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YOUTH AS A SOCIO-DEMOGRAPHIC CATEGORY

The article considers youth as a socio-demographic category in the context of public administration. The role of youth in modern society, its social and demographic characteristics, as well as the influence of state programs and policies on the development of youth potential are studied. The author analyzes key aspects of interaction between youth and state institutions, emphasizing the need to create conditions for active participation of young people in public life and decision-making. Particular attention is paid to the problems and challenges faced by young people, as well as the possibilities of solving them through effective public administration. The article contains recommendations for the development and implementation of strategies aimed at supporting and developing youth as an important resource for sustainable socio-economic development of the country.

Keywords: *youth, youth policy, public administration, social policy, demographic development.*

Problem statement. In the conditions of modern society, youth play a key role as a significant socio-demographic category on which the future of the country depends. Youth is an important resource capable of ensuring sustainable socio-economic development of the state. However, despite this, young people often face various problems, such as unemployment, lack of opportunities for education and professional growth, as well as social insecurity. An important role in solving these issues is played by public administration aimed at the development and implementation of effective

strategies and programs that contribute to the comprehensive development of youth potential.

The purpose of the article: to investigate youth as a socio-demographic category and its role in social relations.

Main material presentation. To consider the problems of youth, it is necessary to imagine what youth is, how it differs from other social groups. Youth is the object of study in such social and humanitarian disciplines as philosophy, pedagogy, demography, political science, sociology, psychology, etc. (E. Sprangler, M. Mead, S. Eisenstadt, T. Rozzak), and as an object and subject of the process of succession and change of generations (V. Friedrich).

Philosophical ideas about youth began to be developed in the ancient era and were reflected in the works of Socrates, Plato, Aristotle, and others. They considered the issues of education and training of youth, their service to parents, the state, society, and observance of traditions. Philosophers discuss the most favorable age periods for performing certain social tasks (marriage, birth and upbringing of children, etc.). The medieval philosopher O. Augustyn laid out in the form of "Confessions" an understanding of the personal and social life of a teenager, young man, and young person. During the Renaissance, philosophers approached the problems of youth in a new way. T. Mor in "Utopia" depicts a society in which private, personal property has been eliminated, work is the duty of all citizens, distribution takes place according to need, the family is organized not so much on the basis of family as on the basis of production, and all young people are educated. T. Campanella in the work "City of the Sun" presents a program of social transformation taking into account the commonality of property, where the family is abolished, children are brought up by the state, work is obligatory for everyone, where great importance is attached to education, labor training, and science. In the era of Enlightenment, the problems of youth education, the formation of a young person's personality, and his participation in public affairs are understood in a new way. Zh.-Zh. Rousseau in the novel-treatise "Emile, or about education" especially emphasized the importance of youth in the development of personality. Criticizing feudal-scholastic education and upbringing, their class

character, which destroys everything natural in a person, he laid out the foundations of the formation of a citizen of a bourgeois society. The analysis of youth problems was reflected in the works of I. Kant "Controversy of Faculties", "Answer to the Question: What is Enlightenment?" etc. In the works of H. Hegel "On education and training", "On teaching philosophy in gymnasiums", "On teaching philosophy in universities" the problem of youth education is touched upon.

K. Marx and F. Engels, relying on the materialistic understanding of history developed by them, looked at young people specifically historically, in the context of their contemporary capitalist social formation, in the conditions of bourgeois society and the corresponding state, in accordance with the real social-class structure that this society reproduces. They paid special attention to the proletarian, petty-bourgeois, and peasant youth, who, according to scientists, are a serious political and revolutionary force in the struggle for the fundamental restructuring of society on the basis of social justice, the absence of exploitation of man by man. They considered youth as a community of special age subgroups of certain classes and social groups of one or another social formation.

