

Social development of adolescents in contemporary society

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Abstract: This study is devoted to the analysis of the features, challenges, and prospects of adolescents' social development in modern society. The study aims to identify the key factors and mechanisms of the socialisation of the younger generation and to assess the role of the main educational institutions. The methodology comprises a theoretical analysis of scientific literature, the systematisation and generalisation of existing approaches, as well as an empirical study in the form of a questionnaire administered to 30 adolescents in Bishkek. As a result, the dominant value orientations of adolescents were identified, with family, friendship, and material well-being prevailing, while prosocial values were found to hold relatively low significance. The research revealed a predominance of passive leisure activities associated with the use of gadgets and social networks. Instances of a lack of trust in parent-child relationships were recorded among some adolescents, alongside dissatisfaction with the nature of school-based educational activities and a low level of engagement in social initiatives. Empirical findings confirmed that 60% of adolescents perceive school events as formal and not aligned with their interests, while 77% consider the ability to understand and provide support as the most important quality in a teacher. Recommendations for optimising the social development of adolescents at the level of the family, school, and state youth policy were formulated. These include the implementation of interactive educational methods (such as discussions, role-playing games, and project-based learning), the development of student self-governance, the provision of psychological and pedagogical support for families, and the expansion of volunteering opportunities. The practical significance of the study lies in the development of a comprehensive approach to supporting adolescents' social development through coordinated educational influences from key social institutions, the modernisation of educational content and methods, and the strengthening of adolescents' agency in forming a prosocial system of values and behavioural models.

Keywords: Value orientations; leisure; family impact; adolescent socialisation; deviant behaviour

1 Introduction

The social development of the younger generation is of particular importance in the context of the transformation of modern society, characterised by a reassessment of values, shifting social norms, and evolving behavioural patterns. One of the key mechanisms supporting this development is social education, understood as the process through which adolescents acquire social experience, values, and behavioural orientations. In this study, social development is

understood as a broad process of adolescents' integration into society, while social education is considered a key pedagogical mechanism supporting this development.

As noted by Abbott (2021), the social and personal development of children and adolescents is largely shaped by environmental influences and educational interventions. Adolescence represents a sensitive period for the formation of an individual's worldview, self-awareness, and life orientations (Almeida et al., 2022). Researchers emphasise that this stage is marked by intensive social development, during which the foundations of identity and interpersonal relationships are established. The future of society is, to a large extent, determined by the values and behavioural models internalised by adolescents (Bazaluk, 2017; Adylbek kyzy & Nurbekova, 2023). Therefore, the search for effective approaches to the social development of adolescents is an urgent and significant task.

The conceptual foundations of social education as a key mechanism of adolescents' social development have been developed in the works of several scholars who view social development as a lifelong process of acquiring and transforming values, attitudes, and behavioural patterns. Kitwood (2022) examines adolescent values in the context of industrial society, while Raum (1978) explores the socialisation characteristics of children among the Ghaga people. These studies provide a general theoretical framework for analysing the processes of social education.

A number of contemporary studies focus on the role of individual social institutions in the socialisation of the younger generation. For example, the influence of the family on the social development of children and adolescents is analysed in the work of Garcia et al. (2019), who, using data from various countries, demonstrate that supportive and dialogical parenting styles are associated with higher levels of empathy, self-esteem, and social responsibility among adolescents in the digital age. Webster et al. (2021) highlight the connection between adolescents' social network characteristics and their subjective well-being. The significance of schools and the education system in social education is discussed by Flanagan et al. (1998), who, drawing on data from seven countries, identify a link between civic engagement among adolescents and their value orientations. Similarly, Hermino and Arifin (2020) show that school-based character education programmes and teacher-student interaction contribute significantly to the formation of students' moral values, discipline, and prosocial behaviour. The influence of peers and social networks on adolescent personality development is examined in the work of Ballard et al. (2019), who trace the long-term effects of adolescent civic engagement on health and socioeconomic status in adulthood; Steinsbekk et al. (2021), who investigate the impact of social media use on body-related self-esteem from childhood to adolescence; and O'Reilly et al. (2019), who explore the potential of social media in promoting adolescent mental health. These studies collectively underscore the complex and multifaceted nature of the socialisation process, involving a wide range of agents and institutions.

