DOI: 10.63550/ICEIP.2025.36.67.106

Problems of Cultivating Ideological Security in the Educational Environment

Dashuai Chen[1][1], Usupova Cholpon[2][2], Abdyldaev Marat[1][3] and Satybaldieva Rakhat[2][4]
[1]*Jusup Balasagyn KNU, Bishkek, Kyrgyz Republic*
[2]*I.K.Akhunbaev Kyrgyz State Medical Academy, Bishkek, Kyrgyz Republic*
1469718738@qq.com, 3martab.abd@mail.ru, usupova.tcholpon@yandex.ru, satybaldieva.rakhat@mail.ru

Keywords: ideology; students; ideological security; critical thinking; open dialog; education.

Abstract: In the 21st century the forgotten word combination ideological security has received a new impetus, it turned out that by creating, through modern technologies, a certain information field it is possible to carry out any political decisions and change the mental attitude of the population. Accordingly, the issues of this nature have become particularly relevant in the national states. The security of the state is largely related to the creation of national ideology, which is formed in the minds of young people.

[1] https://orcid.org/0009-0005-3977-4446
[2] https://orcid.org/0000-0001-7231-2642
[3] https://orcid.org/0000-0000-0000-0000
[4] https://orcid.org/0000-0002-0429-3192

DOI: 10.63550/ICEIP.2025.36.67.106

1 INTRODUCTION

Objective: to study effective approaches in teaching ideological security in educational institutions. Methodological approaches and methods: the polysubject approach provided a deep understanding of the student as a multifaceted personality, which is most fully manifested in communication with others. We used: thematic triangulation of data, followed by comparative analysis, as well as methods of descriptive statistics. A participatory approach to teaching ideological security to youth audiences was utilized. Surveys, questionnaires, interviews were used as research tools that helped to create a verifiable picture. Results: Created teacher-student parity increase the chances of creating a safe space, interactive discourse method reduces susceptibility to ideological extremism. Conclusions: This paper makes a practical contribution to the understanding of ideological security in the classroom by proposing a transformational paradigm of social consciousness within secondary and higher education.

For more than half a century of human history, educational institutions have been centers of intellectual discourse, contributing to the maturation of young minds. Students, especially in the last decade, are at the epicenter of information innovations and are exposed to all sorts of influences. The dynamism and turbulence of the modern world create pressing problems characterized by the alternativeness and almost lightning-fast dissemination of information, which is first and foremost aimed at a youth audience susceptible to various ideological manipulations and extremism. Therefore, critical, logical, dialectical thinking and ideological stability of students are necessary competences of the 21st century, which are ontologically demanded by sovereign countries. Since it is these skills that contribute to the understanding of the essence and existence of modern independent state existence. Thus, the relevance of studying the problem of creating an ideologically safe environment that promotes state independence is of paramount importance.

The aim of our research: to explore effective methods and approaches to creating ideological security in educational institutions, objectives: to teach critical and logical thinking techniques, as well as understanding what an ideologically safe environment means. Despite recognizing the importance of teaching ideological security, the empirical approaches of application in secondary and higher education are not equally developed and relevant in application in different countries. Existing works on this problem, recognize the need to develop critical thinking, media literacy, and cultivate ideological resilience in college and university students. However, the ability to think critically and competently evaluate any materials at the present stage is not sufficiently developed not only among students, but also among highly educated people (political elite). We should note a large number of works in the People's Republic of China devoted to the problems of ideological education.

Systematic developments in this area in the Kyrgyz Republic remain rare, unfortunately, there are no comprehensive scientific studies of effective strategies and implementation mechanisms for the organization of ideological security. However, President S. Zhaparov is seriously concerned about the problems of ideological security in the state, as evidenced by publications on this topic. Thus, this study is aimed at solving an important task - to create ideological security in the educational environment, by forming certain attitudes in the minds of students, increasing anti-manipulative resistance, the ability to critical thinking and the practice of “open dialog”. Considering these aspects, we aim to deepen our understanding of the role of ideological education in the formation of students' skills to recognize falsified data, comprehend different points of view and understand the need to create an ideologically safe environment. Literature Review.

