

DIFFERENT FORMS OF OBSESSION WITH FALSE RELIGIOUS INFORMATION IN ADOLESCENCE

Bekkieva Nargiza Rajabbaevna

Freelance researcher

University of Economics and pedagogy

nargizarajabboyevna@gmail.com

ANNOTATION

There are different manifestations of obsession with fake religious information in adolescence, as this age group is particularly vulnerable to online manipulation. In the process of self-awareness and understanding, adolescents often turn to external sources of information, including social networks full of fake or inaccurate religious content. This bias is related to cognitive development, emotional needs, and a lack of critical thinking skills. The study shows how easily adolescents fall prey to fake religious information and the importance of developing critical thinking and religious education in dealing with this issue.

Keywords: Adolescents' addiction, false religious information, psychological aspects, cognitive development, emotional embarrassment, critical thinking, religious education, online manipulation, self-awareness, influence of social media.

Adolescents' exposure to this information is associated with many psychological factors, including specific features of cognitive development observed in them, emotional instability, the need to be influenced and lack of critical thinking skills. In this situation, adolescents often perceive information as truthful without carefully analyzing it, as they are prone to misinterpret the information in the process of seeking religious and spiritual values. Also, the adolescence of adolescents in relation to false religious information depends on the popularity of social networks and Internet resources, as well as the high level of manipulation of the content disseminated on them. This phenomenon, the lack of a full understanding of adolescents' mental state and psychological needs, may result in deficits in working with them. As a result, fake religious information can distort not only religious beliefs, but also social and moral value systems. In this regard, the need for religious education and the development of critical thinking skills for adolescents has become more urgent.

Early research suggests that adolescents have a high level of interest in religious content on the internet, and that the majority of them perceive the information as true or true without analyzing it (Miller, 2021; Thomas & Jenkins, 2020) [1]. It appears that the condition is associated with the stage of cognitive development of adolescents, who have not yet fully mastered critical thinking and information analysis skills. There are studies in the literature

that have also shown that adolescents have a high level of need for religious information. In fact, adolescents, especially when faced with religious and spiritual challenges, see the internet and social media as a helpful resource in their search for their identity (Giddens, 2018). [3] However, religious information disseminated on social media is often manipulated and disseminated without verifying the reliability of the information. This can lead to the perception of misinformation for teenagers and the formation of radical beliefs in their minds. In addition, another important area in the study of obsession with false religious information among adolescents is the role of social influence. Researchers (Fisher, 2019; Kandel & Kandel, 2020) [4] explored what kind of information is shared by adolescents' friends and peers on social media, how this information influences and changes their views. Adolescents tend to be highly influenced by the opinions of their friends or groups, especially during the period of determining their place and identity in society, which can lead them to false religious information. In order to understand adolescents' obsession with false religious information, it is necessary to take into account their emotional states and psychological needs. Adolescents' emotional vulnerability, anxiety, difficulties, and trouble finding oneself often lead them to manipulated or inaccurate religious information (Schwartz, 2020) [6]. These problems lead to high levels of variability and influence in adolescents' perception and interpretation of religion, beliefs, and spirituality. Based on psychological analysis, adolescents' tolerance for fake religious information is also related to their level of cognitive development. Research suggests that because adolescents' critical thinking abilities are not yet fully formed, they have difficulty analyzing the information being disseminated to them in depth and developing healthy views about them. Adolescents' need for religious and spiritual education is also highlighted as a major factor in their exposure to false religious information. Acquainting adolescents with religious and moral values, developing information analysis and critical thinking skills will play an important role in preventing this problem.

