

# THE CONCEPT OF DESTRUCTIVE SUBCULTURES AND THEIR MECHANISMS OF INFLUENCE ON YOUTH CONSCIOUSNESS

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## Abstract

This article provides a comprehensive analysis of the mechanisms through which destructive subcultures influence the consciousness of youth, particularly academic lyceum students aged 15-18, in modern society. The article substantiates the vulnerability of adolescent psychology to aggressive influences through the biological, psychological, and social characteristics of adolescence. Psychological vulnerability indicators are presented in a systematized table format. Theoretical perspectives of scholars including Erik Erikson, U. Bronfenbrenner, and A. Khudoyberdiyev are analyzed. Furthermore, the pedagogical, psychological, and social factors in forming a healthy educational environment are examined.

**Keywords:** Destructive subcultures; adolescent psychology; academic lyceum; prefrontal cortex; emotional instability; impulsivity; identification problems; group psychology; healthy educational environment.

## Introduction

The complexity of modern society, the rapid development of information technologies, and the dynamics of socio-cultural processes pose new threats to the mental development of the growing generation. Especially young adolescents aged 15-18, such as academic lyceum students, are considered a particularly vulnerable layer to the influence of destructive subcultures due to their biological, psychological, and social characteristics. During adolescence, because the prefrontal cortex of the brain is not yet fully formed, it is difficult to control impulsive behavior, manage emotional reactions, and make complex decisions.

At the same time, during this period, the young person is engaged in self-understanding, forming a personal value system, and searching for the meaning of life, a process characterized by specific contradictions—the desire to assert independence and a sense of helplessness. The mechanisms of destructive subcultures' influence on youth consciousness-psychological vulnerability, group psychology, identification problems, information environment influence, and psychological factors—are analyzed in detail using the example of academic lyceum students.

Adolescence is considered one of the most important and at the same time most unstable periods in a person's life. It is during this period that the individual's mental structure is vulnerable to aggressive influences, which forms the main psychological foundation for destructive subcultures' impact on youth consciousness. It is necessary to analyze separately the biological, psychological, and social aspects of this vulnerability.



Mayo Clinic researchers note that while adults have a strong inhibitory system (executive function), adolescents face difficulties in extricating themselves from problematic situations due to the incomplete development of the prefrontal cortex.

Psychologically, adolescence is characterized by emotional instability, impulsivity, and rapidly changing moods. During this period, the young person is engaged in self-understanding, forming a personal value system, and searching for the meaning of life. However, this process is characterized by specific contradictions: on the one hand, the young person strives to assert their independence and freedom; on the other hand, they experience feelings of helplessness and fear of an uncertain future. It is this instability and internal contradictions that form the main psychological foundation for susceptibility to destructive ideas.

Socially, young people want to be accepted in various spheres of society-family, school, friends. If they are not accepted in one sphere, they seek acceptance in others. This process forms the socio-psychological basis for young people's attraction to destructive groups. For example, when an academic lyceum student feels unaccepted in their family or school, they seek acceptance from their group-even if this group is destructive.

As Erik Erikson noted: “Adolescence is essentially a moratorium (hiatus) psychosocial stage—between childhood and adulthood, between the morality learned by the child and the ethics that the adult must develop.” This idea shows the instability of adolescence and its importance in personality formation. According to Erikson, during adolescence, the individual seeks an answer to the question “Who am I?” and if this process is unsuccessful, role confusion occurs. Identification problems manifest themselves in academic lyceum students as follows. For example, 16-year-old Dilshod cannot imagine his future. He cannot find an answer to the question “Who should I be?” His parents want him to become a doctor, he himself wants to become an artist, but he has no confidence in either. He is in a state of “identification moratorium”—trying out various roles but not committing to any. One day he sees representatives of the "bohemian" subculture on the internet. They talk about art, freedom, and resistance to the “system” Dilshod “finds” himself among them and gradually rejects school rules and his parents' demands. He tries to assert himself as an “artist” but in fact he is merely adopting another role-this time playing the role of a destructive subculture representative.

