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CREATION OF A NATIONAL MODEL FOR DEVELOPING YOUTH SOCIAL ACTIVITY IN THE CONTEXT OF THE TECHNOCRATIC PARADIGM

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Abstract: This article scientifically examines the theoretical and practical foundations for developing youth social activity within the context of the technocratic paradigm. The acceleration of digital transformation, artificial intelligence, information and communication technologies, and technological modernization significantly influences the worldview, social behavior, and civic consciousness of young people. In this regard, the study substantiates the necessity of creating a national model aimed at enhancing youth civic engagement, social responsibility, initiative, and participation in public life under technocratic conditions. The research analyzes modern interpretations of social activity, its pedagogical and sociological essence, integration with youth policy, and its role in higher education institutions. Furthermore, the positive and negative impacts of the technocratic paradigm, new forms of youth socialization, and the transformational characteristics of digital social participation are comprehensively discussed. As a result of the study, a conceptual framework for fostering youth social activity has been developed, and its significance in the national development strategy has been clarified.

Keywords: technocratic paradigm, social activity, youth policy, digital transformation, civil society, pedagogical system, innovative education, digital society, youth socialization, national model.

Introduction

The twenty-first century is characterised by unprecedented rates of technological development in human history. The emergence of the digital economy, the widespread integration of artificial intelligence systems into everyday life, the expansion of the global information space, and the increasing role of technological mechanisms in social governance are bringing about fundamental changes in the nature and content of social relations. Under these conditions, the qualitative characteristics of human capital, particularly the social engagement of young people, their civic position, and their participation in public life, have become strategic factors in national development. Modern technocratic societies require not only professionals who possess advanced technological skills but also individuals who demonstrate social responsibility, independent thinking, developed civic consciousness, and a sense of involvement in societal development [1].

The technocratic paradigm initially emerged as a concept aimed at improving production efficiency and accelerating technological modernisation. However, it has now penetrated deeply into all spheres of social life, including education, politics, culture, and youth development. Within this paradigm, a significant proportion of human activity takes place in digital environments. Consequently, young people's communication behaviour, mechanisms of socialisation, worldviews, and value systems are acquiring new characteristics [2]. At the same time, the excessive emphasis on technological development may, in some cases, contribute to negative phenomena such as individualism, virtual socialisation, social passivity, and alienation from real social processes. This situation necessitates the development of new pedagogical and institutional mechanisms for fostering the social engagement of young people.

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In the Republic of Uzbekistan, particular attention has been devoted in recent years to improving state youth policy, expanding young people's participation in socio-political processes, supporting their initiative, and developing their innovation potential. In particular, the implementation of the *Youth – Our Future* concept, digital education development programmes, and reforms aimed at transforming the higher education system contribute not only to the development of modern competencies among young people but also to increasing their level of social engagement. Nevertheless, the issue of developing youth social engagement within a technocratic environment remains insufficiently systematised. Existing approaches primarily focus on organisational and spiritual-moral dimensions, whereas the influence of technological factors on the socialisation processes of young people has not yet been sufficiently explored.

The relevance of this study is determined by the fact that, under conditions of globalisation and digital transformation, the development of youth social engagement based exclusively on traditional pedagogical approaches no longer ensures the required level of effectiveness. The contemporary generation of young people is developing in close interaction with information technologies, internet platforms, virtual communication, and the digital ecosystem. Therefore, the development of social engagement requires a new paradigmatic approach. Of particular strategic importance is the harmonious development of innovative thinking among university students alongside the formation of their civic responsibility, sense of involvement in social issues, and active participation in public life.

In the global academic discourse, the relationship between technocratic society and youth socialisation has been examined by numerous scholars. Daniel Bell, in his theory of post-industrial society, emphasises that knowledge and information become the principal resources of social development under conditions of technological dominance [3]. Alvin Toffler, in his concept of the *Third Wave*, argues that technological revolution has a profound impact on human thinking and social relations. Meanwhile, Manuel Castells' concept of the *network society* reveals the transformation of social ties in the context of the development of digital communication systems. These theoretical approaches demonstrate that the technocratic paradigm has a substantial influence on all spheres of human activity.