A thorough review of the existing literature revealed a growing number of studies in Russia and China, as well as the emergence of interest in this problem in Kyrgyzstan, devoted to teaching students of educational institutions ideological security. These studies emphasize the key role of higher education in shaping ideological attitudes in students and developing their ability to think critically. We should note the overlapping interest in media education or media literacy often considered in foreign universities with the problem of creating an ideologically safe environment in educational institutions of the European Union, Canada, America, South Korea, and Japan throughout the 20th-21st century. There is a separate history of considering the issues of ideological education in North Korea and in Islamic states. Publications on the problem of interest to us in full are difficult to access, but even according to the available literature we note dogmatized ideologization starting from preschool institutions. In the 20th century in Japan, South Korea, many researchers noted the rise of national consciousness at all stages of the educational process, introduced into consciousness image-symbolic concepts: homeland, nation, people, fate. It should be noted that this policy

mobilized the population for selfless work for the benefit of the state. Japan and South Korea have achieved significant economic success, where a special role was played by the rise of national consciousness, in addition to other important aspects. In the 21st century, there has been a significant decrease in the level of ideologization of education in Japan and South Korea. In the U.S., discussions about ideologically safe environment in education are mainly in the context of "tolerance for different points of view and the ability to hear opponents, and the key question is whether it is the right decision to allow into the walls of educational institutions speakers who can mislead and direct students to the dangerous path of red thoughts". We believe that this tactic is important for fostering polemic skills, critical thinking, and in some ways feelings of patriotism, but to a greater extent, it has the character of adherence to some political views. In an array of published studies, the work of Smith M, Walsh P. directly addressed the issues of ideological security and the need to educate students in the context of patriotism. We observe a global trend: all publications emphasize the issues of credibility of information influencing the consciousness of young people. In the 21st century, specially created digital simulacra, are able to model any information space and program entire generations at will. Therefore, a special place is occupied by the development of critical thinking in the era of "post-truth". The problem of critical thinking as a resource for objective reflection has been studied in many universities around the world. Meanwhile, the issues of patriotism education through the formation of citizenship have been touched upon in rare works; interest was aroused by the publication where the civic position was considered from the angle of "transforming action of agency". In the EU the issues of national patriotism are relegated to the level of attractiveness of living in the context of comfort without emphasizing love for the homeland, mostly as a development of consumer ideology. Analysis of publications in the post-Soviet space shows that in the "perestroika years" many union states abandoned the educational role in universities, focusing on the provision of educational services. However, this trend has changed and issues of ideological security in the educational environment are slowly being raised, particularly in Russia and Kyrgyzstan. For example, research was conducted on the phenomena of postmodernist ideology of education in the late 20th-21st century (the priority of individualism, egocentrism). On the basis of the conclusions made, the authors revealed the need for a value-oriented approach in the educational process in universities, the need to educate moral qualities in students. In the post-Soviet space, the only state that has not interrupted the work on creating an ideologically safe environment is Belarus. There are many works devoted to the issues affecting the phenomenon of ideological security in the context of hybrid information wars, as well as works devoted to analyzing the state of universities (through the eyes of students of different periods). Youth as a focus group was also considered by other authors, who noted the importance of its role in creating a dialogue that promotes cooperation as one of the civilizational mechanisms for creating a safe environment. Higher education institutions become a fertile ground for assessing the effectiveness of ideological security training in countering any kind of manipulation, developing constructive dialog and preventing extremism. The works of foreign authors analyze quantitative studies that illustrate the transformational potential of education in the field of ideological security. It is noted that "empirical analysis emphasizes the role of ideological security education in building resilience to extremist ideological manipulation, offering insights into effective pedagogical approaches". As suggested by Greene et al., interactive simulations and role-plays facilitate the exploration of ideological conflicts and possible ways to resolve them. Structured conversations emphasizing active listening and divergent thinking offer a framework for respectful interaction with different points of view. A study conducted at Hanan University confirmed the view that almost all Chinese educational institutions consider understanding their history, are willing to consciously defend national sovereignty, and demonstrate greater tolerance and empathy. This is how ideological security in China is taught, which plays an important role in fostering responsible citizenship in students. With the skills to respectfully debate and consider different points of view, students can make positive contributions to society and solve complex social problems. Through in-depth interviews with students, these studies emphasize the role of teachers in forming an environment conducive to open dialogue and critical reflection. In the works of foreign authors it was revealed that modern media technologies purposefully affect emotional points, leading to cognitive dissonance, irrational thinking, and not accepting the "voice of reason" (critical thinking). An interesting aspect of ensuring information-psychological security in educational institutions has been brought to the general review by Russian researchers. We should note that the issues of ideological security are historically most developed

