



Article

The Influence of Media on Personality Development

Razikova Lola Tychiyevna^{1*}

Associate Professor, SamSMU "Pedagogy-psychology" Department

***Correspondence:**

Tychiyevna, R, L

gulishodieva@mail.ru

Received: 03th May 2024

Accepted: 19th June 2024

Published: 30th July 2024

Copyright © 2024 by author(s) and Scientific Research Publishing Inc. This work is licensed under the Creative Commons Attribution International License (CC BY 4.0).

<https://creativecommons.org/licenses/by/4.0/>



Open Access

Abstract

The article examines the problem of the influence of mass media on the formation of the personality of adolescence, in particular, on the experience of certain mental states by adolescents. It was established that in the era of globalization and informatization, a complex information society is being created, which is based on the most modern and rapidly developing technologies. Mass media have two aspects in terms of influence on teenagers: positive and negative. The positive aspect is that the teenager receives new information, expands his worldview, can find an answer to any question that worries or interests him, acquires new knowledge and skills. Many teenagers use the World Wide Web not only for studying or searching for necessary information, but also as a means of spending free time.

Keywords

Mass Media, Adolescence, Mental States, Positive Influence, Negative Influence, Critical Thinking, Critical Perception.

Introduction

As one of the possible ways of combating the negative aspect of the influence of mass media and reducing their role in a teenager's life, the development of the ability to think critically through critical perception of information is suggested. Therefore, education should play a leading role in society not only from the point of view of providing knowledge and information, but, first of all, from the point of view of teaching teenagers to consciously perceive and analyze various types and means of presenting information, to critically reinterpret it in relation to their own needs, interests, values and their correlation with the values of certain groups and society in general.

Literature Review

In a transforming society, the role of the mass media increases significantly, because it is in such periods that the need for citizens to accurately and objectively assess social phenomena and events grows. Modern mass media, to a large extent, level the socio-cultural reproduction of an

individual personality, orienting it to the mass consumption of created stereotypes, which undermines the basis of the development of the individuality of a growing personality. From this point of view, the question of the influence of mass media on the formation and development of the personality of the younger generation acquires a special acuteness and significance.

The professional interest of psychologists in various types and levels of changes in the personality of teenagers is quite significant and stable. This is evidenced by the focus and number of works devoted to this problem. In our country and abroad, considerable experience in the study of adolescence has been accumulated. In particular, the works of both foreign and domestic psychologists are devoted to adolescent personality development: H.S. Abramova, L. I.Bozhovych, M.A.Borishovsky, A.N.Brushlinskyi, I.W.Bulakh, Sh.Buller, I.N.Dubrovinoi, Kh.Zhinot, B.Zazo, T. M. Zelinska, V. T. Kondratenko, M. Cole, I. Yu.Kulaginoi, A. T. Lichko, A. M. Prihozhan, F.Rice, H.Remshmidt and others.

Methods

The works of researchers devoted to the analysis of various aspects of the functioning of mass media in society are also relevant. In particular, N. I. Kostenko examines the theoretical and methodological foundations of mass media functioning, values and symbols in mass communication.

The mass media is a powerful factor influencing the consciousness of people, especially teenagers with weak self-awareness and an unformed worldview. Today, people receive a lot of new information every day, sometimes without even thinking about the source of its distribution. Television, radio, printed products, the Internet - all this affects a person's choice on a daily basis, starting from what yogurt he will eat for breakfast, ending with the choice of the president of the state [6; 10].

Mass information is publicly distributed printed and audiovisual information. Mass media is a system of institutions and establishments created for the purpose of public, operational dissemination of information about events and phenomena in the world, country or region to an unlimited circle of people, oriented towards the fulfillment of certain social, group and individual tasks.

The need to transmit social information, which forms mass consciousness, became one of the main reasons for the emergence and development of mass media. Other means are not able to influence the opinion of individuals, social groups and society in general so quickly, regularly and on a large scale. In order to navigate in various information flows, the society should form an information culture as one of the components of the general culture of the individual.

