

PSYCHOLOGICAL PROCESSES IN SHAPING SOCIAL ATTITUDES IN STUDENTS

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Abstract: The process of accepting and perceiving information plays an important role in shaping students' social attitudes. This is the process of receiving and understanding information from the external environment, which includes the following stages:

Sensory reception, which refers to the stimuli coming from the external environment (seeing, hearing, smelling, tasting, touching), and these are received by sensory organs.

Consolidation: The received sensory information is processed in the relevant parts of the brain and stored in memory.

Focusing: A person encounters multiple stimuli simultaneously, so attention is directed towards the most important information.

The **perception process** is the process of understanding and interpreting the received information. This process includes the following steps and interprets the sensory data to form useful and meaningful thoughts.

In **comparison**, new information is compared with existing knowledge and experiences, and decisions are made based on the received data, leading to conclusions. Emotional reactions (interest, fear, surprise) may arise in response to the perceived information.

The processes of acceptance and perception are of great importance in psychology and pedagogy, as they help to understand how students receive and comprehend information during the learning process, as well as the decision-making processes of an individual in different environments. A deeper study of these processes allows for a better understanding of human behavior and its interaction with the environment.

Keywords: Sensory reception, Consolidation, In comparison, Focusing

Introduction

Emergency workers are exposed to highly stressful situations as part of their daily duties. These professionals, which include paramedics, firefighters, police officers, and emergency medical personnel, encounter traumatic events, life-threatening situations, and high-pressure scenarios that can induce severe psychological stress. Understanding the types of stress these workers experience and the defense mechanisms they use is crucial to creating effective mental health support systems. This article aims to provide a comprehensive review of the stress factors affecting emergency workers, the defense mechanisms they employ, and the psychological implications of these processes.

The constant exposure to distressing situations makes emergency workers vulnerable to burnout, anxiety, depression, and post-traumatic stress disorder (PTSD). While defense mechanisms such as denial, repression, and rationalization are commonly discussed in psychological literature, their specific applications in high-risk professions have not been thoroughly examined. This study addresses the gap by focusing on how emergency workers utilize these mechanisms to mitigate the impact of stress.

Literature Review

In some cases, information that comes first has a greater impact on social attitudes, while in other cases, information that comes later has a greater effect. The dominant effect of information order is referred to as the primacy effect, and the dominant effect of later information is called the recency effect. Both phenomena occur during the formation and change of social attitudes, but their manifestation depends on a variety of conditions. Furthermore, the scientific and psychological explanation of the manifestation of the primacy effect or recency effect is of considerable interest.

The primacy effect is often observed under the following conditions: when a person already holds a certain attitude on the issue being discussed and, furthermore, when information related to the established attitude is constantly introduced to them. In contrast, the recency effect is more likely to occur when a person already holds a known, but unstable, attitude and experiences the related information after a long gap from the time the initial attitude was formed.

One possible psychological explanation for both the primacy effect (in the first case) and the recency effect (in the second case) is as follows: When people are exposed to a continuous stream of information, they first perceive it, remember it, and then think about it. Only information that has been perceived, remembered, and stored in memory can influence people's social attitudes. If the information received by people is not remembered, not understood, or not stored in their memory, it is unlikely to have a significant effect on their social attitudes.

With this in mind, we can discuss what happens under the conditions of the primacy effect and the recency effect. When new information is received, people first perceive it and remember it, and then shift their attention to understanding the information. Therefore, under the condition of a continuous flow of information, people have time to remember and reflect on what they received at the beginning, but at the end, they do not have enough time to remember or think about the final information presented to them. This is why the recency effect is typically observed in these situations.

If there is a long gap in perceiving the information, during this time, people not only have time to understand the information they received but also to forget some of its key parts (remember the law of forgetting in this context). By the time they perceive new information, their attention is fully restored to processing it, and the newly received data is stored in their memory. Furthermore, unstable attitudes are more easily influenced by new information. This is why the recency effect often manifests in these situations.