in China, as evidenced by the works of Feng Gang, Shi Hongyue devoted to moral values, which are directly associated with a stable traditional way of life, implying a safe space. The problems of ideological and political education of Chinese college students occupy a special place. In the Republic of China, given the ongoing changes in the global world, the influence of the teacher on the moral formation of the student is analyzed in a new way. The main message on the introduction of ideological security is observed from the first person of China Xi Jinping. There is a tendency of increasing interest in the education of the younger generation, in the aspect of the development of critical thinking around the world. New pedagogical approaches affecting the safety of educational space are actively implemented in the EU countries, as well as in South Korea, starting from school education, such as phenomenon-oriented learning, transversal competencies, project-based learning, integrated learning and inquiry-based learning. One of the vanguards of pedagogical innovation is schools in Finland, where the principle of prioritizing a holistic approach to problems, combined with digital technologies. Digitalization plays a great role in the creation of various training programs for the development of critical thinking. However, the dominance of information technology can have various negative effects: a decrease in mental abilities, dependence on gadgets, a decrease in interests concerning issues of a wider range, such as the sovereignty of the state, the dominance of virtual reality, but let us not deny the positive aspects (communication without regard to geographical boundaries, access to various types of information, the possibility of online certification, etc).

Thus, having considered the trends in education in the United States and the European Union in educational institutions, we came to the conclusion that in recent decades the ideological vector has changed significantly from national interests to transnational interests (environmental movement, dominance of liberalism, etc.), which is significantly different from Russia, China, as well as Kyrgyzstan, which are on the way to create their own national ideology. Addressing critical thinking in pedagogical strategies in different countries plays an important role in creating a safe space. All skills capable of forming different points of view and developing in students the ability to thoughtfully, tolerantly understand ideological complexities are especially relevant in the period of the threat of the Third World War. Therefore, due to the turbulence of the surrounding world, there are relevant topics for further study, as the emerging trend of a multipolar world, which requires a new reading of ideological security, especially in educational institutions. Therefore, the systematic integration of ideological security education and the development of comprehensive pedagogical models remain in demand.

2 METHODOLOGY, MATERIALS, AND METHODS

This study utilized a diverse set of research methods and tools to comprehensively examine the impact of ideological security education among college students including: Case study methodology; Survey and questionnaire methodology; Comparative analysis method; Interview method; Triangulation of the obtained data; The first stage of our study was conducted on the basis of Hanan Pedagogical University (China) from February 20 - May 25, 2023, the second stage was conducted on the basis of J. Balasagyn Kyrgyz National University (Kyrgyzstan). In this article we analyze the study conducted in the People's Republic of China. Using the method of cohort analysis (students as a cohort), we identified changes in attitudes toward ideological education before and after classes, debates, and round tables between students and teachers in the aspect of critical thinking development. In the first stage, 50 1st and 2nd year students and 4 educators of Hanan University of Education participated in the study. Before conducting the study, the trainees were informed about the purpose and objectives of the research work. A case study methodology was used to gain insight into the implementation and experiences of teaching ideological security in real university settings. A representative institution was selected to study different teaching strategies and their outcomes. Key variables include course content, the role of instructors, and student perceptions of the learning environment. In-depth interviews conducted by instructors with students, as well as analysis of documents containing course materials, provided a multifaceted view of aspects of ideological security education. In this study, qualitative and quantitative data were collected through surveys and questionnaires, and interviewing. The instruments developed measure variables such as students' attitudes toward ideological education to create a safe environment, susceptibility to manipulation, and self-assessment of critical thinking abilities. This approach allows for a comprehensive examination of factors influencing students' engagement in