Today, the objective regularity of the development of the information society is the intensification of information processes. These processes, with the help of the mass media (mass media), can have both a positive (propaganda and dissemination of high cultural values in society, education of people on the models of world culture that contribute to comprehensive human development), and a negative impact, leading to information overload, which, in turn, weakens the ability to think and reason. Of particular concern is the fact that modern mass media have a directed (unfortunately, mostly negative) impact on the growing generation, particularly teenagers. The wave of violence that engulfed society, the growth of unmotivated aggression, the

destruction of traditional universal human values, the absence of certain moral guidelines and spiritual leaders, the lowering of the threshold of emotional sensitivity (the so-called "emotional debilism"), all this is due, not least, to the modern content of the materials, which are obsessively presented in mass media [5].

This is especially relevant today, when it comes to the lack of control over the mass media market, the unregulated provision of information to different audiences, which as a result has a detrimental effect on the formation of moral and ethical values of the younger generation.

For example, in the opinion of V. Yu. Stepanov, mass media in the market conditions have lost their most important functions of education of youth, formation of personality, and general education of the population. Modern mass media is mainly a business, the main goal of which is to make a profit. On the way to achieving this goal, all means are used to interest a large audience of "consumers". Not to develop a person in his best manifestations, but to satisfy his momentary, often not the best, desires. Such trends in the interaction of mass media and society are especially noticeable in the activity of television, which most effectively affects the audience by offering a visual picture that people perceive as quite reliable. Visual images are remembered better than verbal ones and are stored longer in memory [8; 9].

Results and Discussions

The role of television is multifaceted and decisive in many cases due to the fact that it is able to construct a specific social reality in a certain way (which alone is worth such programs as "Pregnant at 16", "Darling we kill children", which on a subconscious level lay terrible examples of distorted social interaction and do not provide positive examples for imitation - comment by our D. A.), participating in the formation of moral, economic, legal, historical consciousness, introducing specific knowledge, ideas and attitudes into everyday life [11].

The most modern type of mass media is the Internet, with the spread of which appeared online mass media that have their own website. Therefore, in the modern era of globalization, the defeat and victory of certain interests and interest's social groups and, even, entire states are carried out on the invisible front of information-psychological wars, which use communication technologies with long-term and short-term goals. In such conditions, the role of mass media in the formation of individual and social consciousness of an individual grows significantly. Media in today's world is an important part of "spiritual production". Therefore, the underestimation of the influence of mass media on people and the manipulation of public consciousness become one of the main reasons for the erosion of cultural values, the degradation of art, morality and spirituality, the reduction of accessibility, and, accordingly, the level of education of the younger generation.

One of the characteristics of adolescence is the entry into social life with the emergence of new responsibilities, an active desire for self-realization. In adolescence, further development of mental cognitive processes and personality formation takes place, as a result of which interests change. They become more differentiated and stable; educational interests lose their leading importance. A teenager begins to orient himself towards "adult" life, in which establishing and maintaining social contacts is a mandatory condition for a comfortable existence [2; 10; 12].

Recently, the issue of the growing influence of mass media not only on behavior, but also

on the consciousness and psyche of children has become increasingly the subject of analysis by scientists, teachers, and psychologists. For many teenagers – “children of the Internet”, who grew up on cartoons and computer games, the actual existing reality is replaced by a virtual one. Sitting at a computer or watching TV, a person seeks to relax and rest; his mental state expresses his readiness to receive information. Everything that absorbs consciousness at that moment, evokes emotions and is “recorded” in the subcortex and becomes practically his own thought [11]. Information can subconsciously influence a person’s behavior, determining his not always positive actions, especially in teenagers, whose psyche is emotionally vulnerable, unstable, and the experience of real social life is limited.

A modern teenager lives in a world that is complex in its content and socialization trends. The tense, unstable social, economic, ecological, ideological and political situation currently prevailing in society causes the growth of various deviations in the personal development and behavior of both children and adults who raise them [14].