A number of studies address the challenges and negative factors affecting the socialisation of contemporary children and adolescents. Clemens et al. (2020), Shah et al. (2020), and Singh et al. (2020) examine the impact of the COVID-19 pandemic on the psychological well-being and social development of the younger generation, highlighting increases in anxiety, depression, and difficulties with concentration and learning. Gartland et al. (2019), in a systematic review, identify factors that contribute to children's resilience in the face of social adversity, including positive relationships with adults, personal strengths, and a safe environment. Scharpf et al. (2021) analyse risk and protective factors for the mental health of refugee children, emphasising the significance of social support, access to education, and the preservation of cultural identity.

The negative influence of racism and discrimination on adolescent personality development is addressed in the work of Trent et al. (2019), who advocate for the creation of a safe and inclusive environment to support the development of all children.

Despite the substantial body of scientific literature on adolescents' social development and related processes of social education, many issues remain insufficiently explored. In particular, the regional specificities of adolescent socialisation – especially within Kyrgyzstan – are under-researched. Ongoing changes in the value system, needs, and patterns of social behaviour among modern adolescents necessitate deeper investigation. Furthermore, there is a pressing need to develop effective models of interaction among social institutions in the upbringing process.

The aim of this study is to identify the key factors and mechanisms shaping the socialisation of adolescents in contemporary society and to assess the role of the main social and educational institutions in this process, taking into account current socio-cultural transformations. To achieve this aim, the study addresses the following objectives:

1. Examination of the theoretical foundations of social education and clarification of the conceptual relationship between social education and socialisation.
2. Analysis of the role of the main institutions of socialisation (family, school, peers, and media) in adolescent development.
3. Identification of key issues in the social development of modern adolescents based on empirical research.
4. Formulation of evidence-based recommendations for improving conditions for adolescents' social development through educational and social support mechanisms.

2 Materials and methods

To achieve the stated goal and address the research objectives, a combination of theoretical and empirical methods was employed. Theoretical methods included the analysis of scientific literature on the social development of adolescents, as well as the systematisation, generalisation, and comparison of various approaches. The analysis encompassed works that explore the conceptual foundations of social education (Abbott, 2021; Kitwood, 2022; Raum, 1978), the role of the family (Garcia et al., 2019; Webster et al., 2021), school (Flanagan et al., 1998; Hermino and Arifin, 2020), peers (Ballard et al., 2019; Steinsbekk et al., 2021), and mass media (O'Reilly et al., 2019) in the social development of adolescents.

The selection and classification of the analysed studies were based on their relevance to the main domains of adolescent socialisation, including the family, school, peer environment, and media. The combination of theoretical analysis and a small-scale empirical survey was chosen to provide both conceptual understanding and contextual insight into current features of adolescents' social development and related educational processes.

Particular attention was given to the analysis of the specific features of the socialisation of today's younger generation (Almeida et al., 2022; Amir et al., 2019), as well as the risks and opportunities associated with education in the context of the pandemic and digitalisation (Clemens et al., 2020; Shah et al., 2020; Singh et al., 2020). A key component of the methodology was the review of up-to-date statistical data and official documents from

international organisations for the years 2023-2024. These included reports from the United Nations International Children's Emergency Fund (UNICEF, 2024), the European Parliament (Amand Eeckhout, 2024), the Organisation for Economic Co-operation and Development (OECD, 2023), the International Labour Organization (ILO, 2024), and key international normative documents such as the Convention on the Rights of the Child (1989). The aim of incorporating these sources was to provide an objective overview of the current global state of adolescent social development and to identify key challenges and risks related to the socialisation of the younger generation on a worldwide scale.

