

GENESIS AND MODERN MANIFESTATIONS OF DESTRUCTIVE SUBCULTURES

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Abstract

This study examines the genesis and modern manifestations of destructive subcultures among academic lyceum students in Uzbekistan. The research identifies three interconnected factor domains—internal psychological (adolescent instability, identity crisis, conformity), external social (socio-economic problems, injustice, labor market uncertainty), and family-educational environment (dysfunctional families, insufficient parental control, social alienation)—that collectively increase youth vulnerability to destructive influences. Special emphasis is placed on digital technologies as primary dissemination mechanisms, particularly social media platforms (Telegram, Instagram, TikTok) operating through algorithmic “echo chamber” effects that amplify exposure to violent and antisocial content. Drawing on identity development theory (Marcia) and sociology of deviance (Erikson), the dissertation proposes systematic pedagogical interventions including the “Qadam-baqadam” technology, group and individual counseling, and meaningful leisure organization to foster constructive subcultural redirection and youth protection.

Keywords: Destructive subcultures, youth protection, academic lyceums, pedagogical prevention, adolescent psychology, digital influence, social media, identity diffusion, echo chamber effect, dysfunctional families, constructive redirection, socio-pedagogical support, leisure organization, subcultural genesis, algorithmic radicalization.

Introduction

The increasing complexity of modern society, the widespread expansion of global information networks, and the rapid pace of socio-cultural processes have given rise to new threats that negatively affect the worldview formation of the younger



generation. In particular, the spread of destructive subcultures among youth poses serious pedagogical challenges for educational institutions, families, and society. Adolescents in academic lyceums, due to their distinct psychological and social characteristics, are particularly vulnerable to various subcultural influences, and protecting them from negative consequences is one of the urgent tasks of modern pedagogy.

When analyzing the genesis of destructive subcultures in the educational environment, the importance of social relations among students must be particularly emphasized. Adolescents in academic lyceums strive to distinguish themselves from the “adult world”. They attempt to form their own special language, style of dress, musical tastes, and patterns of behavior. This process initially appears harmless-it is simply the youth's desire to differentiate themselves from adults. However, if this “separation” is incorrectly perceived by teachers and parents, the young person feels misunderstood and neglected, which may lead to their susceptibility to destructive groups.

Pedagogical researcher O.M. Glushakova notes: “Youth subculture can be characterized as a specific way of self-presentation, communication, leisure time organization, and understanding of the world. Its emergence is connected with the ambiguity of young people's social roles and their uncertainty about their social position.” Furthermore, the family environment plays a significant role. Dysfunctional families, weak parental control, domestic violence, and insufficient communication between parents and children-all of these create the socio-psychological foundation for youth's attraction to destructive subcultures. When a young person feels unaccepted and misunderstood in their family, they seek acceptance from the external environment-the street, the internet, their peer group. If this external environment is destructive, resisting its influence becomes extremely difficult.

The following table systematizes the socio-psychological genesis factors of destructive subcultures (see Table 1):

Table 1

Genesis Factors	Specific Indicators	Mechanism of Influence	Resulting Consequences
Internal Psychological Factors	Adolescent instability	Uncertainty in forming a personal value system	Susceptibility to destructive ideas
	Need for self-affirmation	Search for freedom and independence	Desire to join independent groups
	Group psychology (conformism)	Reduction of critical thinking ability	Submission to group values
External Social Factors	Socio-economic problems	Feelings of helplessness and hopelessness	Intensification of negative emotions
	Social injustice	Arousal of dissatisfaction and anger	Belief in simplified explanations
	Labor market problems	Uncertainty of life prospects	Readiness for experimentation
	Social inequality	State of social vulnerability	Living in marginal conditions
Educational Environment Factors	Social relations among students	Formation of a specific language, clothing style, and musical taste	Formation of a specific subcultural identity
	Desire to separate from the adult world	Feeling of being misunderstood and neglected	Susceptibility to destructive groups
Family Environment Factors	Dysfunctional family environment	Failure to meet the psychological/spiritual needs of youth	Dependence on the external environment
	Weak parental control	Tendency to seek acceptance from external environments (street, internet)	Openness to the influence of the internet and the street

The table analysis demonstrates that the genesis of destructive subcultures stems from the interaction of factors in three main domains—internal psychological, external social, and family-educational environment. Each of these factors operates not in isolation but as a complex system. For example, when adolescent instability (internal factor) combines with a state of social vulnerability (external factor), the likelihood of a young person's susceptibility to destructive groups increases sharply.

Informatization and digital technologies play a central role in the spread of subcultures. The Internet serves as the primary mechanism for establishing communication and interaction on a global scale for subcultures. Social networks,

forums, video platforms, and other digital platforms allow subculture members to quickly and easily exchange their ideas, values, and activities with the entire world.

As sociologist Kai Erikson noted: “Informal and formal behavior indicators are products of a single culture, creations of the same imagination. We must distinguish them, but we must also understand their interdependence.” This thought demonstrates the integral connection of subcultures with dominant culture and their inseparable nature.

