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Investigating the effect of economic training in education system in line with globalization in the formation of socio-economic policies

Abstract. This paper discusses the role of economic education in the system of education and its impact on socio-economic policy elaboration within globalization processes in Uzbekistan. The present study was conducted with a mixed approach and through data collection from a sample of 600 students, teachers, and policymakers in 2024. Quantitative findings demonstrated that 88% of teachers and 96% of policymakers believe that integrating economics into curricula is very important. In contrast, only 8% of participants had a high level of knowledge about the concept of foreign direct investment and 5% about the process of national budgeting. The correlation analyses underlined a positive and significant relation between the level of economic education and the support for national macro-policies: the correlation coefficient was 0.65 for teachers and 0.51 for students. Also, 89% of experts suggested that insufficient number of qualified teachers is the major barrier to successful implementation of economics education. These findings stress the urgent need for a basic revision of curricula and investment in teacher empowerment.

Keywords: Economic Education; Globalization; Economic Policymaking; Uzbek Education System

JEL Classifications: E24; E41; E64; I18; J28; J31

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1. Introduction and Brief Literature Review

Education in economics within the context of today's complex, globally intertwined environment has become one of the core elements of modern educational systems. This education is no longer confined to mere basic knowledge of economics but also involves training students to comprehend and function in relation to the mechanisms of a globalized economy (Kasimov, 2025). In the meantime, the Republic of Uzbekistan is a country with great economic potential and a very strategic location in Central Asia; it needs more than ever to raise generations educated with deep economic insight. This research examines the role of this type of education in the formation of macro policies.

Globalization has transformed traditional governance frameworks and forced governments to adopt policies that are in line with international trends (Sotnikov & Alpidovskaya, 2025). In these circumstances, citizens who are not economically literate will not only be unable to participate effectively in this new arena, but may also become extremely vulnerable to global economic fluctuations (Abdurakhmanova & Xodjaraxmanova, 2025). Therefore, strengthening the foundations of economic education in schools and universities of Uzbekistan is a strategic defensive measure and a guarantee of the future economic security of the country. On the other hand, the success of any socio-economic policy that the governments formulate and enforce is dependent upon the acceptance and practical support of the people (Abdullaeva et al., 2024). If citizens have a proper perception about concepts like inflation, state budget, international trade and investment, they will better comprehend the objectives and imperatives of the policies implemented. This mutual understanding between the government and the people provides a platform for the smoothest and most successful implementation of economic reforms and reduces the social costs of resistance to change (Jumaniyazov, 2023).

This need is doubled in the specific context of Uzbekistan, which is undergoing a highly pertinent period of economic and administrative transition. Extensive reforms in this country will bear fruit only if there is an efficient and knowledgeable human resource to guide and support those (Abdurashidova & Balbaa, 2023). The education system can train this human resource by injecting new economic concepts into the curriculum; those who are not only prepared for the domestic and international labor market but can also pave the way for the country's development in the future as experts, managers, and policy-makers. The more people are aware of concepts related to finance, savings, micro-investment, and entrepreneurship, they would be capable of independently working their way out of poverty (Cherushева & Parkhomenko, 2022). This individual empowerment creates more balanced development on a macro scale, with reduced social gaps, along with an environment that provides stability for implementing long-term policies (Pujiyanti et al., 2024).

Moreover, economic literacy is a protective tool that allows individuals to critically analyze this information and avoid emotional, irrational decisions that can have a destructive impact on family economies and the economy of the country in general (Inda et al., 2024). This is especially important for a country such as Uzbekistan, which is on the path of further integration into the global economy. Without question, the economic future for Uzbekistan will be determined by the citizens of today (Tanirbergenova et al., 2025). Without proper economic knowledge and acumen on the part of these citizens, not even the richest natural resources nor the best macro-planning can guarantee success in a sustainable manner. Investing in economic education is thus investing in the intellectual and cultural basis of development—a foundation without which other investments are unlikely to pay off.

