

The Problem Of Planning The Personal Career Of Students In Secondary Schools In Uzbekistan

Rakhmatova Sevara Abdulloyevna

Lecturer, Navoi State University of the Republic of Uzbekistan

Master's student, Navoi State University of the Republic of Uzbekistan

Sharapova Khilola Dusham qizi

Master's student, Navoi State University of the Republic of Uzbekistan

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Abstract: Introduction: The article examines the professional decision of students in secondary schools in Uzbekistan as a social and pedagogical problem, and also highlights the issues of individual career planning as one of its optimal solutions and, in this context, the coordination of students' interests in the profession and the possibilities of obtaining it with the needs of the labor market.

Objective: To determine the scientific and methodological foundations for creating a system for planning individual careers for secondary school students in Uzbekistan.

Materials And Methods: The study utilized methods of analyzing domestic and international scientific literature and studying best pedagogical practices.

Discussion And Results: Employment is a priority for the state and is aimed at ensuring sustainable employment, especially for young people who have completed secondary education. Choosing a career can determine a person's future. However, since not all students make the right choice on their first try, it is proposed to organize career planning for students in general education schools using a scientific approach.

Conclusion: The intellectualization of labor requires a new approach to ensuring employment in our country. One effective tool for student career guidance is personalized career planning, which will help them consciously choose their career paths and achieve their goals quickly, as well as avoiding obstacles that hinder their achievement.

Keywords: Employment, work, students, profession, career guidance, career, planning.

Introduction: Maintaining a stable level of employment is one of the most complex and important tasks faced by any country. For this reason, all nations oriented toward a market economy implement employment regulation policies through various measures aimed at influencing the labor market.

The right to work and the mechanisms for its implementation are among the highest priorities in the socio-economic development of our country. As noted in the Republic of Uzbekistan, "the effectiveness of the economic reforms and social transformations being carried out is measured, first and foremost, by the extent to which they improve the material well-being and welfare of the population, as well as the quality and

standard of living" [Mirziyoyev Sh.M., 2016: 15–16].

In order to regulate labor-market relations in the Republic of Uzbekistan, the Law "On Employment of the Population" outlines several strategic tasks: introducing effective mechanisms of the labor market, increasing economic activity among the population, training unemployed and low-income citizens in modern vocational and entrepreneurial skills, and ensuring their employment by involving them in income-generating labor and entrepreneurial activities. Particular emphasis is placed on introducing a new system of working with youth. Specifically, pursuant to the Presidential Resolution No. PQ-4804 of August 11, 2020, titled "On Additional Measures for Engaging Low-Income and Unemployed Citizens in

Entrepreneurship, Increasing Their Labor Activity, and Providing Vocational Training,” the state program “Ishga marhamat – Monomarkazlari” was adopted [Uzbekistan..., 2020].

These directive documents clearly demonstrate that strengthening the harmony between the labor-market system and career-guidance activities in schools is one of the urgent priorities of today.

The issue of ensuring employment is relevant not only to pedagogy and psychology, but also to economics and sociology. When schoolchildren choose their future profession unconsciously, without sufficient information or justification, they may select a field that does not match their interests or abilities. This, in turn, can lead to an oversupply or shortage of specialists in the labor market, increased unemployment among youth, dissatisfaction with life, and the growth of social problems.

The problem of choosing a profession is a crucial task for every individual, as this decision may shape the trajectory of one's entire future life. However, not all students are capable of making the right choice on their first attempt. Therefore, scientifically organizing career planning in general secondary schools is a key factor for creating the necessary conditions to meet the labor market for qualified personnel.

METHODS

One of the state's priority tasks in ensuring employment is to provide stable and continuous employment for the population—particularly for young people graduating from general secondary education institutions—and to improve the structural composition of the labor force. This is because the current situation in the labor and employment market creates highly unfavorable conditions for the professional self-determination of youth: in many cases, the jobs offered to them do not correspond to their interests, abilities, or areas of specialization.

Employment is a crucial economic and social issue that plays a decisive role in ensuring a certain standard of living for the population, developing and enhancing each individual's professional abilities, as well as shaping and supporting personal development. One of the key aspects of the employment issue today is the increasing pace of structural changes in the economy and the accelerated trend of labor intellectualization.

