

ISSUES OF PROVIDING EMPLOYMENT IN UZBEKISTAN

Muyassar Mirzakarimova*

Abstract: This article is devoted to the analysis of the problem of employment of the young graduates of higher educational institutions. In addition, the article researches the reasons for the youth unemployment, namely, a gap between the educational services market and the labour market. Moreover, the article proposes comprehensive approaches to the solution of the problem of the youth unemployment.

Keywords: employment, unemployment, labor market of the youth, education services market, competitiveness, a graduate, profesion.

* Associate Professor of Tashkent institute of textile and light industry

Introduction. The issues of hiring the youth to work as well as ensuring their employment are crucially important for the government because it is the youth who constitutes human resources potential of the country. Providing the youth with the employment is considered to be urgent and long-term objective of the social-economic policy of the government. Currently enhancing competitiveness of the human potential mainly depends on the national strategy in the area of using the labour of the youth. The necessity of evaluating conditions of the youth in the labour market is justified with the fact that the youth is considered to be future of any country and the development of the whole society in long-run is closely connected with primary conditions of the youth activity. Nowadays the youth makes a significant impact on the political, economic and social processes ongoing in the country. Thus, timely solution of the problems related to the youth employment makes a considerable contribution to the development of the country.

The necessity for radical changes in our republic was justified the in the Resolution of the Cabinet of Ministers of the Republic of Uzbekistan №116 “On the results of the socio-economic development of the country in 1996 and prior directions of deepening economic reforms in 1997” dated from February 28,1997. This document determined the development of the system of training personnel as a prior direction of implementing reforms in the country.

This Decree pointed out the issues of the fact that the level of the development of the existing system of personnel training didn't meet the requirements of the democratic and market reforms implemented in this country. Moreover, the Decree tackled such problems as the lack of academic curricula and absence of their continuity, low quality of personnel training, insufficient equipment and facilities at educational establishments, low level of highly-qualified teaching staff, absence of relevant studying packs and other academic workbooks, and absence of the mutually beneficial interrelation between science and manufacturing sphere.

Besides numerous achievements stated in the National Programme for Personnel Training, some lacks such as absence of the necessary connection between the process of the personnel training and research institutions, underdevelopment of the mechanism providing the use, study and distribution of scientific achievements in the education sphere were still existing. One more

issue was the fact that leading scientists of research institutions actually didn't take part in the process of personnel training.

The President of the Republic of Uzbekistan Sh. Mirziyoyev at the meeting with academicians of the Academy of Science has mentioned that the First President of Uzbekistan, Islam Karimov paid a particular attention to strengthening cooperation between science and production, advancement of the educational system, innovation development of the country. Moreover, Sh. Mirziyoyev set up objectives aimed at raising the participation of academicians in the educational system [2].

Taking into consideration capacity for personnel training of enterprises and the needs of manufacturing currently education of the personnel by new directions of the technical and technological development, their re-training and qualification upgrading, attracting scientific potential of the higher educational institutions and research centres in the process of solving economic and technological problems, continuous professional development of the personnel directly involved in the advanced technologies in manufacturing, as well as attracting highly-qualified personnel involved in manufacturing in the educational process and pedagogical activity and in this way ensuring integration of the education and manufacturing are considered to be urgent issues. Development of constant and close relations among a person, society, science, manufacturing and existing system of personnel training can facilitate prevention of social problems related to the youth employment.

In this regard, education and research spheres have been determined as a prior direction in the Action strategy on further developing of Uzbekistan on five priority areas for 2017-2021 [3]. This strategy has set up such objectives as continuation of further improvement of the current education system, enhancing opportunities for qualitative services of education, preparing the personnel which meets up-to-date requirements of the labour market, raising efficiency and quality of the activity of higher educational institutions on the basis of implementing international standards of evaluating the quality of the education, encouraging research and innovation activities, implementation of achievements of scientific and innovation achievements

in practice, and establishing modern techno parks, high-tech centres, specialized scientific and experimental laboratories under higher educational establishments and research institutions.

