

## Public Culture in Youth Education”As a World Problem

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**Abstract:** The article "Briefly examines and highlights the importance of popular culture as a current problem of the world community" and the importance of educating young people.

**Keywords:** Popular culture, Disorganization, post culture, modern culture, social, spirituality and enlightenment.

Currently, scientific research is being conducted in our country in the field of preventive prevention aimed at protecting unorganized youth from foreign ideas.

In terms of the class approach, unorganized youth spirituality manifests itself as an expression of protest against the dominant culture of society through the rejection of generally accepted behaviors and values.

The postcultural-based approach always takes into account the conditions of developed modern societies and studies unorganized youth subcultures in terms of lifestyles that emphasize different social roles. Scholars distinguish youth subcultures into two main theoretical approaches. These are systemic functionalism and anthropological approaches. The focus of the above-mentioned theoretical approaches is on the adaptation of unorganized youth to the social and spiritual life in different conditions of a changing society.

Priorities for social pedagogical work with unorganized youth in the United Kingdom, Germany, the United States, and Canada include the implementation of alternative educational and disciplinary programs, mobile communication with young people, and prevention programs. The following methods of work are used in the framework of alternative education and discipline programs aimed at changing the deviant behavior of young people. These include: arranging for young people to consult with educators and psychologists; it can include discussing their problems in communication with them. In addition to working in small groups, they are involved in contract social work, volunteer projects. A distinctive feature of mobile communication with young people is the organization of meetings with them and methodological assistance. It mainly uses individual, group counseling, educational negotiations and positive role models.

The problem of “disunity” has created a new spiritual-educational problem in the world - the subculture of unorganized youth.

From today's point of view, the analysis of the above-mentioned research of foreign scholars reveals that the study of youth spirituality, subculture and unorganized youth consists of three theoretical approaches - systemic functionalism, class and postcultural approach. Within the framework of systemic functionalism, it performs the function of adapting unorganized youth to life, which helps to overcome social, mental and emotional difficulties in the process of entering adult life.

It is known that preventive programs serve to prevent the feeling of social conflict. Because their development has a negative impact on the subculture of unorganized youth. These programs are implemented in educational institutions, youth clubs, organizations, during the school year or on vacation.

The approach is classroom and originated in the 60s and 70s of the last century at the Center for the Study of Modern Cultures at the University of Birmingham. Proponents of this approach (D. Douenes, R. Gordon, D. Gobbs, P. Willis, P. Wilmot) consider the youth subculture as a serious process in changing the structure of society.

It is a postcultural approach, and in recent times there have been more and more supporters of this approach (D. Magleton, S. Redhead, S. Thornton, R. Wenzil), as it studies modern trends such as globalization, media development, the use of Internet technology as its object. It examines the subculture, lifestyle and educational history of unorganized youth. However, in these areas there are aspects that can be improved in a complex way in terms of the spiritual environment.

Unorganized youth is studied as a national social and pedagogical problem in the field of subculture. The results of research by scholars (K. Clark, L. Greening, A. Haynes, H. Haynes, J. Leonard, M. McDermott) who have conducted research on this topic show that in Europe and the United States, unorganized youth subcultures are viewed primarily as a pedagogical problem. This requires educators to be well aware of subcultural trends and to have a deep understanding of their impact on young people. In addition, the task is to respect the views of unorganized youth and to establish cooperation between teachers and parents and to neutralize the negative aspects of subculture. Types of unorganized youth subcultures are evaluated according to various criteria. In this regard, M. Brake, A. Cohen, R. Clovard, L. In the views of scientists, special attention is paid to the study of the impact of subcultures on society and youth.

Negative subcultures in the UK, Germany, the US and Canada include skinheads, punks, emo and goths. They work in three areas: the development of alternative educational programs, mobile communication with unorganized youth, the adoption of preventive and preventive programs in cooperation with the family, educational institutions, government and public organizations for young people to find their place in society.

Alternative educational-disciplinary programs for unorganized youth are widely used in the United States and Canada. That is, the programs are aimed not only at imparting academic knowledge to unorganized youth, but also to neutralize the effects of their actions that threaten society - aggression, cruelty, vandalism.