The idea of psychoanalysis, based on the ideas of Z. Freud, was given to expand the field of socio-philosophical issues of studying youth. The scientist developed a general psychological theory of the structure of the psyche as a system based on the conflict between consciousness and unconscious drives, the doctrine of the mental structures of the individual. Z. Freud's ideas were actively used by R. Benedikt, L. Feuer, L. Sheleff, E. Erikson, and others. social order. Thus, the epigenetic principle of E. Erikson made it possible to imagine the development of a person as his successive overcoming of age-related personal "identity crises" caused by the discrepancy between social requirements and the psychosocial maturity of the individual. R. Benedikt showed that at each stage of development, an individual feels the purposeful influence of society, forms a certain type of socio-psychological maturity in him - a "social character" characteristic of each specific society. L. Feuer claimed that "the conflict of generations is a universal theme of human history. It is based on the most basic features of human nature and is perhaps even a more important driving

force in history than class struggle. The history of all societies that have existed so far is the history of the struggle between generations."

Within the limits of the psychological approach, the definition of the period of youth is related to the phase approach, where each period of personality development is distinguished by the character of turning points, critical points and stages of a single life cycle, the limits of youth age are correlated with crisis periods of age development. The lower limit is determined by the first crisis of personal development, which begins at the age of 15-16 with attempts at meaningful self-determination and is determined by the choice of future social roles. The upper limit is determined by the second crisis in the spiritual and worldview aspect, which completes youth. It occurs at the age of 27-28 years, when meaningful life goals, a system of values, defined worldview orientations and positions have already been formed, a period of professional self-determination and formation has passed, and a young person is constituted in society as an independent individual with a certain socio-professional status.

E. Erikson contrasted the ideas of Z. Freud with the theory of epigenesis, in which he showed the dependence of mental activity on the entire set of sociocultural factors. The main source of development was considered by E. Erikson to be a quick solution to age-related personal "identity crises", which are caused by the discrepancy between social requirements and the psychosocial maturity of the individual. In the work "Childhood and Society" he illustrates a number of problems faced by young people. He notes: "The industrial revolution, global communication, standardization, centralization and mechanization threaten the identities inherited by man from primitive, agrarian, feudal and aristocratic cults. In this critical state, masses of people tend to seek salvation in pseudo-identities."

Socio-philosophical ideas about the problems of youth are reflected in the works of K. Mannheim "Problem of generations", "Diagnosis of our time". K. Mannheim claimed that any generation is always a part of an "organic historical period of time", and in the sense that each generation accumulates a special life experience. Giving youth a prominent place, he also attached special importance to the national youth policy, the organization of the youth movement, and education reform [1,2].

In foreign sociology, researchers have developed several methodological approaches to the study of the social group "youth", among which the structural-functional approach of T. Parsons and the conflict theory of M. Mead can be named. T. Parsons investigated the problems of intergenerational relations and considered youth as an object of social renewal, socialization and manifestation of various protest attitudes. M. Mead distinguishes three types of cultures (post-figurative, co-figurative, pre-figurative) in the conflict approach. The first type, when children learn from their parents, ancestors. It is characteristic of traditional societies based on a large family with an established way of life. Young people are guided by the experience of the older generation without introducing innovations. In the course of the social development of society, such transfer of experience disappears, it turns out to be insufficient. A co-figurative type is formed when orientation to the experience of the modern generation becomes more important and the influence of peers plays a greater role than the influence of parents. The third type has developed in connection with the acceleration of the pace of modern society. M. Mead, justifying the dependence of the dynamics of the development of modern society and intergenerational relations, sees the role of youth in preparing the basis for the development of future society. Here, adults already learn from their children, and the experience of previous generations can interfere even with the assessment of new categories.

An important place in the study of youth problems is occupied by the sociology of youth (see Table 1)

Approach	Definition
Psychophysiological	Youth is the period of development of the human personality between "puberty" and "maturity"
Conflictological	Youth is: "difficult, full of stress and extremely an important period of life", "a long conflict between an individual and society", "a problematic stage in human development"
Socially psychological	Youth is "a certain age with its biological and psychological relations, as a result - with all features of the age class"
Role-playing	Youth is "a special behavioral phase in people's lives, when they play more of the roles of a child and at the same time are full-fledged bearers of the roles of an adult"
Subcultural	Youth is a group with its own specific lifestyle, behavior style, cultural norms and values
Stratification	Youth is a special socio-demographic group limited by age; with specific social positions, status and roles

