

Methods for Developing Resistance to Manipulation in Future Teachers

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Received: 23 April 2026; **Accepted:** 18 May 2026; **Published:** 11 June 2026

Abstract: This article analyzes the necessity, purpose, and methodological foundations of forming psychological-pedagogical immunity against information manipulation in future teachers. It also emphasizes the importance of developing skills for assessing the reliability of information, independent thinking, and information security in pedagogical activity.

Keywords: Manipulation, information security, critical thinking, pedagogical immunity, information culture, future teacher, media literacy.

Introduction: Today, at a time when the flow of digital information is rapidly increasing, information manipulation has become one of the important factors threatening human consciousness. In particular, future teachers, as educators of the future generation, must not only be able to resist manipulative influences themselves, but also form critical thinking skills in students. Therefore, the formation of immunity against manipulation in the process of pedagogical education is regarded as an urgent task. This article is aimed precisely at studying this issue from scientific-theoretical and practical aspects and examines methods of preparing future teachers to have a conscious and responsible attitude toward manipulative information threats.

In society, manipulation appears as a widespread method of achieving one's goals in many fields. Manipulators usually pursue their own interests without taking into account the needs and interests of others, and as a result, turn others into a means serving their own wishes and desires. Such cases also occur in pedagogical activity, particularly in the activity of future teachers. Forming immunity against manipulation in future teachers is one of the important pedagogical tasks. In this process, teachers must consciously

understand their own interests and know what methods of protection to use when faced with manipulation. Their ability to clearly plan their goals and firmly defend their thoughts and views is the key to success in the pedagogical process. In order to form effective immunity against manipulation, it is necessary to teach future teachers the methods and strategies of protection from manipulative influences.

Manipulation is the hidden influence on a person's consciousness, emotions, or behavior in order to induce them to act against their own will in the interests of the manipulator [1]. Manipulation is a form of deliberate and conscious psychological influence aimed at controlling or managing others without taking into account their needs, opinions, or values. This influence often occurs without the person noticing it, and the person thinks that their actions are independent. The main characteristics of manipulation are [2]:

Secrecy (it is not stated openly, the intention is hidden);
One-sided benefit (the manipulator pursues an interest);

Pressure on emotions (through fear, guilt, trust, love);
Inducing a person to act against their own interests.

The following methods are effective in forming

immunity against manipulation in future teachers:

1. Emotional self-control: Manipulation is often carried out by influencing a person's feelings and emotions. Therefore, the ability to manage emotions is very important for future teachers. This means that in the process of decision-making, it is necessary not to give in to emotions, but to give priority to reason and rational thinking. It is not necessary to completely ignore feelings, but to balance them with consciousness and keep them under systematic control. Future teachers must learn to be aware of their emotions in any situation and manage them effectively. In this way, they weaken the main instrument of influence of manipulators and develop immunity against manipulation.

2. Proper time planning: In forming immunity against manipulation in future teachers, rational time management is of great importance. Before accepting any proposal or decision, it is necessary to think carefully without rushing. This is because manipulators often achieve their goals by forcing a person to make a hasty decision. Time limitations may be the cause of such wrong decisions [3]. Therefore, future teachers must allocate enough time for themselves to think in any situation. By carefully assessing the situation and not rushing, they are able to protect themselves from the influence of manipulators and make rational and independent decisions.

3. Learning to say "no": Learning to say "no" is an important step in forming immunity against manipulation in future teachers. People who are often subject to manipulation do not know how to refuse or are afraid of it. Although they understand with whom they are communicating, they do not have the ability to refuse, which is necessary to protect themselves. Manipulators use this situation and easily take control. Learning to say "no" allows students to clearly express their needs and desires and protect them [4]. This ability not only creates immunity against manipulators, but is also important for teachers in developing self-management and independent thinking.

4. Revealing the manipulator's intentions: One of the effective methods of protection from manipulation for future teachers is to identify and reveal the manipulator's intentions. In the process of communication, it is possible to determine the goal of

the other party by asking clear, direct questions. Such an approach puts the manipulator in a difficult situation and reduces their opportunity to manipulate. The use of irony in communication may also be effective, but this method is recommended only if the level of relations between you and the other party allows it [5]. This method helps future teachers develop critical thinking and communication culture, thereby increasing immunity against manipulation.

5. Ignoring and resisting through silence: Another effective approach for future teachers in protecting themselves from manipulation is the method of ignoring. This method is based on passive resistance: the words or actions of the manipulator are treated with indifference. In such a situation, the teacher continues communication calmly and politely without giving in to emotions, while at the same time nonverbally showing that they have understood the manipulator's intention.

6. Keeping manipulation under control and showing conscious resistance: Another important method in equipping future teachers with immunity against manipulation is hidden and conscious resistance. Having understood the manipulative intentions of the interlocutor, one should not rush to expose them immediately. They should be allowed to act as if the person is still unaware of the situation. Through this, while keeping the external situation calm, it is possible to maintain internal control. Teachers may give an answer that may be acceptable to the manipulator, but form their decision based on internal principles. The important thing is that control over the situation is established, and the manipulator does not realize that their intentions have been revealed. This approach teaches making conciliatory but conscious decisions, especially in a complex social or professional environment.

