ԱՐԴԻ ՀՈԳԵԲԱՆՈՒԹՅՈՒՆ
ԳԻՏԱԿԱՆ ՀԱՆԴԵՍ

MODERN PSYCHOLOGY
SCIENTIFIC BULLETIN

АКТУАЛЬНАЯ ПСИХОЛОГИЯ
НАУЧНЫЙ ВЕСТНИК

ԵՐԵՎԱՆ 2023, №2 (13)

WAYS TO PREVENT THE NEGATIVE SOCIO-PSYCHOLOGICAL IMPACT OF MISLEADING INFORMATION

Armen Avetisyan (Kh. Abovyan Armenian State Pedagogical University, Yerevan, Armenia)

avet1syan.armen@inbox.ru

In the article, the ways to prevent the negative socio-psychological impact of misleading information on a person, a group were presented. We discussed the forms of spreading misleading information via the Internet, the possible negative consequences of their impact on humans, and various social groups. The article aims at sheding light on the negative impact of the Internet on young students and offerring a solution to the problem. The methods implied in the article are analytical and comperative. Certain educational programs serve as a tool to achieve the goal of the article. In particular, we presented two main strategies for preventing the destructive socio-psychological impact of misleading information on student youth, emphasizing the role of professional educational programs in the process of studying at the university: the final results that ensure the socio-psychological security of the individual in the specifications, the availability of appropriate courses that ensure their achievement in the curricula.

Keywords*: misleading information, a person, a group, student youth, socio-psychological influence, prevention.*

ԱՊԱՏԵՂԵԿԱՏՎՈՒԹՅԱՆ ԲԱՑԱՍԱԿԱՆ ՍՈՑԻԱԼ-ՀՈԳԵԲԱՆԱԿԱՆ ԱԶԴԵՑՈՒԹՅԱՆ ԿԱՆԽԱՐԳԵԼՄԱՆ ՉԵՎԵՐԸ

Արմեն Ավետիսյան (Խ. Աբովյանի անվ. հայկական պետրական մանկավարժական համալսարան, Երևան, Հայաստան)

Հոդվածում ներկայացված է անձի, խմբի վրա ապատեղեկատվության բացասական սոցիալ-հոգեբանական ազդեցության կանխարգելման ձևերը: Քննարվել է համացանցի միջոցով ապատեղեկատվության տարած-

ման ձևերը, անձի, տարբեր սոցիալական խմբերի վրա դրանց ազդեցու-
թյան հնարավոր բացասական հետևանքները: Մասնավորապես, ներ-
կայացվել է ուսանող երիտասարդության վրա ապատեղեկատվության
դեստրուկտիվ սոցիալ-հոգեբանական ազդեցության կանխարգելման երկու
հիմնական ռազմավարություններ՝ շեշտադրելով բուհում ուսումնառության
ընթացքում մասնագիտական կրթական ծրագրերի դերը՝ մասնագրերում
անձի սոցիալ-հոգեբանական անվտանգությունն ապահովող վերջնար-
դյունքների, ուսումնական պլաններում դրանց ձեռքբերումն ապահովող
համապատասխան դասընթացների առկայությունը:

Հանգուցային բառեր՝ ապատեղեկատվություն, անձ, խումբ, ուսանող երիտա-
սարդություն, սոցիալ-հոգեբանական ազդեցություն, կանխարգելում:

СПОСОБЫ ПРЕДОТВРАЩЕНИЯ НЕГАТИВНОГО СОЦИАЛЬНО-ПСИХОЛОГИЧЕСКОГО ВОЗДЕЙСТВИЯ ДЕЗИНФОРМАЦИИ

*Армен Аветисян (Армянский государственный педагогический университет
им. Х. Абовяна, Ереван, Армения)*

В статье представлены способы предотвращения негативного со-
циально-психологического воздействия дезинформации на человека,
группу. Мы обсудили формы распространения дезинформации через ин-
тернет, возможные негативные последствия их воздействия на человека,
различные социальные группы. В частности, мы представили две основные
стратегии предотвращения деструктивного социально-психологического
воздействия дезинформации на студенческую молодежь, подчеркнув роль
профессиональных образовательных программ в процессе обучения в вузе:
конечные результаты, обеспечивающие социально-психологическую без-
опасность личности в спецификациях, наличие соответствующих курсов,
обеспечивающих их достижение в учебных планах.

