



Content and Perspective of Students in the Professional Education Process

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This study focuses on the problems of employment of the graduates from vocational education institutions in Uzbekistan and describes growing need for middle level personnel in the Uzbekistan and the international labor markets. Therefore, although educational reforms continue, gaps remain in vocational training in term of their relevance to market demands, leaving workers prone to instability in the labor market and poor employment conditions. This research uses a qualitative approach to describe government policies, international best practices, and labor market trends. Results demonstrate that through reforms are strategic, digitalizing the employment process, and stronger public-private partnerships, graduate employability can be improved. The results highlight the need for modernization of vocational training systems and further refining the dynamic labor market. Implications drawn from these insights for policymakers, educational institutions, and industry stakeholders regarding creating a sustainable employment ecosystem in the context of the Philippines and other developing economies are also provided.

Keywords: vocational education, labor market, employment, digitalization, workforce development

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INTRODUCTION

Based on the globalization-related changes and processes occurring in the world, as well as the increased rivalry everywhere, it is necessary to provide more steady development. In this sense, the creative development processes implemented in the Republic's economy have an impact on the state of the labor market, particularly the positions held by young individuals who are just starting out in the workforce and are figuring things out based on their interests. In Uzbekistan, over 150,000 graduates from professional schools join the workforce each year. As a result, there is a growing need to promote employment, generate new jobs within the Republic, and train middle-level personnel in accordance with developed nations' best practices as well as the demands of the domestic and international labor markets.

Implementing a just social policy and human capital in the State program authorized by the President of the Republic of Uzbekistan's Decree No. 27, dated February 28, 2023, "On the State program for the implementation of the development strategy of New Uzbekistan for the years 2022-2026 in the year of attention to people and quality education" Development is the definition of important tasks.

The growth of the education sector is given special consideration in the primary objectives outlined in the fourth priority job of the development strategy. In this context, a number of tasks were identified for the advancement of the professional education field. Specifically, based on global experiences, the compatibility of professions and positions in the labor market as well as their qualification levels have been revised. Based on UNESCO recommendations, a strategy for the development of the professional education system until 2030 has been developed, which includes redefining the image of professional educational institutions, elevating personnel training to a new level based on global experiences, fortifying the technical and material foundation, and establishing target indicators based on the directions of economic sector development.

Additionally, to broaden the scope of youth vocational training in professional educational institutions and to make education more appealing, college and technical school admissions will be held twice a year; state grant allocation to technical schools will be based on specialization, increasing the share of the private sector to personnel; and the total state grant share will be increased to 50%. It was determined to ascertain the demands of in a systematic manner.

Despite the extensive reforms implemented in our nation, there are still many issues with monitoring the employment status of middle-level personnel in the labor market. These issues include a lack of jobs in the professions and specializations for young people who have graduated from professional educational institutions, job instability, insufficient protection of labor rights, inadequate wages and working conditions, and inadequate requirements for professional training.

LITERATURE REVIEW

1. Analysis of Literature on the Topic

The management of educational institutions is undergoing significant transformations globally, necessitating changes in leadership competencies and management approaches (Barishovets, 2019) (Mishishin & Kalagurka, 2019). Modern education managers must possess a diverse set of skills, including strategic thinking, adaptability, and cross-cultural competence, to effectively navigate the challenges posed by globalization and technological advancements (Prykhodkina, 2022). The professional competence of educational leaders is crucial for the successful implementation of reforms and the overall effectiveness of educational institutions (Mishishin & Kalagurka, 2019). In vocational education, management processes are focused on ensuring sustainable development and effective operations, with emphasis on clear communication, centralized management, and interaction among all levels of the organization (Taysumova, 2022). As educational paradigms shift, there is an increasing demand for leaders who can adapt to socio-economic changes, make timely decisions, and foster a positive organizational culture (Prykhodkina, 2022) (Barishovets, 2019). The classical economists Adam Smith and David Ricardo emphasized the importance of labor resources and effectual demand in market efficiency (Thomas, 2020). They viewed the "extent of the market" as a crucial demand-side factor in economic growth, alongside supply-side determinants like net saving and technological progress. The neoclassical school, founded by Alfred Marshall, further developed these concepts, focusing on supply and demand as key economic indicators for employment (Chorny, 2022). Various theoretical approaches to the labor market have emerged over time, including classical, Marxist, neoclassical, Keynesian, and monetarist perspectives (Chylabaeva, 2022). These theories have shaped our understanding of employment, productivity, resource allocation, and economic growth (Bladen, 1974). The concept of employment is recognized as a complex socio-economic factor influenced by psychological, historical, demographic, and governmental elements, playing a significant role in regional development (Chorny, 2022). Simultaneously, he thought that consumer demand ultimately controls the demand for labor force, and that proportionality in market economy relations is realized on its own. Similar to other proponents of neoclassical theory, A. Marshall employed the "Theory of Least Productivity" to support his belief that high salaries will ultimately lead to lower employment and higher unemployment rates.