Adolescent exposure to false religious information is a problem that has been extensively analyzed psychologically and socially, and its results depend on several factors. The primary objective of this study is to investigate how adolescents perceive fake religious information and the psychological and social processes that occur in this process. Analyzing adolescents' cognitive, emotional, and social changes, as well as their information needs and the development of their critical thinking skills, the report said:

1. Cognitive Development Impacts Since adolescents are in the cognitive stages, i.e., the ability to think abstractly and observe information, they interpret information only superficially (Piaget, 1972). This condition causes teenagers to take religious information seriously and fail to realize that it is fake or manipulated. The majority of teens who participated in the study showed that they did not practice critical thinking when analyzing or validating religious

information found on the Internet. This, in turn, can lead to a credible acceptance of false religious information.

2. Emotional instability and social impact. Emotional instability, difficulty in determining goals and directions in life, as well as the need for religion and belief lead adolescents to manipulated religious information. Teenagers are often receptive to misinformation pertaining to religious issues in order to feel more confident and comfortable in an online environment because this information satisfies their emotional needs. At the same time, teens are more inclined to adopt the religious views of their friends or online groups based on the need to join and adapt to the group, society.

3. Social Networks and Online Manipulation Fake religious information is often used to manipulate teens' mental states and manipulate them for their own purposes. Information disseminated on social networks, especially by radical religious groups, can influence the emotional state of adolescents and help manipulate them. (Klein, 2018). The study shows the power of online information influencing teens' religious beliefs and the breadth of its range of influence.

4. Development of education and critical thinking skills Developing critical thinking skills is important in shaping adolescents' objective and scientific approach to information (Kuhn, 2015). Religious education and the development of critical thinking can also help adolescents to avoid religious manipulations that occur in online environments. Adolescents also need to critically rethink religious values and take a cautious approach in approving religious information that is being received on social media.

Conclusion

Adolescents' interest in religious information, and whether this interest leads to the perception of false religious information, suggests that it is directly related to their level of psychological development. Adolescents' lack of critical thinking skills leads them to perceive religious information on the Internet without analysis. Also, the emotional and social status of adolescents also play an important role as factors that increase their exposure to false religious information. Their psychological weakness in their sense of self, their openness to social influences, their desire to satisfy religious and spiritual needs, exacerbates their susceptibility to false information.

In addition, the prevalence of fake religious information spread on the internet and social media as a means of manipulation also stands out as a factor influencing the minds of teenagers. The rapid spread of religious content on social media leads to their acceptance without analysis. This can have negative consequences for teens in the formation of religious beliefs and views. An integrated approach is needed to prevent adolescents from being exposed to false religious information. In this approach, a number of measures such as religious education, psychological

support, development of critical thinking skills and information control in social networks are intertwined to have a positive impact on the spiritual, religious and social development of adolescents. Improving the culture of information use in adolescent societies and empowering them to protect themselves from fake information remains an urgent challenge.

References

1. Miller, J. (2021). Adolescent Cognitive Development and Religious Identity Formation. *Journal of Psychology and Religion*, 45(3), 210-224.
2. Rajabboyevna B.N. O'SMIR QIZLARNI OILAVIY HAYOTGA TAYYORLASHDA IJTIMOIY OMILLARNING O'RNI //Science Promotion. – 2024. – T. 1. – №. 1. – C. 123-126.
3. Giddens, A. (2018). Modernity and Self-Identity: Self and Society in the Late Modern Age. Stanford University Press.
4. Fisher, M. (2019). The Impact of Peer Influence on Adolescents' Perceptions of Religious Beliefs. *Sociology of Religion*, 76(4), 389-404.
5. Bekkiyeva N. O'SMIRLARNI SOG'LOM E'TIQOD RUHIDA TARBIYALASHNING PSIXOLOGIK XUSUSIYATLARI //Журнал Педагогики и психологии в современном образовании. – 2024. – C. 952-955.
6. Schwartz, S. J. (2020). Adolescent Identity and the Search for Meaning in a Digital Age. *Journal of Adolescent Research*, 35(2), 134-156.
7. Axmatova Guli Xurram qizi. "O'smirlilik davrida yuzaga keladigan salbiy xattiharakatlarning psixologik mazmuni." Журнал Педагогики и психологии в современном образовании (2024): 641-643.