The empirical part of the study was carried out at a comprehensive school in Bishkek (Kyrgyzstan). The research sample consisted of 30 adolescents from years 8-9, including 17 girls and 13 boys aged between 14 and 16 years ($M=15.2$). The sample included 12 adolescents from two-parent families and 18 from single-parent households. The inclusion criteria for participation were as follows: enrolment in years 8-9 at the selected school; age between 14 and 16 years; voluntary consent to participate in the study; written permission from a parent or legal guardian. Exclusion criteria were: diagnosed mental disorders; current experience of a stressful situation (e.g. bereavement within the last three months, parental divorce, or relocation); refusal to complete more than 15% of the questionnaire items.

The sample was formed using the available cases method, based on the established inclusion and exclusion criteria. To evaluate the results, both nominal scales (for multiple-choice questions) and ordinal scales (for ranking values and assessing the degree of agreement with statements) were employed. In the latter case, a 5-point Likert scale was used, where 1 corresponded to "completely disagree" and 5 to "completely agree". For the assessment of value orientations, a 7-point scale was applied, where 1 indicated "not at all important" and 7 "extremely important". In processing the results, percentages were calculated for categorical variables, while mean values with standard deviations were computed for quantitative variables. The primary method of empirical data collection was a questionnaire.

The questionnaire, developed specifically for the purposes of the study, consisted of 25 questions addressing various aspects, including adolescents' value orientations, leisure preferences, relationships with parents and peers, and their assessment of school educational activities. The majority of questions offered multiple-choice options, while several were formulated as open-ended items. The questionnaire was administered online via a Google Form, with the link distributed to participants through the electronic school journal. Prior to completing the survey, participants were informed about the study's objectives and the voluntary and anonymous nature of participation. The average time required to complete the questionnaire was approximately 15 minutes. The primary empirical data were subjected to mathematical and statistical analysis using Microsoft Excel. Percentages were calculated for categorical variables, and mean values were determined for quantitative data. Gender-based subgroup differences were assessed by comparing the percentage distributions of responses given by male and female participants.

3 Results

3.1 Theoretical foundations of social development of adolescents

Social education is a key mechanism supporting adolescents' social development and represents a process of purposeful personality formation, involving the development of value orientations and behavioural patterns in accordance with socio-cultural norms and expectations. The conceptual foundations of social education have been explored in the works of numerous

scholars. Abbott (2021) conceptualises social development as a lifelong process shaped by interaction with key social institutions, including the family, school, peer groups, and media, and emphasises the central role of the family in establishing foundational values and behavioural patterns that influence subsequent socialisation.

The school's role as a key institution supporting adolescents' social development through social education is equally critical. Beyond delivering knowledge and developing skills, schools also transmit values, traditions, and social norms. The nature of relationships within the "teacher-student" and "student-student" frameworks, the pedagogical style, and the overall school environment collectively create a unique socio-psychological context in which adolescents' personal and social development occurs (Hertz & Barrios, 2021; Sikora et al., 2019).

The influence of peers on the socialisation process during adolescence is difficult to overestimate. The need for acceptance and the desire to conform to group norms and values often become more influential for adolescents than the impact of family or school. However, the nature of this influence can vary: it may be positive – contributing to the development of communication skills and mutual support – or negative, potentially leading to deviant behaviour (Imran et al., 2020).

Mass media also exert a significant impact on the social development of adolescents. In contemporary society, they have become a powerful force in shaping the consciousness and behaviour of young people, often rivaling the influence of the family and school. Media channels, which transmit particular values, models of success, and lifestyles, substantially affect adolescents' worldviews. In this context, a task of social education is the cultivation of media literacy, critical thinking, and resistance to manipulative influences (Thapar et al., 2022; Viner et al., 2022).

Researchers devote considerable attention to the specific characteristics of adolescent socialisation. Almeida et al. (2022), through a systematic review of existing studies, conclude that social isolation during adolescence has particularly detrimental effects on development, resulting in disruptions in communicative, emotional, and behavioural domains. Adolescents tend to react more acutely than individuals in other age groups to the limitation of social contacts, experiencing frustration of fundamental needs for communication and self-expression (Stankovska et al., 2015; Zhandossova et al., 2025). This highlights the urgent need to identify opportunities to sustain adolescents' social connections, even in situations involving objective constraints.