ideological security, we developed a semi-structured interview protocol to explore and students' perceptions of the pedagogical effectiveness of encountered problems and desired outcomes of ideological security education. Through this qualitative method, variables such as: the role of the instructor, the impact on the development of critical thinking, and the encouragement of open dialog are explored. A comparative analysis was conducted to identify differences and commonalities in the implementation and outcomes of ideological security education across institutions. The approach triangulated data from literature reviews, case studies, surveys, and interviews to gain a deeper understanding of differences in teaching strategies, student experiences, and learning outcomes. Quantitative data from the surveys were analyzed using descriptive statistical techniques. Qualitative data from interviews and document analysis were thematically analyzed to identify recurring patterns, emerging themes, and insightful narratives. Combining the quantitative and qualitative data facilitated a comprehensive interpretation of the findings to provide a holistic view of the impact of ideological security education on university students. The variables measured were: Attitudes towards ideological security education; Perceived vulnerability to ideological manipulation; Critical thinking skills for self-assessment; Faculty role in promotion; Faculty role in promoting ideological security education; Student involvement in exploring different perspectives; Effectiveness of instructional strategies; Comparative analysis matrices and descriptive and thematic data analysis techniques were used in analyzing the documents. In the conducted study, the criteria for the effectiveness of the conducted experiment were before and after statistics, level of self-efficacy, COR- all students declared as participants reached the end of the study.

3 RESULTS OF THE STUDY

In order to get a complete picture of the sample of the ongoing study in Chinese and Kyrgyz higher education institutions, we decided to study the demographic profile of the participants. In this article, we review the first phase of the study, which involved 50 Chinese undergraduate students. Demographic data on the distribution of participants by age, gender, social status, and nationality. In this study, the sample consisted of 50 people who were willing to participate in the experiment, these were the students who took social and humanities disciplines and 4 teachers who teach these disciplines. The number of students was justified by the fact that to conduct in-depth interviewing and other works for the teachers involved in this stage of the study was a rather labor-intensive process.

Table 1:Demographics of the participants.

Statistics (n=50)	Frequency	Percentage
Age		
18-20 years	15	30%
21-23 years	22	44%
24 years and above	13	26%
Male gender	24	48%
Female gender	26	52%
Education	Part-time higher education	100%
Nationality	Chinese people	100%
Marital status	Single	100%
Scope of activity	Student	100%

As the results of the study show, the number of students aged 21-23 years old is 44%, which is much higher than in other age categories, and women are the majority among them - 52%, marital status is 100% single, and the represented nationality is Chinese.

While conducting the work on how the process of teaching ideological security affects the ability to engage in open dialog and discuss different points of view, participants were asked to evaluate their experiences before and after attending the relevant courses. The changes in students' attitudes toward dialoguing with people who hold opposing views and are insecure show that attending classes that emphasize critical thinking lead to the development of logical and reflective thinking skills. In the course of the experiment, we recorded the change in the attitude of students to the issues of participation in the discussion of opposing viewpoints. The results showed that after attending the courses there was a significant shift, participants noted an increased willingness to engage in constructive dialog, which indicates the positive impact of ideological security training.

In developing critical thinking skills, participants were presented with scenarios requiring critical analysis of information sources. Table No. 2 presents the distribution of answers about the effectiveness of

DOI: 10.63550/ICEIP.2025.36.67.106

ideological security training in developing critical thinking skills. The distribution of responses about the effectiveness of ideological security education in developing critical thinking skills shows that the number of agreement reaches 49% before the training and increases to 90% after.

Table 2: Opinions on the development of critical thinking skills.

Education in the development of critical thinking skills			P-value (t-test)
Answer options	Before the training	After the training	
Agreed	49%	90%	0,001
Difficult to answer	29%	8%	0,007
Disagree.	22%	2%	0,002

Thus the data showed a significant increase in the number of participants who agreed or strongly agreed that ideological security education promotes critical thinking skills we believe that the study data is statistically significant differences before and after training P (t-test) -0.001.

Table 3**:** Evaluating the effectiveness of different training methods.

Methods of teaching	Effectively	Neutral	Ineffectively
Discussion	85%	10%	5%
Research work (examples)	85%	13%	2%-
Interactive seminars	90%	8%	2%

Table 3 shows the participants' evaluations of the effectiveness of different teaching methods. According to the parameters of the effectiveness of teaching methods, it would seem that discussion and case studies are equally effective, but discussion in the percentage of ineffectiveness reaches 5%, we associate that with case studies (examples) during practical work reaches 2%. Thus, the use of the activity approach is more effective. Interactive seminars were found to be very effective (90%) in developing ideological security. The results of this study emphasize the importance of ideological security education in shaping students' perceptions, attitudes and skills. Positive effects on the development of critical thinking, open dialog, resistance to manipulation, and interaction with different points of view were identified. In addition, the comparative analysis of teaching methods provided valuable insights into effective pedagogical approaches. They illustrate the positive impact on the development of critical thinking, the introduction of open dialog leading to increased resistance to manipulation and engagement with different points of view. The findings contribute to a broader discussion on ideological security education and provide practical recommendations for teachers, educational institutions and policy makers.