Current employment theories Various ideas have been applied in various contexts and nations when developing economic policies, such as those pertaining to population employment. That being said, since the 1930s—during the height of the world's greatest crisis—the Keynesian hypothesis has continued to be the most widely accepted theory. From him, the U.S. President F. Roosevelt utilized it to implement policies aimed at rescuing the nation from a serious depression and ending widespread unemployment.

The Employment Act of 1946 and the Full Employment and Balanced Growth Act of 1978 (Humphrey-Hawkins) were significant legislative efforts to

promote full employment in the United States, reflecting Keynesian economic principles (Bladen, 1974). The 1946 Act established the federal government's responsibility to maintain conditions for employment opportunities, while the 1978 Act set specific goals for unemployment and inflation rates (Thorbecke, 2003). These laws represented a shift from the original 1913 Federal Reserve Act, which focused on preventing financial panics (Bladen, 1974). Despite their intentions, implementation of these acts faced challenges, with the Humphrey-Hawkins Act being weakened and largely ignored (Schantz & Schmidt, 1979). President Truman, upon signing the 1946 Act, emphasized the government's role in creating conditions for employment opportunities while maintaining that it was not the government's duty to supplant private enterprise efforts (Ginsburg, 2012).

Samuelson offers this section of the law as support for his viewpoint. The 1946 "Employment of the Population" Law is a significant invention that was brought to our nation. He gave the government the task of hiring people, and the administration and congress established the proper channels for carrying out particular tasks.

The updated Law "On Employment of the Population" of the Republic of Uzbekistan, which was approved on October 20, 2020, incorporates these procedures, which have been nearly flawless.

The demographic processes of the labor market have been studied scientifically by Uzbek economists K.Kh.Abdurahmonov, Kh.P.Abulqosimov, B.Kh.Umurzakov, G.Q.Abdurahmonova, Z.Ya. Khudoyberdiev, N.Q. Zokirova, S.B. Goyibnazarov, and others. These economists have examined issues related to unemployment, the education system, the market for educational services, the mutual integration of the education system and the labor market, increasing employment of educational institution graduates and enhancing the competitiveness of graduates entering the labor market for the first time.

For instance, K.Kh. Abdurakhmanov asserts that the socioeconomic responsibilities of youth are shaped by their contribution to the development of the nation's work force. The amount of openings in businesses and organizations determines how many recent graduates enter the workforce and apply for jobs at labor authorities. That is, in fields and places where unemployment is higher, the number of recent graduates employed in that field rises.

The scientific essays by Mirzakarimova and Rakhimov examined the issues facing the republic at the moment and the steps being taken to guarantee cooperation between business owners, the government, and educational establishments.

According to the findings of Sh. Kudbiev's article, students and young people who have a broader understanding of the labor market and a more creative approach to career planning will be better equipped to compete in the workforce. The majority of young people also have more imaginative ideas about the opportunities they see for their professional lives. Additionally, when they first begin engaging in practical professional activity, the failure of these visions will place them in a difficult social situation involving hesitancy and a lack of courage. The goal of using career-oriented educational opportunities is to address these problems.

The aforementioned reasons make it clear that conducting in-depth scientific study is necessary in order to hire graduates of professional educational institutions in the current stage of economic modernization and labor market mechanism.