Researchers in Uzbekistan have also examined various aspects of youth social engagement. In particular, B. Umarov explored the pedagogical foundations of enhancing youth social engagement; S. Mutalov investigated the development of leadership competencies through the creation of a socially active environment in higher education institutions; and D. Mirzakhuzhaeva focused on the criteria and factors involved in developing students' social engagement [4]. However, these studies have not considered the development of a comprehensive national model for fostering youth social engagement within the framework of the technocratic paradigm as an independent research object.

The primary aim of this article is to provide a scientific rationale for a national model of youth social engagement development within the technocratic paradigm, to reveal its pedagogical and social essence, and to analyse the mechanisms of its development in integration with the contemporary education system. The study examines the technological factors influencing youth social engagement, the impact of the digital environment on socialisation processes, and the potential of an innovative education system from theoretical and methodological perspectives. Furthermore, the study identifies promising directions for developing young people's civic engagement through the harmonious integration of national values and modern technologies.

The scientific novelty of the article lies in examining the development of youth social engagement within the technocratic paradigm through an integrative pedagogical approach. The study substantiates the argument that social engagement is not merely a spiritual, moral, or educational category but also a phenomenon closely associated with digital transformation, an innovative

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environment, technological thinking, and contemporary communication systems. From this perspective, the findings of the study may serve as an important methodological foundation for further research in the fields of youth policy, pedagogy, and social development [5].

Literature review on the research topic

The issue of the technocratic paradigm and youth social engagement represents one of the most relevant areas of academic inquiry emerging at the intersection of contemporary pedagogy, sociology, political science, and social philosophy. In the context of rapidly advancing global digitalisation, particular importance is attached to young people's participation in social life, the development of their civic responsibility, and the formation of social consciousness. The international academic literature presents a range of conceptual approaches to understanding the influence of technological progress on human thinking, social relations, and societal development. These approaches provide an important methodological foundation for examining the problem of youth social engagement.

The theoretical foundations of the technocratic society were established in the second half of the twentieth century within the framework of the post-industrial society concept. In his work *The Coming of Post-Industrial Society*, Daniel Bell argues that knowledge, information, and technology have become key strategic resources for development in contemporary society [6]. According to Bell, technological progress affects not only the economic system but also fundamentally transforms social relationships and the system of societal values. These propositions provide an important theoretical basis for understanding new forms of youth socialisation within the technocratic paradigm.

In *The Third Wave*, Alvin Toffler analyses the transition from an industrial to an information-based society, arguing that the technological revolution has a significant impact on people's lifestyles and social behaviour [7]. According to his concept, the rapid increase in information flows contributes to the adaptation of human thinking to accelerated decision-making; however, it may simultaneously lead to more superficial forms of social interaction. This approach is particularly relevant to the analysis of youth social engagement in digital environments.

The theory of the *network society*, proposed by Manuel Castells, reveals the nature of a new social space formed through modern communication technologies [8]. According to Castells, the internet and digital platforms facilitate the development of social connections beyond geographical boundaries. As a result, new mechanisms of virtual socialisation emerge, and youth social engagement takes on qualitatively new forms that differ from traditional models of civic and social participation. Contemporary forms of volunteering, civic initiatives, social campaigns, and public engagement are increasingly implemented through digital platforms, confirming the practical relevance of this theoretical framework.

The problem of youth social engagement has also received considerable attention in pedagogical research. John Dewey regarded education as a crucial factor in the formation of a democratic society and emphasised the importance of developing an active civic position among young people through social experience [9]. Paulo Freire, in turn, highlighted the role of education in the development of human consciousness, considering the formation of social responsibility and critical thinking to be among the key objectives of the educational process. These theoretical approaches demonstrate that, even within the technocratic paradigm, education retains a central role in fostering youth social engagement.