4 DISCUSSION OF FINDINGS

Integrating an ideological security program into the educational process enables students to navigate political intricacies, critically evaluate information, engage in informed discourse, and contribute positively to their communities, strengthening citizenship and patriotism. The findings highlight the potential of ideological security education to shape students' attitudes, skills, and behaviors in response to contemporary challenges. Similar studies have shown similar results, for example: at Bridgewater University, a teacher at the University of Bridgewater, realizing that ideological bias could hinder productive dialogue, introduced ideological security into the course. Students in the «Global Perspectives on Socio-Political Issues course» , participated in structured debates on controversial issues, which showed an increased level of awareness. Throughout the semester, students participated in debates where they had to argue a point of view contrary to their own beliefs. Conducted seminars at Hanan University revealed that combining reflective exercises and critical analysis of media sources not only honed students' ability to identify manipulative narratives, but also cultivated an understanding of other groups' motives. Lee, Jennifer noted a similar result “The integration of targeted ideological safety activities allowed students to effectively engage with diverse perspectives” in Lee, Jennifer's work. A significant place in teaching an ideologically safe environment is given to understanding the role of media tools, therefore, in the PRC in the government's policy implementation a special role is given to information technology. Unfortunately, we must say that there is often misleading and sometimes intentionally distorted

information that substitutes for true facts, so it is so necessary to develop information education.

The trend of introducing media literacy into the educational process, in the context of which critical thinking skills are developed, began in European countries, then in Canada and America in the 20-40s of the 20th century and since then there have been several periods of promotion of these courses. For example, in response to the proliferation of misinformation on the Internet, an elective course on Digital Citizenship and Media Literacy was offered at All City College. Professor Martinez has developed assignments that allow students to critically evaluate the credibility of digital sources of information, recognize bias, and identify echo chambers. In the 21st century, the globalization of the Internet has made these courses especially relevant. Manipulation in the information sphere, where digital holograms create a parallel reality inevitably generates the need to counteract mental barriers. The joint projects conducted were devoted to fact-checking and validation of information, which allowed students to acquire the necessary skills to navigate the complex information landscape and make informed decisions.

In our study we did not touch upon the problem of inclusiveness, but we plan to consider the problem of tolerance education as another factor in creating a safe environment at the second stage (in Kyrgyzstan). A good example can be the education of inclusiveness through intercultural dialog conducted at Harmony University course “Intercultural Communication”, which promotes intercultural education as another factor in creating a safe environment which, promotes intercultural understanding through ideologically safe teaching. In fostering ideological safety, our study utilized interactive workshops and intercultural dialogues to facilitate the exploration of cultural perspectives and biases. Which helped to increase self-awareness, develop empathy. Therefore, we believe that creating an atmosphere of mutual respect and understanding through ideological security education also contributes to a more inclusive and harmonious student community. The problem of extremism very often arises in foreign universities, so measures to counter the emergence of extremist narratives are particularly relevant. Thus, Horizon University actively counteracts the rise of extremist ideologies on campus by organizing seminars led by ideological security experts (ISE). These workshops provide students with historical context, analytical tools, and counter-stories to recognize and counter extremist ideologies. By equipping students with the knowledge and skills to deconstruct manipulative narratives, the university empowers them to resist ideological exploitation, contributing to a safer and more sustainable campus environment. In the West, there are entire fields of study that work in the context of building critical and logical thinking, such as the Leadership and Ethics course at Pioneer College under the direction of Professor Carter that integrates ideological security education. Students analyze the ethical implications of different ideological views through case studies and debates. By dealing with complex ethical dilemmas arising from conflicting ideologies, students refine their ethical reasoning skills and develop the ability to lead with integrity in a world rich in ideological diversity. Each of the examples presented here highlights the transformative potential of ideological security education, reinforcing the importance of its integration into diverse academic environments. By successfully adopting the experiences of foreign counterparts in China and equipping students with the necessary skills to navigate ideological complexities, critically evaluate information, engage in informed discourse, and make positive contributions to society, ideological security education is becoming a critical tool for students' holistic development.