Literature review. Beglova Ye.I. (Beglova, 2010) has justified socio-economic essence of the youth unemployment and its consequences from the scientific-theoretical point of view. Abraamova Ye.M. and Verkhapovskaya Yu.B. (Abramova, 2006) have analyzed the requirements set up to the labour force by employers, current conditions of educating specialists in higher educational establishments and professional interests of the youth through sociological questionnaires. Popova T.N. (Popova, 2011) has studied the reasons of occurring structural non-compliance of the employment and the ways to eliminate them and developed her own point of view on this issue. Zerchaninova T.Ye. (Zerchaninova) has researched the issues of educating the personnel by higher educational institutions which meets the requirements of the labour market. Rodionova Ye.V. (Rodionova, 2011) has studied the principles of innovation approach by employees to the management in the period of high level industrialization.

However, if scientific papers of above-mentioned authors reveal the reasons of non-compliance of the education services market and labour market, the conceptual approaches ensuring compliance of the education services market and labour market haven't been developed yet.

The First President of the Republic of Uzbekistan, I.A.Karimov in his book "Dream of ideal generation" developed the national model of personnel training in Uzbekistan. The issues of analyzing the problems existing in the process of implementing the national program for personnel training, further development of the educational system of Uzbekistan and its monitoring have been investigated by Fayziyev R.R., Karamyan M.Kh., Rakhimov B.Kh., Rakhimova U.A. (Fayziyev R.R. and others, 2016). They conducted sociological questionnaires on the professional interests of the youth entering the labour market and developed relevant scientific and practical recommendations on this point.

Research methodology. Such research methods as induction and deduction, analysis and synthesis, economic case-study, systematic approach, sociological questionnaire have been widely used in this research paper.

Analysis and results. During the early years of the independence (1991-1992) Uzbekistan faced the challenge of selecting an appropriate strategy for the education development. The approach selected by Uzbekistan was aimed at both solution of earlier existed problems and not just maintaining former education system but ensuring its modernization and functioning as a social mechanism which meets requirements and satisfies necessities.

The Law “On education” was adopted during that period – in 1992; State Education Standards were developed and entered into force; academic curricula, syllabus, text-books, study packs were implemented. Existing educational establishments were reorganized and new ones were established in all stages of the continuous education system. It should be noted that in professional-technical education, first of all, professionally oriented new schools, professional colleges and lyceums, business-schools were opened with the account of peculiarities of developing labour market in rural areas. Activities aimed at decentralization and focusing on the regional aspect were implemented within the system of higher education, network of educational establishments was expanded, education process at universities was developed. The process of personnel training for new education areas started; transition of the higher school to two-level system was performed. Thus, at the early stages of the independence Uzbekistan elaborated the strategy of education development for the perspective.

The following conditions are considered to be necessary in the personnel training system:

- ensuring construction of the democratic-legal state and civil society;

- implementation of radical reforms in the national economy, ensuring competitiveness of the raw materials of the republic, transition to the manufacturing of finished goods, expanding the export potential of the country;

- ensuring priority of the interests of the person and education in the government social policy;
- strengthening national self-consciousness, patriotism, fame to the motherland, rich national cultural and historical customs and traditions, respect for the nation’s intellectual heritage;

- further development of Uzbekistan integration into the world community, strengthening the status and position of the republic in the international arena [7] .

Since 1996 Uzbekistan experienced radical changes in its socio-economic development. The new stage of the development constituted the basis of deepening market and democratic reforms and enabled to make a current focus on the necessity of radical reformation of the education and personnel training system. During the past years the period of economic recession of Uzbekistan came to its end and since 1996 the country has been experiencing GDP growth and economic stability. In 1997 the growth rate accounted for 5,4%. The Republic of Uzbekistan succeeded in keeping its basic industrial branches such as oil and gas, machinery construction, processing of metals. Moreover, new branches such as automobile construction, gold extraction, oil and chemical industries have been created. Uzbekistan achieved independence for grain and energy resources. Stable development of the real sector was ensured due to the active investment policy. Relevant educational background, awareness, possessing a profession became the criteria for efficiency of the implemented socio-economic reforms. Appropriate social and economic foundations were established, and under conditions of political freedom it became possible to adopt the resolution on the maximal strategy for developing the system of the personnel training [1].

