



## MECHANISMS OF REFLECTING YOUTH-STATE POLICY IN THE EDUCATIONAL PROCESS

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### ABSTRACT

*This article analyzes the content and objectives of youth-oriented state policy as well as the mechanisms through which it is reflected in the educational process. The study examines the relevant normative-legal framework, practical programs, reforms implemented in educational institutions, and the effectiveness of modern management mechanisms. In addition, the research explores the social activity of students, its impact on the quality of education, and the role of state policy in ensuring sustainable development.*

**Introduction.** In recent years, ensuring the intellectual, spiritual, and professional development of the younger generation, protecting their rights and interests, and supporting their active participation in the life of society have been identified as priority areas of state policy in the Republic of Uzbekistan. Young people under the age of 30 constitute 55 percent of the population, and their potential is considered a strategic factor of national development. Creating favorable educational and social conditions for young people determines the effectiveness of state policy.

The conceptual foundations of state policy in the field of education are defined in Article 3 of the Law of the Republic of Uzbekistan "On Education," which emphasizes the humanistic and democratic nature of education, the principle of continuity, equal opportunities for learning, differentiated approaches across disciplines, encouragement of learning, and the harmony of state and public administration. Humanization of the educational process implies fostering students' creative abilities, taking into account their spiritual-ethical needs and interests, and promoting respect for the individual. Democratization of education is reflected in the openness of curricula, flexibility of subject content, enrichment of elective courses, and the introduction of programs aimed at developing giftedness.

A significant stage in the reflection of state youth policy in the educational process is the approval of the "Concept for the Development of the Higher Education System of the Republic of Uzbekistan until 2030." The concept outlines key tasks such as increasing higher education coverage, developing public-private partnerships, improving university rankings, introducing the credit-module system, orienting educational content toward practical skills, and implementing the "University 3.0" model based on the integration of education, science, and

innovation. It also prioritizes enhancing students' academic and creative activity, introducing international best practices, and ensuring the openness and inclusiveness of higher education for socially vulnerable groups.

Another important aspect of the implementation of youth policy in the educational process is strengthening spiritual and educational work, developing reading culture, and fostering civic responsibility among students. The Law "On State Youth Policy," the Action Strategy, the activities of spiritual-educational commissions, and projects carried out within the framework of the "Five Initiatives" have created institutional mechanisms for organizing students' free time meaningfully and engaging them actively in social, cultural, sports, and scientific activities.

The mechanisms for reflecting youth-oriented state policy in the educational process constitute a complex system that includes normative-legal, organizational-administrative, spiritual-educational, and innovative-practical factors. Through these mechanisms, the humanistic and democratic principles of education are being implemented in practice, while the intellectual potential, professional competence, and spiritual maturity of young people are being consistently developed.

Within the framework of youth policy in the Republic of Uzbekistan, the educational process is defined as a priority direction of state policy. Ensuring the intellectual, spiritual, and professional development of students, enhancing their competitiveness in the international arena, and encouraging their active participation in society are among the state's key responsibilities. In this regard, sports competitions such as "*Umid Nihollari*," "*Barkamol Avlod*," and "*Universiada*" serve as mechanisms for gradually preparing young people, providing them with experience in international competitions, and shaping competitive professionals. For example, at the XXXI Summer Olympics and the XV Paralympic Games held in Rio de Janeiro in 2016, 25 student athletes from Uzbekistan participated and won a total of 13 medals.

In the context of globalization, the education system—particularly higher education—must meet the demands of rapid technological and informational development. Therefore, the higher education system of Uzbekistan is being modernized not only through traditional methods but also through innovative approaches. The new educational concept focuses on equipping students with modern knowledge, developing practical skills, and strengthening cooperation with employers and research institutions.

The main objective of state policy in higher professional education is to train personnel who meet the requirements of the 21st century and to ensure the priority of education as an intellectual "sector" of the economy. For this purpose, the **Concept for the Development of the Higher Education System of the Republic of Uzbekistan until 2030** was adopted, defining tasks such as modernizing the activities of higher education institutions, integrating science, education, and production, enhancing scientific and innovative potential, and developing international cooperation.

Within the framework of innovative reforms, higher education institutions are working to harmonize theoretical knowledge with practical skills, implement the credit-module system in bachelor's and master's programs, and ensure integration with international training standards, including preparation for the Bologna Process. These measures contribute to training competitive, qualified specialists capable of meeting modern labor market demands.

