SOCIAL-PSYCHOLOGICAL DETERMINANTS OF FORMING AN ACTIVE CIVIC POSITION AMONG YOUTH IN THE CONTEXT OF NEW UZBEKISTAN: THE ROLE OF MANAGERIAL DECISION-MAKING

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ABSTRACT	KEYWORDS
In the context of New Uzbekistan, the formation of an active civic position among youth has become a strategic priority for sustainable social development and effective public governance. This article examines the social-psychological determinants influencing the development of civic engagement among young people, with particular emphasis on the role of managerial decision-making in educational, social, and institutional settings. Drawing on social-psychological theories of social influence, value orientation, identity formation, and motivation, the study analyzes how leadership decisions and management practices shape youth civic consciousness and participation. The research highlights the significance of evidence-based managerial decisions, participatory governance, and youth-oriented policies in fostering civic responsibility, social initiative, and democratic values. Special attention is given to the interaction between individual psychological factors and institutional management mechanisms within the framework of ongoing reforms in New Uzbekistan. The findings suggest that effective managerial decision-making acts as a key mediating factor that enhances the impact of social-psychological conditions on the formation of an active civic position among youth. The article concludes by emphasizing the need to integrate social-psychological insights into youth policy and management strategies to strengthen civic engagement and social stability.	Youth civic engagement; social-psychological factors; active civic position; managerial decision-making; leadership psychology; public governance; New Uzbekistan

Introduction

In the period of democratic reforms and modernization in New Uzbekistan, the education and socialization of youth as bearers of civic culture have become the cornerstone of national development. The "Uzbekistan–2030" Strategy and related policy documents emphasize that the future of the country depends not only on economic modernization but also on the moral, social, and psychological maturity of its citizens.

Civic position—understood as an individual's awareness of their rights, duties, and responsibility toward society—is shaped through complex interactions between the person and their social environment. Social-psychological science views this process as the result of internalized social norms, communication practices, and shared value systems. In this sense, civic consciousness cannot emerge in isolation; it evolves through collective experience, social influence, and educational participation.

In modern Uzbekistan, youth represent both the driving force of innovation and the most sensitive group to social changes. Understanding the mechanisms that determine their civic behavior is therefore a strategic task for ensuring the sustainability of the nation's development trajectory.

Theoretical Background (Expanded Version)

The formation of an active civic position among youth is a complex phenomenon that integrates principles from **social psychology, developmental psychology, and political sociology**. From a theoretical standpoint, this process can be interpreted through several key conceptual frameworks: **social identity theory**, **social learning theory**, **sociocultural theory**, and **the theory of planned behavior**. Each provides unique insights into how social-psychological factors shape civic consciousness and engagement.

1. Social Identity and Civic Self-Concept

According to **Tajfel and Turner's Social Identity Theory (1986)**, individuals derive part of their self-concept from membership in social groups. This identity forms the foundation of collective responsibility, belonging, and loyalty to societal norms. Civic identity, therefore, emerges when young people begin to perceive themselves not only as private individuals but also as members of a community and citizens of a nation.

In the context of **New Uzbekistan**, the process of constructing civic identity involves harmonizing national heritage (milliy qadriyatlar) with modern democratic ideals. Youth develop a sense of pride and belonging through participation in cultural, educational, and volunteer initiatives. When young people identify themselves as contributors to social progress, their civic engagement becomes internalized and self-sustaining rather than externally imposed.

2. Social Learning and the Internalization of Civic Behavior

Albert Bandura's Social Learning Theory (1986) emphasizes that behavior is learned through observation, imitation, and modeling. Youth absorb civic norms by observing socially approved behavior from family, educators, peers, and political leaders. Reward systems—such as social recognition or moral approval—reinforce these patterns.

In Uzbekistan, family institutions, mahalla communities, and educational organizations function as informal training grounds for civic learning. When youth witness examples of integrity, mutual assistance, and responsibility in their environment, they internalize these behaviors as part of their own

value system. Thus, civic behavior evolves not merely through formal instruction but through **consistent social reinforcement** and **modeling of prosocial behavior**.