METHOD

Pengumpulan The methodology of this study is based on qualitative research methodology of studying employers' challenges related to employment of graduates from vocational education institutions in Uzbekistan (Anderson & Krathwohl, 2001). The research studies the gaps between the demand and supply of skills offered by vocational training in the labor market (McGrath & Powell, 2016). A review of the literature was carried out on global best practices and local experience to establish how vocational education can better be aligned with labor market needs (U.N.E.S.C.O., 2023). Interviews with key stakeholders (including educators, employers and policy makers) were conducted in order to collect data concerning the employment situation for middle level personnel. Secondary data was also analyzed from government reports, labor market statistics, policy documents and the evaluation of the effectiveness of current educational policies and employment support mechanisms (O.E.C.D., 2022). The study also evaluates the influence of digitalization and guidance for graduate careers on employment. Combining these data sources, the study pinpoints key barriers to employment such as mismatch between training programs and industry needs, instability in jobs, and low protection in the labor market. Given these findings, there is an attempt to improve future policies and educational strategies for achieving the employability of vocational school graduates and the relevance of vocational training for the demand of evolving local and international labor market.

RESULT AND DISCUSSION

1. Professional Competence of Personnel

The professional competence of management personnel is of great importance for the effective management of vocational educational institutions. Professional competence includes not only the possession of knowledge and skills, but also the ability to lead, develop a strategy, manage a team and exert influence. The following main factors affect the professional competence of management personnel in a vocational educational institution:

1. Strategic thinking. The head of a vocational educational institution must have the ability to develop and implement clear strategies for the future of his institution. These strategies should cover areas such as improving the quality of education, introducing new curricula, ensuring financial stability and developing international cooperation.
2. Leadership and motivation. The effectiveness of management largely depends on the leadership skills of the head. In a vocational educational institution, the head should strive to comprehensively motivate

his employees, professors and students, inspire them to new achievements and direct them towards common goals (Prykhodkina, 2022)

3. Innovative thinking. It is important to use innovative approaches in solving modern problems of vocational education. The ability of a leader to think innovatively is very important for using technologies, introducing new teaching methods, and adapting to all changes in the educational process.
4. Working with personnel. The head of a vocational education institution is responsible for the selection, training, and development of professional personnel. To do this, the leader must have a high level of pedagogical and organizational skills, as well as create ample opportunities for each employee to improve their skills and constantly develop themselves (Thomas, 2020)
5. Financial management. Ensuring financial stability is also important for the effective management of vocational education institutions. To do this, the leader must, first of all, have the ability to correctly analyze the financial capabilities of the institution, effectively distribute budgets, and spend funds purposefully.

[Table 1. about here]

Table 1. reflects the current state of youth employment in Uzbekistan. As shown, youth make up 26.8% of the population, yet their unemployment rate stands at 15.1%, higher than the national average of 9.6%. Female youth unemployment is also significant at 13.3%. In 2022, 1.2 million new jobs were created, with over 40% targeted for youth. These figures highlight the urgent need to enhance vocational training programs, align education with labor market demands, and implement policies aimed at increasing youth participation in the economy, especially within the digital sector.

These data indicate the need for additional measures to increase youth employment. In the future, it is planned to increase employment levels by developing vocational education, supporting small and medium-sized businesses, and expanding youth participation in the digital economy.

[Figure 1. about here]

The chart below shows the youth employment and unemployment rates in Uzbekistan. The chart helps to understand the trends in employment and unemployment among young people.

To employ graduates, the government has identified 358,000 job vacancies in various sectors, 112,000 of which are for vocational education graduates. The distribution of these vacancies is as follows:

[Table 2. about here]

This table presents the number of job vacancies identified by the government across various sectors, reflecting the demand for labor, including for vocational education graduates.

