

OPPORTUNITIES FOR DIGITIZING EMPLOYMENT AND STATISTICAL DATA ON YOUTH

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Annotation: *In modern Uzbekistan, children and young people under the age of 30 account for 60% of the population. They will be the greatest work force Uzbekistan has ever had in 15-20 years, giving a once-in-a-lifetime potential to propel the country to a new level of socioeconomic growth. Taking use of this opportunity necessitates the creation of a long-term strategic vision for youth development that is informed by data and the perspectives of young people. This article discusses digital statistical markers of youth.*

Keywords: *digitalization, youth statistics, ICT, youth employment.*

The incidence of individuals not transferring to further education, training, or the job market after secondary education (NEET) is alarmingly high among 19- to 30-year-old respondents (54.6 percent). The NEET percentage for young women is continuously greater than that of young males, reaching 74.0 percent vs 24.8 percent [1]. When it comes to their future careers, it is critical for young people in Uzbekistan that their chosen profession be their "own decision" (and not that of their parents). Furthermore, employment should result in a "good salary" and provide the individual with the opportunity to be surrounded by a positive "collective" of colleagues who are supportive of youth and permit continual learning.

The socio-professional sphere is evolving as a result of globalization, and young are an active topic of socio-professional connections on both the global and social levels. The presence of digital competence is a key criterion for young people's socio-professional success in modern society. Given this, while young people in Uzbekistan are extremely interested in learning more about computers (86.9 percent), there is still a considerable proportion (37.8 percent) who do not have any computer skills, primarily females and rural youth. Furthermore, a significant disparity exists between the huge number of individuals (53.9 percent) who "never" use the Internet (mainly youngsters in rural regions and females) and the smaller number (25.4 percent) who use it "daily" (primarily urban residents and males). The Internet is portrayed as both a "helpful" tool for keeping social contact and studying or working, as well as a potentially harmful environment for "wasting time" or being exposed to "negative influences" (which is disproportionately a constraint for females, who fear stigmatization).

In general, young people are active Internet users: 84% use the Internet every day to address various issues; young parents with school-age children (84%) demonstrate remarkable and diversified information activity; and young people with an active lifestyle: "I take the initiative to be more successful" (87%).

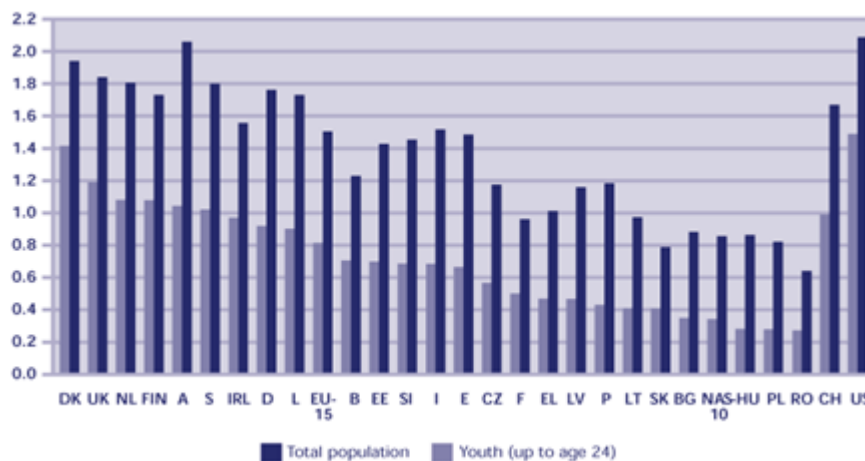


Figure 1. Digital literacy among European youth: Index value in age groups [4].

As can be seen in Figure 1, digital literacy is relatively high in both European countries and the United States. According to the report, young people are advanced in the forms of information and digital activities described. They not only meet consumer and emerging interests, but they also improve the quality of users' lives: they assist in the setup of news sources and the storage of data on the cloud (22-26%), they remotely get education and participate in webinars (27%), and they utilize smart home services.

