

THE CONFLICTS BETWEEN ADOLESCENTS AND SOCIETY

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Abstract: Adolescence is one of the most complex and contradictory periods in human development, marked by intense psychological, social, and cultural transformations. This article investigates the multifaceted conflicts that arise between adolescents and society, exploring their psychological roots, sociological dimensions, and cultural manifestations. Drawing on classical and contemporary theoretical frameworks, the study analyzes how identity formation, generational gaps, educational pressures, family dynamics, and socioeconomic inequalities contribute to adolescent-society tensions. The article further examines how these conflicts are represented in English and Uzbek literature and proposes constructive approaches to conflict resolution through dialogue, empowerment, and institutional reform. The findings suggest that adolescent-society conflicts, while universal in nature, are significantly shaped by cultural, historical, and structural contexts.

Keywords: adolescence, social conflict, identity formation, generational gap, socialization, peer pressure, coming-of-age, psychological development, cultural context, conflict resolution.

Annotatsiya: O'smirlik davri inson hayotidagi eng murakkab va ziddiyatli bosqichlardan biri bo'lib, u chuqur psixologik, ijtimoiy va madaniy o'zgarishlar bilan tavsiflanadi. Ushbu maqola o'smirlar va jamiyat o'rtasida yuzaga keladigan ko'p qirrali ziddiyatlarni o'rganib, ularning psixologik ildizlari, sotsiologik o'lchovlari va madaniy ko'rinishlarini tahlil qiladi. Klassik va zamonaviy nazariy asoslardan foydalanib, tadqiqot shaxs shakllanishi, avlodlar o'rtasidagi tafovut, ta'lim bosimi, oilaviy dinamika va ijtimoiy-iqtisodiy tengsizliklarning o'smirlar va jamiyat o'rtasidagi keskinliklarni qanday keltirib chiqarishini ko'rib chiqadi.

Kalit so'zlar: o'smirlik, ijtimoiy ziddiyat, shaxs shakllanishi, avlodlar tafovuti, ijtimoiylashuv, tengdoshlar bosimi, o'sib ulg'ayish, psixologik rivojlanish, madaniy kontekst, nizolarni hal etish.

Аннотация. Подростковый возраст является одним из наиболее сложных и противоречивых периодов в развитии человека, характеризующимся интенсивными психологическими, социальными и культурными трансформациями. В данной статье исследуются многогранные конфликты, возникающие между подростками и обществом, анализируются их психологические корни, социологические измерения и культурные проявления. Опираясь на классические и современные теоретические концепции, исследование рассматривает, каким образом формирование идентичности, межпоколенческий разрыв, образовательное давление, семейная динамика и социально-экономическое неравенство порождают напряжённость между подростками и обществом.

Ключевые слова: подростковый возраст, социальный конфликт, формирование идентичности, межпоколенческий разрыв, социализация, давление сверстников, взросление, психологическое развитие, культурный контекст, разрешение конфликтов.

Introduction. Adolescence has long been recognized as one of the most turbulent and transformative stages of human life. Situated between the dependencies of childhood and the responsibilities of adulthood, this developmental phase is characterized by rapid biological change, psychological restructuring, and social repositioning. It is precisely during this period that individuals most acutely experience tension with the world around them — with family structures, educational institutions, peer groups, and broader societal norms and expectations.

The literary tradition has also long engaged with this theme. In English literature, J.D. Salinger's “The Catcher in the Rye” remains one of the most powerful explorations of adolescent alienation from adult society, while William Golding's “Lord of the Flies” examines what happens when adolescents are removed entirely from social structures.[1] In Uzbek literature, works by writers such as Tohir Malik similarly portray young protagonists navigating the tensions between individual aspiration and collective social expectation. [2]

The purpose of this article is to provide a systematic and multidimensional analysis of the conflicts between adolescents and society. It examines the primary sources of such conflicts — including identity formation, generational gaps, educational pressures, family dynamics, peer influences, and socioeconomic inequalities — while also considering their cultural dimensions and literary representations. Finally, the article proposes constructive pathways toward understanding and resolving these conflicts in ways that respect both the

developmental needs of young people and the legitimate concerns of the broader social order.

The Generational Gap and Value Conflicts. A second major source of adolescent-society conflict is the generational gap — the divergence in values, attitudes, worldviews, and cultural references between younger and older generations. While generational differences have always existed, the unprecedented pace of technological and cultural change in the twenty-first century has significantly widened this gap. [3]

Today's adolescents have grown up as digital natives in a globalized, hyper-connected world. They have access to information, perspectives, and communities that were entirely unavailable to previous generations, and they inhabit cultural spaces — social media platforms, online communities, digital entertainment — that many adults neither understand nor inhabit. [4] This creates profound asymmetries of experience and understanding that make intergenerational communication genuinely difficult.

Karl Mannheim's sociology of generations offers a useful theoretical framework here. Mannheim argued that each generation develops a distinctive "generational consciousness" shaped by the historical events and cultural experiences of their formative years. [5] When these generational consciousnesses diverge sharply — as they do in periods of rapid social change — the result is not merely misunderstanding but genuine value conflict, as each generation evaluates the world through fundamentally different frameworks.