5 RESULTS OF THE STUDY

The findings indicate the critical role of ideological security education in shaping the perceptions, attitudes and skills of university students. The identified positive findings from the study provide valuable insights into the potential benefits of integrating such instruction into secondary and tertiary curricula. An important implication of this work is to understand the constructive impact of ideological security education on the development of critical thinking skills in university students. The findings suggest that exposure to different perspectives and discussions stimulate learners to challenge assumptions, critically analyze information, and evaluate the validity of different viewpoints. This underscores the importance of incorporating different disciplines into the ideological security curriculum, developing intellectual curiosity and the ability of students to engage in competent analytical discourse. By creating a safe space to discuss different points of view, students learn effective communication skills, actively practice attentive listening, and engage in constructive discussions. This emphasizes the potential of introducing facilitated discussion and dialogue. Another notable result has been an increase in students' resistance to manipulation. Teaching

ideological security equips students with tools to recognize and counter manipulative strategies, misinformation, and propaganda. This result emphasizes the importance of including the competencies of "media literacy" in the curriculum and critical evaluation of information to enable students to make informed decisions and navigate the increasingly confusing media landscape. The results suggest a positive relationship between fostering ideological security and exposure to diverse viewpoints. Exposing students to a wide range of ideologies, allows them to engage in meaningful dialogues and make sense of different cultural, social, and political contexts. Thus, the findings emphasize the need for interdisciplinary courses that promote cross-cultural understanding and foster a sense of global citizenship, as well as support the sovereignty of nation-states. The comparative analysis of pedagogical approaches in this study provides valuable insights into effective methods for teaching ideological security. The identification of successful strategies such as interactive discourse, case studies, and collaborative projects provide practical guidance for educators seeking to develop effective and engaging curricula. Thus, a combination of interactive and participatory methods can optimize the outcomes of ideological security education initiatives.

6 LIMITATIONS OF THIS STUDY

Limitations of the study: although this study was able to draw insightful conclusions, some limitations should be recognized. The relatively modest sample size of 50 participants may limit the generalizability of the findings. In addition, the reliance on self-reported data may introduce bias in participants' responses. The study examined mainly short-term effects, and long-term effects require further investigation.

Directions for Future Research: To address these shortcomings and expand the knowledge base, we plan to examine the long-term effects of ideological security training on college students in the future. Longitudinal studies tracking participants over time could provide insight into sustained effects on critical thinking, open dialog, and engagement with diverse perspectives. Additionally, involving more diverse and representative samples would allow for a more nuanced analysis of the impact of ideological security training on different demographic groups.

7 CONCLUSION

Given the historical context, empirical evidence and contemporary imperatives, the importance of ideological security education is undeniable. Conducted a comprehensive study of students' ideological security, empirical examples have demonstrated the role in the development of the ability to distinguish, analyze different points of view. The empirical rationale presented emphasizes the urgent need to organically integrate ideological security training into higher education. By developing critical thinking, supporting open discourse, building resilience to manipulation, and engaging with diverse viewpoints, ideological security education provides students with the necessary tools to address the complex challenges of the modern era. Through meticulous research and careful analysis, the potential effectiveness of ideological security education and its profound impact on students' disposition, immunity to manipulation, ability to think critically, and receptivity to dialog are revealed. This paper can serve as a compass to guide educators, educational institutions, and policy makers in thinking about the best approaches to navigating the maze of ideological diversity. It is a beacon pointing the way to educational methods that are not only effective but also transformative, beckoning to enlightenment, empowerment and harmony in the educational environment.

ACKNOWLEDGMENTS

The authors would like to thank Nurjamal Tashmatovna Karasheva, candidate of pedagogical sciences, for help in statistical calculations, Natalia Padalkina, editorial director of the Medical Journal of the Kyrgyz State Medical Academy, and all anonymous reviewers.

REFERENCES

Leaning, M., 2019. An Approach to Digital Literacy through the Integration of Media and Information Literacy. *Media and Communication*.7(2): 4−13.

Parliament of the Commonwealth of Australia. Inquiry into national security risks affecting the Australian higher education and research sector. Canberra; 2022. 149 p. https://www.aph.gov.au/Parliamentary_Business/Committees/Joint/Intelligence_and_Security/NationalSecurityRisks/Report

Demick, B., 2013. *Ordinary lives in North Korea*. M.:Alpina. 428 p.

