

TRENDS OF THE IMPACT OF ARTIFICIAL INTELLIGENCE SERVICES ON THE MENTAL DEVELOPMENT OF YOUTH

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Abstract

This article analyzes the motives, development characteristics, and complex features of the impact of artificial intelligence services, which offer services in education and informatization, on young people. Such research is important at a time when the younger generation is facing a technocratic society. Based on the studies, certain conclusions and proposals based on existing analyzes on the topic are presented.

Keywords: Human resources, youth thinking, artificial intelligence, technological development, cognitive abilities, creative thinking, mental development, emotionality.

Introduction

In today's reality, when the hypothesis of the philosopher Alan Turing "I propose to consider the question of whether machines can think?" [1] has become a full-fledged reality, the thinking of young people is constantly undergoing renewal in the information age. Scientific study and interpretation of this issue provide an opportunity to predict the prospects and complexities of mental and spiritual development in young people and determine measures. This factor in information communication is different from other types of tools.

Research Methodology

The study used scientific research methods such as theoretical analysis, generalization, comparison, analysis, synthesis. These methods study the artificial intelligence services, which are the object of research, and the cognitive and psychological development process of young people, which are the subjects, based on the principles of objectivity, determinism, criticality, and developability.

Literature Analysis

The development of human resources of young people in the virtual world, including artificial intelligence, is being studied in modern research on the development of psychological, pedagogical, cognitive spheres in the trend of informatization. In philosophy, the studies of M. Toshboboyev, N. Aliyev indirectly serve as the basis for research within the scope of the topic. Social surveys, scientific research and other tools are used in this. Philosophical approaches to this are studied by such researchers as T. Legro, I. Sample, Y. Liu, S. Russell, A. Turing.

Analysis

The aspects of artificial intelligence services, which are increasingly used in educational and professional development as a source of information, related to the development of the personality of young people, develop intellectually and psychologically in their own way. Just as the processes of studying the human mind are not fully completed, the understanding of human-developed cognition also has complex aspects. According to The Guardian: “Many SI systems are so complex that their designers cannot explain how they reach their decisions.” [2] Since the process of assimilating knowledge is one of the foundations of mental and spiritual changes in humans, it is important to study the sources of knowledge that use it as a means of knowledge.

In recent years, the contradictions arising from the existence of artificial intelligence as an alternative to human thinking have been increasing. In the competition between the two minds, it is becoming commonplace in the lives of modern youth to reach a point where human mental potential and creativity are significantly lagging behind. Author Stuart Russell argues that “the sole purpose of a machine is to maximize human desires.” [3] He points out that technological advances are not beyond human control. In some ways, AI-generated content is becoming more useful as young people learn, refine their ideas, verify information, and use a variety of functions. However, its negative aspects are becoming more of a threat to human resources than a benefit. Research on the effects of AI on more than 3,500 individuals participating in a prestigious Harvard University study found that: “Despite the performance benefits, participants who collaborated with an AI-generated person on one task and then switched to another, unassisted task consistently reported lower intrinsic motivation and increased boredom.” [4] Although the ability of a generative algorithm to adapt

to a person creates conditions for individual learning for the user, the fact that young people are able to generate anything from simple greetings to complex scientific articles is a blow to their psychological and mental abilities.

As human mental tasks are increasingly transferred to technical capabilities, primary cognitive abilities such as the ability to sort information based on an analytical approach, reasoning, creativity, and memorization decrease. In creative works such as drawing and writing poetry, artificial intelligence reduces their creative abilities. Such an imbalance in the information space can increase anxiety about the future among young people at a time when the threat of technological unemployment is increasing and can form unhealthy social thinking among young people who see the acquisition of knowledge for professional development as meaningless. Researcher M. Toshboboyev emphasizes that "the emergence of artificial intelligence has several extremely serious threatening consequences that humanity will have to overcome in one way or another in the future. These are psychological, professional, moral, and existential consequences." [5]

The dangers observed in young people in their mental development are primarily their attachment to artificial intelligence, which is part of the virtual world. When such emotional connection is preferred to family, friends, and other real participants in social relations, young people involuntarily begin to get used to social isolation. While artificial intelligence serves them as a positive guiding assistant in various areas, it can also sharply throw off their sense of nervousness and usual patience. One of the reasons for this is the fact that a person adapts to technical accuracy and the speed of information provided. According to another researcher, N. Aliyev: "New inventions on a planetary scale, such as the creation of artificial consciousness and artificial organs, require procedures, relationships, and laws that did not exist before for humanity." [6] Artificial intelligence is shaping a new era in the development of the human personality and requires serious retraining. Despite the increase in information sources and tools of the modern generation, their mental capacity is weakening, and their tendency to unexpected and constant changes in their psyche is also evidence of this.

The effects that further increase the main risks analyzed above are sleep and attention disorders in young people due to addiction to gadgets, and one-sided thinking and distraction due to information bias in the provision of artificial intelligence information. Usually, such situations can be typical for the Internet and traditional

information sources. Tom Legro quotes Nicholas Carr, who proved this through neurological research: “Any thought process that requires concentration on one thing is disrupted, and unfortunately, brain science tells us another thing: the process of concentration, deep attention activates our deepest thought processes, our long-term memory, the formation of conceptual knowledge, critical thinking, all of which depend on our ability to concentrate.” [7]

Nevertheless, the potential for harm to young people in the formation of their personality is at high risk due to artificial intelligence manipulations. When the potential dangers of the virtual world to a person indicate new dangers and the complications of the resulting impact remain difficult to eliminate, a person may reach a level where he feels the need for psychological support. At the same time, there are not only pessimistic arguments in the approach, but also positive possibilities. This can only be achieved by ensuring a balance of media literacy and information culture among young people.

Analysis. With the fact that young people's information consumption is based on artificial perception, it is appropriate for modern young people to pay attention to the following aspects:

- the problems of the breakdown of social relations and the reduction of differences between real existence as a result of dependence on the virtual world;
- control of the impact of artificial intelligence on the limitation or disappearance of the existential abilities and mental potential of young people;
- the emergence of sharp changes in the implementation of human resources as a result of the violation of subjectivity (personal experience);
- clarification of obligations such as responsibility for decisions made through artificial intelligence, academic integrity.

Considering the fact that all indicators of youth development are increasingly directly or indirectly influenced by artificial stimuli, it is necessary to develop guidelines to limit their dependence on such tools and prevent them from being subjected to mental and psychological manipulation. Governments should determine the extent and criteria to which artificial intelligence can be used in areas such as academic integrity, virtualization in education. It will also be possible to achieve practical measures by tightening the issues of responsibility for the activities of such services. However, parental control and the stable positive development of the information environment

of society will allow young people to be directed as positive managers to a specific artificial intelligence.

Conclusion

The youth of the information age face enormous opportunities and challenges in the process of advanced development. In particular, by using the same opportunities in the use of artificial intelligence, they can reduce problems and achieve personal development. Forecasting the development processes of development is a complex process, and the relationship of young people with artificial intelligence can lead to both the loss and formation of personality.

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