Social development during adolescence is closely linked to the formation of identity and self-awareness (Angjelkoska et al., 2015; Kabidenova et al., 2016). Amir et al. (2019), in their study of adolescents' subjective social status across different societies, demonstrate that an individual's perception of their position within the social hierarchy significantly influences self-esteem, levels of aspiration, and psychological well-being. The criteria for determining social status, however, may differ according to cultural context and societal values. In traditional cultures, factors such as lineage and family connections tend to hold greater importance, whereas in modern societies, increasing emphasis is placed on individual achievements, education, and professional status.

Issues related to social adaptation and integration into society are particularly relevant for adolescents facing difficult life circumstances. Scharpf et al. (2021), in their analysis of risk and protective factors affecting the mental health of refugee adolescents, highlight the critical

role of social support, a positive ethnic identity, and participation in education. A comprehensive approach to supporting adolescents' social development through social education should not only focus on helping young people overcome challenges but also aim to create conditions that allow for the development of individual potential and self-realisation.

Ballard et al. (2019) explore the long-term effects of civic engagement during adolescence on health and socioeconomic outcomes in adulthood. Their large-scale study reveals that adolescent participation in volunteer activities, social initiatives, and political life is associated with higher levels of education, income, and both physical and mental health later in life. These findings reinforce the importance of involving adolescents in socially meaningful activities as a key factor in fostering positive socialisation.

García-Carrión et al. (2019), through a systematic review of studies, substantiate the effectiveness of interactive methods in supporting the social development of children and adolescents through social education. Techniques such as discussions, role-playing games, and collaborative projects contribute to the development of communication skills, empathy, critical thinking, and conflict resolution abilities. Interactive engagement creates a unique environment in which adolescents can safely experiment with new behavioural models, receive feedback, and enhance their social competence.

New challenges for the theory and practice of social education are emerging in connection with the digitalisation of society. Steinsbekk et al. (2021), in a longitudinal study, demonstrate the influence of social media on adolescents' self-esteem regarding appearance. Idealised images disseminated through social networks often become aspirational standards for many adolescents, heightening the risk of body dissatisfaction and eating disorders. Conversely, O'Reilly et al. (2019) analyse the potential of social networks to support adolescent mental health. On the one hand, social media can serve as a source of support and a platform for self-expression; on the other, it may become a space for cyber aggression and addiction. In these circumstances, the task of social education is to equip adolescents with the skills required for the responsible and safe use of digital technologies.

An essential component of social education is the formation of adolescents' value orientations. Kitwood (2022), in examining the values of adolescents in an industrial society, demonstrates how these are shaped by socio-economic factors. In conditions of economic instability and uncertainty about the future, many adolescents prioritise material well-being, career prospects, and personal success (Ryspekova, 2022; Qi-Qi et al., 2025). At the same time, the enduring importance of family, friendships, and values such as honesty and justice is also noted. The role of social education, therefore, lies in harmonising individual and collective values, fostering civic responsibility, and cultivating a pro-social orientation.

In summary, the theoretical analysis conducted reveals that the social development of adolescents is a complex, multifaceted process involving the interaction of numerous institutions and factors, including the family, school, peer groups, media, socio-economic conditions, and cultural traditions. Socialisation during adolescence is characterised by specific features such as the intensive development of self-awareness, reflection, and the need for self-determination. Recognising these characteristics, respecting the adolescent's agency, and employing interactive forms and methods are essential conditions for effective social development. Contemporary trends in digitalisation and globalisation pose new challenges to the theory and practice of supporting adolescents' social development through social education, necessitating innovative approaches that are responsive to the demands of the time.

3.2 Current state of social development of adolescents worldwide

An analysis of the current state of adolescents' social development necessitates an examination of global trends and the challenges faced by societies across different countries. At the international level, issues related to the social development of young people are reflected in key international policy documents and initiatives of the United Nations (UN) system. The Convention on the Rights of the Child (1989) affirms children's rights to education, personal development, and protection from violence and discrimination. The UN Sustainable Development Goals (SDGs) for 2030 include objectives aimed at ensuring inclusive and equitable quality education and promoting lifelong learning opportunities for all (Cluver et al., 2019).