In recent years, international research has increasingly focused on the relationship between digital technologies and youth social engagement. The concept of *participatory culture*, proposed by Henry Jenkins, explains the transformation of internet users from passive consumers of information into active participants in social life [10]. According to Jenkins, contemporary digital platforms create new opportunities for young people to express their initiatives, freely articulate their views, and

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develop a sense of involvement in addressing social issues. At the same time, a number of researchers have drawn attention to the negative consequences of digital environments, including virtual dependency, weakened real-world social interactions, and adverse effects on young people's psychological well-being.

Uzbek scholars have also conducted a number of studies addressing the development of youth social engagement. B. Umarov developed pedagogical foundations for enhancing students' social engagement through the effective organisation of educational and extracurricular activities within the higher education system [11]. The author considers social engagement to be a complex phenomenon associated with the development of young people's civic responsibility and their participation in collective activities. S. Mutalov investigated the development of leadership competencies through the creation of a favourable social environment in higher education institutions [12]. The study emphasises that an innovative educational environment is one of the key factors contributing to increased youth initiative and engagement.

In examining the factors and criteria involved in developing students' social engagement, D. Mirzakhuzhaeva substantiates the important role of spiritual and moral education and the communicative environment in increasing the level of youth social involvement. Maftunakhon Ergasheva investigates practical aspects of developing students' social engagement skills and demonstrates that the application of modern pedagogical technologies contributes to strengthening young people's interest in public and community activities. In the studies of M. K. Rakhmanova, youth social engagement is viewed as a fundamental social need of contemporary society and one of the factors contributing to its sustainable development.

Contemporary academic research also devotes considerable attention to the issue of maintaining a balance between technocratic thinking and humanistic values. A number of scholars note that excessive emphasis on technological development may result in the dominance of a utilitarian worldview, the weakening of spiritual and moral values, and an increase in social indifference. Therefore, the development of youth social engagement within the technocratic paradigm should not be limited exclusively to the acquisition of technological competencies. Rather, it should be pursued in organic unity with humanistic principles, national values, and civic responsibility [13].

An analysis of the academic literature demonstrates that, despite the considerable body of research devoted to the development of youth social engagement, the development of a national model of this process within the context of the technocratic paradigm remains insufficiently explored. Existing academic studies primarily address individual pedagogical or sociological aspects of social engagement, whereas comprehensive mechanisms for developing youth civic engagement under conditions of digital transformation and technological modernisation have received limited systematic scholarly attention. This constitutes the distinctive contribution of the present study in comparison with previous research, as it is aimed at providing a scientific rationale for and developing a national model for fostering youth social engagement within the technocratic paradigm.

RESEARCH METHODOLOGY

The present study aims to provide a scientific rationale for a national model for developing youth social engagement within the technocratic paradigm. The study employs a comprehensive methodological framework based on the integration of pedagogical, sociological, and socio-philosophical approaches. The methodological foundation is grounded in the systemic, integrative, and competency-based approaches of contemporary scientific methodology. This is justified by the fact that, within a technocratic society, youth social engagement is viewed not merely as an educational or spiritual-moral phenomenon but also as a complex socio-pedagogical process closely associated with

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digital transformation, an innovative environment, and contemporary systems of social communication [14].

A comparative and analytical review of the academic literature was employed to trace the evolution of the concept of social engagement, analyse contemporary approaches to its interpretation, and identify the specific characteristics of this phenomenon within the technocratic paradigm. In particular, the study compared the perspectives of international and Uzbek researchers on technological society, digital culture, civic engagement, youth socialisation, and innovative education. The application of this method made it possible to establish the theoretical foundations of the study, identify common and distinctive features of existing conceptual approaches, and assess the current state of scholarly development in the field under investigation.

Inductive and deductive methods of analysis were also widely employed throughout the study. Using an inductive approach, contemporary trends in higher education, the activities of youth organisations, digital platforms, and civic initiatives were synthesised, and the principal factors influencing youth social engagement within the technocratic environment were identified. The deductive approach, in turn, enabled the formulation of scientifically grounded conclusions regarding the development of youth civic engagement based on the theoretical principles of the technocratic paradigm, digital transformation, and socialisation.