Within the process of intellectualization, the very notion of “profession” is undergoing transformation in terms of its qualitative characteristics. Considering that the intellectualization of labor develops according to specific patterns, a new approach to addressing employment issues in our country becomes necessary

[Niyazov M.A., 2015: 85–86]. This, in turn, requires specialists to acquire new knowledge and skills, and to continuously enhance their qualifications. As a result of educational reform and the implementation of the National Program for Personnel Training, interest among young people in studying at vocational colleges has significantly increased, and accordingly, the number of college graduates has been growing year after year [Rakhmonova S.F., 2017: 56].

Youth represent one of the most influential social groups, “whose unresolved problems today may lead to serious consequences for society as a whole tomorrow” [Malinauskas R.K., 2005: 134–138].

Adolescence and youth constitute one of the most important stages in a person's life course, during which their life strategies significantly influence their professional self-determination. Life strategy may be defined as “a system of social orientations (aimed at achieving a desired social status through affiliation with certain social groups), cultural orientations (adoption of certain cultural values), and personal orientations (expression of individual needs and life interests). Thus, life strategy determines a person's personal, social, and cultural prospects” [Social Work..., 1998: 87].

The growth rate of the working-age population significantly exceeding the growth rate of the employed population is one of the key characteristics of the demographic development of society [Akhmedova M., 2013]. Demographic processes—along with globalization, urbanization, technological advancement, macroeconomic crises, and economic recessions—constitute major factors influencing the level of population employment [Tolametova Z.A., 2019: 28].

One of the state's traditional responsibilities is to ensure the well-being of the population [Rakhmonova S.F., 2017: 52–57]. In this context, developing career guidance programs that meet modern requirements and implementing them in practice can significantly alleviate the issue of youth unemployment.

In foreign countries, the term “professional orientation” does not exist as such. Instead, international practice employs the concepts of “career planning” and “career development,” as well as “vocational guidance.” Career planning is defined as a comprehensive system of continuous counseling throughout an individual's life concerning the planning of their educational and professional trajectory, future occupational activity, upskilling, and professional retraining [OECD, 2004].

Foreign researchers—such as S. Woods, F. Patterson, B. Vill, A. Kozvar, and also K. Schnitzlein, D. Lee, J. Weiss, and K. Warner—have focused on psychological and

socio-economic approaches to understanding the essence and goals of career management while analyzing and developing issues of career planning [Both feet..., 2015].

B. Aviles, L. Russell-Chepin, and S. Raibek explored the historical development of career management and career counseling systems in schools, providing a scholarly justification for the importance of career guidance in the professional and intellectual development of the individual [Aviles B.D. et al.].

A. Dastidar and S. Sikdar found that high-achieving students tend to choose careers related to teaching and academic research relatively less frequently compared to other professional paths [Dastidar A.G. et al., 2015: 375–394].

Although numerous studies have addressed the issue of career choice among secondary school students, researchers offer differing definitions of the concept of “professional self-determination.” In the Pedagogical Encyclopedic Dictionary, this concept is defined as follows: “Professional self-determination is the process by which young people shape their professional trajectory (choice of occupation, university, workplace, etc.) and develop their professional careers” [Pedagogical Encyclopedia..., 2002].

In scientific research, the classification of professions is presented in various forms. In this study, we rely on the classification by E.A. Klimov, which groups professions according to the domain of human activity into five types: bionomic (“human–nature”), technomic (“human–technology”), socionomic (“human–human”), signomic (“human–sign system”), and artonomic (“human–artistic image”) [Theory of Classification...].

Another significant factor influencing professional self-determination is the level of intellectualization of professional activity. “If the degree to which an individual applies their intellectual and professional potential corresponds to the intellectual and professional demands of the activity, personal development may unfold in accordance with their abilities. This applies equally to all levels of education—primary, secondary, and higher vocational training” [Shalavina T.I., 2004: 98–120].

The primary task of general secondary education institutions is to assist students in developing personal career plans that take into account both societal needs for skilled personnel and the psycho-physiological characteristics of students themselves. Adolescents' career plans may vary widely—from well-grounded and conscious decisions to uncertain and unfounded aspirations influenced by situational factors. Therefore, to guide students toward making informed career

choices, it is essential not only to emphasize the importance and responsibility of choosing a profession but also to provide them with practical and methodological support that facilitates the effective implementation of their career plans.

