



DEVELOPMENT OF ENTREPRENEURIAL SKILLS BY TRAINING YOUNG PEOPLE IN THE MONOCENTERS

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Abstract: *the article describes the activities of youth vocational training and monocenters in Bunjarayon, the decisions made, the formation of entrepreneurship skills among young people, and the opinions of scientists who conducted scientific research in this regard.*

Key words: *entrepreneurship, science, activity, profession, employment, development, skills, population, youth, result.*

INTRODUCTION

The "Welcome to Work" Monocenters, established by the Ministry of Employment and Labor Relations of Uzbekistan, aim to enhance vocational training and entrepreneurship among the youth. Approved by the Cabinet of Ministers on April 5, 2021, these centers are pivotal in transitioning Uzbekistan's economy from a raw material focus to a competitive, product-oriented state. This shift emphasizes the critical role of vocational schools in providing skilled personnel and fostering small business initiatives, thereby supporting young people in entrepreneurial activities.

In recent years, the promotion of entrepreneurship and vocational training has become a key priority of state policy. The previous administrative-command economy stifled small businesses but with President Sh. Mirziyoyev's initiatives, there has been a concerted effort to empower youth through vocational education that emphasizes entrepreneurship. Vocational schools are expected to gradually integrate entrepreneurial skills into their curricula, guiding students toward innovative business practices and economic development.

Over the past two and a half years, over fifty decrees aimed at bolstering small business and entrepreneurship have been enacted, underscoring the government's commitment to this cause.

Literature Analysis and Methodology

Historical perspectives on entrepreneurship and vocational training can be traced back to thinkers such as R. Cantillon, F. Quesnay, A. Smith, and J.B. Say. In the modern era, D. McClelland's psychological exploration of motivation in his work "The Achieving Society" (1961) set a foundation for understanding the entrepreneurial mindset. Contemporary studies, including those by Gundry and Ofstein on creative skills in education and Daniel et al. on tourism entrepreneurship, provide insights into how educational frameworks can stimulate innovation in small businesses.

Uzbek scholars, like O.E. Khaitov and Sh.S. Shoimova, have also contributed to understanding the psychological aspects of entrepreneurship. Their research highlights the motivational factors driving success in small business ventures.



RESULTS

Monocenters function as state institutions serving unemployed individuals, aiming to equip them with vocational skills and entrepreneurship training. They operate under the Ministry of Employment and Labor Relations, coordinating activities across the Republic of Karakalpakstan, regions, and Tashkent city. The "Welcome to Work" monocenter in Tashkent leads in developing training materials and enhancing the qualifications of labor agency personnel.

Vocational schools have initiated career guidance programs, engaging teachers, professionals, and local enterprises in advising students. This collaboration aims to align individual interests with societal needs, ensuring that students are directed towards relevant vocational paths.

The career guidance system encompasses essential components such as vocational diagnostics, counseling, and monitoring of labor market demands. These activities are critical for helping youth make informed career choices, particularly in addressing the diverse challenges they face in selecting suitable professions.

A significant portion of students require tailored career counseling to navigate their choices effectively. Factors influencing students' decisions include personal interests, parental expectations, and behavioral traits. Thus, collaboration between schools and psychological-pedagogical diagnostic centers is vital in providing comprehensive support.

Professional adaptation is another crucial aspect, measuring how well individuals align with their chosen professions. This process encompasses preparation for labor, vocational training, and the transition into the workforce, ultimately contributing to a skilled national labor force.

Overall, the initiatives under the "Welcome to Work" mono-centers and the broader vocational education framework aim to create a dynamic, skilled workforce ready to meet the evolving needs of Uzbekistan's economy