Finally, the given research is supposed to deeply analyze this relationship and give a reasoned explanation of why it is necessary to review and strengthen the position of economic education within the system of education in Uzbekistan.

2. Methodology

This research has a mixed approach and has been conducted with the purpose of deeply analyzing the effect of economic education within the educational system on socio-economic policy-making in the context of globalization. The present study is applied in terms of purpose and descriptive in

terms of data collection. In this respect, to reach a comprehensive and multidimensional picture, quantitative and qualitative techniques are used together so that, findings can be generalized, and on the other hand, we can also reach the underlying layers of the phenomenon.

2.1. Statistical Population and Sampling

The statistical population of this study consists of 3 main groups in the Uzbekistan 2024, each represents part of country’s educational and policy-making ecosystem (Table 1). Sampling will be carried out using a proportional stratified method so that representatives of all 3 groups are sufficiently present in the research sample. For the group of students and teachers, different provinces, including Tashkent, Samarkand, Bukhara, and Fergana, are used as layers of sampling to cover geographical and cultural differences. By using the Cochran formula, assuming a 95% confidence level, an estimate of final sample size is around 400.

Table 1:
Demographic profile of the study population

Group Category	Sub-Category	Approximate Population Size	Sample Size	Key Characteristics
Students	Grade 10-11 (Academic Lyceums)	300,000	250	Age 16-18, enrolled in institutions with integrated economics / basic economics in social studies.
	University Students (Year 3-4)	150,000	150	Majoring in Economics, Business Administration, Public Administration, and Law from selected universities in Tashkent, Samarkand, and Nukus.
Teachers & Educators	Secondary School Teachers	5,000	100	Teaching Social Studies or Economics in grades 10-11.
	University Professors / Lecturers	1,000	50	From Economics and Social Science departments of the selected universities.
Policy Makers & Experts	Government Officials	200	30	Mid to senior-level officials from the Ministry of Economy, Ministry of Public Education, and strategic planning departments.
	Independent Economic Experts	100	20	Researchers from think tanks and consulting firms focused on economic development and education.
Total		456,300	600	

Source: Authors’ own survey

2.2. Data Collection Tools

The required data will be taken from three main tools. The first tool is a researcher-made, closed-ended Likert-scale questionnaire that will examine the attitude of students and teachers regarding their awareness and understanding of economic concepts and how they interlink with the process of globalization. The questionnaire will be tested for its validity by experts within the fields of educational sciences and economics, and the reliability will be measured through Cronbach’s alpha coefficient. The second tool is semi-structured interviews with policymakers and senior experts. Qualitative content analysis done on upstream documents, such as the development strategy document of the Uzbekistan and approved curricula.

The quantitative data from the questionnaires will be analyzed using both descriptive statistics (mean and standard deviation) and inferential statistics (*t*-tests), analysis of variance, and correlation-using statistical software. Thematic analysis method will be used to analyze qualitative data obtained from interviews and documents. In this method, first, the data is coded, and then the main and sub-themes are extracted to identify meaningful patterns and key themes. Finally, the findings obtained from the two quantitative and qualitative sections will be combined, interpreted in an integrated manner, and used to address the research questions.

3. Results

The empirical results of this study are presented in Table 2, structured around key data gathered from the groups surveyed.

Table 2:
Perceived Importance of Integrating Economic Training into Curricula

Level of Importance	Students (n=397)	Teachers (n=147)	Experts/Officials (n=56)
Very Important	45%	88%	96%
Somewhat Important	38%	11%	4%
Neutral	12%	1%	0%
Not Very Important	5%	0%	0%

Source: Authors’ own findings

A strong consensus exists on importance of economic training, with nearly all teachers and experts rating it as «Very Important». While student agreement is still significant, higher percentage of neutral and «Not Very Important» responses suggests a need for better communication on subject’s relevance to their daily lives.