This requires fulfilling two key tasks: first, creating an information base; second, establishing a motivational foundation. Together, these tasks expand students' worldview and enhance the effectiveness of forming their career interests. In other words, theoretical subjects possess significant potential for developing a database of professional information. During the teaching process, students should be informed about which fields of science or production apply the knowledge being taught, as well as what additional skills and competencies are required by specialists in those areas.

The use of problem-based, research-oriented, independent learning and practical training methods in the educational process further increases the effectiveness of career guidance [Zeer E.F. et al., 2005: 159] and plays an important role in helping students plan their future careers.

N. Litoiu analyzed the significance of career management in reducing the gap between the labor market and the education system. He concluded that career planning, within the framework of the professional guidance system, enables the alignment of students' practical skills and competencies—developed at various stages of education—with the needs of the labor market and the economy [Litoiu N., 2015].

N. S. Pryazhnikov laid the foundation for the field of career management by developing the methodology of vocational guidance and approaches aimed at enhancing professional orientation activities [Pryazhnikov N. S., 2008].

V. A. Gurtov and E. A. Khoteyeva emphasized that a high degree of consistency between the academic subjects chosen by students and their personal career plans contributes to the successful implementation of their individual career trajectories [Gurtov V. A., Khoteyeva E. A., 2018: 134–150].

S. Woods, F. Patterson, B. Vill, and A. Kozvar scientifically examined the specific features of career planning in various fields of professional activity. Using the RIASEC model (a tool for determining personality type), the researchers identified the degree to which individual personality characteristics influence the choice of medical specialization [RIASEC Model, 2016: 262–278].

J. Sampson and J. Makela analyzed the ethical dimensions of using information technologies

(websites, social networks, modern mobile devices) in the process of providing career planning guidance. Their findings categorize the issues into three groups: (1) social justice, (2) resources, and (3) services. In particular, the study revealed that unequal financial capacities and differing levels of digital literacy among various social groups lead to social inequities in access to career counseling services [Sampson J. P., 2014: 134–148].

N. Galliot and L. Graham demonstrated that designing personal career trajectories encourages school students to consciously select elective subjects and courses, enabling them to make more effective use of existing resources and opportunities for future educational and career advantages [Galliot N., et al., 2015: 179–199].

M. Kuijpers and F. Meijers studied the effectiveness of career counseling by analyzing the content of teachers' discussions with students. Their findings indicate that teachers who receive specialized training in career counseling can make the guidance process more meaningful and valuable for students [Kuijpers M. et al., 2017: 83–96].

K. Shnitslyain, D. Li, J. Vays, and K. Vorner conducted a scientific investigation into the issues of early career management in the military sphere, particularly focusing on the key challenges faced by military personnel during the transition from academic training to their first service assignments. Based on the research findings, the authors developed a model for advancing military education consisting of seven interrelated domains: mentorship, scholarship, scientific research, personal career planning, openness to experience, interdisciplinary collaboration, and responsibility-seeking. They also formulated recommendations for shaping the early stages of military career development [Both Feet ..., 2015: 372–375].

RESULTS AND DISCUSSION

A career plan is a roadmap for continuous learning and career advancement. It may be regarded as a personalized template that guides a student from their present ("today") toward their desired future ("tomorrow"), helping them progress along a development pathway. Although this strategic document has different names across countries, its fundamental purpose remains the same: to motivate the learner toward continuous education and skill improvement, outlining the specific competencies to be developed, experiences to be gained, and goals to be achieved within set timeframes.

The concept of a "career" can be described as a process in which an individual establishes and expresses themselves through professional activity [Rakhmatova

S.A., 2025]. A person's self-realization through professional activity does not begin with employment; rather, it begins with identifying a professional field, analyzing opportunities for achieving high positions within it, and planning pathways for career advancement.

Career management is the process of making decisions related to various aspects and choices within a career and may take the form of individual or organizational management. Career management refers to making decisions aimed at influencing the career trajectory [Holyigitova N.Kh., 2025: 5].