The systemic approach served as an important methodological tool in the study. It enabled youth social engagement to be considered not as an isolated phenomenon but as an integrated system interconnected with public policy, the education system, the family environment, digital communications, and civil society institutions. On this basis, the interrelationships among pedagogical, psychological, technological, and social factors influencing the development of youth social engagement were scientifically substantiated [15].

The study also employed content analysis, a method widely used in contemporary pedagogical research. Presidential decrees of the Republic of Uzbekistan, regulatory and legal documents governing state youth policy, strategies for the development of the higher education system, and state programmes related to digital transformation were analysed. The examination of these documents made it possible to identify priority areas of state policy aimed at developing youth social engagement and to clarify its conceptual foundations. Particular attention was paid to the *Digital Uzbekistan – 2030* Strategy and regulatory and legal acts governing youth-related activities, which served as important sources for identifying contemporary trends in youth policy within the technocratic paradigm [16].

Pedagogical observation and empirical generalisation were also employed during the study. The objects of observation included students' social and community activities in higher education institutions, volunteering initiatives, student leadership, social engagement through digital platforms, and young people's participation in innovative projects. The findings demonstrated that, within a technocratic environment, youth social engagement is increasingly expressed through virtual communication, digital media, and online initiatives, gradually complementing and, in some cases, replacing traditional forms of civic and social participation. At the same time, tendencies towards social passivity, virtual individualism, and reduced intensity of real-world social interactions were identified among a proportion of young people.

The axiological approach occupied a significant place in the methodological framework of the study. This is because the development of youth social engagement within the technocratic paradigm is associated not only with the acquisition of technological competencies but also with the strengthening of national and universal human values. From this perspective, the development of civic

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responsibility, patriotism, social solidarity, and spiritual and moral values among young people was examined in organic interconnection with processes of technological development.

One of the distinctive features of the methodology of the present study is its consideration of the technocratic paradigm not merely as a phenomenon of technological development but also as a complex social phenomenon that transforms human thinking and systems of social relations. Accordingly, the problem of developing youth social engagement was examined not exclusively within the framework of traditional pedagogical approaches but in close integration with the digital environment, innovative communication systems, and contemporary social needs [17].

The scientific validity of the study is ensured by the relevance of the theoretical sources employed, a comparative analysis of national and international academic literature, the comprehensive application of contemporary methodological approaches, and the corroboration of the formulated scientific conclusions through the results of practical observations. The findings may serve as a methodological foundation for further developing scientific perspectives on youth social engagement, designing innovative pedagogical mechanisms within the higher education system, and improving state youth policy under the conditions of the technocratic paradigm.

Analysis and results

In the context of the technocratic paradigm, the development of youth social engagement acquires fundamentally new scientific and practical significance that differs from traditional pedagogical approaches. In modern society, the socialisation of young people is directly shaped by digital technologies, internet platforms, artificial intelligence systems, and global communication networks. As a result, young people's participation in public life, their social positions, and civic engagement are taking on qualitatively new forms. The theoretical and empirical analysis conducted in this study demonstrates that the technocratic environment has both positive and negative effects on youth social engagement.

The findings of the analysis indicate that digital transformation has significantly expanded young people's access to information, increased their involvement in global processes, and created new platforms for implementing social initiatives. Today, young people actively participate in volunteer movements, environmental initiatives, charitable campaigns, public monitoring, and various forms of civic engagement, primarily through the Internet and social media. This demonstrates the emergence of new digital forms of social engagement within the technocratic paradigm. In particular, young people now have broader opportunities to express their views on pressing social issues, participate in public discussions, and initiate their own projects.

However, the study also revealed several negative consequences of the technological environment. In particular, the growth of virtual communication contributes to the distancing of some young people from real social interactions, the strengthening of individualistic attitudes, and the spread of social indifference. The study found that some students tend to limit their social initiatives exclusively to virtual activities. In other words, despite being highly active on social networks, many young people remain insufficiently involved in real-life social activities. This highlights the need to establish a balance between virtual and real forms of social engagement within the technocratic paradigm [18].