The youth studying a certain profession constitutes a separate social group which can make a significant impact on the conditions of the labour market in the nearest future. Graduates of higher educational institutions who seek for jobs for the first time – young specialists and the youth who don't possess a certain profession are traditionally considered to be problematic participants in the labour market of the republic [9].

Non-compliance between social and professional orientation of the youth and the needs of enterprises, organizations and firms for the labour force represents the main peculiarity of this group [8]. Inadequate levels of volumes and trends in the training of specialists with the needs of the labor market can be further enhanced by the employment of graduates of educational institutions. As the experience shows, the education level of graduates of higher educational institutions and their gained knowledge do not always meet the requirements of the employer.

Herein graduates are not satisfied with proposed job, salary or labour conditions and it results in the fact that they reject the jobs on the specialities they studied. All this can lead to such problems as low level of the efficiency of using the labour of young specialists, excessive “training” of high-education specialists as well as a low quality of their education.

The First President of the Republic of Uzbekistan stated that “Solution of one more problem is considered to be crucially important: professional level of the teaching staff and their special knowledge. In this regard it is necessary to create the environment which can actively promote the process of efficient education and creation of real values and relevant moral education” [1]. This, in turn, requires the teacher to possess high proficiency and personal merits.

Thus much attention is paid to the training of the highly-qualified teaching staff and their qualification upgrading. In this regard the Resolution of the President of the Republic of Uzbekistan № 4732 “On measures to further improvement of the system of retraining managerial and teaching personnel of higher educational institutions” is particularly important to enhance professional development of the teaching staff. According to this Resolution, the teaching staff of all educational institutions is passing through qualification upgrading and retraining once in two years on the basis of the modern teaching technique.

Since 2011-2012 the Centre for the development of higher and secondary specialized education under the Ministry of Higher and secondary specialized education of the Republic of Uzbekistan has been conducting a social monitoring through questionnaire among students, teaching staff, managerial staff of educational establishments and parents of learners. 11 higher educational institutions have been selected to conduct this social monitoring. The following educational establishments have been involved in the process: Andijan State University, Andijan State Medical Institute, Andijan Automobile Construction Institute, Samarkand State University, Samarkand State Medical Institute, Samarkand Institute of Economics and Service, National University of Uzbekistan, Tashkent State Institute of Oriental Studies, Karakalpakstan State University, Nukus State University, Urgench State University. Over 50 students of the bachelor degree and master programme, 15 lecturers and 10 managers have participated as respondents from each educational institution.

For the question “Are you going to work on the speciality which you are studying?” 79,4% students responded as “Yes”, 15,7% - “I haven’t made a final decision yet” and , 2,5% - responded as “I will not work”, 2,3% - “Probably I will not work”, and 0,2% - “I am not going to work”. So, there is a big share of young people among whom competition is still low, immature and the youth don’t think independently [12].

For the question “After graduating from the educational institution how are you going to find a job?” 24,2% respondents are going to apply directly to the employers (enterprises, companies, etc.) and they don’t face any challenges in finding jobs. Almost half of the respondents (40,6%) have experienced some difficulties when they addressed to the state employment centres. 17% of respondents are going to make advertisements about job hunting and 15,5% are going to find jobs with the help of advertisements placed by employers. The big share of such kind of respondents justifies the increase of the third parties assistance and significance of social partnership relations (Table 1).

Table 1

How can you find the job after graduating from the educational institution? (Choose one or two answers)

№	Types of answers	%
1.	Through the state centre for employment (Labour exchange)	40,6
2.	Through applying for enterprise, company, firm, organization	24,2
3.	Through advertisement about seeking for a job	17,0
4.	With the help of friends and relatives	16,3
5.	Through job advertisements of employers	15,5
6.	Through Internet	11,3
7.	Launching your own business	11,0
8.	Through the educational institution, the faculty staff, fair of vacancies and others	10,7
9.	Through placing application for job with the commercial agency	8,9
10.	You are currently employed and don’t have any wish to change your current job	4,2

Source: Fayziev R.R., Karamyan M.Kh., Rakhimov B.Kh, Rakhimova U.A. Scientific foundations of monitoring the realization of the system of the continuous education in the Republic of Uzbekistan. –T. “Barkamol fayz media”, 2016. p.389.