Educational Institutions as Sites of Conflict

Schools represent one of the primary institutional sites where adolescent-society conflicts are enacted and negotiated. The educational system, by its very nature, is a socializing institution — its function is, in part, to transmit established cultural values, behavioral norms, and social roles to the younger generation.[6] Yet this socializing function frequently comes into tension with adolescents' developmental needs for autonomy, self-expression, and authentic engagement.

Research by Fredricks, Blumenfeld, and Paris demonstrates that adolescent disengagement from school — characterized by behavioral, emotional, and cognitive withdrawal — is strongly associated with feelings of alienation from the educational institution and its values.[7] When young people perceive the educational system as irrelevant, oppressive, or unjust, they respond through various forms of resistance: truancy, academic underperformance, behavioral disruption, or outright rebellion.

Family Dynamics and the Struggle for Autonomy

The family is perhaps the most intimate and emotionally charged arena of adolescent-society conflict. The developmental process of

individuation — the gradual establishment of psychological independence from parental figures — inevitably generates tension within family relationships. Parents who have defined their relationship with their child in terms of dependency and guidance must negotiate a fundamental shift toward greater adolescent autonomy, a transition that many find difficult.

Diana Baumrind's research on parenting styles demonstrates that the manner in which parents respond to adolescent bids for autonomy has profound consequences for both the quality of the parent-child relationship and the adolescent's broader social development [8]. Authoritarian parenting — characterized by high control and low warmth — tends to intensify adolescent-family conflict and is associated with poorer outcomes in terms of self-esteem, social competence, and mental health. By contrast, authoritative parenting — which combines appropriate boundaries with genuine responsiveness to the adolescent's perspective — tends to reduce conflict and support healthy development.

Cultural context significantly mediates these dynamics. In collectivistic societies, where family loyalty and obedience to parental authority are central values, adolescent bids for independence may be experienced as more threatening and may generate more intense conflict than in individualistic societies, where such bids are more culturally normalized.

Socioeconomic Inequalities and Structural Conflict. Beyond the psychological and interpersonal dimensions of adolescent-society conflict, structural factors — particularly socioeconomic inequality — play a crucial and often underappreciated role. Adolescents from economically marginalized backgrounds face not merely the universal developmental challenges of adolescence but also the additional burden of structural barriers that limit their access to education, employment, and social participation.

William Julius Wilson's research on urban poverty demonstrates how concentrated socioeconomic disadvantage creates conditions in which adolescent conflict with social institutions is not merely a psychological phenomenon but a rational response to structural injustice. [9] When young people perceive — often accurately — that the social system offers them limited legitimate pathways to the goals it simultaneously holds up as universally desirable, their disengagement and resistance can be understood as a form of structural critique rather than mere delinquency.

This structural dimension of adolescent-society conflict has important implications for social policy. Addressing these conflicts requires not only better psychological support and more enlightened parenting practices but also genuine commitment to reducing the

structural inequalities that place disproportionate burdens on the most vulnerable young people.

Cultural and Literary Dimensions

The conflicts between adolescents and society find rich expression in literary and cultural texts, which both reflect and shape social understandings of adolescence. In the Anglo-American tradition, the coming-of-age narrative — or **Bildungsroman** — has been a central literary form since the eighteenth century, tracing the protagonist's journey from youth to social integration through a series of conflicts and transformations.

Salinger's Holden Caulfield remains perhaps the most iconic literary embodiment of adolescent alienation from adult society — his pervasive sense that adult social life is characterized by "phoniness" and moral compromise resonates with adolescent readers across generations and cultures. Similarly, the protagonists of S.E. Hinton's **The Outsiders** navigate class-based social conflicts that reflect the structural dimensions of adolescent-society tension discussed above.²⁴

In Uzbek literary tradition, the portrayal of adolescent conflict takes on distinctive cultural dimensions, reflecting the specific tensions between traditional values and modernizing influences that characterize post-Soviet Central Asian societies. The young protagonists of contemporary Uzbek fiction must navigate not only the universal developmental challenges of adolescence but also the particular pressures of a society undergoing rapid and sometimes disorienting social transformation. [10]

Conclusion. The conflicts between adolescents and society are neither pathological nor accidental — they are a structurally predictable outcome of the intersection between the developmental imperatives of adolescence and the socializing demands of the social order. Understanding these conflicts requires a genuinely multidimensional approach that takes seriously both the psychological needs of individual young people and the structural features of the societies they inhabit.

What emerges from this analysis is that adolescent-society conflicts, while universal in certain respects, are profoundly shaped by cultural, historical, and structural contexts. Addressing them effectively requires not merely better individual-level interventions but a genuine commitment to creating social institutions — families, schools, communities — that respect the agency and developmental needs of young people while also maintaining the social frameworks within which human life becomes meaningful and sustainable.

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THE ROLE OF DIGITAL TECHNOLOGIES IN TEACHING ENGLISH VOCABULARY

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Abstract: In the field of foreign language instruction, technological tools have created innovative opportunities for improving vocabulary acquisition and learner engagement. Digital platforms, multimedia materials, and mobile applications allow students to encounter new lexical items through visual, auditory, and contextual experiences. Such exposure contributes to a deeper understanding of word meanings and supports long-term retention of vocabulary in memory. Furthermore, digital learning environments provide flexible conditions that enable