Observations conducted in higher education institutions demonstrated that the level of youth social engagement is significantly higher in educational environments where innovative pedagogical technologies are actively applied. In particular, educational environments based on project-based learning, collaborative research, start-up projects, volunteering programmes, and the use of digital platforms contribute to the development of students' initiative and enhance their sense of social responsibility. Under such conditions, young people not only acquire professional knowledge but also

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develop the ability to identify social problems, feel responsible for addressing them, and adopt an active civic position.

The results of the analysis showed that one of the most important factors in developing youth social engagement is the harmonious integration of national values and modern technologies. The younger generation, which develops within a technocratic environment, is constantly influenced by the global information space, resulting in dynamic changes in its spiritual and moral attitudes and value orientations. Therefore, the development of social engagement requires the integration of values such as national identity, patriotism, civic responsibility, and social solidarity with modern pedagogical technologies. The study confirmed that an innovative educational environment based on national values contributes to the sustainable development of youth social engagement.

Based on the research findings, a national model for developing youth social engagement within the technocratic paradigm was conceptually developed. The significance of this model lies in its focus on the balanced development of digital competence, civic responsibility, social initiative, and innovative thinking among young people.

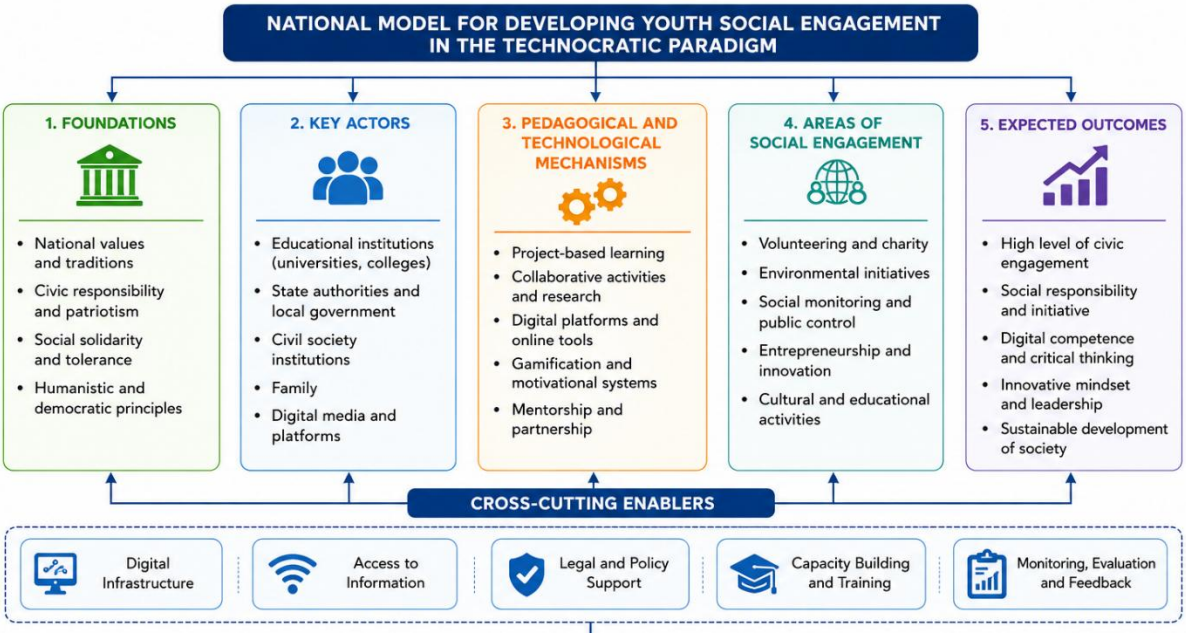


Figure 1. *National model for developing youth social engagement in the technocratic paradigm.*

Within the model, educational institutions, government bodies, civil society organisations, families, and the digital media environment are considered interconnected actors within a unified system of interaction. This is because youth social engagement is shaped not only through education but also under the influence of all major social institutions of society.