Career assessment consists of various methods designed to identify a person's interests, values, and competencies. Career counseling centers, business trainers, and employment agencies conduct such assessments to help individuals determine the career path that best fits their profile.

Career planning allows the individual to manage and monitor their career development. To do so effectively, it is first necessary to determine the direction in which career growth is most appropriate, using career guidance methodologies.

Conducting career planning jointly with a professional career consultant enhances the effectiveness of students' career self-determination [Rakhmatova S.A., Gulyamov D.R., 2025].

Yu. Vyalkova identified several advantages of students' personal career plans in the context of career guidance: forming an understanding of careers that suit them and of educational institutions where they can acquire the necessary qualifications;

planning their future professional path step by step, considering different routes to achieve their goals, and developing an action algorithm in case of failure;

aligning professional interests with their psychophysiological characteristics;

predicting the likelihood of success in a particular field of professional activity and ensuring social guarantees in career choice [Vyalkova Yu.].

Considering these aspects of a personal career plan, the RIASEC model—developed on the basis of John Holland's theory of vocational choice—is widely used in many European countries. The model classifies personality types as follows:

Realistic – individuals who prefer activities involving manual labor, tools, machinery, or outdoor work. They favor concrete practical actions over communication. Examples: farmer, construction worker, pilot.

Investigative – individuals who seek to solve complex and abstract problems. They are oriented toward

scientific analysis and research. Examples: scientist, researcher, analyst.

Artistic – individuals who enjoy creativity and self-expression. They prefer independence and unconventional approaches. Examples: artist, designer, writer.

Social – individuals who enjoy helping others, communicating, and teaching. They value teamwork and interpersonal interaction. Examples: teacher, nurse, social worker.

Enterprising – individuals who strive for leadership, management, and goal achievement. They are confident and inclined toward risk-taking. Examples: manager, entrepreneur, executive.

Conventional – individuals who value organization, structure, and discipline. They prefer stability and routine tasks. Examples: accountant, administrator, librarian.

A number of researchers—including A.T. Kuzyashev (2002), E.D. Dadiko (2020), E.A. Mogilyovkin (2017), G.G. Zaysev and G.V. Cherkasskaya [Management..., 2018]—emphasize that forming and developing a student's personal career plan should be grounded in pedagogical and psychological conditions. These conditions, summarized below, contribute to the effective construction of a career plan:

Individual approach – considering each student's psychophysiological characteristics;

Differentiation of education – ensuring diversity in learning materials, as well as in instructional methods and forms;

Practical self-testing – providing opportunities for students to test their abilities in practice by engaging them in independent learning, work, play, artistic, sports, and socio-organizational activities;

Professional orientation – fostering in students an attitude directed toward professional and personal self-determination.

To achieve this, a student's personal career plan must be developed on the basis of informational and motivational foundations. Ensuring these conditions helps initiate the student's professional growth in the near future [Gulyamov D.R., 2020].

CONCLUSION

In addition to exploring effective and favorable opportunities for regulating social relations in the field of employment in Uzbekistan, we believe that it is necessary to develop and implement a comprehensive program of measures aimed at career guidance for secondary school students across the country.

The current situation in the labor and employment

market of Uzbekistan creates highly unfavorable conditions for young people to make informed professional decisions. In many cases, the jobs offered to them do not correspond to their interests, abilities, or areas of specialization.

The growing intellectualization of labor demands a new approach to addressing issues related to employment in the country. The formation and effective utilization of intellectual human resources depend not only on the state's economic development strategy, but also on the quality of education, the professional preparedness of specialists, and the level of integration between science, education, and industry. The effectiveness of innovations in the fields of education and employment may also depend on studying the value system, life plans, and future-oriented attitudes of modern youth.

One of the most effective tools for developing a stable interest in career choice among secondary school students—taking into account the needs of the labor market—is personal career planning.

A personal career plan is developed step by step. It enables students to assess themselves as future specialists, accurately describe their professional strengths, identify the qualities necessary for advancing within their chosen field, and develop these qualities to the level required for successful professional activity. A career plan also allows individuals to consciously choose the pathways leading to their professional goals and provides an opportunity to achieve the planned outcomes efficiently.

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