At present, 198 higher education institutions operate in Uzbekistan, including 93 domestic universities and 105 foreign higher education institutions or their branches. The establishment of new institutions and the expansion of educational programs and master's specialties strengthen the practical mechanisms for reflecting youth-oriented state policy in the educational process. In the 2019/2020 academic year, the number of bachelor's students reached 410,000, while master's students numbered 13,000—an important indicator of the growing social impact of this sector. Youth policy in education is implemented through normative-legal, innovative-practical, and internationally integrated mechanisms, all of which support the development of young people's scientific, creative, and athletic potential, the training of competitive specialists, and the encouragement of their active participation in society.

Today, the number of academic councils authorized to award scientific degrees in higher education institutions of Uzbekistan has reached 84 (compared to 48 in 2017). Over the past three years, 1,693 professors and teachers have defended their doctoral dissertations, increasing the total number of academic staff holding scientific degrees to 9,636. Among them, 2,130 hold the degree of Doctor of Science (DSc), and 7,506 hold the degree of Doctor of Philosophy (PhD), resulting in a 5.1 percent increase in the overall scientific potential of higher education institutions.

In the past five years, 1,611 professors and teachers have completed internships and professional development programs at foreign universities. Within the framework of international cooperation, 112 young scholars were admitted to foreign master's programs and 51 to doctoral programs. Through the "El-Yurt Umidi" Foundation, 46 educators completed internships in Canada, the United Kingdom, and Italy. Between 2017 and 2019, 1,154 highly qualified foreign educators and researchers were involved in the educational process (94 from the United States, 445 from European countries, 299 from Asian countries, and 316 from CIS countries). Additionally, the base salaries of professors holding the Doctor of Science degree have increased by 3.2 times compared to 2016.

Despite these achievements, there remain a number of challenges and shortcomings in training highly qualified personnel within the higher education system. In particular:

- the coverage rate of higher education is still low;
- cooperation between higher education institutions and employers is not sufficiently effective;
- the qualifications of graduates do not fully meet the modern requirements of the labor market;
- professors and teachers lack adequate foreign language proficiency and ICT competencies;
- the quality of textbooks and the system of using foreign literature are not fully developed;
- there are no effective mechanisms for selecting talented youth;
- the professional development system for pedagogical staff does not meet modern standards;
- much work remains to be done in strengthening moral and ethical education and building students' immunity against harmful ideological influences.

The Concept also highlights shortcomings in scientific research and innovation activities. Specifically, the level of commercialization of scientific developments is low, and the involvement of talented youth in scientific research is insufficient. The integration of education, science, and industry has not been fully established. The scientific potential of higher education

institutions currently stands at only 36.4 percent. The age composition of degree holders is also relatively high: the average age is 49, with Doctors of Science averaging 56 and PhD holders or Candidates of Science averaging 43. Moreover, 45 percent of Doctors of Science are of retirement age. Mechanisms for incentivizing the work of researchers, professors, and young scientists are not sufficiently effective.

There are also several priority tasks in the formation of an internationally competitive higher education system. Higher education institutions in the republic are not included among the top 1000 universities in global rankings. Likewise, they are absent from the top 1000 list in the Webometrics Ranking. Educational programs and assessment systems are not fully aligned with international standards. Student dormitories and social infrastructure do not meet the needs of foreign students. PR projects aimed at attracting international students are not sufficiently developed, and there is no interactive virtual platform similar to those used by leading foreign universities.

To expand higher education coverage and improve the quality of education in the future, the following priority areas have been identified:

- developing public-private partnerships in higher education;
- creating a competitive environment by establishing branches of public, private, and foreign universities in various regions;
- establishing the Presidential University in accordance with international standards;
- expanding access to higher education for women and ensuring gender equality;
- introducing the credit-module system in all higher education institutions;
- increasing the effectiveness of spiritual and educational work and strengthening the worldview, intellectual capacity, and ideological immunity of young people;
- educating youth to become patriotic, proactive, modern, and professionally competent specialists;
- cultivating respect for national and universal values, promoting legal literacy, a healthy lifestyle, peace, tolerance, and freedom of conscience;
- strengthening civic engagement and socio-political activity among young people.

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