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## THE INFLUENCE OF SOCIAL INSTITUTIONS ON THE FORMATION OF COMPETITIVE QUALITIES IN YOUTH

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*Abstract: The article provides a content analysis of the role of social institutions in society, their impact on the formation of competitiveness of young people in the family, community, education, upbringing, state, law. The functional and institutional significance of the state youth policy of social institutions in Uzbekistan is also highlighted.*

*Keywords: social institution, integral function, youth, competitiveness, family, neighborhood, education, upbringing, state, law.*

### **Introduction**

The social institution is "a factor that coordinates the mutual peace, stability of social units in society, the strength of society and its relations, level of education, culture, development of public education, political governance" [12]. At the same time, youth is a factor in shaping competitiveness. P. Berger and T. Lukman created social constructive theory, interpreting social institutions as a constructive link of reality. According to them, the role of social institutions in building, establishing, regulating and supporting the social system is so great that they have shown that society is formed on the basis of "agglomeration of institutions" [5. 92]. K.Yu.Mikhaleva and N.L.Polyakova emphasize that social institutions, like any system, have a structured whole or structure - a certain model of communication and relations between the elements.

It also has a hierarchical character, in which each element has the ability to form a system of its own. That is, it becomes a system within a larger system. As a system, social institutions have the ability to actively interact with the environment and to collect and transmit information. Based on this, in the management system, the processes of self-organization and restoration of balance are carried out. It is these processes of self-organization and restoration of balance that are so important for all types of social systems, and that open up new perspectives for the study of modern institutions [21. 117-131].

### **Main part**

In our view, social institutions also provide a definition of the interrelationship of complex processes such as "Youth - Social Environment - Family - Norm - Education - Health (physical, spiritual, psychological) - Knowledge - Competition = Community Development". Therefore, M.Kuronov and O.Bozorov commented on the functional and institutional practices of the family, which is the main social institution, in the formation of youth competitiveness: "The family as an important part of the social environment plays an important role in educating young people and their future. The role of father and mother in this is invaluable. Because the foundations of the first upbringing, the attitude to values are decided in this place, and it is impossible not to take into account that the outcome of upbringing depends on the fate of the whole nation, the country. Indeed, the institution of the family is important in shaping the competitiveness of young people [15. 32-33]. Because in the system of relations such as

"Youth - Family", "Youth - Education", "Youth - Society", the family, family environment and family enlightenment have a direct impact on the formation of competitive qualities in young people. In this regard, T. Parsons views the family as an institution of the social system, pointing out that "the family is a well-organized and integrated group, a community in the social system, and at the same time an institution that performs an integral function in the social system, an element of the normative structure of the cultural system". [24. 731-732] Development of young people is at the core of family, since it plays an important role in education, goal-orientation, adaptation, and it also provides recreational, reproductive, psychotherapeutic amenities. It is in these respects that the family differs from other social institutions. This is probably why the family and family relations have risen to the level of public policy in our society. In particular, the Decree of the President of the Republic of Uzbekistan dated February 18, 2020 PF-5938 "On measures to improve the socio-spiritual environment in society, further support the institution of the makhalla ( a traditional self-government body in Uzbekistan) and bring the system of work with families and women to a new level" [7] , Resolution of the Cabinet of Ministers of the Republic of Uzbekistan No. PP-4602 of February 18, 2020 "On the organization of the Ministry of Makhalla and Family Support of the Republic of Uzbekistan" [28], Resolution of the Cabinet of Ministers of the Republic of Uzbekistan of April 15, 2020 "Resolutions No. 228 of June 10, 2020 "On approval of normative legal acts in the field of construction" [26] and many other similar legal and regulatory documents with the adoption and consistency of life in our society have been implemented. It serves as an institutional framework that strengthens the role and place of the family in the education of young people. As a result, "pursuing a single state policy aimed at implementing the idea of "Healthy family - healthy society", the organization of targeted assistance to troubled and dysfunctional families; taking measures to strengthen the interaction of citizens' self-government bodies with governmental and non-governmental organizations in educating young people spiritually and physically healthy, ensuring their employment, protecting the younger generation from ideological threats"[27], which in turn shows the institutionalization of youth competitiveness.

