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# THE IMPACT OF ARTIFICIAL INTELLIGENCE ON YOUTH

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**Abstract**
In the context of the rapid development of artificial intelligence technologies, their influence on young people and the processes of their socialization is increasing. Artificial intelligence is becoming an important factor affecting the formation of worldview, communication skills, learning motivation, and emotional state of young people. The use of digital technologies and intelligent systems has both a positive impact on personal development, contributing to the acquisition of new knowledge and the development of creativity, and creates certain risks associated with technology dependence, reduced critical thinking, and decreased live communication.

**Keywords**: Artificial intelligence, youth, digital environment, socialization, psychological influence.

## Introduction

In the context of the rapid development of digital technologies and the active implementation of artificial intelligence in various spheres of public life, the problem of the impact of artificial intelligence on youth is becoming increasingly relevant [10]. Artificial intelligence is gradually becoming an integral part of the modern social environment, influencing education, communication, professional activity, leisure, and the processes of socialization of young people. Youth represent the most active users of digital technologies; therefore, they are the group most significantly affected by intelligent systems and the digital environment.

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Modern artificial intelligence technologies are used in educational platforms, social networks, search engines, chatbots, digital assistants, recommendation systems, and generative neural networks [11].

As a result, the ways of obtaining information, organizing learning activities, communication, and personal self-realization are being transformed [3]. Artificial intelligence is becoming not only a technical tool but also an important socio-psychological factor capable of influencing the personal development of youth [1].

Contemporary research indicates that human interaction with intelligent technologies affects the cognitive, emotional, motivational, and value-related spheres of personality [4; 8]. Under the influence of the digital environment, changes occur in thinking processes, attention, memory, the ability to analyze information, and decision-making. Continuous interaction with intelligent systems alters the mechanisms of information processing and the nature of cognitive activity.

These changes are particularly significant during youth, as this period is characterized by the active formation of:

- worldview;
- value orientations;
- professional identity;
- motivational sphere;
- self-regulation skills;
- social attitudes of the individual [2].

In this regard, the problem of the impact of artificial intelligence on youth is currently considered one of the most significant areas of contemporary psychological, pedagogical, and sociological research [10; 11].

Modern society is characterized by a high level of digitalization and the active dissemination of intelligent technologies. Artificial intelligence is gradually being integrated into all spheres of human life and is becoming part of the everyday reality of young people [3].

Today, young people interact with AI on a daily basis: they use neural networks for learning, receive recommendations on social networks, rely on digital assistants, apply generative models to create texts, images, and presentations, and use algorithms in information search and communication [12]. As a result, the digital environment becomes one of the most important factors in the socialization of modern youth [8].

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From the perspective of the cultural-historical approach, personality development is determined by the characteristics of the social environment and the system of interaction between a person and cultural tools [2]. A. G. Asmolov emphasizes that changes in the sociocultural environment inevitably lead to transformations in values, life meanings, and ways of personal self-realization [1]. In the context of digitalization, artificial intelligence becomes a new cultural tool influencing the process of personality formation in young people.

G. U. Soldatova considers the digital environment as a special space of socialization in which the following are formed:

- values;
- patterns of behavior;
- communication strategies;
- social attitudes of youth [8].

Digital socialization significantly transforms the ways of communication, self-presentation, and perception of information.

Modern researchers note that artificial intelligence is becoming not only a technical tool but also an active participant in human interaction with the surrounding world [10; 11]. Intelligent technologies begin to perform part of the cognitive functions of the individual:

1. information search;
2. data analysis;
3. activity planning;
4. text processing;
5. organization of the learning process.

As a result, the nature of cognitive activity and the structure of human interaction with the information environment are changing [3].

One of the most significant directions of the influence of artificial intelligence is its impact on the cognitive sphere of personality.

Modern studies show that the continuous use of intelligent technologies changes thinking patterns, attention, memory, methods of information analysis, and decision-making processes [4].

In the digital environment, young people gain broad access to information, which significantly facilitates learning and self-education processes [10]. Artificial intelligence opens up new opportunities by enabling the automation of data search,

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structuring of information, creation of concise summaries, translation of texts, explanation of complex topics, and adaptation of the educational process to individual learners' characteristics. The use of intelligent technologies contributes to the development of digital literacy and skills for effective information management, allowing young people to function successfully in modern society [11].

At the same time, alongside the obvious advantages, researchers point to a number of psychological risks [4; 6]. The active use of digital assistants leads to the transfer of certain intellectual operations to external systems. Individuals increasingly rely on ready-made algorithmic solutions instead of independent analysis, which may affect the depth of information processing. This is manifested in a weakening of analytical abilities, a tendency toward superficial perception, and a decline in sustained attention.

