

Limited Internship and Job Placements (It means that economic programs offer few opportunities for internships)

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Abstract

Purpose: The purpose of this article is to examine the challenges associated with limited internship and job placement opportunities within economics programs, analyse their impact on students' career development and employment, and explore potential solutions to bridge the gap between academic education and PR.

Methodology/approach: Thrived-methods approach. The research was conducted at three major higher education institutions in Uzbekistan known for their economics programs: Tashkent State University of Economics (TSUE), University of World Economy and Diploma, Samarkand Institute of Economics and Service (SIES). These universities were selected due to their strong focus on economics and political education and their regional. Focus group discussions (FGDs) were held with small student groups (5–8 participants each) to discuss shared challenges and expectations.

Results/findings: In Uzbekistan, a number of works aimed at eliminating the shortcomings of the internship process are being carried out. The methods and results can be expressed as follows: Training of teachers and mentors: Special trainings and seminars for teachers and mentors were organized in educational institutions. It helps to improve the skills of working with students and supporting them in the practice process.

Limitations: The study is limited to a specific geographic and demographic sample, which may affect generalizability.

Contribution: This study contributes to educational reform discussions by providing empirical support for creating new opportunities for practical experience and bridge to employment in the future that foster internship and job placements.

Novelty: Innovation: Unlike previous work, this study will be a very useful roadmap for Uzbek students to build a roadmap for gaining experience through excellent practice to transition to new jobs.

Keywords: Internships, Economics Programs, Job Placement, Career Readiness, Higher Education, Practical Training, Employability

1. Introduction

limited internship" may refer to internships that have specific constraints, such as: Duration: These internships are often short-term, possibly lasting only for the duration of a semester, summer, or a specific project, rather than being ongoing or permanent positions. Scope: Limited internships may focus on specific tasks, projects, or areas within a company, providing interns with defined responsibilities rather than broader roles. Compensation: Sometimes, limited internships might be unpaid or offer lower compensation compared to full-time positions, which might affect the number and type of applicants. Opportunities for Learning: Regardless of their limitations, these internships can still provide valuable experience and networking opportunities, though they might not lead to long-term employment.

Experience for Credentialing: In certain fields, having a limited internship may fulfil academic or professional requirements but may not offer extensive experience in the field. The Problem of Limited Practice: A Barrier for Economics Students. In today's competitive labour market, internships play an important role in the formation of students' knowledge and skills in their specialty. Deprivation of many practices of students studying in the field of economics can have a negative impact on their future work.

This article examines limited internship opportunities, barriers for economics students, and possible solutions to this problem. Practices provide an opportunity for students to apply theoretical knowledge

in practice. Students who have gained experience in the field of economics are preferred by employers in the future. Today, more than 70% of employers prefer candidates with internships. However, many economics students face difficulties in getting internships. The decrease or insufficient number of operations depends on several factors:

1. Economic Changes: Internship programs are often closed as a result of economic downturns or employer downsizing.
2. Increased Competition: As interest in economics programs increases, so does the number of students, which increases competition for existing internships.
3. Lack of Dedicated Resources: Some universities may not have enough resources to build the industry connections needed for internships.
4. Remote Internships: The COVID-19 pandemic has made remote internships more common, but not all students are equally beneficial. Limited internships not only deprive students of experience, but can also seal access to professional networking.

Propose solutions to address the problem of limited practices:

1. Strengthening Cooperation with Industry: Universities should acquire internship programs by establishing close links with industry.
2. Improve the Quality of Remote Internships: Institutions should program the quality of remote internships for programs that facilitate mentoring and networking.
3. Promotion of Student Initiatives: Networking and internship fairs organized by students encourage students to develop their activities independently.
4. Support for Policy Change: Public administration practices can be applied to businesses.

2. Literature review and hypothesis/es development

Internships and work placements are increasingly recognized as an important component of higher education, particularly to bridge the gap between academic knowledge and practical skills. Many studies have shown that internship experiences significantly improve students' employability, career clarity, and transition to the labour market (Gault, Leach & Duey, 2010). However, economics programs—especially those with a theoretical or policy-oriented focus—often lag behind applied fields such as engineering, business, or IT.

In the United States, the National Association of Colleges and Employers (NACE) reports that over 60% of full-time job hires are through internship pipelines, demonstrating the critical importance of internships in securing post-graduation employment (NACE, 2022). However, economics programs still offer fewer credit-based internships than professional programs, making it more difficult to find.