Since the situation that prevails in our country is quite difficult and is constantly reflected in all mass media - this has a significant impact on both an adult, fully formed personality and a personality that is only being formed, leads to the accumulation of psychological tension and the formation of a tendency to antisocial behavior as one of the possible ways to get rid of frustration, tension and aggression [7; 13]. Therefore, it is important to teach teenagers to adequately overcome stressful situations, develop self-control, find socially acceptable ways to reduce aggressiveness, for example, sports. In restraining aggression, an important role is played by the development of psychological processes of empathy, identification and decentration, that underlie the ability to understand other people and empathize with them, which contributes formation of the idea of another person as a unique value. In recent years, the works of Uzbek researchers have appeared, devoted to the analysis of various aspects of the functioning of mass media in society, but the problem of the influence of mass media on the mental states of adolescent children and their personal development remains insufficiently researched.

Mass media, especially mass media, have two aspects in terms of influence on teenagers: positive and negative. The positive aspect is that the teenager receives new information, expands his worldview, can find an answer to any question that worries or interests him, acquires new knowledge and skills. Many teenagers use the World Wide Web not only for studying or searching for necessary information, but also as a means of spending free time. The Internet is a simple and attractive way to escape from the complex reality, full of various problems and troubles. In the virtual space, a psychological field with absolute openness, unlimited possibilities arises, where you can do everything that is not available in the real world. But it is difficult to return to real life and study. This leads to conflict, the emergence of neurotic disorders and changes in personality. First of all, this concerns those whom scientists call Internet addicts [6].

Also, teenagers spend a lot of time watching movies, ranging from children’s cartoons to horror and erotic films. Watching any movie, a teenager, in addition to receiving new information, experiences certain emotions that this movie causes.

If it is a horror movie, then the teenager may feel fear, anxiety, while certain images sneak into the subconscious. The consciousness of such a teenager “cannot filter and respond adequately” to what he sees, since such a personality is only being formed. All the information

that a teenager receives from mass media, on the one hand, expands and increases the scope of his knowledge, on the other hand, causes feelings and emotions such as: anxiety, fear, uncertainty in the future and in himself, disappointment, sadness, which are reflected on his mental state [5].

Conclusion

So, the negative aspect of the influence of mass media consists in replacing the real world with a virtual one, which contributes to the appearance and development of anxiety, aggressiveness, and fears.

In order to avoid the negative impact of mass media on human consciousness, in particular the mental states of teenagers and their personality development, it is necessary to constantly train critical perception of any information that enters their information field.

Critical perception is formed and comes from a person's critical thinking. D.Halpern believes that a person who thinks critically is characterized by the ability to plan and flexibility thinking, persistence, willingness to correct mistakes, understanding one's own thought process, ability to compromise. Criticality in psychological and pedagogical literature is considered as a conscious control over the course of intellectual activity, in the process of which evaluation of work, thoughts, developed hypotheses, ways of proving them, etc. takes place.

Formed critical thinking skills ensure making the most optimal decisions in any activity, openness to new ideas and knowledge. Critical thinking is higher-order thinking, which is based on broad awareness, conscious perception of one's own intellectual activity and the activity of others, which contributes to the development of such a personal trait as creativity, and forms creative thinking, and therefore, a creative personality.

References

- [1] Shahnoza H. Exploring formal and informal condolence expressions in english and uzbek languages //Journal of Academic Research and Trends in Educational Sciences. – 2024. – T. 3. – №. 2. – C. 67-72.
- [2] Shahnoza H. The level of euphemisms and dysphemism in expressing condolences in english and uzbek languages //Academia Repository. – 2024. – T. 5. – №. 03. – C. 47-51.
- [3] Tuychievna, R. L., & Kamilla, E. (2024). Effectiveness of improving mental competence of students of higher education institutions. *European International Journal of Multidisciplinary Research and Management Studies*, 4(05), 73-80.
- [4] Tuychiyevna, R. L. (2024). Issues of formation of youth spirituality in a higher educational institution. *Western European Journal of Modern Experiments and Scientific Methods*, 2(5), 96-101.
- [5] Tuychiyevna, R. L. (2024). Norms and Requirements For Communication in the Teacher-Student System. *European journal of modern medicine and practice*, 4(3), 214-218.
- [6] Tuychiyevna, R. L. (2024). Pedagogical aspects of spiritual and moral education of students. *European International Journal of Multidisciplinary Research and Management Studies*, 4(05), 81-88.
- [7] Tuychiyevna, R. L. (2024). Pedagogical aspects of spiritual and moral education of students. *European International Journal of Multidisciplinary Research and Management Studies*,

4(05), 81-88.