Zakharova, L., 2022. A Bumpy Road to Bright Goals: North Korea's Approach to Implementing the 2030 Agenda and Prospects for International Cooperation. *International Organisations Research Journal*. 17(3):175–193.

Zhebin, A.Z., 2020. *The Korean peninsula: history and present times*. Moscow: RAS IFES Press; 456 p.

Khamutaeva, C.V., 2016. Conservatism as a political philosophy in South and North Korea. *Bulletin of Buryat State University. Philosophy.* 6:120-127.

Yagnakova, E.Z., Vasilieva, S.A., 2016. ideologization of education in the modern world. Eurasian *Journal of Region and Political Research.* 1(16):72-85.

Bogatyrev, V.V., 2022. Ideology of education - the basis of state security. *Legal support of national security. Thirty years of legislation on the security of the Russian Federation: Materials of the All-Russian Scientific and Practical Conference RANEPA*; 22 April 2022 Moscow: Prospect, 51-55.

Boch, A., 2022. The Limits of Tolerance: Extreme Speakers on Campus. *Social Problems*. 69(1):143-163.

Smith, M., Walsh, P., 2023. Security sensitive research: balancing research integrity, academic freedom and national interest. *Journal of Higher Education Policy and Management*. 45(5):495-510.

Mejia, R., Beckermann, K., Sullivan, C., 2018. White lies: a racial history of the (post)truth. *Communication and Critical/Cultural Studies.* 15(2):109-126.

Bellaera, L., Weinstein-Jones, J., Llie, S., Baker, S.T., 2021. Critical thinking in practice: the priorities and practices of instructors teaching in higher education. *Thinking Skills and Creativity.* 41(4):100856.

Lu, G., Wang, J., 2021. Relationships between teacher autonomy, collaboration, and critical thinking focused instruction: a cross-national study. *International Journal of Educational Research.* 2021;106: 101730.

Frykholm, J., 2021. Critical thinking and the humanities: a case study of conceptualizations and teaching practices at the section for cinema studies at Stockholm University. *Arts and Humanities in Higher Education*. 20(3):253-273.

Evendi, E., Al Kusaeri, A.K., Pardi, M.H.H., 2022. Assessing students' critical thinking skills viewed from cognitive style: Study on implementation of problem-based e-learning model in mathematics courses. *Eurasia Journal of Mathematics, Science and Technology Education.* 18(7):em2129.

Toropova, S.I., 2023. Development of critical thinking of students - future biotechnologists in the process of teaching mathematics. *Obrazovanie i nauka = The Education and Science Journal.* 25(5):49-76.

Solodikhina, M.V., Solodikhina, A.A., 2019. Development of critical thinking of master's degree students using STEM cases. *Obrazovanie i nauka = The Education and science journal.* 21(3):125-153.

Pavlovskij, A.I., Pavlovskaya, O.V., 2024. Assessment of students' critical thinking maturity in the process of teaching philosophy. *Obrazovanie i nauka = The Education and science journal.* 26(5):40-66.

Dienichieva, O.I., Komogorova, M., Lukianchuk, S., Teletska, L.I., Yankovska, I.M., 2021. From Reflection to Self-Assessment: Methods of Developing Critical Thinking in Students. *International Journal of Education and Information Technologies.* 15:227-236.

Hsu, Y-C., 2021. An Action Research in Critical Thinking Concept Designed Curriculum Based on Collaborative Learning for Engineering Ethics Course. Sustainability. 13(5):2621.

Pevnaya, M.V., Tarasova, A.N., Telepaeva, D.F., Protasov, D.S., 2024. Transformative agency of students as a resource to form civic consciousness in education system. *Obrazovanie i nauka = The Education and science journal.* 26(4):169-200.

Sakharchuk, E.S., Kiseleva, I.A., Baghramyan, E.R., Sakharchuk, A.L., 2023. Axiology of education: Ideals and unifying values in social education of modern student youth. *Obrazovanie i nauka = The Education and science journal.* 25(3):67-96.

Voytyuk, V.P., 2019. The role of ideology in the formation of the first state formations. In: Erzaulova A.G., ed. *Myth. Culture. Ethnos: Collection of scientific articles on the materials of the All-Russian scientific conference 'April Yalta: Myth and Culture of Tavrida'*; 50-53.

Agutin, A.V., 2023. Spiritual bonds of national education and liberal ideology: dialectic of spiritual and moral (concrete) and immoral (abstract). *Journal of Applied Research.* 1:167-171.