Ключевые слова: *дезинформация, человек, группа, студенческая молодежь,
социально-психологическое влияние, профилактика.*

INTRODUCTION. Discussing this problem, let's imagine that the prevention of
the negative socio-psychological impact of misleading information is carried out by
two main strategies:
- Firstly, one is to help prevent the spread of the virus,
- Secondly, strategies to prevent the negative, destructive socio-psychological
  impact of misleading information on a person, a group and society.

To implement the first strategy, first of all, it is necessary to ensure a legislative
field that prevents the spread of misleading information by the authorities in the
country, and the functioning of these legal norms in practice. It is necessary to

develop and use clear mechanisms on the part of state bodies, in particular law enforcement agencies, to ensure the functioning of the above-mentioned legislation in practice: to identify individuals and legal entities spreading disinformation, unverified information, frankly false information, to prove guilt, to apply appropriate sanctions. An important prerequisite for proving guilt is the qualification of misleading information or false information, assessment, identification of its premeditation, intent, and assessment of the size and scope of socio-psychological negative impact on a person or society.

In the 21st century, it seems to have become commonplace for society when misleading information, fake news is widely disseminated through the media, in particular through social networks. Our society, especially young people, has been spending a lot of time on social networks in recent years. The main source of information for them is social networks, the Internet or online newspapers, magazines, television. According to statistics, there is not much demand for newspapers and magazines in print, television. We think that there are many cases in the online space when unverified, unreliable information is published. Moreover, there are two serious problems here. Firstly, false, unspecified information is disseminated by the media, individuals, journalists who are actually registered, representing their name, their true face. Secondly, such information is spread by fake users who fake even their real names, names. Unfortunately, there is also a large number of people who both read and listen to this information and believe in it. As a result, a large part of society receives and accepts false, unspecified information for reality, on the basis of which positions, values, and relationships are formed. Both in different countries of the world and in the Republic of Armenia, importance is attached to the creation and improvement of legal mechanisms to combat disinformation, fake news, the development and implementation of a methodology for their application and functioning. Different procedures have been developed and are working in different countries of the world, approaches to combating false information, initial provisions. In a democratic world, the following question remains unsolvable: "Does the fight against the dissemination of false, unspecified information restrict the freedom of speech, expression, opinion of an individual, organization?"

Today, misinformation campaigns can leverage digital infrastructure that is unparalleled in its reach. The internet reaches billions of individuals and enables senders to tailor persuasive messages to the specific psychological profiles of individual users [2]. Moreover, social media users' exposure to information that challenges their worldviews can be limited when communication environments foster confirmation of previous beliefs — so-called echo chambers [1].

For decades, science communication has relied on an information deficit model when responding to misinformation, focusing on people's misunderstanding of, or lack of access to, facts [5]. Thus, a thorough and accessible explanation of facts should

overcome the impact of misinformation. However, the information deficit model ignores the cognitive, social and affective drivers of attitude formation and truth judgements. For example, some individuals deny the existence of climate change or reject vaccinations despite being aware of a scientific consensus to the contrary. This rejection of science is not the result of mere ignorance but is driven by factors such as conspiratorial mentality, fears, identity expression and motivated reasoning - reasoning driven more by personal or moral values than objective evidence [4].

S. Grigoryan considers it necessary to highlight the following issues for the primary fight against fake users of social networks, accounts:

1. "Definition of the concepts of "disinformation", "fake news", "fake" or "fake accounts"; the criteria for determining the falsity of information should also be clearly presented. For example, information is considered false if it was distributed for unintended reasons, translation error, and other reasons.
2. The bearer or bearers of responsibility for misleading information; for example, if the distributor of false information is a political or commercial opponent, as a result of whose actions society or the state suffered, is the social network or sponsor held accountable?
3. Criteria, mechanisms, timing of blocking, removal of disinformation; if after blocking or deleting it turns out that the information was not false, what measures will be taken in this direction or will the "victim" receive compensation?
4. Which body is authorized to identify false information, combat it, and what criteria will it be guided by?
5. Compliance with the provisions and charters of international structures.
6. Avoiding possible restrictions on freedom of speech and opinion and censorship [7].

From the point of view of the second strategy, it is necessary to develop a strategy to prevent the negative, destructive socio-psychological impact of misleading, false, unspecified information, the creation of a concept (the latter can also be included in the first strategy), socio-psychological preventive mechanisms, appropriate educational, training programs, toolkit. Here we attach importance to the identification, assessment, diagnosis of misleading information or false, unverified circumstances, clarifying the purpose of the dissemination of this information, the motivation of the person or group distributing it. An important mechanism for preventing the negative socio-psychological, destructive impact of misinformation on students is the inclusion of appropriate final results in professional educational programs.