As the experience shows even under conditions of relative economic situation and the availability of data on the labor market, a large number of graduates are not prepared to go to work. During the period of economic crisis and recession under conditions of high socio-economic uncertainty and threats the problem of seeking and finding the first job for the graduates is becoming more topical.

Along with the development of market relations and competition ensuring general education and social readiness of the qualified worker is inevitably increasing. In this regard in recent times more young people consider getting a full education to be a social guarantee which protects from the unemployment and ensures desired social status and the way to achieve financial stability (Table 2).

Table 2

What will you do if you experience any difficulties in finding a job on the speciality which you gained? (choose one answer)

№	Types of answers	%
1.	I will improve my knowledge on this specialty	49,3
2.	I do believe that I will now experience any difficulties in finding a job on the gained speciality	30,4
3.	I will go through retraining on the speciality of education of the same level	6,1
4.	I will gain other professions which are of a high demand	4,4
5.	I will wait for the option on this speciality which will meet my requirements	4,2
6.	I will try to find a job which is beyond my speciality but which doesn't require any additional education or training	3,4
7.	I am not going to find any job on the speciality at all.	2,1
8.	Others	0,1

Source: Fayziev R.R., Karamyan M.Kh., Rakhimov B.Kh, Rakhimova U.A. Scientific foundations of monitoring the realization of the system of the continuous education in the Republic of Uzbekistan. –T. “Barkamol fayz media”, 2016. p.390.

30,4% of respondents demonstrated a high level of trust in their knowledge and capability, almost half of respondents - 49,3% showed their willingness to improve their knowledge to meet the requirements of the following labour market. Only 20% of respondents expressed their wish to change their speciality or to select the profession which doesn't imply much knowledge and skills.

Teaching a certain profession is becoming an important aspect of the labour market infrastructure. Moreover, it encourages demand and supply to the labour from the point of view of the quality and determines efficient measures aimed at implementing the policy of the youth employment in many respects [10].

The problem of the youth employment remains an urgent problem at present times. Herein there are two independent labour markets: education services market and labour market. Nowadays the development of the higher education is determined not by the needs of the society for specialists but the demand of people for the higher education which in many respects doesn't concern profession. The chain “higher educational institutions – enterprise” is becoming very attractive. Currently it is possible to say about the social demand for the education and the demand of society for workers only in a traditional manner and proceeding from the scientific economic logic. In spite of the fact, one more demand is existing in the sphere of higher education – social demand expressed by members of the society.

In the republic the marketing strategy of higher educational institutions in many respects depends on the results of the questionnaire conducted among parents and applicants. As the results of these questionnaires demonstrate, when applicants choose a profession and a higher educational institution, they do not take into consideration conditions of the labour market, but social stereotypes and status of higher educational establishment.

The danger of this process is that the increase of non-compliance of the labour market and education services market can result in non-performance of institutional strengthening of their interrelation [11]. Taking into account the demands of families (and families are considered to be the main source for financing education in our republic), higher educational institutions prepare the specialists for the labour market with 5-8 years delay. Moreover, an old resource base – technical equipment in the class-rooms, the structure of the teaching staff, weak educational infrastructure and etc. – enables to improve the quality of educational services in conditions of the sharp increase of consumers.

Increase in the number of graduates, in turn, creates competition between them for successful employment. The current socio-economic conditions dominated in the market put forward a set of requirements for a person trying to succeed: possessing a well-paid job; later- maintaining this job place and getting a possible promotion, and, the most important thing, being competitive among rivals in the market.

The problem of the youth unemployment is considered to be very urgent also at the regional level. The biggest portion of graduates of professional educational institutions applied for the Centres for employment comprises of specialists for the services sector, construction, economy and management, humanitarian subjects, education and pedagogy as well as workers by various professions. Among the unemployed alumni, there are some professions which are less demanded. They are financiers, lawyers, teachers of humanitarian disciplines. Supply of these professionals exceeds demand by almost 2 times. Thus nowadays a current trend is to raise the number of professionals in technical and natural sciences and to reduce a number of graduates in socio-humanitarian subjects (Table 3).