The family, as a social institution, primarily serves as a primary agent in promoting the socialization of young people, ensuring that they have access to a variety of cultural processes. In particular, it allows young people to enter and compete in socio-cultural relations such as speech, distribution, information exchange, attitudes to work, technology, profession, and therefore to study the impact of family and family relationships on the formation of youth competitiveness. It is expedient to conduct sociological research on scientific topics such as "parents - a role model for young people", "Family environment in the formation of competitive qualities". Based on the results of G.Ochilova's research, the researcher writes that "the content, strength and level of attitudes towards entrepreneurship in adolescents are directly related to the social environment, first of all, interpersonal relationships in the family, their positivity"[23. 16]. Researcher Sh.Negmatova writes, "One of the most important factors in the development of healthy competition in a socially oriented market economy is the formation of a culture of competition. Achieving a culture of competition requires an increase in economic consciousness". [22. 15-16] In our view, only economic consciousness itself is lacking in achieving a competitive culture. According to statistics, 15% of a person's development as a person depends on heredity, 40% on the environment, and the remaining 45% on the influence of upbringing [18]. Hence, family upbringing plays an important practical role in this process. Family upbringing is a process of regular, consistent, ideological and

spiritual influence of parents on the basis of their lives, lifestyles in the person of young people, the formation of worldviews, political, moral, aesthetic and other social factors. However, it should not be forgotten that with the development of our society, the family, all stages of its life are undergoing significant changes. In this regard, T. Parsons sees the family as an institution that shapes and changes the structure of society's "sociocultural sphere", "it preserves the normative cultural traditions and creates new ones. It is shared to one degree or another by all members of society and passed down from generation to generation through the educational process". [25]

A number of ideas have also been put forward by the classical representatives of sociology that education and upbringing as a social institution play a practical role in the formation of competitive qualities of youth. In particular, O. Komte proposes to reform the institute of education without dividing it into separate specialties. He pointed out that the "main purpose of education is general education and the dissemination of real knowledge among the masses," in which education is universal and public in nature, with primary education being general and then general education-based special education, vocational education and the most important arts. Education is practical, showing that it differs from real education [6. 71, 161]. G. Spencer interprets education as part of upbringing and interprets it as the teaching of knowledge and information necessary for man and his family. He also mentioned that by focusing on the development of human abilities and inclinations, a person should stimulate the process of self-development, thereby turning it into self-education [32. 10-12, 54-55]. E. Durkheim also includes the Institute of Education. While any human being expresses a particular social being, the goal of education is to shape that being as a human being. In this sense, education has shown that it primarily serves to ensure the targeted socialization of young people [8. 251].

Education as a social institution is the basis for the formation of competitive qualities of young people, while ensuring the systematic functioning of each sector of society and the dynamics of development. For the reason that, young people should have access to knowledge and information to create and introduce new technologies, to improve them, to diagnose them, to forecast them, to identify threats, risks and dangers to the industry in a timely manner, to determine the methods and means of harming them.

In this regard, D. Bell considers the entry of humanity into the information age as the most important sign of postindustrial society, "As we approach the end of the twentieth century, it is becoming increasingly clear that we are entering the information age. This means not only the development of previously existing methods of communication, but also the implementation of new principles of social and technological organization. The new information age is based not on mechanical technology, but on "intellectual technology". In this regard, D. Bell emphasizes the role of individual theoretical knowledge, the growing importance of the class of knowledge carriers, which has become the dominant group in the social structure of society [4]. In our view, the institutional importance of knowledge will not diminish in any period and in the future. As Yusuf Khas Hajib admits:

"Where there is learning, there is glory,  
He who has knowledge acquires greatness.  
Educated and knowledgeable,  
Is full of awareness and joy". [34, 11]

A number of researchers have also commented on the factors influencing the formation of competitive qualities in young people. For example, researcher E.Kadyrov writes



that academic lyceums and vocational schools, as well as technical schools play a major role in shaping the competitive qualities of young people, which "allows young people to concentrate on something, develop the ability to use different forms of logical thinking. The intellectual activity of this category of young people is deepening, there is a tendency to generalize and abstract, to explain the causes of events, to draw reasonable conclusions, to be critical of the views of others". [17. 16] Researcher M. Melikova said: "Regarding the specific features of the youth, which is the subject of social life, we can only say that they are characterized by mobility, activism, aspiration to innovation. Young people evaluate current and past events from the perspective of the future". [20. 14]

It is noted that if we consider that "the problem of the institute in the past (last century) is to ensure the universality of education, then the problem of the institute today is to ensure the quality of education for all (quality education for all). In turn, he highlighted the next task before the Institute of Education, the issue of providing quality education to each student (individual) by type and specialty". [33. 160-161] In our opinion, a functional approach to the institution of education is needed, with a focus on the formation of competitive qualities of young people. Especially, during the COVID-19 pandemic in the world, the globalized online education system has shown that there is a high level of need and demand for sociological research to find solutions to a number of issues facing the Institute of Education. In this regard, a number of practical experimental studies have been conducted by sociologists, psychologists, economists and researchers from developed countries (USA, Canada, UK and etc), in which: 1) to determine the socio-psychological impact of COVID-19 on students; 2) development of profiles for the classification of psychological expectations of students during a pandemic; 3) Socio-demographic potential, lifestyle issues and awareness of young people about the risk factors of COVID-19, the impact of these processes on the competitive qualities of young people in the context of a contextual approach [1,2,3,10,14,16]. In this regard, it should be noted that, unfortunately, we have not yet conducted a systematic research.

