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A FOUR-STEP UNIVERSAL MODEL FOR PROMOTING IDEOLOGICAL FACTORS AND ITS ROLE IN YOUTH DEVELOPMENT

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Abstract
This article examines the application of a four-step universal model proposed by specialists to the promotion of ideological factors and the development of ideological awareness among young people. It analyzes the importance of identifying social problems, defining target audiences, segmenting them according to their geographical, demographic, psychological and social characteristics, and selecting appropriate information sources and communication strategies. Particular attention is paid to strategic planning, active communication, feedback and the empirical assessment of propaganda effectiveness. The article also explores the role of public relations technologies and mass media in ideological communication, as well as the gradual formation of ideological immunity and resistance to destructive ideas at different stages of education, from preschool to secondary specialized and vocational education. It emphasizes the importance of taking into account the age, knowledge, values, social environment and psychological characteristics of individuals when developing ideological awareness and civic responsibility.

Keywords: Ideological factors, four-step model, ideological promotion, audience segmentation, strategic planning, ideological communication, public relations, mass media, ideological immunity, ideological awareness, youth development, educational process.

Introduction

The use of the “four-step” universal model proposed by specialists in promoting ideological factors may also produce effective results. An analysis of this model from the perspective of internalizing the national ideology allows us to draw several conclusions.

First of all, it is necessary to identify the existing problem. In other words, the principal objectives for which ideological factors need to be internalized must be clearly defined. In addition, it is essential to find answers to questions such as: “Why has precisely this objective become necessary?”, “Which institutions can be involved in promoting this objective?”, and “Among which social groups should these objectives be promoted?” The collected information is then analyzed to identify the current situation, existing problems and possible solutions.

The next stage involves an in-depth examination of individuals’ attitudes towards a particular factor and the values they hold. In general, this stage entails defining the specific objectives of propaganda and identifying the target audience. Audience segmentation, that is, dividing

the audience into groups according to various characteristics, is particularly important in ideological promotion. This is because segmentation makes it possible to develop more effective methods of communication. For example, audiences can be divided into separate segments according to differences in values, interests and views, including students, military personnel, entrepreneurs, pensioners, intellectuals, men, women and young people.

METHODS

This study employs analytical, systematic and comparative approaches to examine the four-step universal model and its application to the promotion of ideological factors. Particular attention is given to audience segmentation based on geographical location, demographic characteristics, psychological conditions, social status, the ability to influence others and levels of socio-political participation. The study also examines the relationship between strategic planning, active communication and feedback, as well as the gradual development of ideological awareness and immunity at different stages of education.

RESULTS AND DISCUSSION

Naturally, communicating information to intellectuals and influencing the attitudes of entrepreneurs in the process of internalizing ideological factors require different approaches. Similarly, appeals that strongly affect young people's emotions may leave older generations indifferent. Since the worldviews, interests and values of different social groups vary, taking these differences into account in ideological promotion is essential for achieving effective results. Many scholars emphasize that attempts to cover too many target groups simultaneously and address everyone in the same manner tend to produce limited results.

First and foremost, audience segmentation should take into account people's place of residence and social environment. It has been established that people's place of residence is an important factor influencing their socio-political activity. This factor cannot be overlooked in ideological promotion. Furthermore, similarities in the problems faced by residents of a particular region, as well as common values and ways of thinking, demonstrate the effectiveness of segmenting audiences according to geographical location. For example, the views, values and local customs of residents of Surkhandarya and Kashkadarya regions differ considerably from those of the population of Tashkent or the Republic of Karakalpakstan.

Secondly, people's age, gender and family status also have a significant influence on their worldview and attitudes towards events and developments. Segmenting audiences according to these characteristics and taking them into account when communicating information can help increase the effectiveness of promoting ideological factors.

Thirdly, paying attention to people's psychological conditions is extremely important in ideological promotion. Although the changing nature of an individual's psychological state makes this task somewhat difficult, this factor cannot be ignored. It is difficult to achieve meaningful results by conveying identical information and using the same communication methods for people who actively support reforms, those who remain indifferent to social life and those who are dissatisfied with social changes. Therefore, ideological promotion must

take into account people's psychological conditions, their attitudes towards the reforms taking place in society and the extent to which they support these reforms.