Socialization	Youth is a period of social growth, primary socialization. "The main goal of youth is self-determination, personalization. A sense of individuality is rapidly developing at a young age."
Interactionist	Youth is one of the states of mind inherent in everyone to a person In contrast to the "father" state (orientation to normative behavior) and "adult" (orientation towards acceptance intelligent decisions), it is manifested in spontaneity, immediacy, non-standard behavior
Axiological (value)	Youth as a socially significant, important stage human cycle
Subjective	Youth is a special worldview, orientation towards the future, optimism, zest for life, thirst for activity, feeling himself as young regardless of his actual age
Procedural	Young people are those who are not completed, not integrated, in the process in a state of formation, formation

The sociology of youth was formed and developed on the basis of the demographic division of age cohorts for the study of youth as a socio-demographic group that is in the process of socialization and preparation for the replacement of the passing generation and the reproduction of the social structure of society.

The first scientific definition of youth was given by V. T. Lisovsky in 1968: "Youth is a generation of people who pass the stage of socialization, learn, and at a more mature age have already mastered general educational, professional, cultural and other functions, depending on specific historical conditions of age youth criteria can range from 16 to 30 years old." Later, a more complete definition was given by I. Z. Kon: "Youth is a socio-demographic group, selected taking into account a set of age indicators, features of the social situation and socio-psychological properties determined by these and other factors. Youth as a certain phase, a stage of the life cycle is biologically universal, but its specific age limits, associated social status and socio-psychological features have a socio-historical nature and depend on the social system, culture and socialization patterns characteristic of a given society" [3].

A noteworthy concept of youth is presented in a study by V. V. Motrechko:

Examining the essential characteristics of youth, the scientist notes that "modern society must open youth as a subject of history, as an extremely important factor of change, as a bearer of new ideas and programs, as a social value of a special kind" and emphasized the characteristics of youth, which should be reflected in the integrative definition.

This concept includes the following basic provisions:

1. Youth is an objective social phenomenon that always appears as a large specific age subgroup. The key to understanding the nature of youth is the dialectic of

whole and part ("youth is part of society; youth is part of society"). Specific, age-related problems of youth in society are that (a) youth is closely related to the idea of dependence; (b) most of the youth (apprentices, students, etc.) are not yet included in the production process and therefore "live on credit"; (c) most young people do not have personal autonomy in making decisions concerning their lives; (d) young people face the problem of choosing a field of work, choosing a profession; (e) young people solve the problem of moral and spiritual self-determination; (e) they solve the problem of marriage choice and childbirth.

2. Youth is twofold by nature: it is a biological and social phenomenon that determines the relationship between its psychophysical and social development.

3. Youth is a concrete-historical phenomenon. This means that "the number of definitions of youth can be equal to the number of specific societies, each of which is derived from the general definition of youth and at the same time is the basis for the specification of this definition."

4. Youth is a carrier of enormous intellectual potential, special creative abilities.

5. Youth is both an object and a subject of socialization, which determines its social status.

6. Youth acquires subjectivity in the process of self-identification, self-awareness of their interests, growth of their organization.

7. Youth is the bearer of processes that will unfold in full force in the future.

8. Youth is the object of complex, interdisciplinary research, which in its totality can give a fairly reliable picture [4].

Buyak B. singles out the following approaches to the sociological definition of the category "youth".

First, the definition of youth as an age group. This concept thinks that the age similarities are the most significant and cancel out all the main differences.

Secondly, the definition of youth from the point of view of covering the life cycle. At the same time, as an essential characteristic of youth, emphasis is placed on the psychophysical properties of youth, the features of the most active period of socialization (K. Gross, S. Ikonnikova, V. Lisovskyi, I. Slepniakov, G. S. Hall).

Thirdly, the term youth refers to the social status determined by age (I. Kohn, L. Rosenmayer, F. Filippov, Sh. Eisenstadt).

Fourthly, the concept of youth is used in the meaning of youth subculture (G. Gryse, T. Jefferson, G. Jones, V. Levycheva, K. Manheim, M. Mead, G. S. Hall, A. Shchendrik). At the same time, a special form of organization of young people is emphasized, which determines the style of their life and thinking, which is distinguished by specific norms, values and patterns of behavior.

Fifth, the social essence of youth is determined from the point of view of its role and place in social reproduction. In this sense, the functioning and development of youth reflects the formation of a subject of public production and life.