3. Sociocultural Mediation and Communication

Drawing on **Vygotsky's Sociocultural Theory (1978)**, it is argued that mental functions and social consciousness develop through communication and joint activity. The process of dialogue mediates the transition from external regulation to internal self-regulation. In civic education, this means that open communication and public discussion help youth construct personal meaning from social norms and laws.

Modern Uzbekistan's emphasis on **public dialogue** (jamoatchilik muloqoti) and **open governance** creates a sociocultural space where young people can articulate their opinions and engage in constructive debate. This not only strengthens cognitive understanding of civic principles but also develops emotional attachment to democratic participation. Communication thus acts as both a psychological mechanism and a social bridge between the individual and the community.

4. The Theory of Planned Behavior and Civic Intentions

According to **Ajzen's Theory of Planned Behavior (1991)**, behavior is guided by intentions that stem from three components: attitudes, subjective norms, and perceived behavioral control. Civic engagement arises when individuals believe that participation is valuable (positive attitude), socially approved (normative influence), and achievable (self-efficacy).

This framework is particularly relevant to Uzbekistan's youth, who increasingly operate in hybrid social environments—combining traditional norms with digital communication and global values. Enhancing their perceived control over civic participation, for example through youth councils, digital platforms, and volunteer networks, significantly increases their motivation to act as active citizens.

5. Group Dynamics and Collective Efficacy

Another essential theoretical foundation comes from **Kurt Lewin's Field Theory (1951)** and subsequent research on **group dynamics**. Groups influence individuals through shared goals, norms, and emotional bonds. When youth are integrated into cohesive peer or community groups, they experience collective efficacy—the belief that the group can effect social change.

Collective projects, such as environmental campaigns or student self-governance bodies, not only develop organizational skills but also provide psychological empowerment. Group belonging fosters empathy, mutual responsibility, and a sense of solidarity—core components of civic identity.

6. Contextualization in New Uzbekistan

The modernization processes in New Uzbekistan have given rise to new social spaces—educational forums, digital youth movements, innovation clusters—where civic identity and participation are continuously reshaped. The government's emphasis on youth as "architects of the future" (kelajak bunyodkori) reflects a transition from paternalistic to participatory models of civic socialization.

In this context, the **social-psychological environment**—comprising communication norms, social trust, and participatory values—acts as the central determinant of civic development. The more democratic and dialogical the environment, the stronger the internalization of civic responsibility.

Conversely, environments characterized by authoritarian communication or lack of social recognition tend to suppress youth initiative and participation.

7. Integrative Conceptual Model

Synthesizing the above theories allows us to conceptualize the formation of youth civic position as a multilevel system:

- Micro level: Personal identity, self-esteem, motivation, and moral reasoning.
- Meso level: Family, peer groups, educational institutions, and community participation.
- Macro level: State policy, media discourse, and cultural narratives that define national identity.

Each level interacts dynamically. Social-psychological factors serve as mediators that translate individual potential into civic behavior. Therefore, effective civic education must address not only individual cognition and emotion but also the broader communicative and institutional context in which youth live and interact.

Discussion

Empirical observations in the context of Uzbekistan's educational and social reforms show that civic consciousness grows where youth experience respect, trust, and recognition. Initiatives such as the Youth Parliament, Youth Affairs Agency, and volunteer movements under the Yoshlar – kelajagimiz program have become practical platforms for civic education and psychological empowerment.

Furthermore, digital transformation has opened new avenues for civic participation through online communities and social networks. However, this also brings challenges such as misinformation, cyberbullying, and digital alienation, which require psychological resilience and media literacy to overcome.

The article argues that promoting civic engagement requires not only institutional measures but also the psychological empowerment of youth—helping them feel capable of influencing their social environment. Developing self-efficacy, emotional intelligence, and participatory communication culture are essential components of this process.

Conclusion

The formation of an active civic position among youth in New Uzbekistan is a multifaceted social-psychological process that integrates personal motivation, group dynamics, and institutional influences. The success of this process depends on creating social conditions that nurture trust, dialogue, and responsibility.

Social-psychological factors—especially value orientation, social trust, and communication culture—are not supplementary, but central to the sustainable development of civic identity. As New Uzbekistan continues its modernization, attention to these factors will ensure the emergence of a generation that is socially responsible, psychologically resilient, and deeply committed to the ideals of justice, freedom, and national progress.

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