Despite the efforts undertaken at the global level, significant problems persist in the sphere of adolescent social development worldwide. According to UNICEF (2024), there are approximately 1.3 billion adolescents aged 10-19 globally, many of whom face poverty, inequality, and limited access to education and healthcare (Table 1). These factors negatively influence the socialisation process and restrict opportunities for the comprehensive development of the individual.

Table 1: Key indicators of adolescents' global situation, 2024

Indicator	Value
Number of teenagers aged 10-19 in the world, billion	1.3
Proportion of adolescents living in poverty, %	24
Number of teenagers out of school, million	180
Number of adolescents without basic literacy and numeracy skills, million	560

Source: compiled by the authors based on UNICEF (2024).

The COVID-19 pandemic has exacerbated existing problems and introduced new challenges to the social development of adolescents. According to estimates by the World Bank (2020), school closures during the pandemic affected more than 1.6 billion students globally. The transition to distance learning exposed a significant digital divide, leaving many adolescents from low-income families and remote areas effectively excluded from the educational process. Social isolation, combined with economic hardship within families, has contributed to a rise in psychological difficulties among adolescents, as well as an increase in incidents of domestic violence (Table 2).

Table 2: Key consequences of the COVID-19 pandemic for adolescents, 2024

Indicator	Value
Proportion of adolescents with symptoms of depression, %	23
Proportion of teenagers exposed to violence during lockdown, %	28
Share of families experiencing a decrease in income due to the pandemic, %	65

Source: compiled by the authors based on Amand-Eeckhout (2024) and ILO (2024).

A significant issue affecting the social development of adolescents in many countries is the rise in deviant behaviour. According to the United Nations Office on Drugs and Crime (UNODC, 2025), recent years have seen a trend towards the “rejuvenation” of crime, with increasing involvement of adolescents in criminal activity and the use of psychoactive substances. Risk factors include dysfunctional family environments, deficiencies in upbringing, and the negative influence of peers.

The rapid development of the Internet and social media has also had a considerable impact on the social development of adolescents. An OECD (2023) report indicates that 15-year-olds spend, on average, approximately 3.5 hours online on weekdays and over 4 hours on weekends, with much of this time devoted to social networking and gaming (Table 3). In the absence of adequate adult supervision and with low levels of media literacy, excessive immersion in virtual environments may lead to adverse consequences – ranging from communication difficulties to Internet addiction and increased vulnerability to antisocial influences.

Table 3: Internet usage among adolescents in OECD countries, 2023

Indicator	Value
Average time on the Internet, hours per weekday	3 hrs 30 mins
Average time on the Internet, hours on a weekend	4 hrs 10 mins
Percentage of teenagers using social networks daily, %	92
Percentage of teenagers playing online games daily, %	39

Source: compiled by the authors based on OECD (2023).

At the same time, various countries have accumulated valuable experience in the social development of adolescents that addresses contemporary challenges. In the United States and European countries, the approaches to social education supporting adolescents’ social development align with the principles of multiculturalism, inclusion, and the provision of equal opportunities for all children (Crandon et al., 2022). Schools are regarded as centres for adolescent social development, serving as spaces for fostering civic identity and intercultural communication skills (Ferrari et al., 2021). Considerable attention is devoted to media education and the prevention of risky online behaviour.

The experience of the Scandinavian countries, recognised as leaders in quality of life and human development, is particularly noteworthy, as their approaches to social education are firmly grounded in the principles of equality, cooperation, and the active encouragement of children’s initiative and creativity. Schools work closely with local communities, thereby creating a supportive environment for adolescent socialisation (Heberle et al., 2020; Uygur, 2025).