Fourthly, segmenting audiences according to people's social status can also contribute to the effective organization of promotional activities. Differences in access to information among individuals with different social statuses may lead to different attitudes towards the information they receive.

Fifthly, it is particularly important to distinguish between people according to their ability to influence others, or, more precisely, to identify opinion leaders. Communicating information through opinion leaders is considered one of the important methods of ideological promotion. The involvement of influential individuals and public figures who have earned the trust, respect and affection of the people is especially important in exerting ideological influence. This is because people tend to place greater trust in the words of opinion leaders, regard them as role models and follow their example.

Sixthly, people's socio-political activity, awareness of their rights, their particular "spirit of freedom" and their level of participation in political life must also be taken into account when promoting ideological factors [1]. It is well known that people who actively participate in local decision-making and demonstrate concern for social problems may have a different attitude towards life from those who consider themselves insignificant or powerless. This factor also necessitates an individual approach to ideological promotion.

Based on the above requirements, the second stage involves selecting an information source capable of presenting a particular ideological factor in an appealing manner and earning the trust of the target audience. Specific plans and programmes should be developed to establish continuous communication between the information provider and its recipients. In general, this stage can be described as the strategic planning stage.

The third stage is characterized by active communication based on ideological factors. The tasks at this stage must be carried out in accordance with a clearly defined plan and through a creative approach to promotional activities. To achieve this, particular attention should be paid to adapting communication to the views and aspirations of the population, influencing their emotions and implementing ideological promotion in a subtle and appropriate manner. The main objectives at this stage are to demonstrate common ground between the communicator and the recipient, explain how the ideas being promoted correspond to people's interests, and communicate information in a way that reflects their views, values and aspirations. Thus, the third stage involves taking concrete actions to implement strategic ideological factors and the plans developed in this regard.

The final stage involves evaluating the results of the promotional activities. At this stage, the work carried out is assessed according to specific criteria, and feedback is examined. Empirical evidence is used to determine and analyze the extent to which the promoted ideological factors have been accepted by individuals, the impact of promotional activities on them, and any changes in their beliefs and behaviour.

The application of public relations technologies in promoting ideological factors also involves the effective and rational use of mass media. The reason is that mass media are capable of reaching a wider audience than many other ideological tools. As the Russian scholar A.

Tuzikov writes: “In contemporary society, the study of ideology is closely connected with the examination of the role of mass media in the socio-political and cultural spheres. This is because mass media, on the one hand, constitute a space of ideas and, on the other, a space in which ideological symbols are created. Various ideologies exist within this media space, many of which take hidden forms. Therefore, studying this issue is of considerable theoretical and practical importance” [2].

Indeed, mass media have become one of the most influential and powerful instruments of ideological influence today. They are among the most important sources of information and communication for people in contemporary society. “Mass media not only shape attitudes towards particular political events and developments but also transform social reality into a media programme” [3]. Although this statement may seem somewhat exaggerated, it is not difficult to recognize that certain foreign media outlets are currently attempting to promote their own ideological factors within our society. This situation makes it necessary to maintain and strengthen ideological promotion, increase its effectiveness and remain vigilant against various ideological threats. In this regard, mass media are expected to respond appropriately to information aggression and ideological threats, counteract efforts aimed at establishing spiritual and ideological subordination of our people, and contribute to the development of ideological immunity among citizens.

The process of developing ideological immunity and the qualities necessary to resist destructive ideas begins at the preschool education stage. At this age, however, children's developmental and cognitive characteristics do not yet allow them to fully understand the complex concepts of ideological immunity and resistance to destructive ideas. Therefore, the foundations of these qualities should be introduced through simple concepts that can be developed further in later stages of education. These include the ability to distinguish between good and evil, friendly relations with others, courage, fearlessness, honesty, love for one's homeland, knowledge of one's ancestors, self-confidence, understanding of changes, respect for customs and traditions, respect for positive beliefs, and a sense of personal freedom. Such qualities lay the foundation for developing ideological immunity and cultivating an alert, vigilant and perceptive attitude towards life.

