



 Research Article

## YUNOGOY: NURTURING THE POTENTIAL OF YOUNG PEOPLE THROUGH INNOVATIVE PEDAGOGY

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**Tojiboyeva Xilolaxon Maxmutovna**

**Deputy Director Of The Scientific Research Institute Of Pedagogical Sciences Of Uzbekistan For Scientific Affairs And Innovations, Doctor Of Pedagogical Sciences (Dsc), Senior Researcher, Uzbekistan**

### ABSTRACT

Yunogogy from the combination of the words “youth” and “pedagogy,” youthogy is a unique approach to education and youth work. This innovative concept aims to understand and address the specific needs, interests and developmental stages of young people. In this article we will look at the theory and practical application of Yunogogy in the context of youth work.

### KEYWORDS

Yunogogics, youth, work techniques, youth work, socialization.

### INTRODUCTION

The youth of every country is one of the most socially vulnerable parts of the population due to undeveloped social skills and lack of life experience. For the purpose of a comprehensive analysis of the results of the study on the development of a project for a modern socio-pedagogical model of youth work based on modern pedagogical approaches and its implementation, the authors, using the existing

international baggage of scientific and theoretical approaches, analyze practical experience and propose to consider youth as an object of social work, taking into account the challenges of the changing peace.

Youth is a social reality that is produced by society in specific historical, sociological, economic, educational and legal contexts; This is

a certain part of the age stratification of society, which establishes its life strategies and conditions for the transition from one age to another and determines social status and roles in accordance with age. Youth is a period of transition: the age of life marked by the transition from adolescence to adulthood. The age of opportunity and experimentation, the age of commitment and choice, youth is a period of learning responsibility, access to material independence and building one's own autonomy. Youth can be defined as the stage of preparation for fulfilling roles in the profession and family, for adulthood.

At the same time, youth is the age of hope for overcoming various forms of social inequality. Young people do not form a homogeneous entity: they have social differences related, in particular, to inequalities in terms of educational level and ethnic origin. Young people, as one global subculture, are also on a massive scale exposed to social risk factors and deviant behavior (participation in spontaneous informal events in order to gain internal psychological comfort and self-actualization). Modern experience in different countries of the world shows that young people take an active part in religious sects of various levels, protests against the authorities, informal, destructive public associations and organizations, as opposed to existing official organizations and movements supported by society. Yunogogy, with the aim of regulating the consciousness of the younger generation and as a social and humanitarian complex for organizing work with youth, influences the process of preparing young people for adulthood and

gaining resistance to various kinds of deviations. According to the leading scientist M.I.Ryzhkov, "Yunogogy is defined as a branch of pedagogy that studies the pedagogical influence on a person in adolescence in the process of personal self-determination and the formation of his socially oriented thinking, as well as serving the processes of socialization and education of boys and girls. From the perspective of youthogy, youth belongs to an age category characterized by a gradual transition and the establishment of continuity between the phases of adolescence and adulthood." Taking into account that the main thresholds for entry into adulthood are no longer achieved simultaneously and completely, as before, we note that there is a need to consider a number of scientific concepts and theories for the development and implementation of a set of technologies for organizing work with youth.

In most civilized countries of the world, the leading trends in the development of the theory and practice of youth work reflect the rapid growth of the role of social pedagogy, the search for ways to update the social education system of children and youth. separation of other professional, state educational institutions from life, family, socio-cultural environment. Pedagogy of relations in society, formation of its pedagogically oriented infrastructure, full use of family and society's unique capabilities, cultural, intellectual, professional, spiritual potential for educational purposes are the priority directions of educational issues. microsocial environment.

The socio-pedagogical traditions of working with youth in the post-Soviet region have deep roots. If

in the 19th century Pedagogy was, first of all, the science of educating children, then in the 20th century. The boundaries of his research have expanded significantly. In the last third of the 20th century. at all stages of human development (including childhood, adolescence, maturity, old age) was given a social order to study the possibilities of pedagogical influence on him. In relation to what appeared in the last third of the 20th century. The idea of creating youth pedagogy - the science of youth - has been expressed in a number of publications by directing education to the continuous education of a person of all ages (that is, childhood, adolescence, adulthood, old age). Yunogogy as a field of pedagogy that studies the pedagogical influence of pedagogy on the individual in the period of adolescence in the process of personal self-determination and the formation of his socially oriented thinking, as well as serving the processes of socialization and upbringing of boys and girls is determined.

The origin of youth should be sought in the Soviet past - in the pedagogy of Komsomol work. In that period (1950-1980s), the most important direction was the educational activity of the school Komsomol organization (L. I. Umansky, M. M. Yashchenko, B. Z. Wolfov, S. E. Jose, A. N. Lutoshkin, etc.). The initial developments of youth science focused on educational work with young people "to prepare boys and girls for the implementation of various social roles and comprehensive socialization of the individual through a community that informs and prepares

them for social experience consistent with basic social values. for life" [2].