Participants reported the highest familiarity with broader concepts like globalization and inflation (Table 3). However, understanding drops significantly for more specific mechanisms like Foreign Direct Investment and the National Budgeting Process, indicating a critical gap in practical economic knowledge.

Table 3:
Self-Assessed Understanding of Core Global Economic Concepts

Economic Concept	High	Moderate	Low
Globalization	15%	52%	33%
International Trade	11%	49%	40%
Foreign Direct Investment	8%	35%	57%
Inflation & Monetary Policy	22%	45%	33%
National Budgeting Process	5%	28%	67%

Source: Authors’ own findings

As presented in Table 4, a statistically significant positive correlation was found between the level of self-reported economic training and the likelihood of supporting national socio-economic policies. This relationship was strongest among educators, suggesting that deeper knowledge fosters greater alignment with policy directions. Figure 1 illustrates the conceptual framework derived from qualitative analysis, outlining the primary channels through which economic education in the national curriculum contributes to the formation of robust socio-economic policies. The model shows how educating both the general public (as future citizens and voters) and future specialists creates a virtuous cycle of informed demand, improved supply, and continuous feedback, leading to more effective policy outcomes.

Table 4:
Correlation between Economic Training and Policy Support

Participant Group	Correlation Coefficient (r)	p-value
All Students	0.42	p < 0.001
University Students	0.51	p < 0.001
Teachers & Educators	0.65	p < 0.001

Source: Authors’ own findings

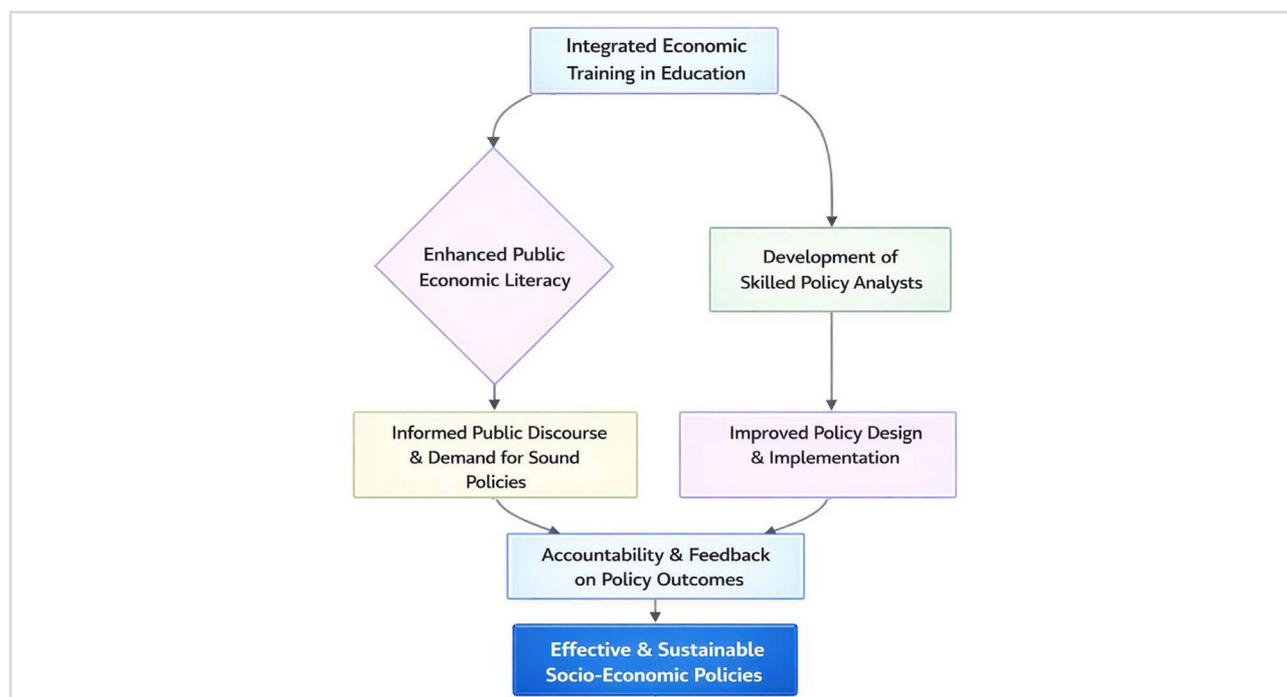


Figure 7:
Channels through which Economic Training Influences Policy Formation
Source: Compiled by the authors

