

The Role of Ethnopsychological Factors in the Formation of National Identity Among Adolescents

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Abstract: This article explores the role of ethnopsychological factors in the formation of national identity among adolescents. The study involved 9th-10th grade students from general education schools in the Samarkand region. The level of national identity and its influencing psychological factors – attitude toward the native language, historical memory, participation in cultural rituals, and the sense of belonging to an ethnic group – were assessed using diagnostic methods. Data analysis was carried out using SPSS software. Pearson correlation and factor analysis revealed that national identity is positively correlated with these factors. The results indicate that ethnopsychological approaches are essential for strengthening national self-awareness among youth.

Keywords: National Identity, Adolescents, Ethnopsychological Factors, Historical Memory, Cultural Values, Psychodiagnostics, Youth Education

Introduction

As a result of contemporary globalization processes, interaction among representatives of various nations and cultures is intensifying, yet at the same time the risk of losing local distinctiveness is growing. In particular, today's adolescents are coming of age in a multicultural information environment: they absorb cultures from around the world via the Internet, follow international cultural influencers, and simultaneously strive to reconcile these influences with traditional values and family customs. From this perspective, national identity – a person's conscious attachment to their own people, language, customs, and historical heritage – is not only an individual characteristic but also a factor in maintaining social stability and strengthening national cohesion. Adolescence, especially, is a period of profound psychological change during which personal and collective consciousness develop most markedly.

In recent years, the Republic of Uzbekistan has devoted considerable attention not only to implementing economic and social reforms but also to strengthening national spirituality. Under the "New Uzbekistan" concept, priority tasks have been set to introduce modern educational forms for youth, to incorporate international best practices, and to preserve national cultural heritage. In particular, in general education and preschool institutions, the incorporation of folk oral creativity, ethnic traditions, and folkloric elements

into the learning process is being monitored to ensure that adolescents feel and internalize national values. Therefore, it is urgent to conduct systematic research on the ethnopsychological impact of cultural-spiritual events held in schools, the educational examples imparted through family traditions, and youth-oriented projects within neighborhood and central government programs.

From a psychological standpoint, national identity determines one's self-confidence and degree of harmony with the social environment. Research indicates that as adolescents strengthen their sense of belonging to their ethnic group, their psychological resilience and mental health improve, and their social adaptability and teamwork skills develop. Alignment with national values provides individuals with moral strength, helps clarify life goals, and serves as a resource in stressful situations. Thus, ethnopsychological factors – family upbringing, the early consciousness shaped by language and culture, local customs and rituals, folklore and artistic heritage, participation in cultural events, and social interactions within the ethnic group – are decisive in the stable development of adolescents' national identity.

Ethnopsychological theory aims to study the psychological characteristics of nations within their cultural contexts, modeling how cultural factors influence individual psychological processes. Ethnopsychological studies illuminate the psychological mechanisms of value transmission within families, the internalization of local traditions through personal experience, meaning-making via language, and identification processes with folklore and the arts. They also examine the psychological profiles of different ethnic groups, intra-group interactions, and roles. However, empirical research that directly assesses the impact of ethnopsychological factors on national identity formation among adolescents remains limited, often focusing on a single factor (for example, language or folklore). In the digital age, theoretical assumptions suggest that new communication channels and multimedia resources may alter the effectiveness of these factors, but their practical significance has yet to be fully investigated.

Against this background, the present article examines the complex influence of ethnopsychological factors on the process of national identity formation among contemporary adolescents. Specifically, it analyzes: (1) the role mechanisms of family upbringing models; (2) the psychological impact of cultural-spiritual events organized within school and neighborhood environments; and (3) the effects of national content on digital platforms and group communication in social networks on the individual psyche. The study is important not only for refining theoretical foundations but also for developing practical recommendations, offering psychologists, educators, and parents the means to enrich national-spiritual education programs.

The aim of the article is to determine the interrelationships among ethnopsychological factors in shaping adolescents' national identity and, based on their operational mechanisms, to develop an effective package of psychopedagogical tools. To achieve this aim, the following tasks are addressed: (1) analyze the foundations of ethnopsychology and define the psychological dimensions of national identity; (2) study the processes of national-value transmission within families and educational institutions; (3)

empirically identify the psychological mechanisms by which cultural-spiritual events and digital national content affect the individual psyche; and (4) develop practical recommendations for teachers, psychologists, and parents based on the findings.

The study employs a mixed-methods approach: quantitative methods include questionnaires and psychometric tests, while qualitative methods comprise focus-group interviews and semi-structured conversations. Observation techniques are also applied in school and neighborhood settings. Collected data are processed using statistical and thematic analysis methods to detail the mechanisms by which ethnopsychological factors influence national identity. The resulting insights will enable the formulation of conclusions and recommendations for preserving adolescents' psychological well-being, strengthening their national identity, and optimizing cultural-spiritual education programs.