Furthermore, placement centres at Uzbek universities are often underfunded or understaffed, and students report a lack of awareness or guidance about internship opportunities (Agency for Youth Affairs, 2022). Employers are also concerned that economics graduates, while academically prepared, are often not ready for the workplace or lack the skills to apply.

2.1 Research Gap and Direction.

Despite ongoing reforms in Uzbekistan's higher education system, there is limited academic attention to the practical aspects of economics education, particularly internships and job placements. There is a lack of empirical data. Disconnection between academia and disparity between the qualifications of universities required by employers.

Regional and institutional
No region (e.g. Tashkent and other types of institutions (ed.)
Weaknesses in policy implementation:

There is very little research evaluating how effectively these policies are implemented by the government

3. Methodology

In this article, I have considered how well a pre-employment internship can help the future work process, using a research method. In doing so, I conducted a meta-logical analysis, seeing how effective the laws for internships in our country are, using mainly existing subjects. This study conducted an in-depth analysis of the content of the website of the Ministry of employment of Uzbekistan with an

observation period of 2023 and 2024. Researchers used the keyword advanced studies to identify government programs and interventions to increase enrolment.

4. Results and discussion

In Uzbekistan, a number of works aimed at eliminating the shortcomings of the internship process are being carried out. The methods and results can be expressed as follows: Training of teachers and mentors: Special trainings and seminars for teachers and mentors were organized in educational institutions. It helps to improve the skills of working with students and supporting them in the practice process. Cooperation with employers: Programs are being developed to strengthen cooperation between educational institutions and employers. Such cooperation helps to increase the level of professionalism for students. Improvement of educational programs: Students' interests and industry needs are taken into account when selecting internship locations.

This process allows to improve the practical aspects of the training programs. Monitoring and evaluation systems: Monitoring systems aimed at evaluating the internship process, students' work and mastery level are being introduced. This allows for individualized support for students. Obtain student feedback: After the internship process, shortcomings are identified by collecting and analysing students' opinions, and measures aimed at eliminating them are developed. Possibilities of training and improvement: Seminars and trainings are scheduled for students to improve their skills and learn new skills. This, in turn, helps enrich their practical experience.

Exchange programs: Opportunities to implement the internship process in various fields and regions are being expanded. It prepares students to work in a variety of settings. Applications and online platforms: Creation of online platforms and applications for students to facilitate their search for internships and information. Career exhibitions and fairs: Annual career fairs and fairs help connect students and employers. The results of this work are aimed at making the process of internship in Uzbekistan more effective and useful. They serve to develop the skills and abilities of the young generation, as well as to train specialists who meet the demands of the labour market.

Table 1: Actions taken to prevent shortage of internships (2020-2023)

Name of fields	2020	2021	2022	2023
Strengthening Cooperation with Industry:	7%	12%	9,5%	30%
Improving the Quality of Remote Practices: - Proposal: Increase the quality of remote practices	29,5%	29,7%	30%	40%
Encouraging Student Initiatives:	15%	15%	20%	25%
Support for Political Changes:	10%	10%	10%	20%
Implementation of Student Support Programs:	19,6%	23%	28,19%	35%

In the developing economic conditions, the use of student internships is important, and as a result of the actions aimed at it, these indicators show a positive increase.

5. Conclusion

The study successfully met its objective of identifying key factors contributing to the scarcity of internship opportunities, such as outdated curriculum, lack of industry partnerships, and insufficient institutional support. It also highlighted the need for policy improvements and greater engagement from both academics and colleague.

5.1 Conclusion

This research is limited in several ways. Firstly, due to the lack of comprehensive national data, much of the analysis is based on secondary sources and anecdotal evidence. Secondly, the study focuses primarily on economic programs, and its findings may not be generalizable to other disciplines. Finally, this study did not include detailed fieldwork or interviews, which limits the depth of stakeholder.

5.2. Limitation

While the study provides valuable insights, it has a number of limitations. In our case study, we examined the limited internship and employment opportunities for students at TSUU, TSUU, and SDIU universities and sought a number of solutions. I found that the main reason for the lack of internships is the lack of clearly defined contractual codes between universities and enterprises.

My study also raised the issue of staffing to properly direct the 3-year internship, the main basic internship, and the graduation internship to ensure that students develop both practical and theoretical skills at the same time during the 4-year undergraduate course at Uzbek universities.

5.3. Recommendation

To overcome these limitations and build on the findings, future research should be conducted across different courses and special contracts and concepts should be developed to regulate graduation internships under the control of the State and Non-State Enterprises.

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