Table 3

Results of enrollment in higher educational institutions of the Republic of Uzbekistan by specialities (by the beginning of the year, thousands of people)

Branches of economy	2010/2011	2011/2012	2012/2013	2013/2014	2014/2015
Total	406,1	442,4	455,9	500,2	562,2

Including:					
Industry	59,8	81,0	81,3	95,7	120,6
Construction	2,7	7,4	7,9	8,2	11,7
Agriculture	20,7	27,2	32,6	37,0	48,4
Transport	8,7	9,6	8,9	11,0	11,1
Communication	16,0	19,3	16,8	16,6	19,1
Economy	21,7	21,0	20,2	20,8	21,2
Law	3,3	5,3	5,3	4,4	5,2
Healthcare	26,9	30,1	28,4	31,7	36,4
Physical training and sport	3,1	2,8	4,4	3,9	4,2
Schooling	240,1	232,6	244,0	264,2	279,0
Art and cinema	3,0	6,1	6,0	6,6	5,2

Source: calculated on the basis of the data of the State Statistics committee of the Republic of Uzbekistan. Education in Uzbekistan. – T.:2015. p. 190.

Our country occupies one of the leading positions in the number of persons with higher education (32%) in the number of employed in the world. Only in the USA, Norway and the Netherlands this indicator is high; in Japan, Canada, Spain and Great Britain it is close to Uzbekistan. In Germany this indicator accounts for 16%, in Portugal and Austria - 8%. However, Uzbekistan is behind in the number of university graduates per 10000 of the population (around 150 people)[5].

Therefore, the Action Strategy for socio-economic development of Uzbekistan for 2017-2021 has raised the issue of increasing quotas for higher education institutions.

Adaptation problems which graduates experience after higher education make them to pursue a career pattern, including a model of behavior within the framework of professional development. Without taking into account labour conditions, the specialists with higher education diplomas are trying to find jobs on their speciality and stability of their job place is very important for them.

Nowadays higher education is considered in many respects to be not special, but universal, and their value is expressed not by only the knowledge, gained at the university, but also by their potential which can be realized in the new structure of the economy. Partially these processes are implemented in compliance with the world trends and showing the growth of demand for multi-professionals, efficient ability for re-education is considered to be their main quality. However, there are also important gaps. In the developed economies promotion of universal employees is mainly connected with their professional orientation. Currently, career development in our country, like in developed countries, is mainly connected with the individual capability of the specialist, the environment of study, and, the last point is “social capital” (relations, friends) and the will of the employer.

Conclusion. While researching the problems of the education services market and compliance of the labour market the following proposals and recommendations have been developed:

1. The economies of leading world countries have been undergoing through innovation development for a long time and studying this experience has become useful for Uzbekistan in determining the main directions of structural changes in the system of ensuring employment and personnel training in Uzbekistan. Herein the following peculiarities of the national economy should be taken into consideration:

- degree of using labour capacity;
- demand for the labour force and its supply in the labour market, formation of the system of employment and personnel training leading to innovation shifts in the economy development.

2. Providing employment to graduates of professional educational establishments is the issue of the nationwide significance. Providing employment of the youth, namely, graduates of professional educational establishments is considered to be an urgent and long-term objective of the government socio-economic policy. Meanwhile the solution of the problem of the youth unemployment, non-compliance of the education services market and labour market can be achieved only by applying comprehensive and systematic approach.

Development of the system of professional education, on the one hand, must rely on the essence of the needs of the youth for the education. The rates and directions of this system development,

economic complex, efficiency of the employment centre on the solution of the personnel problem and unemployment prevention are connected with the knowledge of the education necessities.

On the other hand, it is impossible for the system of professional education not to take into account the demand for the personnel at companies and enterprises. Economic and organizational changes happened during last years lead to changes in the mutual relations between government and non-government organizations in the issues of preparing young specialists. With the aim of optimization of the government labour market it is necessary to regulate the processes ongoing in the system of the personnel training.