- [8] Tuychiyevna, R. L. (2024). Phenomenon of Professional Stress in Pedagogical Activities of the Higher Education System. *International Journal of Scientific Trends*, 3(5), 73-78.
- [9] Tuychiyevna, R. L. (2024). Phenomenon of Professional Stress in Pedagogical Activities of the Higher Education System. *International Journal of Scientific Trends*, 3(5), 73-78.
- [10] Tuychiyevna, R. L. (2024). The importance of forming moral values in the works of scholars. *European Journal of Pedagogical Initiatives and Educational Practices*, 2(5), 18-23.
- [11] Tuychiyevna, R. L. (2024). The importance of forming moral values in the works of scholars. *European Journal of Pedagogical Initiatives and Educational Practices*, 2(5), 18-23.
- [12] Tuychiyevna, R. L., & Navruza, M. (2024). Importance of National Culture and Tradition in the Development of Psychological Characteristics. *Web of Semantics: Journal of Interdisciplinary Science*, 2(4), 193-197.
- [13] Андрійчук І. Корекційно-розвивальна програма спілкування для підлітків / І. Андрійчук // *Психолог.* – 2007. – 64 с.
- [14] Божович Л. И. Проблемы формирования личности / Л. И. Божович. – М.: Издательство «Институт практической психологии», Воронеж: НПО «МОДЭК», 1997. – 352 с.
- [15] Боришевский М. Й. Теоретические основы самосознания / М. Й. Боришевский // *Психологические особенности самосознания подростка.* – К.: Вища школа, 1980. – С. 5-38.
- [16] Булах І. С. Психологія особистісного зростання підлітка: Монографія / І. С. Булах. – К.: НПУ імені М. П. Драгоманова, 2003. – 340 с.
- [17] Вереніч Н. Особливості тривожності сучасних підлітків / Н. Вереніч // *Психолог.* – 2004. – 127с. 6. Войскунский А.Е. Феномен зависимости от Интернета // *Гуманитарные исследования в Интернете / А.Е. Войскунский.* – М., 2000. – С. 64–95.
- [18] Гуткина Н. И. Агрессия в школьном возрасте. Пути преодоления и предупреждения / Н. И. Гуткина. – М., 2004. – 350 с.
- [19] Єгоров В. В. Телебачення. Сторінки історії / В. В. Єгоров. – М., 2000, С.12–25.
- [20] Костенко Н.В. Телебачення як тотальна практика і лібералізація відмінностей // *Українське суспільство – 2003. Соціологічний моніторинг.* – К.: ІС НАНУ, 2003. – С.438–451.
- [21] Назаров М. М. Массовая коммуникация в современном мире: методология анализа и практика исследований / М. М. Назаров. – М.: УРСС. – 2006 – 311с
- [22] Развитие в психоанализе / [М. Кляйн, С. Айзекс, Дж. Райвери, П. Хаймани]. – М.: Академический проект, 2001. – 510 с.
- [23] Райс Ф. Психология подросткового и юношеского возраста / Ф.Райс СПб.: Издательство Питер, 2012. – 816 с. <http://www.childpsy.ru/lib/books/id/8334.php>
- [24] Фромм Э. Анатомия человеческой деструктивности/Э. Фромм. – М.: 1994. – С.78.
- [25] Фурманов І. А. Психологія дітей з порушенням поведінки: посібник для психологів і педагогів / І. А. Фурманов. – М: Гуманітар. Центр ВЛАДОС, 2004. – 351с.
- [26] Шейнов В. П. Скрытое управление человеком: Психология манипулирования / В. П. Шейнов. – М.: – АСТ. – 2005. – 267 с.