CONCLUSION

1. Considering the aforementioned analysis and viewpoints together with the current issues, we believe it is appropriate to put the following advice into practice in order to improve the employability and competitiveness of professional school graduates:
2. Developing mechanisms for figuring out how many specialists should be trained now and in the future in order to coordinate supply and demand in the labor market, as well as what professional knowledge and skills they should have to be able to work in modern enterprises, is one of the goals. Another is forming the state order for vocational training based on specific demand in the labor market, taking into account the jobs created on the basis of regional investment programs;
3. Developing a list of burgeoning professions that will be accessible in the labor market until 2030; Providing incentives to entrepreneurs who hire young people for jobs created in the private sector through the state's active employment policy; Encouraging employers in these developed countries to find Uzbekistan's labor migration system convenient in order to foster organized migration with Israel, the United States, Great Britain, and Europe;
4. The use of economic incentives, such as tax breaks that encourage businesses to offer services for young people's employment and recruitment, their vocational training and retraining, and additional hiring quotas, is required to increase the effectiveness of youth employment;
5. To ensure that the private sector is involved in the formation of the need for personnel training in the labor market, to develop the qualification requirements for personnel by professions (specialties) for the jobs created by the representatives of the private sector, to ensure the integration of professional educational institutions with the labor market, and to provide free education to general education school graduates in the eleventh grade for their first profession in colleges and technical schools. To reform the system of attracting professional educational institution graduates to educational and production practice. To establish the practice of business entities placing orders to professional educational institutions.
6. Organize preliminary forecast studies on the adopted programs for the comprehensive development of regions, incoming foreign investment projects, projects implemented with different countries, prospects for the development of the private sector, and new jobs that can be created based on the specialization of the regions, in particular, modern professions entering the labor market. Research by competent ministries and institutes in their system, research centers and organizations involved on the basis of various grants, and annually prepare national

reports on the state and future of the labor market. An increase in the role of the Chamber of Commerce and Industry

- a. National reports are recognized as a foundation for elucidating areas for improvement, educating staff, and creating new initiatives;
- b. A new system for assessing professional education institution graduates is being introduced. The implementation of the German assessment standard in this instance. Employers and experts assess it through a professional practical exam.

The Ministry of Poverty Reduction and Employment has digitized the system for tracking the employment of graduates from professional education, higher education, and general education schools by introducing a single electronic platform.

The graduates of the Ministry of Preschool and School, the Ministry of Higher Education, and the Ministry of Science and Innovation are represented on this platform.

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Table 1 / Key Indicators of Youth Employment in Uzbekistan (2022–2023)

Below are the available statistics on youth employment in Uzbekistan:

No	Indicator
1	Youth Population (Ages 14-30)
2	Youth Employment Rate

Table 2 / Distribution of Job Vacancies by Sector in Uzbekistan (2023)

No	Sector
1	Services
2	Education
3	Industry and Manufacturing

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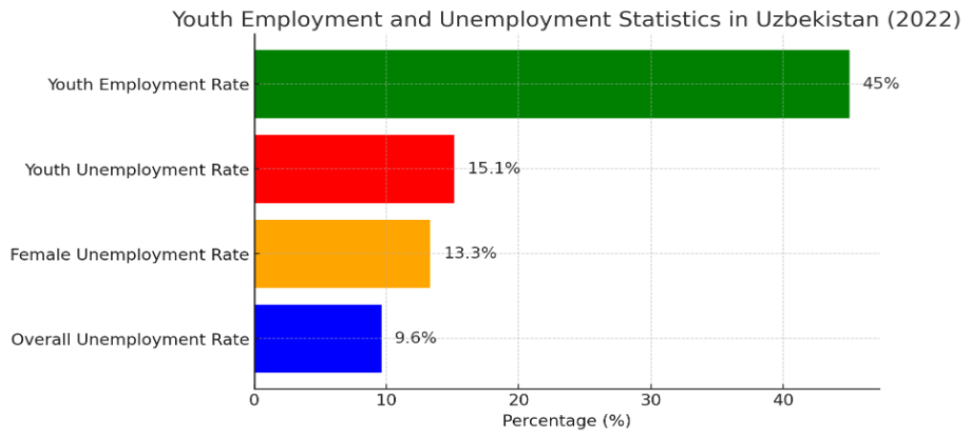


Figure 1 / Youth Employment and Unemployment Rates in Uzbekistan (2022)