The modern rapidly changing world, rapidly developing information technologies, the volume of information flows, digitization of various spheres of human life in general suggest that for the active life of a person in the 21st century, the qualities

of media literacy, abilities that need to be included in all professional educational programs as output educational results, and media literacy courses should be included in curricula, relevant modules, topics in the thematic content of various disciplines. We also attach importance to the fact that, in accordance with the output educational results of professional educational programs, the final results are formulated in separate subject descriptions. Then it is necessary to choose teaching methods in weekly thematic breakdowns of subjects in accordance with each topic, formulate training tasks and provide them with projected educational end results. Such final results are formulated in the national as well as industry characteristics of qualifications of the Republic of Armenia [8]. It should be noted that the characteristics of the branch circle of psychology specialties have not been approved by the Ministry of Education, Science, Culture and Sports of the Republic of Armenia yet. To assess the reliability, objectivity of information, to identify false components of student youth, in the professional educational programs of the Armenian State Pedagogical University after Kh. Abovyan, depending on their orientation, both professional and general, transferable competencies or output educational results are formulated. They are also included in the national and industry characteristics of qualifications, to which the educational results of professional educational programs are given.

For example, in the characteristics of the bachelor's degree level of the branch qualification base "Pedagogy" there are the following formulations (2022):

- "One uses information and communication technologies, programs (Word, Excel, Power Point), observing the moral and legal norms of the use of information sources, standards of academic integrity,
- One applies various information sources (libraries, Internet resources, electronic libraries, scientific articles and reports) and ICT technologies, demonstrating the ability to use them, information literacy (search, selection and processing of necessary information) and the ability to effectively plan, implement and evaluate professional activities,
- One orients himself in information flows, showing a critical and creative approach to information sources (collection, processing, systematization, and application of information, skills in working with printed and electronic texts).

At Armenian State Pedagogical Univeristy after Kh. Abovyan similar educational results are provided with courses "ICT in the Specialty", "Media Literacy", "Media Literacy in PEI (Preschool Educational Institution)", "Media Technologies in the Pedagogical Process of Primary School", the content of which includes relevant topics, modules.

Thus, let's highlight some of the output results of training in the above subjects:

1. **Professional knowledge and competence:**

- to present the features of the use of media technologies in the pedagogical process of children of different age groups,
- to explain the main directions of media literacy,
- to comment on the media competencies of the teacher and the competencies of students formed on their basis,
- to describe digital media technologies and their effectiveness in teaching various subjects,
- to interpret various media texts,
- to master multimedia technologies, the technique of targeted selection of media educational information, media language, innovations in the media educational sphere, computer and media educational programs, rules for conducting electronic correspondence, proper self-presentation and media communication in social networks, features of composing positional letters (motivation letter) and CV,
- to know the rules and principles of using media information (textbooks, manuals, programs, standards, media educational resources) that contribute to the development of children of different ages, consonant with their age and psychological characteristics,
- to establish criteria of media literacy and media culture for children of different ages.

   2. Practical professional skills:
- to design and conduct lessons using media technologies,
- to choose effective media technologies, carry out targeted work in various areas of media literacy during classes,
- to evaluate TV programs, their role in the context of child development and upbringing,
- to develop methodological schemes for the use of media technologies, to organize effective work in the classroom with their help,
- development of new pedagogical conditions for the effective use of media technologies,
- purposefully to use multimedia technologies, the technique of targeted selection of media educational information, media language, innovations of the media educational sphere, computer and media educational programs, rules of electronic correspondence, proper self-presentation and media communication in social networks,
- create and apply media information in the pedagogical process / textbooks, manuals, programs, standards, media educational resources that contribute to the development of children of different ages, consonant with their age and psychological characteristics/,

- to apply modern media technologies provided for children of different age groups, effective teaching methods implemented through the media, project work and present the results in the format of media content.

   3. General (transmitted) abilities/skils:

- to create media content, competently using ICT and media tools, observing the standards of academic integrity,
- to be media literate, show media culture,
- to ensure positive and stable social interaction with colleagues and others in the media field, analyzing the interaction of national and universal values between media consumers and media producers in the course of professional activity.

The above-mentioned results give students the opportunity to avoid the negative, destructive socio-psychological effects of misleading information, as well as, as future teachers, to transfer such knowledge to their future students and form appropriate abilities/skills.

