULATIVE INFLUENCES

Kosimova Sarvinoz Bakhtiyorovna

**Teacher of the Department of psychology and sociology
Bukhara State University**

Abstract: In this article, the monopolization mechanism affecting the socialization of the individual and its expression in the possible determinants of students' psychological views are classified from a social-psychological point of view. Higher education institutions use measures related to the incentive and evaluation process to encourage and direct the targeted actions of students. In the course of study, we will consider how to solve a number of problems that hinder students' education and communication in the context of research. We first study the direct relationship between students' perceptions of socialization mechanisms (that is, the level of perception of students' communication with their core values, the influence of coaches and peers on the student's mind) and secondly, consider how relationships work. In our opinion, relationships work because socialization mechanisms communicate with information, which reduces student uncertainty and thus increases their perception of career security, and in turn, students become more attached to an educational institution and better influenced its goals.

Keywords: determination, monopoly, stress, emotion, behavior, perseverance, independence, initiative, self-control, dominance, consciousness, motive

Introduction : Manipulations are as diverse as life itself. Manipulations are positive, negative and neutral, domestic and professional, intimate and not, and of different levels of awareness. However, negative manipulations are more common in everyday life, as a result of which the concept of "manipulation" in practice is defined as "negative manipulation" and is usually understood as a manifestation of bad intentions or bad inclinations. Such manipulations include pressure on emotions, cunning silence, hidden suggestions, and even gypsy hypnosis: all tools are aimed at getting something from a person for their own benefit, which cannot be obtained in an honest and open way.

Psychological manipulation is a type of social influence or socio-psychological phenomenon, which is an activity aimed at changing the perception or behavior of other people using covert, deceptive and violent tactics for the sake of interests. Manipulation bypasses conscious control and affects us from within, like our will or decision. This is an effect that the person does not notice or identify as an effect; This is the effect that a person begins to accept other people's intentions as his own. Simply put, manipulation is a hidden influence.

Methods: However, not all forms of human interaction can be attributed to one item or another. Therefore, E. L. Dotsenko distinguished five types of interaction.

Dominance. It is characterized by the following: 1) attitude towards a partner as a means to an end or something whose interest is not taken into account; 2) the desire to own, dispose, have an unlimited unilateral advantage; 3) simplified, one-sided perception of a partner, the presence of stereotypical ideas about him; 4) the presence of open imperative influence (from violence to coercion, to suggestion)

Manipulation. It is characterized by: 1) an attitude towards a partner as a "thing of a special kind" (there is a tendency to ignore his interests and intentions, but not in everything); 2) the desire to have a one-sided advantage, combined with an eye on the impression made; 3) the presence of hidden influence, not direct, but indirect pressure (provocation, lies, conspiracy).

Competition. It is characterized by the following: 1) attitude towards a partner as a dangerous and unpredictable object; 2) the desire to "fight" against one-sided superiority, to be above it; 3) the use of both hidden and open influence (certain types of "subtle" manipulation, tactical agreements)

Cooperation. It is characterized by the following: 1) equal attitude towards the partner; 2) the desire not to harm oneself without violating the interests of other people; 3) use methods of interaction, not influence (arrangements).

Commonwealth. It is characterized by the following: 1) attitude towards a partner as a valuable person; 2) the desire for unity, joint activities to achieve similar or compatible goals; 3) use of consent (consensus) as the main way of interaction.

So, according to the classification of E. L. Dotsenko, manipulation implies the presence of unequal relationships close to dominance, but characterized by less intensity and impact on the partner's psyche. A number of scientific studies are being carried out on the mechanisms for protecting students from hidden influences, in particular, various kinds of influences. [1].¹

They emphasize that the socio-psychological problems of their students are based on adaptation to new social conditions, and they can observe the process of monopolization. Many first-year students are faced with such phenomena as stress, anxiety, apathy, which is due to the fact that they enter into an independent adult life, look for their "I", look for new acquaintances and relationships, organize a new regimen, study and relax. Entering student life requires learning new norms and understanding the social status on which the adjustment process depends. Petrovsky emphasized that it depends on the nature of adaptation and further personal growth of the student.

Findings: Thus, for successful adaptation, it is necessary not only to be ready for changes, but also to take an active position in educational activities. The first academic weeks are the most difficult period of adaptation to new conditions, but the period of its completion is individual for each student. To diagnose adaptation, the interview method, individual conversations, student visits to the place of residence, conversations about educational and professional prospects are widely used.