The following table systematizes the vulnerability of youth psychology to aggressive influences using the example of academic lyceum students (see Table 1):



Table 1

No.	Psychological Vulnerability Indicators	Manifestation in Academic Lyceum Students	Destructive Influence Mechanism	Pedagogical Solution
1	Insufficient development of the prefrontal cortex	Difficulty concentrating during lessons, quick distraction, impulsive responses	Submission to the group's fast and strict demands, inability to express one's own opinion	Concentration exercises, meditation, planning skills
2	Emotional instability and impulsivity	Joy one minute, depression the next, changing moods	Adapting to group mood, sharing negative emotions together	Emotional intelligence classes, psychological training, sports
3	Decline in critical thinking ability	Believing information seen on the internet without verification, susceptibility to rumors	Uncritically accepting the group leader's words, spreading rumors	Critical thinking classes, information literacy, media literacy
4	Weakness in self-control	Difficulty following lesson rules, interrupting the teacher	Following group rules, rejecting school rules	Self-control techniques, goal setting and monitoring
5	Low stress resistance	Depressive state under exam stress, feeling bad about oneself	Seeking support from the group, even participating in destructive activity	Stress management classes, psychological counseling, cooperation with parents

Analysis of the table shows that the vulnerability of academic lyceum students' psychology to aggressive influences stems from the interaction of biological, psychological, and social factors. Each vulnerability indicator manifests through a specific destructive influence mechanism, leading young people to become susceptible to destructive subcultures. However, there are pedagogical solutions for each vulnerability, and by applying them correctly, it is possible to protect young people.

The vulnerability of youth psychology to aggressive influences arises from the interaction of biological (insufficient brain development), psychological (emotional instability, impulsivity), and social (need for acceptance) factors. Using the example of academic lyceum students, this vulnerability manifests as difficulty concentrating during lessons, changing moods, decline in critical thinking, difficulty following rules, and low stress resistance. Taking these factors into account and combating them requires the implementation of concentration exercises, emotional intelligence classes, teaching critical thinking, self-control techniques, and stress management classes.

### Factors in Forming a Healthy Educational Environment

Forming a healthy educational environment is a complex and multi-stage process that is implemented through the combined influence of several factors. The first factor is the professionalism and responsibility of the pedagogical team. Teachers, educators, psychologists, and administrative staff must be dedicated to their work, understanding of youth needs, capable of applying modern pedagogical approaches, and influencing through their personal example.



As A. Khudoyberdiyev noted, "The professionalism and responsibility of the pedagogical team forms the foundation of a healthy educational environment." The unity, mutual respect, and cooperation of the pedagogical team forms the foundation of a healthy environment.

The second factor is student activity and participation. A healthy environment is not created solely by adults-students themselves must actively participate in this process. Through student councils, volunteer groups, student clubs, and other self-governance structures, students should shape their own environment, identify problems, and participate in solving them. When students shape their own environment, they make their own choices, feel their responsibility, and develop as independent individuals.

The third factor is parental activity and cooperation. The family is the first educator of the young person and the closest partner of the educational institution. Parents must actively participate in the life of the educational institution, maintain constant communication with the pedagogical team, monitor their children's development, and provide them with support. As our Jadid ancestor Abdulla Avloni emphasized, "It is necessary to begin education from the day of birth, to strengthen our body, to fortify our morality, to develop our mind." The family and school are the two main "interpsychic" environments for the young person's development, and their harmony ensures the healthy development of the individual.

Universal values must be harmonized with national values, finding their expression in national culture. For example, the idea of human rights can be harmonized with the traditional Uzbek values of "justice" and "respect for people." As U. Bronfenbrenner noted, "Development does not occur in a vacuum; it takes place in a complex ecological system." Universal values represent the global layer of this ecological system and help the young person's worldview transcend national boundaries.

### Conclusion

In conclusion, the rapid development of information technologies and social dynamics in modern society places academic lyceum students aged 15-18 in a vulnerable position regarding destructive subcultures. The formation of a healthy educational environment requires the harmonious combination of pedagogical professionalism, student engagement, and parental cooperation. The integration of national and universal values serves as the fundamental mechanism for protecting youth from destructive subcultural influences and ensuring their healthy personal development.

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