Thus, an analysis of global trends in adolescents’ social development reveals similar challenges: poverty, inequality, the lingering effects of the pandemic, and risks associated with Internet use. At the same time, positive educational practices based on the values of inclusion,

multiculturalism, and the active participation of adolescents are emerging. Effective social development in today’s conditions requires the coordinated efforts of the state, schools, families, and the children and young people themselves (Zhantassova et al., 2020; Sydykova & Mamedgasanova, 2022). Only through partnership and collaboration can we confront global challenges and create a supportive environment for the realisation of every adolescent’s potential.

The results revealed that in the adolescents’ value system, the highest priorities were family, friendship, health, and material well-being (Table 4). Meanwhile, socially significant values such as helping others, public recognition, and creativity were ranked lower by the respondents. This finding indicates a need to strengthen the moral dimension of adolescents’ social development.

Table 4: Value priorities of adolescents

Values	% of respondents who rated each value as “very important”
Family	87
Friendship	83
Health	80
Material well-being	73
Interesting work	56
Education	52
Helping people	34
Public recognition	28
Creation	26

Source: compiled by the authors.

Most of the adolescents surveyed (77%) reported being generally satisfied with their family relationships, describing them as trusting and supportive. However, one in five adolescents noted that their parents do not devote sufficient attention to them, and 10% reported frequent conflicts with their parents (Table 5). These findings highlight the need for psychological and pedagogical support for families in matters related to child-rearing. At the same time, the relatively high proportion of respondents from single-parent households in the sample may have influenced these results and should be taken into account when interpreting the findings, as family structure can affect both the level of parental involvement and the frequency of conflicts.

Table 5: Adolescents' assessment of relationships with parents

Relationship characteristics	Percent
Trusting, supportive	77
Lack of attention from parents	20
Frequent conflicts, misunderstandings	10
Parental indifference to the affairs of a teenager	7

Source: compiled by the authors.

For 80% of respondents, friendly relationships with peers represent an important value, while a smaller proportion reported communication difficulties or experiences of bullying in the school environment (Table 6).

Table 6: Adolescents' assessment of relationships with peers

Relationship characteristics	Percent
There are close friends in the class	80
Difficulty communicating with classmates	15
Were bullied at school	8
No friends in class	5

Source: compiled by the authors.

The findings indicate that although most adolescents report positive peer relationships, a notable minority experience communication challenges, social isolation, or bullying. The presence of such difficulties highlights the importance of targeted school-based interventions aimed at strengthening communication skills, fostering inclusive peer environments, and preventing interpersonal conflicts among students.

In the sphere of leisure, adolescents show a clear preference for passive forms of free time, such as using social networks, playing computer games, and watching videos (Table 7). Significantly fewer teenagers are engaged in more active pursuits, including sports, creative activities, reading, and volunteering. Moreover, adolescents' use of gadgets and the Internet is often unregulated: only one-third of respondents reported that their parents impose any rules or restrictions in this area. These findings highlight the importance of fostering a responsible digital culture among adolescents and encouraging their participation in socially meaningful activities.

Table 7: Leisure preferences of adolescents

Activities	% of respondents who frequently engage in each type of activity
Social media	87
Computer games	73
Watching movies, videos	67
Walking, chatting with friends	57
Sports activities	30
Reading books	20
Creative activities (music, drawing)	17
Volunteering, helping other people	7

Source: compiled by the authors.

The survey results also highlighted several issues in the organisation of educational activities at school. Only 27% of adolescents believe that school events align with their interests and needs, while 60% perceive them as merely formal. Many teenagers expressed a desire for greater involvement in school life; however, only 17% reported actively participating in student government bodies (Table 8). From the adolescents' perspective, the most important qualities in teachers are the ability to understand and provide support (77%), fairness (60%), and the ability to make the subject engaging (53%).

Table 8: Teenagers' assessment of the school's educational work

Characteristics	Percent
School activities are tailored to the interests of teenagers	27
School events are formal in nature	60
Participate in the work of student self-government bodies	17
The school provides opportunities for personal growth and self-realisation	37

Source: compiled by the authors.

The results of the empirical study indicate that the social development of contemporary adolescents unfolds within complex and rapidly changing social conditions. Respondents' value systems are primarily oriented towards family, friendship, health, and material well-being, while socially oriented values and civic engagement appear less prominent. Although most

adolescents report positive relationships with parents and peers, a notable proportion experience communication difficulties, insufficient parental attention, and elements of social isolation or bullying.

