

Social and Psychological Characteristics of the Worldview of Modern Youth

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Abstract. *The article analyzes the socio-psychological characteristics of the worldview of modern youth, its formation factors and diagnostic indicators. The worldview is interpreted as an integrative mental structure consisting of such components as the value system of a young person, social identity, civic position, attitude to the future, and self-awareness in the digital environment. The research methods used were the analysis of scientific literature and normative and strategic documents, conceptual modeling, design of questionnaires and monitoring tools, and expert assessment. As a result, a 5-component model for assessing the worldview of young people (cognitive, value-normative, social-identifying, emotional-evaluative, behavioral-attitudinal) and a set of practical indicators for them were proposed. Also, recommendations were developed for planning prevention and development work in educational institutions, taking into account individual psychological differences, family-community influence, and media-socialization features. The discussion argues that factors such as digitization, globalization, the speed of information flow, and social unrest are intensifying the processes of polarization (conflict of values) and hybridity (harmony of tradition and modernity) in the worldview of young people.*

Key words: *Youth, worldview, social psychology, identity, values, digital socialization, citizenship position, media influence, life goals.*

1. Introduction

In modern society, young people (usually the 14–30 age segment) are the most responsive to social changes and the most receptive to new ideas and technologies. At the same time, this period is characterized by important psychological tasks such as personal identification, professional direction, determination of life goals, and choosing a hierarchy of values. Worldview appears as a governing structure that integrates these tasks: it represents a system of internal answers to the questions “who am I?”, “what is my place in society?”, “what values do I rely on?”

From a socio-psychological perspective, worldviews are shaped by individual experiences and social influences. Family, peer group, educational institution, neighborhood and wider society, as well as the digital media space (social networks, blogs, online communities) are becoming the main sources of socialization. The abundance of information flows increases the demand for critical thinking, media literacy and mental stability among young people. In such conditions, hybrid forms of worldviews (combining traditional values with global trends) and a tendency to polarization (sharp contrasts in views) are more common.

The purpose of the article is to systematize the socio-psychological characteristics of the worldview of modern youth, propose indicators and a practical rubric for its assessment, and develop methodological recommendations for preventive and developmental work in the educational process.

Research tasks: (1) to determine the psychological content of the concept of "worldview"; (2) grouping of factors affecting the outlook of modern youth; (3) creating a diagnostic model based on

components and indicators; (4) provide practical recommendations and an assessment rubric for educational institutions.

2. Methods

The article was prepared in the form of an analytical-methodological study. It set as a priority the design of diagnostic tools and intervention (educational-impact) directions, rather than conducting empirical experiments.

Methods used: (1) source analysis (social psychology, youth psychology, media psychology); (2) conceptual modeling (system of components and indicators); (3) design of questionnaire questions (Likert scale 1–5); (4) development of a pedagogical-psychological observation checklist; (5) expert assessment (clarification of indicators based on the opinions of psychologists and teachers).

A tentative empirical design (Appendix D) is proposed as a screening and questionnaire in stage 1, a focus group or semi-structured interview in stage 2, and triangulation of results (questionnaire + observation + interview) in stage 3. This approach allows for the assessment of not only declarative (verbal) but also actual behavioral manifestations of worldview.

3. Result

Based on the results of the analysis, a 5-component model was proposed for evaluating the outlook of modern youth:

1. Cognitive component: A system of knowledge, concepts, and stereotypes about society, political and economic processes, science, and technology.

2. Value-normative component: Hierarchy of personal and social values (justice, freedom, work, family, patriotism, self-development).

3. Social-identity component: "Who am I?" answers to the question: elements of national, citizenship, professional, gender and online identity.

4. Emotional-evaluative component: General tone in relation to the world: optimism/pessimism, trust, anxiety, hope for the future, empathy.

5. Behavioral (practical) component: Practical manifestation of values and attitudes in real life: participation, initiative, social responsibility, conflict resolution methods.

Indicators and assessment methods for each component are presented in Table 1.

Component	Indicators (example)	Evaluation method
Cognitive	Critical thinking, source checking habits, general literacy	Questionnaire, task (case), interview
Value-normative	The primacy of values, attitude to norms, and resolution of moral dilemmas	Value scale, dilemma discussion
Identification	"Self-image", sense of belonging to a group, compatibility of online image and real image	Questionnaire, focus group
Emotional-evaluative	Confidence in the future, anxiety, empathy, social trust	Short scales, tracking
Behavioral	Social activism, volunteerism, responsible decision-making, cultural conflict resolution	Follow-up checklist, portfolio

The matrix of the influence of modern factors on worldview is summarized in Table 2.

Factor	Positive opportunity	Risk	Action (educational)
Digitalization/social media	Quick access to knowledge, online community	Fake, cyberbullying, stress comparison	Media literacy, safe internet
Globalization	Broad worldview, language and cross-cultural experience	Conflict of values, ambiguity of identity	Cultural heritage, reflection

Economic uncertainty	Adaptability, interest in new professions	Pessimism, migration stress	Professional guidance, psychological support
Information speed	Quick decision, quick reading	Distraction, "clip" thinking	Attention hygiene, reading strategies
Peer influence	Social skills, support group	Conformism, risk behavior	Assertiveness, the ability to say "no"

Also, a 3-directional intervention package aimed at forming a worldview for pedagogical practice was proposed: (1) moral-value education and civic competences; (2) media literacy and critical thinking; (3) mental stability, empathy, and conflict resolution skills.

4. Discussion

Based on the model, the socio-psychological characteristics of worldview can manifest themselves in two ways: on the one hand, the global information environment increases the intellectual potential and social mobility of young people; on the other hand, information overload and social comparison mechanisms are likely to increase anxiety and distrust.

The issue of identification is of particular importance: modern youth, along with real-life roles, also form digital roles (online image, nickname, content authorship). If there is no internal harmony between these roles, a state of “fragmented self”, low self-esteem and the risk of social isolation arise. Therefore, psychological services and educational work in educational institutions should support both the identification and emotional-evaluative components of the worldview.

The tendency towards hybridity in the field of values is natural: young people can simultaneously combine traditional family values, personal success, innovation and ideas of global citizenship. The pedagogical task here is not to impose a “one right model”, but to develop a culture of thinking, reliance on evidence, respectful dialogue and moral reflection.

The presented screening and rubric are convenient for early diagnosis and individual approach in working with young people: the problem does not remain "invisible", but is transformed into an action plan through specific indicators. However, the results of the rubric should not be the only source for decision-making, but should be interpreted in conjunction with interviews, pedagogical observations, and family data.

5. Conclusion

The worldview of modern youth is a multi-ethnic, dynamic and integrative structure from a socio-psychological point of view, which is formed in the unity of values, identity, emotions and practical behavior.

The 5-component model and set of indicators proposed in the article can serve as a methodological basis for diagnosing, preventing, and planning youth worldview development.

Talim muassasalarida media savodhonlik, critic tafakkur, fukarolik competencealari, empathy va psychologist barkarorlikka karatilgan complex ishlar yoshlar dunyokarashining constructive shakllanishiga hizmat kiladi.

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