In the same period, the concept of "pedagogy of common care" (communal methodology of I.P. Ivanov) was formed. It is based on the following principles: cooperation between adults and children, socially useful direction, multi-role nature and romanticism of activity, creativity. In addition, the "pedagogy of common care" supported the ideas of collective creative education, such as setting common goals, common participation in business organization, model situations, and emotional enrichment of community life. The essence of each of these ideas lies in the collective creative direction of activity, the development and understanding of the goals and ideals of joint life of adults and children. The emotional richness of community life includes the intensification of emotional tension, the emergence of feelings of unity, trust, and elevation with the help of special means (symbols, traditions, rituals). Developed in an out-of-school environment, this methodology was originally built as a pure education outside the formal structure of the school, outside of the learning process.

The works of I. S. Kon are of methodological importance for the development of the science of junogogy. Starting with the article "Youth as a Social Problem" (1965), Cohn actively studied the phenomenon of youth and its culture. His works on the "student revolution" of the 1960s. made it possible to better understand the essence of the youth movement and to find similarities with the processes taking place in the educational system.

Unlike many researchers who consider youth culture to be only a form of deviant behavior, criminogenic in nature, Kohn, relying on historical and anthropological data and understanding youth as a separate stage of life, identifies the pattern of emergence of youth culture he emphasized. The youth subculture is different from the one generally accepted in the adult society, hence the need for a dialogic approach to youth [3].

Thus, by the beginning of the new millennium, the theoretical and methodological foundations of the science of yunogogy were formed. However, the discussion about its object and subject is only specific, acute, but personal problems: the increase in crime, drug addiction and suicide, the deterioration of the health of young people, social orphanhood and homelessness, child abuse. began when information about violence appeared. families, youth unemployment, moral corruption, lack of spirituality and social indifference of the young generation, deformations in the attitude of young men and women to work, etc. Yunogogy should provide social practice with effective means of pedagogical influence on young people. their social maturity during specially organized work with them.

#### Understanding Yunogogic:

Yunogogy is based on the belief that traditional pedagogical methods cannot fully accommodate the diverse learning styles and preferences of young people. It recognizes the dynamic nature of young people's experiences and seeks to create

learning environments that are responsive to their interests, aspirations and unique perspectives.

#### 2. Theoretical foundations:

Yunogogy draws inspiration from a variety of educational theories, including constructivism, experiential learning, and youth development theories. It recognizes the importance of active participation, hands-on experience and the role of mentors in supporting the all-round development of young people.

The object of the science of junogogy is to study the process of purposeful influence on young people, the purpose of which is their adequate social, mental and physical development. In connection with the consideration of the object of yunogogy, there is a need to define age limits among young people. According to experts, the object of work with young people should be the following categories of young people:

- teenagers (1-17 years old);
- young people (18-30 years old).

The subject of junogogy is a socio-pedagogical activity aimed at the proper development of young people from 14 to 30 years old. So, youth pedagogy is a branch of pedagogy that studies pedagogical support for the social development of a young person, develops pedagogical technologies and methods of pedagogical influence on young people.

Homogeneous main tasks specific to a particular discipline, determined by its subject and the main

goals of pedagogical activity, are usually called functions. The theoretical function of yunogogy is realized at three levels:

- studying the experience of organizing youth work and diagnosing the state and results of pedagogical processes among young people;
- to identify stable relations and regularities in the process of pedagogical influence on young people;
- prognostic research of socio-pedagogical activity in youth organization.

There are also three levels of technological function implementation:

- development of methodological materials for organizing youth activities;
- introducing the achievements of pedagogy into the practice of working with young people;
- to assess the impact of scientific research results on the organization of work with youth and to regulate the interaction between theory and practice accordingly.

### **3. Adapting education to the needs of young people:**

One of the main principles of yunogogy is to adapt educational content to meet the unique needs and interests of young learners. It includes real-world examples, interactive activities, and technology-based approaches to make the learning experience more engaging and relevant.

### **4. Empowerment of youth through participation:**

Yunogogy pays great attention to the active participation and involvement of young people in the educational process. This can include collaborative projects, community engagement, and self-directed opportunities that instill a sense of empowerment and ownership throughout their learning journey.

### **5. Mentorship and leadership:**

In a yunogogic approach, mentors play a crucial role in guiding and supporting young individuals. These mentors act not only as teachers, but also as role models, providing valuable insight, advice, and encouragement to help youth navigate academic and personal challenges.

### **6. Holistic development:**

Yunogogy recognizes that learning goes beyond academic achievement. It strives for the holistic development of young people, including social, emotional and life skills. This approach aims to prepare young individuals not only for academic success, but also for the challenges and opportunities they may face in various aspects of life.

### **7. Practical guides in youth work:**

In the field of youth work, Yunogogy finds practical applications in the design of youth programs, workshops and events. These initiatives are designed to be inclusive, culturally sensitive and responsive to the growing needs of

young people, creating a positive and supportive environment for their growth.

So, the science of youth is the theoretical and methodological basis for the implementation of the state policy on youth, its pedagogical and technological support. Yunogogy represents a progressive and flexible approach to education and youth work. Recognizing the unique characteristics and potential of young individuals, Yunogogika strives to create learning environments that are not only effective in imparting knowledge, but also empowering and enriching, ultimately preparing young people for a dynamic and ever-changing world. As educators and youth workers continue to explore innovative approaches, Yunogogika stands out as a promising framework for shaping the educational experience of the next generation.

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