7. Unpredictability — conscious and flexible protection: Individuals with this ability make it difficult to predict their actions in advance and thereby confuse manipulators. Such teachers have high self-esteem, confidence, and resourcefulness, adapt quickly in difficult situations, and make adequate decisions. Their ability to be self-sufficient is strong, which effectively protects them from manipulation [6]. It is necessary to include methods for future teachers to work on their abilities and adaptability to the situation, as well as to

form stable and unpredictable behavior.

8. Developing communication skills: Developing communication skills is of great importance in forming immunity against manipulation in future teachers. It is difficult to manipulate individuals who have communicative skills, because they can easily understand the intentions of others in the process of communication and identify users. Teachers must master purposeful and effective styles of communication, develop active listening, clear and understandable expression of thoughts, and habits of ensuring mutual understanding with others. These skills allow them to identify the tricks of manipulators and protect themselves.

In the modern information society, threats emerging in the information space, particularly disinformation and flows of false information, are manifested as an important socio-psychological problem for teachers working in the education system. Disinformation is the process of consciously influencing another person's thinking, behavior, and decision-making through deliberately distorted, incorrect, or false information. Teachers not only encounter such manipulative influences themselves, but are also responsible for protecting students from them. The issue of preparing future teachers to combat disinformation must be considered as one of the components of their professional training. This process primarily involves understanding the psychological mechanisms of disinformation in interpersonal communication, analyzing their functional characteristics, and forming the necessary skills accordingly. B.F. Lomov, 1981; A.A. Bodalev, and V.A. Labunskaya described the main functions of communication: informational-communicative, regulatory-communicative, and affective-communicative components. Disinformation is formed and exerts its influence precisely within these functions. In particular: within the informational-communicative function, the disinformator deliberately conveys distorted information to the interlocutor, which reduces the reliability of the content of communication; through the regulatory-communicative function, the disinformator attempts to influence the interlocutor's behavior and encourages them to make an incorrect decision; the affective-communicative function significantly affects the relationships between participants in communication

by changing their emotional state. A future teacher must be able to analyze not only the external manifestation of disinformation, but also its internal psychological dynamics, that is, the hidden intentions of subjects in communication, contradictions, the level of mutual trust, and emotional reactions. This is formed through their culture of working with information, critical thinking ability, loyalty to ethical norms, and empathetic approaches.

In the process component of the functional model for forming skills to combat disinformation in future teachers, important work is carried out on the basis of a complex and step-by-step approach.

An important initial stage of the process of forming skills to combat disinformation in future teachers is the stage of theoretical preparation. At this stage, students are provided with deep and systematic knowledge about the scientific-psychological essence of the phenomenon of disinformation, its socio-moral consequences, as well as the main features that distinguish it from other similar concepts such as lies, incorrect information, manipulation, and others. The stage of theoretical preparation is carried out through the following processes. In lectures and seminars, students are provided with scientifically grounded information about the origin of disinformation, its historical roots, modern forms, and its place within information psychology. In working with analytical educational materials, students are taught to identify and analyze examples of disinformation on the basis of scientific articles, monographs, and case-study examples based on real events.

In the process of mastering the conceptual apparatus related to the topic, terms such as disinformation, false information, information manipulation, information security, epistemic reliability, and critical thinking are consistently explained and differentiated. At this stage, the process of theoretical preparation is carried out with the participation of such subjects as the teacher of a pedagogical higher education institution, the future teacher, the student, peers in the study group, and information sources, both scientific, popular, and social. The scientific-methodological foundations of the theoretical preparation stage include activating the student's cognitive processes through teaching the influence of disinformation on human consciousness and the mechanisms of receiving and processing

information on the basis of cognitive psychology; analyzing incorrect decisions formed through the influence of information in a social context, group pressure, stereotypes, and conformism on the basis of social psychology; forming skills for evaluating information, selecting reliable sources, and filtering false information within the framework of information security pedagogy; and educating the learner as an active critically thinking subject, not a passive recipient of knowledge, on the basis of the critical pedagogy approach. As a result of this stage, it is envisaged that future teachers will develop theoretical competencies such as understanding disinformation from a scientific point of view, distinguishing it from other similar phenomena, possessing criteria for analyzing information flows, and being able to begin independent and critical thinking based on information. The stage of theoretical preparation serves as a foundation for the subsequent analytical and practical stages. Therefore, it is aimed not only at memorizing facts, but also at forming a responsible, conscious, and critical attitude toward information in students.

CONCLUSION

Through these methods, teachers acquire the skills to effectively protect not only themselves, but also the young people they will teach in the future, from manipulation. Strategies such as emotional control, proper time planning, and learning to say “no” strengthen a person’s ability to make conscious decisions and encourage independent and critical thinking in social relations. At the same time, by identifying the intentions of manipulators and applying active or passive methods against them, teachers achieve high effectiveness in protecting themselves and others.

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