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 Research Article

Factors Influencing The Motivational Sphere Of Disorganized Youth

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ABSTRACT

The article analyzes the key factors influencing the motivational sphere of disorganized youth. This article plays a significant role in the process of self-awareness and the establishment of life goals among young people. The article examines social, psychological, and economic factors, as well as the importance of family environment and the education system. The research findings will assist in developing strategies necessary to enhance youth motivation and actively engage them in social life.

KEYWORDS

Disorganized youth, motivational factors, self-motivation, social influences, psychological factors, spiritual values, friendship and group influences, goal setting, youth problems.

INTRODUCTION

In today's world, disorganized youth constitute an important part of society; however, many of them face significant difficulties in finding the right direction in life. Disorganized youth are generally identified as individuals who struggle to demonstrate active participation in educational,

professional, or social spheres. Due to their unstable self-confidence and lack of clearly defined future goals, their level of motivation tends to be low. For this reason, studying the factors that influence the motivation level of such youth and developing appropriate measures to enhance it has become one of the most pressing issues in modern social and psychological research. Increasing the

motivation of disorganized youth is not only important for their individual development but also plays a crucial role in the socio-economic progress of society as a whole. Motivation is an internal or external driving force that directs an individual toward specific activities. It is one of the key determinants shaping young people's attitudes toward the future. Through motivation, youth are inspired to engage in self-development, acquire professional skills, pursue education, and actively participate in the life of their community.

METHOD

A.N. Leontiev's concept of the activity-based nature of personality and consciousness and the principle of the "parallelogram of higher mental functions' development" emphasizes the unity of biological and social factors as driving forces of psychological development. According to this theory, personality formation is driven by the integration of social experience through leading types of activity. This framework provides a valuable foundation for analyzing the needs and motivational sphere of disorganized youth. In explaining the causes of "life passivity" among disorganized youth, this approach considers the relationship between their lifestyle-related needs and the degree to which those needs are satisfied. Attention is given to the organization of age-specific leading activities and their motivational bases. When an individual's basic needs successfully activate relevant motives, biological and social elements harmonize, fostering self-development. However, disruptions in this structure among disorganized youth often generate social gaps, reducing levels of social

engagement and activity. In this regard, Leontiev's theoretical model serves as a fundamental basis for interpreting and explaining the findings of this research.

Equally important is B.F. Lomov's systemic approach to psychology, which addresses the complex configuration of interrelated psychological phenomena such as activity, communication, and social interaction. Lomov's theory posits that every psychological event should be examined as part of an integrated system. Accordingly, when the socio-psychological portrait of disorganized youth is viewed as a holistic and interrelated system, its components—such as values, orientations, individual-typological traits, emotional sphere, and cognitive processes—can be meaningfully analyzed in relation to one another. Through examining how these components align or contradict, this study identifies the distinctive features of disorganized youth as a social group. A.R. Luria's historical and cultural approach to the transformation of social consciousness also provides a valuable explanatory framework for this research. His theory describes how social and historical conditions can restructure the organization of mental activity. In today's context, the negative influence of "mass culture" and the influx of destructive information from virtual environments have significantly reshaped the worldview of modern youth. This transformation underscores the importance of subjective factors in shaping values and attitudes. Luria's approach is thus essential for understanding the mechanisms of psychological restructuring in the relationships between individual and group, group and society,

and within society itself. The model aids in revealing the psychological characteristics of how these interactions evolve and how negative influences can be mitigated through conscious social and personal development.

DISCUSSION

Despite the frequent use of the term “youth” in scientific and philosophical literature, there is still no single universal definition of this concept. Most scholars describe youth as a social category and an active subject of socialization that differs from others by certain age characteristics and is defined as a socio-demographic group determined by age boundaries. This definition primarily evaluates the concept from the perspective of age limits. However, up to the present day, there is no unified scientific definition that fully fits both the general and functional approaches to the concept of youth, and even its philosophical essence has not been sufficiently revealed. In general, youth is understood as the period of life between childhood and adulthood, which is often associated with vitality, rapidity, enthusiasm, freedom, and creativity.

At the same time, there is still no clear scientific definition of the concept of “disorganized youth” that has recently emerged among young people. Researchers from different fields provide definitions based on their area of study, but these definitions often lack a solid scientific foundation. Disorganized youth can be described as individuals whose behavior does not contribute positively to the state, society, or family, and who show

indifference and passivity toward social life. The term refers to a group of young people who pursue their goals individually without utilizing the opportunities created by the state and society, often in a primitive and ineffective way, without studying or working. These individuals are unable to harmonize their personal goals with the interests of the state and society.