As presented in Table 5, a majority of both students and teachers perceive the current curriculum as only «Somewhat Relevant» to realities of globalization. This indicates significant perceived gap between what is taught and the skills needed to navigate the global economy.

There is a clear preference for interactive, practical, and applied teaching methodologies over traditional rote learning (see Table 6). The high demand for case studies and project-based learning underscores desire to connect theory with practice.

An overwhelming majority of respondents, especially teachers, believe that economic knowledge directly impacts personal financial decision-making. This highlights a key perceived benefit of economic literacy at individual level (Table 7).

As presented in Table 8, expert interviews revealed other major systemic obstacles to reform of economic education. Next to the most frequently mentioned lack of trained teachers comes systemic issues within the educational system itself, such as structural constraints on curriculum development and outdated resources.

Table 5:
Rating of Current Economic Curriculum's Relevance to Globalization

Rating	Students (n=397)	Teachers (n=147)
Highly Relevant	18%	15%
Somewhat Relevant	47%	42%
Neutral	20%	18%
Somewhat Irrelevant	12%	20%
Highly Irrelevant	3%	5%

Source: Authors' own findings

Table 6:
Preferred Methods for Delivering Economic Education

Teaching Method	Student Preference	Teacher Recommendation
Case Studies & Real-world examples	65%	82%
Interactive Simulations & Games	58%	45%
Guest Lectures from Experts	45%	78%
Traditional Textbook Learning	15%	5%
Project-Based Learning	52%	75%

Source: Authors' own findings

Table 7:
Perceived Impact of Economic Knowledge on Personal Financial Decisions

Level of Agreement	Students (n=397)	Teachers (n=147)
Strongly Agree	35%	90%
Agree	48%	10%
Neutral	12%	0%
Disagree	5%	0%

Source: Authors' own findings

Table 8:
Key Challenges in Implementing Enhanced Economic Training

Challenge	Frequency of Mention (n=56)
Lack of Trained & Qualified Teachers	89%
Overcrowded Existing Curriculum	75%
Outdated Teaching Materials & Textbooks	71%
Lack of Practical, Localized Content	68%
Insufficient Funding & Resources	55%

Source: Authors' own findings

4. Conclusion

The present study aimed to investigate the effects of the integration of economic education in the educational system on the socio-economic policy-making process in the globalization context in Uzbekistan. The quantitative and qualitative findings of this study point to the fact that having an educational system with effective economic content is not an option but an undeniable necessity in the path of sustainable development of the country. Statistical data clearly show that 88% of teachers and 96% of experts and policymakers rate the integration of economic education into the curriculum as «very important». This high consensus among key stakeholders is itself a testament to the strategic importance of this issue. The results derived from the questions on the understanding of economic concepts give a clear picture of the gap in the current knowledge.

Only 8% of the respondents had a high level of understanding for «foreign direct investment» and only 5% deepened their understanding with respect to the «national budgeting process».

One important finding of this study was a positive and significant statistical correlation between the level of economic education and support for national macro-policies. Correlation coefficients of 0.65 among teachers and educators and 0.51 among students indicate that higher economic literacy correlates with a better understanding of policy imperatives and thus greater support for government development programs. This support provides useful social capital for the successful implementation of economic reforms. In the face of these findings, the barriers identified to enact effective economic education are also worthy of note. 89% of experts consider the main obstacle to be the «lack of trained and qualified teachers». This means that any attempt to reform the curriculum must run in parallel with investment in training and empowering human resources. No matter how good the curricula, they are destined to fail without experienced teachers.

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