The formation of objective knowledge is based on respect for human beings, an understanding of goodness, knowledge and competence, prudence, an appreciation of constructive activity, personal initiative, psychological resilience, the ability to distinguish between good and evil, friendly relations and other positive qualities. Developing the qualities necessary to resist destructive ideas requires loyalty to national and universal values, courage, love for one's homeland, knowledge of state symbols and national holidays, awareness of ceremonies and traditions, an understanding of the contemporary world, computer literacy, appreciation of art, rejection of evil, and an understanding of material and spiritual wealth.

In developing resistance to destructive ideas and encouraging children to pursue clear objectives in their social, political and spiritual lives, it is also important to cultivate an understanding of indifference, knowledge of one's mentality, awareness of destructive activities and aggression, an understanding of the future and the homeland, and an appropriate

attitude towards the people around them. These qualities are reflected in the overall system of educational and personal development.

At the primary education stage, the simple concepts listed above become somewhat more complex. These include independent thinking, self-confidence, knowledge of national heroes, strengthening belief in one's own abilities, understanding changes as reforms, comprehending customs, traditions and beliefs, understanding freedom and the concept of human dignity, goodness, the pursuit of knowledge, education and upbringing, vigilance, constructive activity, initiative, psychological resilience, opposition to evil, respect for other nations, defence against hostile forces, loyalty to the homeland, understanding national holidays and ceremonies, awareness of global changes, the Internet, art and material wealth, as well as recognizing indifference, the importance of protection, confidence in the future, the concept of homeland, respect for people from other regions and awareness of apathy.

At the secondary education stage, the qualities developed during primary education are further expanded and become more complex. These include living with sensitivity and vigilance, acquiring objective knowledge, knowing the history of one's homeland, demonstrating self-confidence, understanding the essence of reforms, distinguishing between customs, traditions and beliefs, comprehending the meaning of freedom and human dignity, demonstrating goodness, knowledge, vigilance and constructive activity, becoming an active citizen, understanding national and spiritual revival, appreciating peace, developing national self-awareness, understanding independence, national holidays and ceremonies, distinguishing between global developments and information, appreciating art and noble ideas, understanding the role of material life, and recognizing indifference. At this stage, students also develop an understanding of destructive ideas, cosmopolitanism, localism, apathy and the essence of terrorism.

In the system of secondary specialized and vocational education, the content of these qualities becomes broader and more complex than at the secondary education stage. Students at this level have a considerably higher and more extensive level of knowledge. Accordingly, the educational process addresses such concepts as responding to an idea with an idea and to an argument with an argument, setting clear goals in life, respecting historical memory, living with confidence in one's own abilities, expressing attitudes towards reform processes, understanding customs, traditions and beliefs, promoting freedom, recognizing human beings as the highest value, understanding noble and ideal ideas, the concept of “enlightenment is courage,” and comprehending the national idea. Other important concepts include vigilance, constructive activity, social engagement, spiritual development, awareness of spiritual and ideological threats, understanding the essence of globalization, combating ignorance through enlightenment, understanding the phenomenon of mass culture, independence, national holidays and ceremonies, globalism and information attacks. Furthermore, students are encouraged to understand resistance to destructive ideas, the harmony of material and spiritual life, the harmful consequences of indifference, and the importance of protecting national identity. The development of these qualities also involves the ability to resist destructive ideas, an uncompromising attitude towards extremism, confidence in the future of the country, and an understanding of the essence of cosmopolitanism and localism.

CONCLUSION

The four-step universal model provides a systematic approach to promoting ideological factors. Its effectiveness depends on accurately identifying social problems, defining clear objectives, studying the values and characteristics of target audiences, and selecting appropriate communication channels. Audience segmentation according to geographical, demographic, psychological and social characteristics, as well as levels of social and political participation, makes it possible to develop more targeted and effective communication strategies. Strategic planning, active communication and the empirical assessment of results are essential components of this process.

Mass media and public relations technologies play an increasingly important role in shaping public attitudes and disseminating information. Their effective use should be accompanied by critical awareness, reliable information and the ability to respond appropriately to ideological threats. At the same time, ideological immunity and the ability to resist destructive ideas should be developed gradually, taking into account the age and cognitive characteristics of learners at each stage of education. Beginning with simple moral and social concepts in preschool education and progressing towards a deeper understanding of national identity, civic responsibility, globalization and ideological threats in later stages, this process contributes to the development of informed, active and socially responsible individuals.

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