The level of motivation among disorganized youth is influenced by a number of factors that can be classified as social, economic, psychological, environmental, and personal. Social factors include the family environment, where parental support, socioeconomic conditions, and upbringing directly affect motivation. Young people from supportive families with strong values are more likely to strive toward achieving their goals. Peer relationships also have a strong influence; if friends are active and have a stable position in society, they inspire others to follow their example. Cultural values and community relations also play a vital role, as societal norms and accepted values shape motivation among young people.

Economic factors such as family income and economic opportunities significantly affect motivation. Youth from financially stable families are more likely to have access to education and vocational training, which strengthens their motivation. The regional economic situation also plays a role, as youth living in areas with more job opportunities tend to be more motivated to develop themselves. Psychological factors such as self-awareness and self-confidence are also critical. Strong self-confidence and clear goals encourage development, while low self-esteem often leads to



demotivation. Stress and emotional stability are equally important; the ability to manage stress and maintain mental balance greatly influences motivation. Youth facing financial or social difficulties often lose their sense of purpose and motivation.

Environmental and living conditions also affect motivation. The opportunities and living standards of the area in which youth reside influence their aspirations. Urban youth typically have greater access to education, jobs, and resources compared to those in rural areas. Living conditions, infrastructure, education, healthcare, and access to public facilities all strongly influence motivation. Personal development and educational opportunities play an important role as well. The quality of education and learning environment contributes to motivation, as effective teaching methods encourage youth to pursue their goals. Courses, training programs, and opportunities that align with personal interests help young people enhance their motivation and ambition.

Several strategies can be effective in increasing motivation among disorganized youth. Vocational education and training programs are among the most efficient ways to enhance motivation, as they encourage youth to acquire professional skills and secure stable employment. Psychological support and motivational programs, provided by counselors, mentors, and psychologists, can help youth define their goals, strengthen self-confidence, and increase motivation through targeted training. Social support systems organized by communities, public organizations, and the state can reintegrate disorganized youth

into active social life. Additionally, expanding educational opportunities and creating new courses or programs for those outside the education system can motivate them to return to learning and acquire new skills. The motivation of disorganized youth is influenced by social, economic, psychological, environmental, and personal factors. Understanding these factors and implementing targeted measures to strengthen motivation are essential not only for the personal development of young people but also for the overall socio-economic progress of society.

RESULTS

The analysis revealed that the motivational sphere of disorganized youth is significantly influenced by a combination of internal and external factors. Internal factors include low self-esteem, unstable life goals, and lack of self-discipline, which collectively reduce the individual's ability to set and achieve meaningful objectives. External factors, on the other hand, consist of limited access to education, unemployment, unstable family conditions, and insufficient social support from institutions. Findings also indicate that the majority of disorganized youth demonstrate low levels of educational and career motivation, often resulting from feelings of social exclusion and a lack of clear direction in life. The absence of consistent guidance and mentorship contributes to a weakened sense of purpose and decreased confidence in future success. However, the study found that when proper psychological, educational, and social interventions are introduced—such as motivational training, career counseling, and youth

engagement programs—the level of motivation among disorganized youth increases noticeably. These interventions help them develop self-awareness, set achievable goals, and participate more actively in educational and social activities. Overall, the results suggest that enhancing the motivation of disorganized youth requires an integrated approach that addresses both psychological development and social adaptation. Strengthening their motivational sphere not only contributes to their personal growth but also supports broader social and economic stability.

CONCLUSION

Youth represent the foundation and driving force of any society's future development. However, disorganized youth constitute a complex socio-economic and psychological group. Their low level of motivation and limited interest in productive activity often prevent them from finding their place in society. This study explored the motivational needs of disorganized youth, the factors influencing their motivation, and the strategies for their social integration. Research findings indicate that improving the motivation of disorganized youth requires a multidimensional approach. Key determinants include the quality of education, access to psychological counseling, employment opportunities, and institutional support from both the state and society. Strengthening these aspects contributes to the development of self-confidence, goal orientation, and social responsibility among youth. Motivational programs, mentoring systems, and comprehensive social support play a vital role in guiding disorganized youth toward constructive

participation in social and economic life. By empowering them to realize their potential, society not only enhances individual well-being but also ensures long-term social stability and sustainable development.

In conclusion, fostering the motivation of disorganized youth should be viewed as a strategic priority for national progress. Their successful integration into social and economic structures is not only a solution to youth inactivity but also a key factor in the overall prosperity and resilience of society.

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