Susceptibility to destructive subcultures often occurs in a state of identity diffusion or moratorium.

As James Marcia noted: “Young people who have achieved identity have clear ideas about their values, goals, and beliefs, and they direct their lives accordingly. Young people in identity diffusion feel lost, carefree, and hopeless.” This thought demonstrates the importance of identity problems in susceptibility to destructive subcultures.

Mechanisms of Entry Through ICT:

Table 2

Path	Mechanism	Sphere of Influence
Social networks	Groups and pages promoting destructive content	Mass dissemination through Telegram, Instagram, TikTok, VKontakte, and other platforms
Online games	Instilling destructive attitudes through computer and network games	Formation of "Otaku," "furry," "e-kid," and other subcultures
Audio and video products	Content propagating violence, aggression, and meaningless values	YouTube, podcasts, music platforms
Darknet and closed channels	Radical and extremist content	Secret groups, encrypted communication, prohibited materials

Social networks are the most widespread and effective channel for disseminating destructive subcultures. Special groups, channels, and pages are created through Telegram, Instagram, TikTok, VKontakte, Discord, and other platforms, where destructive content-violence, aggression, hatred, extremism, satanism, drug use, and other antisocial topics-is widely distributed. This content is usually presented



as “interesting,” “provocative,” or “unique” and attracts young people's attention. For example, on TikTok, short videos promote “violence challenges,” demonstrations of “uniqueness,” and “provocative” behaviors; on Instagram, subcultural identity is formed through special aesthetics and clothing style; on Telegram, closed channels organize secret content, "educational" materials, and communication among group members. Social network algorithms, through “recommendation” systems, analyze young people's interests and offer them similar content. If a young person shows interest in violence or destructive content even once, the algorithm shows them more similar content, creating an “echo chamber” effect, where the young person sees only content that matches their interests but is dangerous. Social networks also provide “anonymity” and “pseudonymity” opportunities, allowing young people to freely express thoughts and actions they would be afraid of in real life. This anonymity also provides the opportunity to hide from police, parents, and teachers and to evade legal responsibility.

Currently, the choice of leisure time is determined by the lifestyle, traditions, education level, living conditions, needs, and value orientations characteristic of certain population groups.

“Children's leisure can be defined as a type of activity closely connected with education and upbringing. On the one hand, it helps form various conceptions about the nature of certain phenomena and develops specific skills and abilities; on the other hand, it forms moral qualities such as the ability to communicate with other children, plan activities, provide mutual assistance, cooperate, perseverance, personal and cognitive activity.”

“The essence of children's leisure is children's purposeful, creative behavior in an artistic-organizational space-time environment, determined by free choice, type and level of activity, internal needs, motives, attitudes, and selection of forms, behavior methods, and external factors that trigger activity.”

A child's leisure time is an area of activity chosen at their discretion, serving personal development and the manifestation of individual talents. When this process is organized purposefully and systematically from a pedagogical perspective, taking into account the child's psychophysical characteristics and individual interests, it ensures their social adaptation and prevents idleness and delinquency. At the same time, leisure activity serves as an important factor in

developing independent decision-making, communication skills, and increasing social activity.

In academic lyceums, within the subject of “Upbringing,” the introduction and improvement of modern pedagogical technologies in the topic framework plays an important role in increasing educational effectiveness. In particular, the “Qadam-baqadam” (Step-by-Step) technology deserves attention as an innovative approach aimed at forming students' behavioral competencies and determining their level of mastery.

In working with youth subcultures in educational institutions, the harmony of group and individual approaches is of great importance. While group forms provide opportunities for students' self-expression, individual work allows for in-depth study of each person's problems and development of solutions. This process serves to create a positive psychological environment, develop constructive communication, and support personal growth.

Empirical studies show that systematic pedagogical approaches improve students' socialization, reduce anxiety levels, and develop self-respect and independent thinking. Therefore, the pedagogical study of subcultures and their constructive redirection serves to develop intercultural tolerance and mutual understanding among youth.

The interview method is an important tool for identifying the motivation, life position, and identity processes of subculture representatives. Identification is the process by which subculture members consider themselves belonging to a particular group and thereby determine their social place. At the same time, factors such as self-expression, creativity, and self-development within subcultures are also of great importance.

Furthermore, the teacher's speech culture, behavior, and communicative styles play an important role in organizing effective communication with youth. The teacher must use adequate methods for transmitting information appropriate to youth subculture, establishing contact, forming mutual trust relationships, and organizing idea exchange. Their activity must correspond to the main goals of providing socio-pedagogical assistance, forming feelings of trust, psychological safety, and social protection in students.

In working with youth subcultures, studying and implementing foreign experiences is of great importance. In particular, methodologies and programs developed by foreign researchers and social pedagogists serve as important



sources in creating effective models for working with youth. However, these experiences should not be directly copied but adapted to national socio-economic, political, and cultural conditions.

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