Furthermore, the study demonstrated that the effectiveness of developing youth social engagement is closely associated with the level of independent thinking and sense of social responsibility. Within the technocratic paradigm, the rapid growth of information flows makes the development of critical thinking one of the most important pedagogical tasks. This is explained by the fact that various forms of manipulation in the information environment have a direct influence on young people's social views. Therefore, the modern education system should ensure not only the

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acquisition of technological knowledge but also the development of analytical thinking, the ability to evaluate information independently, and competencies related to social responsibility.

The analysis also demonstrated that digital platforms can serve as effective instruments for enhancing youth social engagement. In particular, electronic public platforms, digital systems supporting student initiatives, volunteering portals, and innovative platforms for managing social projects can become effective mechanisms for increasing youth civic engagement. In this context, the implementation of the *Social Pulse* digital platform can be regarded as an effective practical tool for monitoring, stimulating, and systematising youth social engagement.

Overall, the research findings confirm that developing youth social engagement within the technocratic paradigm is one of the priority directions of contemporary educational policy and state youth policy. While technological progress creates broad opportunities for young people's self-realisation, it also generates new pedagogical and social challenges. Therefore, the national model for developing youth social engagement should be based on the organic integration of technological modernisation, innovative education, and national values.

Conclusion

The development of youth social engagement within the technocratic paradigm represents one of the most relevant scientific and practical challenges of contemporary social development. The rapid advancement of digital transformation, artificial intelligence technologies, the global information space, and innovative communication tools has a significant impact on young people's worldviews, social relationships, and civic positions. Therefore, there is an objective need to improve traditional approaches to developing youth social engagement in accordance with the requirements of the contemporary technological environment.

The study established that the technocratic paradigm has a complex and multifaceted influence on youth social engagement. On the one hand, digital technologies significantly expand access to information, facilitate greater youth participation in public life, and create favourable conditions for implementing civic initiatives. Internet platforms, social networks, and modern digital communication tools enable young people to freely express their civic positions, participate in shaping public opinion, and initiate discussions on socially significant issues. On the other hand, the excessive expansion of the virtual environment may, in some cases, weaken real-world social interactions, strengthen individualistic tendencies, and increase social indifference.

The findings of the study indicate that the development of youth social engagement should take place not only within the context of technological modernisation but also on the basis of spiritual and moral values. In a technocratic society, it is insufficient to focus exclusively on the development of technological knowledge and professional competencies. The development of civic responsibility, patriotism, social solidarity, a sense of involvement in social development, and social initiative among the younger generation is of particular strategic importance. In this regard, the study scientifically substantiates the need to develop a national model for fostering youth social engagement based on the harmonious integration of national values and modern innovative technologies.

The analysis demonstrated that the higher education system is one of the most important institutions for developing youth social engagement. In particular, an educational environment based on innovative pedagogical technologies, project-based learning, volunteering, support for student initiatives, and the use of digital platforms contributes to strengthening young people's civic positions and increasing their participation in public life. Consequently, the contemporary education system should be oriented not only towards the professional training of specialists but also towards the development of learners' social responsibility.

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The national model developed in the course of the study demonstrated the need for effective interaction among the state, the education system, civil society institutions, families, and the digital media environment in the process of developing youth social engagement. This is due to the fact that youth social engagement is a complex socio-pedagogical phenomenon that cannot be effectively developed exclusively within the framework of a single social institution. The significance of the proposed model lies in its focus on the harmonious development of young people's innovative thinking, digital competence, and civic responsibility.

Based on the findings of the study, a number of theoretical and practical recommendations have been developed to improve mechanisms for developing youth social engagement within the technocratic paradigm. First and foremost, it is advisable to introduce digital systems for monitoring youth social engagement within the higher education system. Such systems would enable the systematic stimulation and monitoring of students' participation in volunteering, civic initiatives, innovative projects, and community activities. In addition, the development and integration of specialised educational modules focused on fostering a culture of digital citizenship into the educational process is of particular importance.

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