Changes in the context of modern communications, such as the availability of new devices, professional needs, and the increase of Internet communication options, are among the key incentives for acquiring computer literacy. Men, notably young students, place a higher value on the availability of new technologies and Internet communication skills (up to 61%). The usage of new technology at work is more frequently regarded as a motivator by young individuals of active working age (42-44%), who work in a major metropolis and have a higher degree. The growth of information and digital competences piques the interest of this group more than the potential of devices for amusement.

According to the study's findings, the better a young person's degree of digital competence, the more successful they are in the socio-professional sector. Digital literacy is determined by a mix of four types of competencies: communication, technical, consumer, and media competency.

Young people's human capital is distinguished by a number of characteristics that make it adaptable: high learning ability, innovation, adaptability, mobility (social in all forms), increased susceptibility to innovation, and the presence of significant potential opportunities for skill formation and further implementation in the professional sphere. These characteristics are what build young people's capital and allow them to use it for a long time. It is vital to execute a flexible approach to restructuring the educational environment, taking into consideration the age, professional, cultural, and social components of youth, which is not always applied in practice. The undeniable reality is that young people need to establish a consistent positive drive for self-development in "online and offline" places.

Because of young people's socio-professional uncertainties, the youth labor market is the most volatile. After receiving a profession, some graduates grow disillusioned with it and alter their professional tactics when entering the labor market. The gap between young professionals' views and the requirements of employers is not necessarily attributable to fair assumptions about young people's labor-market adaptability. This reveals itself first in the career chosen, and then in subsequent work. The labor market is now experiencing a severe supply-demand imbalance. The gap between the demanded specializations in various areas of the economy and the availability of professionals who have graduated from professional educational institutions may be seen.

Because of the economy's insecurity, it's impossible to foresee which expertise will be in demand. Receiving an apparently in-demand, prominent specialty now, a graduate risk not being in demand on the job market once graduation [2]. Furthermore, each regional labor market has its unique features. As a result, some specializations in the region are in high demand, while others are congested. Graduates of "unclaimed" specializations are pushed to retrain or work for a living rather than by their expertise.

Figure 2. What is your major occupation? student, employed, or not in education or employment? What is your highest level of education attainment? Crosstabulation 2020 [3].

Categories	School	College or academic lyceum	Higher education (bachelor's degree)	Higher education (master's degree)	No completed education	No education	No answer	Total
Student	91.5%	5.4%	2.5%	-	-	0.2%	0.4%	100%
Not in education, employed formally or informally	13.7%	74.7%	10.7%	0.8%	-	-	-	100%
Not in education or employment neither formally nor informally	18%	80.4%	1.0%	0.2%	0.2%	0.1%	-	100%
Total	45.2%	50.2%	4.0%	0.3%	0.1%	0.1%	0.1%	100%

Among the responders in Figure 2, 18.0 percent had no education after high school, and 80.4 percent had no education beyond a college or university degree. Only 1.3 percent have a postsecondary education.

Here, in addition to the aforementioned factors complicating young professionals' entry into the labor market, the following can be noted: a lack of mechanisms linking the labor market and the educational services market; most graduates lack the necessary skills of self-presentation in the labor market, as well as negotiating skills with employers; and graduates' high, unreasonable self-esteem regarding their professional knowledge.

As a result, there are presently a plethora of issues in the job market affecting the young group. These issues have two sides to them. On the one hand, young experts have a tough time finding work due to their high claims, lack of motivation, and so on. On the other side, unreasonable employer expectations and violations of social protections in respect to young employees. Although there are many advantages to hiring young professionals, not all organizations see them. For example, the presence of a strong desire for innovation and initiative; the higher loyalty of "educated" specialists within the organization; and their focus on the organization's goals when compared to those with work experience.

Solving the challenges of youth employment requires a holistic strategy. This process should engage all labor market participants, including the government, educational institutions, companies, and job seekers. Even a partial solution to this problem will help to improve the lives of young residents. The neglect to address this issue properly can lead to the increase of crime, social stratification, and, as a result, social instability.

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