The findings also point to a predominance of passive leisure patterns and limited involvement in school self-governance and socially meaningful activities. At the same time, many adolescents express a desire for greater participation in school life and for more engaging and supportive educational environments. Overall, the results underscore the multifaceted nature of adolescent socialisation and the significance of the combined influence of family, school, and the broader social environment in shaping adolescents' social development under contemporary conditions.

3.3 Recommendations for improving the social development of adolescents

Based on the theoretical analysis and empirical research conducted, a number of recommendations can be proposed to support and enhance adolescents' social development.

In the context of family education, it is advisable to organise lectures, seminars, and training sessions for parents aimed at improving their psychological and pedagogical competence, as well as equipping them with effective strategies for interacting with adolescents. Arranging joint leisure activities for parents and children, and involving adolescents in family discussions and decision-making processes, can help to strengthen intra-family bonds and foster an atmosphere of trust. Improving parents' media literacy and developing mutually agreed rules for the use of gadgets and the Internet will help to mitigate the risks associated with adolescents' excessive immersion in virtual environments (Cluver et al., 2019; Ashimova et al., 2023).

In the sphere of school education, a shift is recommended from an event-based approach to a system-based model of educational activity. This includes integrating the educational component into both the curriculum and extracurricular activities. The widespread adoption of interactive teaching methods – such as discussions, role-playing games, project-based learning, and case studies – will support the development of adolescents' critical thinking, communication abilities, and creativity (Rakhmetullina et al., 2021; Krutsevich et al., 2019). Promoting student self-governance, encouraging participation in volunteer work, and supporting the development and implementation of social projects contribute to the formation of a proactive stance and civic engagement among adolescents. An equally important area is the provision of psychological support to adolescents, aimed at assisting them in resolving personal development challenges and overcoming difficult life circumstances (Hu et al., 2021).

Equally important is the activation of interdepartmental cooperation among educational institutions, social services, and law enforcement agencies in the areas of preventing deviant behaviour and providing legal and psychological assistance to at-risk adolescents.

Supporting adolescents' social development requires coordinated efforts of all social institutions, grounded in the principles of humanism, collaboration, and an understanding of the socio-psychological characteristics of today's youth. Strategic priorities should include recognising the adolescent as an active agent in the educational process; supporting their initiatives and aspirations; harmonising the socialising influences of family, school, peers, and the media environment; strengthening the educational function of schools; and fostering an atmosphere of support and care for each student's personal development. Additionally, adolescents should be actively involved in processes of positive social change through

volunteering, social projects, and participation in public life (Loades et al., 2020; Rao & Kalyani, 2022).

The implementation of these strategies will contribute to the formation of prosocial values and behavioural patterns in the younger generation, promoting their successful integration into a dynamically changing society. Social education should serve as an important space supporting adolescents' social development, citizenship, personal growth, and self-realisation.

4 Discussion

The study identified several key features of adolescent social development in contemporary society. Theoretical analysis confirmed that the socialisation of the younger generation is a complex, multifaceted process in which institutions such as the family, school, peer groups, and mass media play leading roles. These findings are consistent with previous research emphasising the multifactorial nature of adolescent social development (Abbott, 2021; Garcia et al., 2019; Flanagan et al., 1998). At the same time, the present study has clarified the specific influence of different socialising agents under modern conditions.

The empirical findings demonstrated that a significant proportion of adolescents are oriented towards values such as family, friendship, and material well-being, while prosocial values (e.g., helping others, public recognition, creativity) hold relatively lower importance. These results generally align with Kitwood's (2022) conclusions regarding the predominance of individualistic values among today's adolescents. However, the study also revealed a relatively high regard for education, suggesting that adolescents recognise its importance in achieving success in life.