3. The government plays an important role in the process of this problem solution because to elaborate the concept of the professional education development it is necessary to determine forecast indicators of the employment from the point of view of macroeconomics. Realization of the socio-economic needs of specialists in market conditions is reflected in the demand of educational services in the form of the state order for the training of specialists by the public sector of the economy and contracts with commercial organizations by vocational training institutions.

4. In order to coordinate supply and demand in the education services market it is important to know today and in the future what kind of specialists and how many of them should be prepared and what kind of professional knowledge and skills they need to possess in order to be able to work in modern enterprises. One of the ways to solve the problem is to provide students with a specific training system by the order of enterprises. The efficiency of this system is reflected in the following aspects:

- development of certain forecasts in the demand for specialists;
- raising working experience of enterprises in conditions of the market economy;
- formation of the structural systems at the higher educational institutions which are responsible for accepting orders of enterprises and their execution.

5. Changing socio-economic, socio-cultural and technological development of the country requires a new approach to the interaction between education, employers' organizations and executive authorities. The main essence of such interaction is education of the specialists capable of solve comprehensive modern tasks at high professional level in the conditions of integration and diversification of production and advancement of science and technology. The problem of interaction between higher education institutions and employers' organizations is considered to be an urgent issue in our country due to the gradual increase in the number of graduates of professional education institutions.

6. It should be noted that it is necessary to introduce social partnerships between business structures, state and higher education institutions in the regions of the republic, which can help to implement the following activities:

- Establishing a system of professional forecasting of labor force demand in the regions;
- establishment of the quality control system for education. Taking into account the needs of the labour market it should "organize" the educational system;
- ensuring sufficient financing of the programs of the population employment support;
- ensuring continuous contact between employment exchanges and Centres for the population employment in order to maximally inform unemployed about available vacancies in the region database.

7. In order to raise the efficiency of the youth employment, it is necessary to use economic incentives, including the use of tax incentives to increase the enterprise's interest in providing employment and retraining services for young people, and provision of quotas for hiring the youth.

Reference:

1. Karimov I.A. Ideal generation – foundation of Uzbekistan development. –T., 1997, 19-p.
2. Speech of the President of the Republic of Uzbekistan Shavkat Mirziyoyev at the meeting with academicians of the Academy of science of the Republic of Uzbekistan. December 30, 2016. www.gazeta.uz
3. Decree of the President of the Republic of Uzbekistan №4947 "On Action strategy on further developing of Uzbekistan on five priority areas for 2017-2021". www.lex.uz.

4. Resolution of the President of the Republic of Uzbekistan № 4732 “On measures to further improvement of the system of retraining managerial and teaching personnel of higher educational institutions” dated from June 12, 2015.
5. Abraamova Ye. M., Verkhapovskays Yu.B. Employers and graduates of higher educational institutions on the labour market: mutual expectations // social research. -2006. -№4. –p.1-22.
6. Beglova Ye.I. Youth unemployment: priority problem of the current labour market.//Economic sciences. -2010.№11, p.172-176.
7. The national programme for personnel training. – T., 1997, 6-p.
8. Popova T.N. Structural imbalance of employment in the region// Modern economy: problems, trends, prospects. 2011 №5.
9. Rodionova Ye. V. An innovative approach to human resource management// Modern economy: problems, trends, prospects. 2011.№5.
10. Zerchaninova T.Ye. Graduates of professional educational institutions and the labour market. URL:<http://chinovmir.vapa.ru/modern/>.
11. Management of higher school graduates’ competitiveness in modern conditions// <http://www.kaus-groop.ru/>. Knowledge//300-articles//materials.
12. Fayziyev R.R., Karamyan M.Kh., Rakhimov B.Kh., Rakhimova U.A. Scientific bases of monitoring the implementation of the continuous education system of the Republic of Uzbekistan. –T.: “Barkamol fayz media”, 2016. p.389.
13. Calculated on the basis of the data of the State Committee on Statistics of the Republic of Uzbekistan. Education in Uzbekistan. – T.:2015. 190-p.