



WAYS TO INCREASE THE SOCIO-ECONOMIC ACTIVITY OF OUR YOUTH IN MANAGING POPULATION EMPLOYMENT

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Received:	28 th March 2026	This article analyzes ways to increase the socio-economic activity of youth in the system of managing population employment. Youth activity is interpreted not only as participation in the labor market, but also as the ability of young people to acquire relevant skills, enter productive employment, develop entrepreneurial initiative, adapt to technological change and participate in local economic development. The article argues that youth employment policy should combine education, vocational training, digital skills, entrepreneurship support, labor market information, public-private partnership and targeted social protection. Special attention is paid to the transition from passive employment assistance to active labor market measures that increase young people's competitiveness, motivation and economic independence.
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INTRODUCTION

The management of population employment is one of the central directions of socio-economic policy, because employment determines income, social stability, human capital development and the productive potential of society. Within this system, youth employment has a special significance. Young people represent the future labor force, the main source of innovation, entrepreneurship and demographic renewal. At the same time, they are often more vulnerable in the labor market than experienced workers. The transition from education to work may be difficult because of insufficient practical skills, lack of work experience, weak career guidance, mismatch between education and employer demand, limited access to finance and unstable forms of employment.

Increasing the socio-economic activity of youth means creating conditions in which young people do not remain passive recipients of state assistance, but become active participants in economic life. This includes their involvement in formal employment, self-employment, entrepreneurship, vocational retraining, digital work, community development and innovation-oriented projects. According to the human capital theory, education, training and professional experience are forms of investment that increase productivity and income [1]. Therefore, youth employment policy should not be limited to finding temporary jobs. It must develop the capacity of young people to work productively, adapt to structural changes and create economic value.

MATERIALS AND METHODS

The first way to increase the socio-economic activity of youth is to strengthen the connection between education and the labor market. Many young people face employment problems because the knowledge received in educational institutions does not fully correspond to the real requirements of employers. In such cases, unemployment is not caused only by lack of jobs, but also by skill mismatch. Vocational education, higher education and short-term training programs should be regularly updated according to labor market demand. Educational institutions need systematic cooperation with enterprises, employment agencies and local authorities. This cooperation may include internships, dual education, employer participation in curriculum design, practical projects, career days and professional certification.

The second important direction is the development of vocational and technical skills. Youth employment policy often becomes ineffective when it relies only on general education and does not provide practical competencies. Modern enterprises need technicians, mechanics, electricians, programmers, logistics specialists, accountants, service workers, agrotechnologists, designers, digital marketers and other practically trained specialists. Schultz argued that investment in human capabilities is one of the decisive factors of economic growth [2]. From this viewpoint, vocational training is not a secondary form of education. It is a strategic mechanism for increasing productivity,



employability and youth participation in economic development.

RESULTS AND DISCUSSION

Digital skills have become a separate requirement for youth employment. Even traditional professions now require the ability to work with digital documents, online platforms, databases, electronic payment systems, communication tools and automated equipment. Young people who lack digital literacy may be excluded not only from high-tech jobs, but also from ordinary administrative, service and production activities. Therefore, digital skills training should be included in employment programs. This training should not be abstract. It should be connected with real work tasks: preparing electronic reports, using office software, working with online marketplaces, managing social media for business, basic data analysis, cybersecurity awareness and digital customer service.

Entrepreneurship support is another key mechanism for increasing youth socio-economic activity. Not all young people will become wage employees. Some may create small businesses, family enterprises, service projects, agricultural initiatives, digital startups or self-employment activities. However, youth entrepreneurship cannot develop only through motivational speeches. It requires practical support: business planning, financial literacy, access to microcredit, mentoring, legal consultation, tax literacy, market analysis, digital promotion and incubation services. The International Labour Organization stresses that youth employment policy should include skills development, entrepreneurship support, quality jobs and social protection, because isolated measures cannot solve structural youth employment problems [3].

Active labor market policies should be strengthened. Passive measures, such as unemployment benefits or one-time assistance, may reduce short-term hardship but do not always increase employability. Active measures include training, retraining, job matching, wage subsidies, apprenticeships, career counseling, public works with skill development and support for self-employment. For youth, these measures are especially important because they create the first bridge between education and work. Employment centers should not function only as places where vacancies are registered. They should become institutions that diagnose skills, guide career choices, connect young people with employers and monitor employment outcomes.

Career guidance must begin before young people enter the labor market. Many school graduates and students choose professions without sufficient

knowledge of labor market trends, wage levels, qualification requirements and future opportunities. As a result, some specialties become overcrowded while other sectors lack qualified workers. Career guidance should include psychological assessment, information about regional labor demand, meetings with professionals, workplace visits, practical modules and individual consultations. A young person should understand not only which profession is prestigious, but which profession matches personal abilities, regional opportunities and long-term economic demand.

Regional employment management is also essential. Youth employment opportunities differ significantly between urban centers and rural areas. In large cities, young people may have more access to education, services, digital work and private sector jobs. In rural areas, employment may depend on agriculture, seasonal work, migration or small trade. Therefore, youth employment policy should be adapted to regional economic structures. Agricultural regions need agro-processing, storage, irrigation-related skills, livestock management, cooperative entrepreneurship and rural services. Industrial regions need technical training, engineering skills and workplace safety culture. Tourism-oriented regions need language skills, hospitality, cultural heritage services and digital promotion.

CONCLUSION

Increasing the socio-economic activity of youth in managing population employment requires an integrated approach. Youth employment cannot be solved only by creating vacancies or organizing short-term training. It requires the connection of education with labor market demand, development of vocational and digital skills, entrepreneurship support, access to finance, active labor market policies, career guidance, regional specialization, public-private partnership and targeted support for vulnerable youth groups. Young people should be treated not as a problem category, but as a strategic resource for economic modernization and social stability.

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