An analysis of leisure preferences revealed a predominance of passive, consumer-oriented activities involving the use of gadgets and social networks. These findings are consistent with OECD (2023), which reports high levels of adolescent engagement in the digital environment. At the same time, the low levels of participation in sports, creative pursuits, reading, and volunteering are cause for concern, indicating an underdeveloped leisure culture and limited opportunities for positive self-realisation.

Noteworthy findings were also obtained concerning the role of the family in supporting adolescents' social development. Most respondents described parent-child relationships as trusting and supportive, which corresponds with the conclusions of Webster et al. (2021) regarding the positive effects of a supportive family environment on adolescent development. Nonetheless, reported instances of insufficient parental attention, conflict, and strained relationships highlight critical weaknesses in family education that require psychological and pedagogical intervention.

Valuable insights were also gained regarding the role of the school as a socialising institution. Many adolescents expressed dissatisfaction with the organisation of school-based educational activities, perceiving them as overly formal and insufficiently responsive to their interests. These findings echo the conclusions of García-Carrión et al. (2019) concerning the limited effectiveness of traditional approaches to school education. Furthermore, the study revealed a low level of adolescent involvement in student self-governance and social initiatives, potentially indicating a lack of conducive conditions for the development of students' agency and civic engagement.

5 Conclusions

The conducted research made it possible to explore both theoretical and applied aspects of the social development of adolescents in contemporary society. An analysis of the scientific literature demonstrated that this issue is inherently interdisciplinary, requiring the integration of approaches from social pedagogy, psychology, and sociology. The key institutions involved in adolescent socialization – namely the family, school, peer groups, and mass media – exert a multidirectional influence on the formation of values, behavioural models, and social skills.

The empirical study, based on a questionnaire survey of adolescents in Bishkek, revealed several important characteristics of their social development. Respondents' value orientations are primarily centred on family, friendship, and material well-being, while prosocial values and civic engagement remain less prominent. Leisure patterns are largely passive and digitally oriented, with comparatively low participation in sports, reading, creative activities, and volunteering. The findings also indicate a number of challenges within both family and school contexts, including insufficient parental attention, elements of conflict in parent-child relationships, and limited student involvement in school-based social activities. Taken together, these results emphasise the importance of expanding adolescents' opportunities for active participation, constructive communication, and positive self-realisation within family and school environments.

Based on the findings, practical recommendations were developed to optimise the social development of adolescents. These include enhancing parents' psychological and pedagogical competence, modernising the content and methods of school-based educational activities, and strengthening the agency of students. At the level of state policy, it is recommended to expand the infrastructure of supplementary education institutions and support youth-led initiatives and projects.

The theoretical significance of the study lies in advancing scientific understanding of the factors and mechanisms underpinning the social development of modern adolescents and the role of core educational institutions in shaping prosocial orientation. Its practical significance lies in the potential application of the findings to improve family and school educational practices and to inform the development of more effective youth policy at the state level.

At the same time, it is important to acknowledge certain limitations of the present study, which outline directions for future research. Firstly, the empirical research was conducted on a limited sample of adolescents from a single school in Bishkek. This restricts the ability to generalise the findings to the broader population of Kyrgyz adolescents. To obtain more representative data, future studies should expand both the geographical scope and sample size and include cross-cultural comparative analyses of adolescent socialisation. Secondly, the use of a questionnaire as the primary method of data collection limited the potential for in-depth qualitative analysis of the phenomena under investigation. Future research should consider employing a mixed-methods approach that integrates both quantitative and qualitative methodologies. This would enable researchers not only to identify general trends but also to explore the subjective meanings adolescents assign to their own social development.

Further research should also examine in greater depth the influence of digital technologies on social development, as well as the mechanisms through which prosocial activity is formed among young people. Methodologically, it is crucial to enrich research tools with qualitative techniques that allow for a deeper understanding of adolescents' lived experiences and personal interpretations.

Overall, the present study contributes to the understanding of current socio-pedagogical challenges. The implementation of the recommendations developed through this research – at the level of educational and social institutions – has the potential to support the development of adolescents’ agency, the internalisation of prosocial values, and the formation of socially constructive behavioural models, thereby facilitating their successful integration into a rapidly changing society.

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