Discussion

Now we may ask the following question: Which of the two methods of persuasion – one-sided or two-sided – is more effective in changing people's social attitudes? Contrary to the logic and common sense that the two-sided method should be more effective than the one-sided method (where not only one's point of view is confirmed, but the opponent's view is also convincingly rejected), practice shows that the one-sided method of persuasion is often more successful than the two-sided method. This can be explained as follows: In many cases, the source of information is addressing an audience that is indifferent to what is being said and is not inclined toward serious cognitive efforts (people do not wish to engage in the laborious task of determining which of two competing sides is right or wrong). The simpler and more understandable the position is for people, the quicker they accept it. This condition aligns better with both one-sided and two-sided approaches. The only exception to this rule is when the listeners have a sincere interest in understanding the essence of the issue being discussed. In this regard, the higher the level of knowledge, intellect, and culture of the listeners, the greater the influence of two-sided information on them, and conversely, one-sided persuasion is found to be more effective with an audience of lower education, intellect, and culture.

Observations have shown that social attitudes also differ depending on regions and districts. While these attitudes are not formally defined as specific laws or rules that must be followed, they are valuable as they represent a set of norms that have become established as part of the skills and qualifications of each region. In our research, when observing the social attitudes of students from both universities, it was found that the social attitudes of students from both Kokand State Pedagogical Institute and Gulistan State Pedagogical Institute were insufficiently developed.

Conclusion

Once people have access to certain information, their social attitudes, regardless of the reliability of the relevant information, do not change or only change slightly. However, after some time (for example, after a few days), it was unexpectedly observed that during this time, people's social attitudes spontaneously change, and they change as initially anticipated. This phenomenon is called the "delayed effect" or "slipper effect."

The psychological explanation of the delayed effect is as follows: When people receive new information that does not fully align with their existing social attitudes, a conflict arises in their minds between what they knew and what they have learned. Resolving this conflict requires time. Additionally, previously known information must be re-evaluated in light of the newly acquired data. Therefore, in certain cases, the impact related to the change in social attitudes is delayed. This process is hidden and occurs outside of conscious control, which is why this phenomenon is also referred to as the "hidden effect."

Another phenomenon related to the impact of the content of acquired information on people's social attitudes is called "inoculation." This is as follows: If, beforehand, people are exposed to information that induces distrust of the upcoming information aimed at changing their social attitudes, this will have a minimal effect on their social attitudes. If we consider that the trust in the source of information already affects people's social attitudes, the effect of inoculation becomes understandable. An interesting issue arises in this context: What happens if the warning about distrust in the source of information is delayed, and people receive information aimed at

changing their social attitudes? It turns out that such delayed "inoculation" is almost useless and has minimal impact on people's already changed social attitudes. One of the social psychologists compared this situation metaphorically to "locking the stable door after the horse has been stolen."

Typically, people do not only receive one-sided information, i.e., information that does not include contradictions and is intended to defend a single position (to change social attitudes in one direction). Often, along with this, other competing information exists with the goal of reversing the social attitudes of the same people. In other words, in real life, attempts to influence people's social attitudes almost always involve competing viewpoints. In this regard, the question arises as to how to present your information to the public when there are competing viewpoints.

Imagine that the person speaking in front of the audience is aware of having a strong competitor, and the opponent's viewpoint is already known in advance. Furthermore, the speaker knows that they can respond to the opponent and how to refute their arguments. In this regard, there are two possible situations, and comparing them raises psychological interest in terms of their impact on people's social attitudes.

Situation 1: The speaker only presents their viewpoint and has no connection with the opponent's viewpoint, neither affecting, criticizing, nor even acknowledging it. This type of speech is called one-sided.

Situation 2: The speaker not only presents their viewpoint but also critically addresses the opponent's position. This method of speaking in front of the audience is called two-sided.

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