Sixth, a risk-based approach to defining youth. According to this approach, the risk that arises in connection with the transitional state of youth as a phase of the life path and is realized in the process of innovative activity of young people, in conditions of uncertainty characteristic of modern societies, acquires a dominant role in the formation of its social subjectivity [5].

These approaches allow us to come to the disappointing conclusion that the category "youth" is a multi-meaning and general scientific term. Scientists' interest in studying the problems of youth and youth has been increasing since the second half of the 20th century, and most researchers note that youth is a special socio-demographic group that has its own biological, psychological and social characteristics.

As a special socio-demographic group, young people have a number of features arising from their objective essence. The social characteristics of youth are determined by the specific position it occupies in the process of reproduction of the social structure, as well as the ability not only to inherit, but also to transform existing social relations, that is, the potential essential forces of a young person.

It is important to determine the limits of the youth age, the selection of age subgroups of the youth. As noted above, this is difficult to do precisely because the boundaries of youth are fluid. Some sociologists refer to this age group as a group of people aged 15-29 years, sometimes youth includes a contingent from 14-16 to 30-35 years. The most common option is 16-30 years old. There are no differences in the recognition of youth age in the range of 20-25 years.

As an example, we can cite a number of options for such periodization. Scientists consider this question from a social, anthropological and psychological point of view.

The youth age of the above varies from 13-14 to 29-30 years. The duration of this age is approximately 17 years and divides the entire youth age into four subgroups.

Based on the above, it can be said that the youth age is a rather complex structure consisting of several age subgroups.

1. 14-16 years old - teenagers. During this period, the process of puberty and formation of other biological systems of the body takes place. This age is characterized by maximum disparities in the level and pace of physiological and psychological development. This subgroup includes students of secondary schools and professional educational institutions who are, as a rule, dependent on their parents or (and) the state. In general, this subgroup is the most controlled by both parents and the state.

2. 17-19 years - youth. Biologically, this period is characterized by the completion of the process of physiological maturation. In social terms, this is the age of self-determination - the beginning of independent professional activity or the choice and implementation of qualitatively new - professional - training. As a rule, at this time, the division of the life paths of young men and women begins, which further leads to the strengthening of economic, political and cultural differentiation among them. At this age, the process of socialization of the individual as a member of society continues - the acquisition of almost all the fullness of civil rights occurs, along with which the range of socio-political roles and related interests and responsibilities expands. This subgroup is less accessible to government regulation. To obtain higher education, the majority of this group goes to big cities, where they stay, having obtained a permanent job after graduating from an educational institution.

3. 20-24 years old - actually youth. At this age, a person is an adult both physiologically and socially, but the process of socialization is still ongoing. This age subgroup consists primarily of students and young people completing basic vocational training. This age is characterized by entering into production activities and creating one's own family. At this stage, state policy should be aimed at ideological and material support of youth groups that implement constructive goals.

4. 25-30 years old - older youth. And that period is characterized by the completion of the process of forming an individual as a mature personality. It is at this age that a rather rich personal experience of industrial and family life is accumulated, as well as participation in political relations. The leading field of activity at this stage

is work with the differentiation of professional roles and the resulting social position. Young people of this age perform parental duties in families. At this stage, according to most indicators, young people are approaching the category of the adult population. The influence on this subgroup of young people is mostly mediated by the market and market relations.

From the above, we can come to the disappointing conclusion that youth as a special socio-demographic group is the most dynamic part of our society and is characterized by a specific role and place in the system of social relations. Social needs (education, employment, self-realization, etc.) are a powerful catalyst for the implementation of youth policy through the participation of public organizations, services and youth centers. A wide range of forms of youth participation (volunteering, participation in non-formal education activities, work in youth centers, etc.) in the public life of a city, district or community demonstrates the relevance of further research into interactive and innovative methods of youth involvement. The age limits of this group are flexible and somewhat different from the point of view of an anthropological, psychological and social approach, but in general, people aged 14-15 to 30 years can be attributed to this group. Structurally, it is customary to divide it into several subgroups, since the youth age is quite long and there are physiological, psychological and social differences depending on whether young people relate to the period of youth or to the older age subgroups of the youth age.

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