

PROVIDING CITIZENS WITH VOCATIONAL TRAINING AT THE EXPENSE OF THE STATE AND IMPROVING THEIR PROFESSIONAL SKILLS IN USING MODERN EQUIPMENT AND TECHNOLOGIES

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Abstract. *This article discusses the indicators of vocational education among the citizens of our country, their opportunities for education in social life, and the support being provided in this area. It also highlights the common problems faced during the learning process, the resulting issue of unemployment, and offers proposals and statistical data to solve these problems.*

Keywords: *Vocational schools, Monocenter, Unemployment rate, Dual education system, Employment, Specialist, Enterprise, Skilled workforce.*

In recent years, there has been increasing attention to people's education and professional skills. This is especially true for young people, as society's approach to their education, acquiring professions, and finding a decent place in the community has significantly changed. A systematic approach has been introduced. Training citizens in vocational skills at the expense of the state has become a pressing issue today. Therefore, there is a growing demand in the labor market for specialists who are familiar with modern equipment and technologies. The government is developing various courses, programs, and educational systems to train its citizens in these professions. This not only supports the development of the economy, but also ensures employment and social welfare.

At a meeting chaired by the President of the Republic of Uzbekistan on measures to train the population in high-demand professions and ensure profitable employment, it was noted that in the past five years, industrial enterprises have imported equipment worth 24 billion USD. It was noted that 63,000 new capacities were launched, 1.5 million permanent jobs were created, and currently, there is a demand for more than 200,000 qualified specialists in various sectors of the economy.

In addition, the President of the Republic of Uzbekistan stated that in the next three years, enterprises launched within investment programs will require an additional 500,000 workers. It was emphasized that qualified personnel who can work with new equipment and technologies are as essential as water and air.

Based on this, vocational schools operate to train citizens in professional skills, improve their qualifications, and develop their competencies. According to the general admission plan, vocational schools will accept 123,570 students, of whom 109,246 will study in full-time programs and 14,324 in the dual education system. Education is conducted in Uzbek, Russian, and Karakalpak languages. Moreover, according to the "Resolution on improving the system of vocational education for unemployed and low-income citizens and increasing the efficiency of labor bodies," Monocenters have been established to reduce unemployment across the country.

It is worth noting that before the establishment of Monocenters, in 2019, 468,800 students graduated from vocational colleges in Uzbekistan. After the establishment of Monocenters, by the end of 2023, in Khorezm region alone, 3,882 students graduated from vocational schools, which is 58 more (1.5% increase) than in 2022.

This shows that the number of students receiving vocational education has increased after the launch of Monocenters, proving the necessity of continuing their operation. However, in recent years, a potential imbalance between the number of vocational school graduates and the number of jobs expected to be created in the future has been observed.

Therefore, if we look at the positive results achieved in foreign countries, an important aspect of the vocational education reforms in China is the construction of practical training centers aimed at improving the quality of vocational education through hands-on activities and real-world experience. By 2025, it is planned to build around 300 such centers in cities and provinces.

In May 2023, the Deloitte Business Skills Training enterprise was established, becoming the first fully foreign-funded company in the city. In August 2022, the Beijing Human Resources and Social Security Bureau introduced administrative measures to govern nonprofit foreign-invested vocational skills training institutions in the city. These measures aim to set standards, approval processes, and regulatory policies for private vocational education institutions in Beijing. This has laid the foundation for further development of private vocational institutions in China.

As a result, China's economic income is expected to reach 909.7 billion RMB (approximately 125.99 billion USD) by 2026. The growth of this sector will create significant opportunities for training providers, educational institutions, and private vocational centers to support the development of a skilled and adaptable workforce that can meet the dynamic demands of the Chinese economy.

According to Article 29 of Uzbekistan's 2030 Strategy, the main goals include training citizens in vocational skills at the expense of the state, and developing their ability to use modern technologies and equipment. In this regard:

1. 2 million citizens are to be trained in vocational, entrepreneurial, and foreign language skills;
2. The qualifications of 1,600 vocational center instructors will be improved based on international standards;
3. The share of the private sector in vocational education is planned to reach 30%.

The third objective, increasing the share of the private sector in vocational education, was implemented in China in 2022 and is expected to bring China a profit of 125.99 billion USD by 2026.

Besides the 2030 Strategy, Uzbekistan can also benefit from increasing the number of foreign-funded enterprises and private educational institutions. Collaborating with these institutions will not only provide employment for graduates of vocational education but also positively contribute to the national economy.

At the meeting held by the President of Uzbekistan on providing training and employment for in-demand professions, it was stated that there would be a demand for 700,000 workers in the next three years. However, if vocational schools admit 123,570 students annually, and each of the 12 regions produces graduates accordingly, approximately 1,482,840 people will obtain vocational diplomas. This suggests that within a year, the number of graduates may exceed the available job opportunities, leaving over 700,000 citizens unemployed.

Note: Such numerical forecasts may seem unrealistic and should be avoided in academic articles.

They can be mentioned orally or in simplified form, but presenting them in written analysis can reduce credibility. This potential oversupply may contribute to an increase in unemployment across the country.

Therefore, considering the importance of this issue, the introduction of an international vocational certification system in Uzbekistan could be beneficial. For this to happen, vocational school graduates should be eligible to take standardized tests to obtain international certificates.

A platform should be developed for registration and certification, and the Agency for Assessment of Knowledge and Skills should be designated as the responsible body for overseeing this process. With this system in place, certified individuals would have the opportunity to legally work in their respective fields abroad—not as ordinary migrants, but as officially recognized professionals.

In conclusion, vocational education in Uzbekistan is not only dependent on objective factors but also on the motivation of the citizens themselves. The international certification system described above could significantly enhance public interest in vocational training and help Uzbek workers receive fair pay abroad. This would contribute to reducing unemployment in the country and improving Uzbekistan's standing in international rankings. Increasing the number of private enterprises and vocational training institutions would further help move skilled workers out of unemployment and into productive employment.

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