The next way to prevent the negative, destructive socio-psychological impact of false and misleading information is the formation and development of human mental abilities, ensuring personal growth. The problem is that it is important, in parallel with the formation of professional knowledge and competences of a student, to carry out a purposeful impact on his individual psychological qualities, cognitive qualities. Particular importance is attached to the development of critical thinking. From this stance, we also studied the final educational results related to students' personal growth, cognitive qualities, individual psychological characteristics, skills of the 21st century, included in the professional educational programs of the Armenian State Pedagogical University after Kh. Abovyan, equivalent educational results included in the description of various subjects, works aimed at achieving them, and methodological toolkit.

It is also important to work on the transformation of personal qualities, for example, trustfulness, belief in others, etc. [6]. It is also important to work with the orientation of the individual-needs, interests, positions, as well as worldview, beliefs [3].

For the perception of information as reliable, the phenomenon called "Expert Authority" is very important.

That is, it is very important that when evaluating information as reliable, the circumstance of who is the source of distribution, which specialist, what authority and professional rating he has, whether it is a person or an organization, is taken into account.

CONCLUSION

Summing up, we come to the following conclusions:

1. unreliable, false information disseminated through ITC has its own features, characteristics that provide a socio-psychological destructive impact on the student's personality,
2. the effect of misleading information is due to the features and characteristics of modern information and communication technologies: universal accessibility to the public regardless of location, social group, age and gender, rapid prevalence, accessibility, efficiency, great opportunity for argumentation-videos, photographs, sound recordings, even if they are also fake, mounted,
3. in spreading the negative socio-psychological impact of disleading information, psychological characteristics of a person, orientations, positions, interest, group socio-psychological phenomena, worldview, personal qualities-credulity, as well as cognitive qualities-examination thinking, the degree of development of analysis, combination operations, trust in people are important,
4. the above-mentioned psychological phenomena can affect the behavior of a person, a social group,
5. assessments of the reliability of information are also largely due to the professional, expert reputation of the source of distribution,
6. to prevent the spread of misinformation, the activities of state institutions, the availability of an appropriate regulatory framework, appropriate administration, and the use of favorable management mechanisms are important,
7. in order to prevent the spread of false information, as a consequence of it, negative socio-psychological impact on a person, an appropriate level of media literacy plays an important role, which can be provided by various educational programs, subjects, educational modules,
8. Media literacy will allow, through the possession of a number of the latest information technologies, the use of digital resources, to assess the reliability, objectivity of information, the real existence or absence of origin sources.

References

1. **Del Vicario, M.** (2016). The Spreading of Misinformation Online. USA, pp. 554–559.
2. **Kozyreva, A., Lewandowsky, S. & Hertwig, R.** (2020). Citizens versus the Internet: Confronting Digital Challenges with Cognitive Tools. Psychol. Sci. Public Interest. 21, pp. 103–156.
3. **Landrum A., Alex Olshansky & Othello Richards**. (2019), Differential Susceptibility to Misleading Flat Earth Arguments on YouTube Media Psychology. pp. 3-5

4. **Hornsey, M. J. & Fielding, K. S.** (2017). Attitude Roots and Jiu Jitsu Persuasion: Understanding and Overcoming the Motivated Rejection of Science. pp. 72.

5. **Simis, M. J., Madden, H., Cacciatore, M. A. & Yeo, S. K**. (2016) The Lure of Rationality: Why does the Deficit Model Persist in Science Communication? pp. 25.

6. **Шляховая Е.В.,** (2013), Социально-психологические факторы медиадоверия // Доверие и недоверие в условиях развития гражданского общества / отв. ред. А.Б.Купрейченко, И.В.Мерсиянова. –М., с. 485-508.

7. **Գրիգորյան Գ.,** (2019), Օրբելի վերլուծական-հետազոտական կենտրոն: -Եր., 2019-06-14, էջ 5:

8. Հայաստանի Հանրապետության որակավորումների ազգային շրջանակ, (2011), «Հավելված ՀՀ կառավարության 2011 թվականի մարտի 31-ի N 332-Ն որոշման: https://www.arlis.am/documentview.aspx?docid=107371

9. «Մանկավարժություն որակավորումների ոլորտային շրջանակի բնութագրերը հաստատելու մասին» ՀՀ ԿԳՄՍ նախարարի 28. 04. 2022թ. №783 հրամանի հավելված:

ԲՈՎԱՆԴԱԿՈՒԹՅՈՒՆ * СОДЕРЖАНИЕ * CONTENTS