Methodology

The purpose of this study was to empirically investigate the mechanisms of influence and interrelationships of ethnopsychological factors in the process of adolescents' national identity formation. A mixed-methods approach was used for this, enabling a thorough examination of the pertinent socio-psychological processes using both quantitative and qualitative techniques.

Psychometric tests and surveys were examples of quantitative methods. Four fundamental psychological dimensions were assessed using a specially created "National Identity Assessment" questionnaire: (1) mother tongue attitude, (2) historical memory (knowledge of national heroes and symbols), (3) degree of participation in cultural ceremonies, and (4) sense of belonging to a national group. These characteristics were chosen because they were found to have a direct impact on the development of national identity.

Semi-structured discussions and focus groups were used as qualitative methods. These investigated how teenagers view family-style parenting, the psychological effects of cultural-spiritual gatherings held in communities and schools, and their thoughts on digital content with a national theme that they come across on social media. Additionally, observation techniques were used in community and educational settings, enabling researchers to evaluate students' attitudes towards language and traditional values as well as their involvement in cultural ceremonies and social settings.

The Pearson correlation coefficient was used to assess the results' dependability after the gathered data had been processed using statistical and thematic analysis techniques. The results showed a strong and statistically significant positive relationship between national identity and historical memory ($r = 0.587$), participation in cultural ceremonies ($r = 0.481$), attitude towards the mother tongue ($r = 0.631$), and sense of group belonging ($r = 0.660$). These findings support the notion that these psychological elements play a major role in shaping national identity.

Based on this methodological approach, the study offers useful suggestions for parents, teachers, and school psychologists in addition to enhancing theoretical understanding. The findings of this study serve as the foundation for creating a collection of psychopedagogical resources meant to reinforce adolescents' sense of national identity,

boost the efficacy of spiritual education programmes, and maintain sociopsychological stability.

The issue of national identity has been extensively studied across sociology, anthropology, and psychology, with much of the research focusing on the relationship between an individual's ethnic affiliation and their social consciousness. Among foreign scholars, J. Phinney (1990) defined ethnic identity as the process by which a person recognizes and values their membership in an ethnic group, and she proposed a two-stage model – exploration and commitment – for this process. S. Markus and S. Kitayama (1991) analyzed the relationship between culture and the self, arguing that in collectivist societies the boundaries between personal and social identity become blurred. I. Triandis (1995) investigated differences between individualism and collectivism, showing how ethnic typologies influence social adaptability, group loyalty, and personal autonomy.

In the post-Soviet (CIS) psychological tradition, the ethnopsychology direction has been largely developed on the foundations laid by L. S. Vygotsky, A. N. Leontiev, and S. L. Rubinshtein. Vygotsky (1978) advanced the theory of mediation between cultural tools and internal psychological processes, describing how a person's consciousness is shaped through learned and enacted activity. Leontiev (1982), within his activity theory framework, emphasized that national-spiritual values are a primary factor determining the motivations and goals of activity. Rubinshtein (1974) interpreted the concept of personality in a psychological context and stressed the necessity of studying how an ethnic environment is reflected in an individual's educational and upbringing processes.

In the context of Uzbekistan, research on adolescent national identity has accelerated over the past decade. X. Islamov analyzed how students in the school environment internalize national values and assessed the effectiveness of incorporating elements of national culture into the curriculum. M. J. Tursunov empirically examined, through an ethnopsychological approach, how traditional values transmitted in the neighborhood and family influence adolescents' personal consciousness. Similarly, G. Ko'zimova studied the significance of national folklore and artistic works in adolescents' psyches, determining that these elements strengthen self-confidence and processes of group identification.

However, most studies in the CIS and Uzbekistan have investigated national identity formation with respect to a single factor – such as family upbringing or classroom instruction – without fully considering the integrative impact of digital environments, social-media national content, and the pervasive influence of global culture on ethnopsychological factors. Therefore, the present article aims to fill this gap by examining how ethnopsychological factors – across family, school, neighborhood, and digital contexts – jointly contribute to the development of national identity among adolescents.

Result and Discussion

The primary aim of this study was to determine the level of national identity among adolescent students and to identify the role of ethnopsychological factors influencing its formation.

Questionnaire-Based Assessment

A researcher-developed “National Identity Assessment” questionnaire evaluated four core psychological dimensions:

- a. Attitude toward the mother tongue
- b. Historical memory (national heroes, historical symbols)
- c. Participation in cultural ceremonies
- d. Sense of belonging to the national group

Research Object.