The Institute of Education also is of great importance in youth competitive training. Education as a social institution ensures that the application of the knowledge, skills and abilities acquired by young people in practice ensures which normative principles are appropriate for the educational purpose [31]. According to Sheikh Muhammad Sadik, "Education is the process of moving something from one state to another and bringing it to the point of perfection. One of the meanings of upbringing is to cultivate one's religious, intellectual and moral strength in harmony and balance".[30. 355] Abu Nasr al-Farabi's views in this regard as of practical importance. According to him, "Education is learning through practical work and experience, that is, the devotion of this people, this nation to action, profession, consisting of practical skills" [9. 284], "Youth profession, work experiences, aspirations are gradually acquired by them and they become accustomed to using the way of logical thinking in all theoretical knowledge, identifying the qualities mentioned above. In this way, by teaching children, these qualities are identified and nurtured until they reach adulthood".[9. 284-285] The above views on education serve as a theoretical basis for the formation of competitive qualities of young people, while serving to reveal the practical nature of the institution of education.

State and political social institutions are also important to enhance the competitive qualities in youth. The state institution manifests itself by performing such functions as the distribution and consumption of material goods, ensuring stability, security and protection of the rights of members of society. The state is the main political institution

that governs society and ensures its security. It performs the internal functions of the state, including economic (regulation of the economy), stabilization (maintaining stability in society), coordination (ensuring public harmony), protection of the population (ensuring rights, legitimacy, social security) and many other functions. It also has external functions: defense (in case of war) and international cooperation (protection of the country's interests in the international arena) [13]. Richard Scott and Michael Walzer argue that "states are defined as meta-institutions, which differ from other institutions in terms of purpose or function, as well as the organization and management of other institutions (both individually and collectively) and economic system regulate and coordinate educational institutions, police, military organizations, etc. mainly through (mandatory) laws". [29].

In our country, the issue of youth has risen to the level of state policy, and special attention is paid to the formation of competitive qualities in generation Z. As per to statistics, [11] the institution of law is a regulation of the behavior of members of society, a social group of young people (adherence to the legal and ethical norms of a particular society, the application of punitive measures if necessary). Also, law as a social institution is a system of general mandatory norms and relations protected by the state. The state, through law, regulates the behavior of people and social groups, (including young people) making certain relationships if necessary. The main functions of law are: regulatory (regulates social relations) and protective (protects relations that are beneficial to society as a whole) [13]. Therefore, in recent years, the Legislative Chamber has developed a number of legal and regulatory documents in this regard, paying special attention and creating conditions for the formation of competitive qualities of young people. In particular, Article 5 of the Law on State Youth Policy provides for: ensuring the rights, freedoms and legitimate interests of young people; protecting the lives and health of young people; to promote the spiritual, intellectual, physical and moral development of young people; ensuring open and quality education for young people; creating conditions for youth employment; support and encouragement of gifted and talented youth; Priorities such as the creation of conditions for the development of youth entrepreneurship [19] have been identified and serve as an institutional framework for the formation of competitive qualities of young people.

## Conclusion

In general, the formation of competitive qualities of young people can not be imagined without social institutions, so their structural and functional study is not only scientific but also practical. Based on the content analysis of sources, we draw the following conclusions:

1. Social institutions (family, education, law, state, etc.) play a practical role in shaping the competitive qualities of young people. Participates as a complex that regulates the behavior of young people on the basis of certain norms and rules, and serves as an institutional framework for ensuring in youth competitiveness;

2. Social institutions also serve to ensure the integration of youth competitiveness into socio-political, ideological and value structures. This is important in increasing the professional and social competitiveness of young people;

3. Social institutions also serve to identify the interrelationships of complex processes such as "Youth - Social Environment - Family - Norms - Education - Health (physical, spiritual, psychological) - Knowledge - Competition = Community Development".

4. Social institutions are also characterized by the distribution of available material resources and the creation of conditions that facilitate the successful implementation of



the normative requirements for the formation of competitive qualities of young people and provide social control.

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