Contemporary psychological studies indicate the formation among young people of a habit of rapidly obtaining ready-made answers [4]. As a result, the need for prolonged intellectual effort and consistent comprehension of material decreases. Particular attention is paid to the phenomenon of "clip thinking," which emerges under the influence of the digital environment and algorithmically generated content on social media [8]. Continuous interaction with short and fragmented information formats complicates work with large texts and makes it more difficult to maintain attention on complex tasks.

A separate area of analysis concerns the impact of intelligent technologies on the motivational sphere of personality. On the one hand, digital tools significantly expand opportunities for learning, self-development, professional growth, and creative self-realization [10]. Due to access to diverse educational resources, young people can independently learn foreign languages, study programming, complete online courses, and develop their own projects. This contributes to the formation of a lifelong learning orientation and the development of professional competencies.

On the other hand, the high availability of automated solutions can transform motivation [6]. Some young people develop an orientation toward achieving quick results with minimal effort, which is expressed in the avoidance of complex tasks and reduced persistence in completing them. Under such conditions, the role of external incentives increases, while intrinsic cognitive interest may weaken.

Digital transformation also affects perceptions of professional activity. The spread of intelligent systems raises questions about the future of professions, the possible

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automation of labor, and the need for continuous reskilling [12]. This contributes to the formation of new professional orientations while simultaneously increasing uncertainty and anxiety regarding career prospects.

Significant changes also affect the emotional sphere of personality. A substantial portion of communication is shifting to the digital space, including social networks, messaging applications, and online platforms. Algorithms analyze user behavior and generate personalized information flows, which increases engagement in the digital environment [8]. On the one hand, technologies expand opportunities for maintaining social connections regardless of distance; on the other hand, they may lead to a number of negative consequences, such as increased anxiety, emotional instability, feelings of loneliness, and a decline in the quality of interpersonal interaction [5].

Orientation toward digital indicators of approval (likes, views, comments) becomes a significant factor in self-esteem. This increases dependence on external evaluation and contributes to the development of internal tension [5]. An additional risk factor is the constant comparison of oneself with idealized images presented in the digital environment, which may lead to dissatisfaction with oneself.

Intensive use of technologies is also associated with emotional exhaustion, information overload, and disruptions in self-regulation [6]. These phenomena are particularly significant during youth, when personality formation is still actively ongoing.

The digitalization of society also influences the value orientations of young people. New perceptions of success, self-realization, and education are being formed. The importance of flexibility, the ability to adapt quickly, and the skills of learning and effective information processing is increasing [3]. At the same time, attitudes toward knowledge are changing: the role of rote memorization is decreasing, while analytical skills, critical thinking, and the ability to navigate information flows are becoming more important.

At the same time, transformations in the value sphere are possible, including the strengthening of individualistic tendencies, superficial communication, and a decline in the importance of direct interpersonal interaction [8]. Algorithmic content filtering can influence the formation of worldview by limiting the diversity of perceived information.

One of the key problems is the development of dependence on intelligent technologies. With active use of AI, young people increasingly delegate functions

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such as information analysis, decision-making, activity organization, and the completion of academic tasks to digital systems [4]. This is accompanied by a decrease in confidence in one's own intellectual abilities and the formation of a stable need for technological support. As a result, part of the mechanisms of self-regulation is transferred to the external environment.

Artificial intelligence plays a particularly important role in the education system. Its application enables the personalization of learning, consideration of individual characteristics of students, the creation of adaptive programs, automation of assessment, and expansion of access to educational resources [10]. According to international organizations, including UNESCO, these technologies are becoming a key factor in the transformation of the educational environment [10]. Intelligent platforms are capable of analyzing learning outcomes, identifying learning difficulties, and selecting optimal tasks, thereby increasing the effectiveness of the educational process [11].

However, the use of such systems is also associated with certain risks, including the development of dependence on automated assistance, a reduction in the depth of learning, and decreased cognitive activity [4; 6]. In this regard, the development of critical thinking, information literacy, responsibility, and the ability to use technologies consciously becomes particularly important for young people [8].

Thus, artificial intelligence has a multifaceted impact on the personal development of youth. It creates broad opportunities for education, creativity, and professional growth while simultaneously generating new psychological challenges [10; 11]. Under modern conditions, it is especially important to maintain a balance between the use of digital technologies and the development of independent thinking, as well as to foster skills for responsible interaction with the digital environment [1; 2].

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