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## **FORMATION OF CIVIC IDENTITY AMONG YOUTH IN THE EDUCATIONAL SPACE**

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### **Abstract**

The article analyzes the formation of civic identity among youth within the contemporary educational space of the Republic of Uzbekistan. It examines theoretical approaches to civic identity, the influence of state policy and educational reforms, the role of schools and higher education institutions, and the impact of digital media and extracurricular activities. Based on analysis of legislation and recent studies, practical recommendations for educational institutions are proposed to foster civic engagement and identity among students.

**Keywords:** civic identity, youth, educational space, citizenship education, Uzbekistan.

### **Introduction**

Civic identity is a complex set of values, norms, roles, and practices through which an individual relates themselves to society and the state. In the context of dynamic socio-cultural transformations, globalization, and digitalization, the cultivation of civic identity among youth acquires special socio-political significance. For the Republic of Uzbekistan, which is implementing large-scale reforms in education and youth policy, the task of fostering responsibility, patriotism, legal awareness, and readiness for social engagement among young people becomes a national priority. The Law "On Education" (2020) and subsequent state programs establish the framework for the implementation of the educational and upbringing functions of educational institutions.

## Theoretical Framework

### 1. The Concept and Components of Civic Identity

In academic literature, civic identity is viewed as an integrative construct that includes the understanding of rights and responsibilities, a sense of belonging to the state, value orientations such as patriotism and tolerance, and practical involvement in social initiatives. Numerous studies emphasize the relationship between civic identity, civic engagement, and volunteering as mechanisms that reinforce identity development.

### 2. The Role of the Educational Space

Educational institutions perform not only academic but also formative functions: schools and universities shape civic attitudes through academic subjects, extracurricular activities, student self-governance, and cooperation with local communities. The open educational space — including digital platforms — expands opportunities for civic identity formation, while at the same time posing risks of passivity and value fragmentation in the absence of targeted educational programs.

### Normative and Political Context of Uzbekistan

Reforms in Uzbekistan's educational system, enshrined in the Law "On Education" (2020) and a number of subsequent presidential decrees and programs, aim to modernize educational content, develop civic competencies, promote digitalization, and encourage youth participation in public life. Recent national initiatives — including programs on education quality, partnership development, and youth involvement — create a platform for integrating civic and moral education practices into school and university environments. International organizations also actively support education and youth development programs in Uzbekistan.

### Research Methodology (Recommended Model for Master's Research)

To prepare an empirical study on this topic, a mixed-methods approach is proposed:

1. **Analytical stage:** systematization of the legal and regulatory framework; analysis of national programs and methodological recommendations.
2. **Qualitative stage:** semi-structured interviews with teachers, school and university administrators, youth organization representatives, and local government officials; focus groups with students from both urban and rural areas.
3. **Quantitative stage:** surveys of pupils and students measuring value orientations, levels of civic competence, and participation in social activities.

4. **Data processing methods:** content analysis of documents, thematic analysis of interviews, and statistical analysis of survey data (descriptive statistics, correlations, and regressions to identify factors influencing civic identity formation).

This combination of methods makes it possible to connect normative frameworks with practical implementation at the level of educational organizations and youth perceptions.

Analytical Section: Features of Civic Identity Formation Among Youth in Uzbekistan

1. **Educational Practices.** Within modernization programs, schools and universities are introducing subjects and modules aimed at legal education, history, and culture, as well as developing project-based learning and volunteering practices. However, the effectiveness of these measures largely depends on teacher training and the availability of methodological support.

2. **Urban–Rural Differences.** Regional studies show differences in youth engagement levels and access to extracurricular opportunities between urban and rural areas. The digital divide affects access to information and platforms for civic participation.

3. **Digital Environment and Social Media.** The Internet provides space for self-expression and the formation of group identity, yet it can also lead to fragmented values and the spread of misinformation if educational programs lack media literacy and critical thinking components.

4. **The Role of Youth Institutions.** Youth parliaments, movements, and NGOs serve as platforms for developing civic skills. Their collaboration with educational institutions strengthens the practical component of civic identity formation.

Practical Recommendations for Educational Institutions in Uzbekistan

Based on theoretical and analytical findings, the following practical measures are proposed:

1. **Integration of Civic Competencies into Curricula.** Develop interdisciplinary modules (law, history, social studies, media literacy) that include practice-oriented tasks.

2. **Development of Project-Based and Volunteering Activities.** Introduce mandatory school and university projects aimed at solving local problems (ecology, assistance to the elderly, social support), with civic engagement included in assessment systems.

3. **Professional Teacher Training.** Offer advanced training courses on civic education, media literacy, value formation, and methods for facilitating discussions.
4. **Support for Student Self-Governance and Youth Structures.** Establish mechanisms for collaboration between educational administrations and youth parliaments, unions, and NGOs.
5. **Assessment Mechanisms.** Implement diagnostic tools for measuring civic competencies — questionnaires, volunteer portfolios, and case assessments.
6. **Cooperation with Local Communities and Government Bodies.** Develop partnership projects, internships in local administrations, and joint initiatives aimed at enhancing civic infrastructure.

### Conclusion

The formation of civic identity among youth is a complex and multifaceted task that requires coordinated efforts from the state, educational institutions, and civil society. In the Republic of Uzbekistan, the current normative and political framework, together with international support, provides a favorable foundation for implementing civic education programs. However, the success of these initiatives largely depends on the quality of methodological support, the professional preparedness of educators, and the active involvement of youth communities themselves. The proposed recommendations are aimed at practical implementation within schools and universities and can serve as a foundation for master's research projects and practical initiatives focused on fostering civically engaged youth.

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