One of the effective methods of social pedagogical activity in developed countries is to involve young people in discussions on topical issues of interest to them. Participation in such discussions develops positive thinking skills in young people, as well as teaches them to "filter" information from different sources, measure it comprehensively and make decisions in solving social, spiritual and ideological problems. At the same time, an atmosphere of mutual trust, consideration, acceptance without criticizing their subcultural affiliation is important.

Teachers involved in alternative socio-pedagogical programs act as advisors, coaches and mentors. They work in partnership with parents and conduct weekly sessions with program participants. In order to improve the professional skills of social educators, training courses on youth subcultures will be organized for them. In addition, in order to share experiences, an alternative program will be established cooperation between social workers working with members of the youth subculture.

Working with unorganized youth is part of the socio-pedagogical program. They operate on the principles of respecting and accepting the culture of young people, paying attention to their interests, being friendly, helping them in an environment that is typical for young people, the regularity and duration of pedagogical influence.

When working with unorganized youth groups in foreign countries, much attention is paid to the preventive method. It is implemented through socio-pedagogical programs aimed at reducing the level

of social alienation, loneliness (separation from family, educational institutions). In this case, the educator, social worker and psychologists (psychological-pedagogical service) act in harmony with each other. They carry out preventive and, if necessary, corrective work in order to prevent and reduce problems encountered by unorganized youth during the learning process. Particular attention is paid to issues such as low attendance, conflicts with peers or teachers and parents, lack of social skills to find solutions to difficult situations, participation in militancy and vandalism, intimidation of peers.

This includes team and individual counseling (helps young people to learn their actions and psychological perception of events); role-playing of problematic situations in a way that ensures communication (helps to understand the nature of social conflicts and try to find alternative solutions to them); educational meetings, problem discussions, trainings. For the convenience of parents, hotline numbers of psychological and pedagogical services will be organized.

A study of research by experts working in this area showed that currently in the CIS countries, the forms and methods of working with youth subcultures are not sufficiently developed. According to the comparative analysis of national and foreign directions of pedagogy, more correctional direction is developed in Russia, and in most cases they are included in the sphere of influence only if educators determine that young people are members of subcultures. For example, setting up youth clubs to transform informal associations into formal ones; including the involvement of members of the negative subculture in practical work on the preservation of nature and cultural heritage. In developed countries, more prophylactic measures have been developed.

Working with unorganized youth subcultures led to the study, generalization of foreign pedagogical experience and the development of a number of recommendations for the use of its achievements in our national experience: development of public policy on unorganized youth to work with at-risk youth; to introduce targeted programs aimed at developing social skills in young people in the learning process in order to prevent the isolation of unorganized youth from society. It is necessary to develop socio-pedagogical programs to provide assistance to members of the non-organized youth subculture, where they meet, ie outside the community, educational institutions.

In addition, it is necessary to improve the spiritual and educational work with the mahalla, spirituality and enlightenment departments, leaders of the Youth Union of Uzbekistan and parents on issues related to the unorganized youth subculture. It was found that crime prevention, control, incentives and social, cultural, educational activities should be given to improve the recreation of young people and meet their social needs under the supervision of community and youth union specialists.

It is possible and necessary to study the foreign experience of spiritual and educational work among young people and use the positive results of the experience in national practice. The following technological features of foreign experience in this area have been identified: there are preventive programs aimed at preventing the feeling of social alienation that can lead to participation in a subculture; the practice of providing psychological and pedagogical assistance to members of unorganized youth subcultures in order to establish friendly relations in their places of regular leisure (family, educational institutions, youth clubs and organizations); organization of individual and collective consultations with unorganized youth and their parents; consider problem situations as roles; including discussions and informational and educational conversations.

Socio-pedagogical study of the problems of unorganized youth is a topical and new direction in the pedagogical science of Uzbekistan. Diagnosis of membership in a negative subculture in research, correction of its members based on the nature of the unorganized youth subculture (for example, the use of the experience of developed countries in working with members of a particular subculture, the development of new methods and forms). These measures require not only in-depth scientific research, but also complex experimental research.

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