At the same time, experts in the field of developmental psychology and physiology emphasize that at the age of 17-19, a person has not yet fully developed the ability to consciously regulate his behavior. Often this is an unreasonable risk, not foreseeing the consequences of their actions, which may not always be based on good reasons. So, V. T. Lisovsky said that 19-20 years is the age of self-sacrifice and full dedication, but often negative manifestations. Youth is a period of introspection and self-evaluation. Self-respect is achieved by comparing the ideal self with the real self. But the ideal "I" has not yet been tested and may be random, and the real "I" has not yet been fully evaluated by the individual himself. This objective contradiction in the development of a young person can cause internal self-doubt, and sometimes it is accompanied by external aggression, aggressiveness or a feeling of incomprehensibility.

The period of study at the university corresponds to the second period of adolescence or the first period of maturity, which is characterized by the complexity of the formation of personal characteristics - this process B. G. Ananiev, A. V. Dmitriev, I. S. Kon, V. T. Lisovsky and others

Dotsenko. - M.: CheRo - MSU Publishing House, 1997. - 344 p.

already says about the complexity and uncertainty of the psychological characteristics of this period of life. Modern students are mostly young people aged 18-25.^{2}²

A characteristic feature of moral development at this age is the strengthening of conscious motives for behavior. The qualities that were completely absent in the senior classes, such as purposefulness, perseverance, determination, independence, initiative, self-control, have significantly increased. There is a growing interest in moral issues such as life goals, lifestyle, duty, love, loyalty, etc.

The study of the socio-psychological problems of students living in a dormitory is a hot topic, and students moving from their parental home to a dormitory or a rented apartment have to deal with self-service and accommodation, study, classmates, they face communication problems with their teachers. It is twice as difficult for them to move to another place of residence and enter a university than those who live in the same conditions as their parents. This group of students is more susceptible to negative external influences. Abrupt changes in living conditions have a negative impact on a person characterized by irritability, isolation, depression. Several studies have been devoted to the study of socio-psychological adaptation in the hostel, for example, G.Yu. Myagchenko considers the main characteristic of student housing to be "variable stability", that is, the presence of normative and informal rules of behavior, pre-established by students. The dynamism of life in the bedroom explains how any deformation of the internal structure can affect the entire lifestyle system. An important place in the psychological comfort of the hostel is occupied by the microclimate in the room, which affects both the psychological state and the educational activity of the student. The results show that the older the students, the less conflicts between them, which indicates the successful completion of psychological adaptation.

Conclusions: The process of monopolization in the life of students is associated with the following situations.

1. Bypass or conscious control of the student's vision, feelings, situations.
2. In the first year of the student's personality, the process of adaptation to new social conditions causes excessive tension and stress at the psychological and physiological level, as a result, activity decreases.
3. Not only is the student unable to develop new ways of behaving and learning, but he also has difficulty performing his usual duties. Manipulation is often used as a problem-solving technique to help avoid conflict and reduce stress.

The problem of manipulating the personality of a student is always relevant, since it occurs in the sphere of interpersonal relations. For a successful career, you need to win.

References:

1. Dotsenko. - M.: CheRo - MSU Publishing House, 1997. - 344 p.
2. Pogodina E.N. Experience of psychological analysis of conflicts in a student hostel//Cultural-historical psychology, 2010. No. 3.
3. Lisovsky V. T., Dmitriev A, V. Personality of a student. - L., 1994.

² Lisovsky V. T., Dmitriev A, V. Personality of a student. - L., 1994.

4. Qosimova, S. S. (2022). Analysis Of Inflectional Terms In The Study Of Hamiduddin Dariri. *Journal of Positive School Psychology*, 6(3), 2200-2203.
5. Qosimova, S. (2021). MESMERIZING PERCEPTION OF NATURE (REFLECTING CHARMING NATURE). *Интернаука*, (20-6), 45-46.
6. Изатовна Т.С. (2021). ПСИХОЛОГИЧЕСКИЕ ПОДХОДЫ РОДИТЕЛЕЙ В ВОСПИТАНИИ БЛИЗНЕЦОВ В УЗБЕКСКИХ СЕМЬЯХ. *ResearchJet Journal of Analysis and Inventions*, 2 (05), 82-87.
7. Косимова, С. Б. (2022). Профессиональная компетентность руководителя дошкольной образовательной организации как психологическая проблема. *Science and Education*, 3(2), 1169-1174.
8. Вахтиyorovna, Q. S. (2020). Heads Of Competence In Psychologically School Education. *International journal of scientific & technology research*, 9(02).
9. Қосимова С.Б. Психологическая защищенность личности от манипулятивных воздействий как функция психологической культуры студентов //“Zamonaviy psixologiyada ilmiy tadqiqotlar: muammolar, yutuqlar, innovatsiyalar” xalqaro ilmiy-amaliy anjuman. 2023. – В.
10. Қосимова С.Б. Развитие системы психологической защиты от манипулятивных воздействий в юношеском возрасте //Psixologiya ilmiy jurnal. – Вухоро: – №4, 2022.– В. 132-136.