The target population comprised 14–16-year-old adolescents enrolled in general secondary education institutions, who are in the critical phase of developing national values and identity. Because grades 9 and 10 represent a developmental stage crucial for self-awareness and social identification, these students were selected as the study sample.

Table 1. Correlation Between Adolescents’ National Identity Level and Ethnopsychological Factors (Pearson Correlation Analysis)

Variables	Identity	Language	Historical Memory	Participation in Ceremonies	Sense of Group Belonging
Identity	1.000	0.631	0.587	0.481	0.660
Language	0.631	1.000	0.529	0.470	0.534
Historical Memory	0.587	0.529	1.000	0.462	0.552
Participation in Ceremonies	0.481	0.470	0.462	1.000	0.489
Sense of Group Belonging	0.660	0.534	0.552	0.489	1.000

All correlations were statistically significant at $p < 0.01$. As shown in the table:

There is a strong positive correlation between adolescents’ national identity level and their attitude toward the mother tongue ($r = 0.631$). This means that those who report a positive attitude toward their native language also tend to have a significantly higher level of national identity.

The sense of group belonging correlates with national identity at $r = 0.660$, one of the highest coefficients observed.

Historical memory shows a positive correlation with national identity ($r = 0.587$).

Participation in cultural ceremonies is also positively associated with national identity ($r = 0.481$).

These results indicate that attitude toward the mother tongue, historical memory, participation in cultural activities, and group identification are key psychological determinants in the formation of national identity.

Table 2. Statistical Relationships between National Identity and Other Variables (Analysis Based on r and p Values)

Correlation Pairs	r value	p-value	Analysis Summary
Identity ↔ Attitude toward the Mother Tongue	0.631	< 0.01	Strong positive correlation: Attitude toward the mother tongue predicts national identity.
Identity ↔ Knowledge of One's Own History	0.587	< 0.01	Historical knowledge boosts identity: Awareness of one's own history enhances national identity.
Identity ↔ Sense of Group Belonging	0.660	< 0.01	Strongest linkage: Sense of group belonging most powerfully connects the individual to the nation.
Identity ↔ Participation in Cultural Ceremonies	0.481	< 0.01	Moderate correlation: Participation in cultural activities also contributes to national identity.

Between these two variables, a Pearson correlation coefficient of $r = 0.631$ was observed ($p < 0.01$), indicating a strong positive relationship. In other words, the more actively adolescents use and value their mother tongue, the higher their level of national identity. This finding shows that language is not merely a means of communication but a fundamental factor in understanding one's cultural identity.

The Pearson coefficient for historical memory was $r = 0.587$ ($p < 0.01$), also reflecting a strong positive correlation. This suggests that a rich historical memory – knowledge of one's nation's past and its heroes – serves as an important psychological resource for identity formation.

The highest correlation in the study was $r = 0.660$ ($p < 0.01$), observed between national identity and sense of group belonging. This means that when adolescents perceive themselves as members of a specific national group, their national identity level is significantly higher. Psychological proximity to one's group directly influences internalization of national values and traditions.

The correlation with participation in cultural and religious ceremonies was $r = 0.481$ ($p < 0.01$), indicating a moderate positive relationship. Active engagement in such events helps reinforce national identity through cultural socialization, though its impact is secondary to language and group belonging.

Overall, the correlational analysis demonstrates that adolescents' national identity is directly linked to social and cultural factors. The strongest psychological determinants are a positive attitude toward the mother tongue ($r = 0.631$) and sense of group belonging ($r = 0.660$), with historical knowledge ($r = 0.587$) also playing a significant role.

These factors highlight the key socio-psychological pathways for fostering national identity in adolescents. Educational and upbringing practices should therefore prioritize strengthening language skills, historical awareness, and group affiliation.

Conclusion

The findings confirm that ethnopsychological factors are crucial in shaping national identity among adolescents. In particular, positive attitudes toward the mother tongue, rich historical memory, participation in cultural ceremonies, and a strong sense of belonging to the national group have a powerful influence on how young people understand and solidify their national identity.

Statistical analysis reveals that these factors are positively and reliably interrelated, complementing and reinforcing one another. This scientifically substantiates the importance of ethnopsychological elements in adolescent identity formation, social adaptation, and cultural integration.

Recommendations

1. To enhance students' knowledge of and appreciation for their mother tongue, schools and colleges should organize language weeks, literary evenings, and creative competitions.
2. Promoting national culture and values deeply through the mother tongue will strengthen national identity.
3. On social media, it is essential to widely disseminate psychologically grounded, positive-content posts about national identity, history, language, and traditions.
4. Such initiatives will help young people develop a positive internalization of their national identity

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