Bobkov, A.I., 2023. Education without ideology, or the end of the idea of the university. *Juridical science and practice: Bulletin of the Nizhny Novgorod Academy of the Russian Ministry of Internal Affairs.* 1(61):178-181.

Lomakina, I.S., 2023. Influence of neoliberal ideology on the change of value orientations in the education system. *Features of socio-economic development of the region: legal, managerial and socio-humanitarian aspects*; Chuvash State Pedagogical University named after I.Y. Yakovlev,435-441.

Lykov, A.V., 2020. Ideology and education. *University complex as a regional centre of education, science and culture: Proceedings of the All-Russian scientific and methodological conference (with international participation);* 1320-1328. (In Russ.)

Averkov, A.N., 2022. State ideology and basis for designing educational work in educational institutions. *Bulletin of Polessky state university. Series in social sciences and humanities*. 2:58-64.

Kefeli, I.F., Komleva, N.A., 2019. On the Role of Information and Ideological Security the Counter-Strategy Hybrid War in Eurasia. *EURASIAN INTEGRATION: economics, law, politics.* (1):54-60.

Rusina, Yu.A., 2019. The Everyday Life of a Ural Higher Educational Institution in the Epoch of Changes (Second Half of the 1980s–1990s): Oral History View. *Izvestia. UrFU. Series 2. Humanities and Arts.* 21(1):283–296.

Brusilovsky, D.A., Angel, O.V., Meshcheriakova, Y.V., 2017. Youth cooperation as one of the mechanisms of

dialogue of civilizations (methodological aspects). *Innovative practice in the Eurasian Economic Union: power, business, science. Collection of materials of the international scientific-practical conference: in 2 parts;* Volume 1. Arkhangelsk, 23-24 March 2017. Arkhangelsk: Private educational institution of higher education 'Institute of Management', 202-209.

Sarah, W., 2017. Building Resilience to Ideological Manipulation: An Empirical Analysis. *Higher Education Research*. 28(4):456-472.

Greene, C.M., Murphy, G., 2021. Quantifying the effects of fake news on behavior: Evidence from a study of COVID-19 misinformation. *Journal of Experimental Psychology: Applied;* 27(4):773–784.

Bataeva, E.V., 2019. Cognitive and metacognitive skills of students in the context of SMART-education. *Obrazovanie i nauka = The Education and science journal*. 21(4):36-59.

Jiang, Y., Zhang, J., Xin, T., 2018. Toward education quality improvement in China: A brief overview of the national assessment of education quality. *Journal of Educational and Behavioral Statistics*. 44(6):733–751.

Higgins, K., 2016. Post-truth: a guide for the perplexed. *Nature*. 540(7631):9.

Kuznetsova, N.V., Lugovskoy, A.V., 2023. The development of critical thinking for information and psychological security assurance among university students. *The world of science, culture and educationю* 1(98):22-25.

Shen, J., 2020. *Report on the development of ideological and political education of Chinese college students 2018-2019*. Beijing: Beijing Normal University Publishing House; 15 p.

Xi, Jinping, 2020. *The Governance of China: Volume 3.* Beijing: Foreign Language Publishers; 668 p.

Dolgaya, O.I., 2019. World tendencies in general education: new ideology of education and change of psychological and pedagogical approaches to teaching. *Pedagogicheskij ZHurnal Bashkortostana = Pedagogical Journal of Bashkortostan.* 6(85):32-39.

Symeonidis, V., Schwarz, J.F., 2016. Phenomenon-Based Teaching and Learning through the Pedagogical Lenses of Phenomenology: The Recent Curriculum Reform in Finland. *Forum Oświatowe.* 28(2):31–47.

Korovnikova, N.A., 2021. Artificial intelligence in the modern educational space: problems and prospects. *Social'nye novacii i social'nye nauki = Social novelties and Social sciences.* 2(4):98–113.

Lee, J., 2016. Strategies for enhancing ideological resilience in college. *Journal of Higher Education Research*. 2:201-218.

Brown, M., 2019. Promoting open dialogue: The Role of Ideological Security Education. *Teaching and Learning in Higher Education.* 1:67-82.

Rochford, F., 2003. Academic freedom as insubordination: the legalisation of the academy. *Education and the Law.* 15(4):249-262.