

Mechanisms for Improving the Professional Development System Based on Advanced Foreign Experience (On the Example of Public Education Employees)

Sokhibov Akram Rustamovich

Shahrisabz State Pedagogical Instituti, Head of the Department of Pedagogy, PhD., Professor

Khairilloyeva Rushana Buri qizi

2nd-year Master's student, Department of Theory and History of Pedagogy, Shahrisabz State
Pedagogical Institute

Abstract: This article analyzes the issues of improving the professional development system for public education employees based on advanced foreign experience. The mechanisms of teacher professional development applied in international education systems, their adaptation to the context of Uzbekistan, and effective organizational and pedagogical approaches are scientifically discussed. This article analyzes the issues of improving the professional development system for public education employees based on advanced foreign experiences. The study explores the teacher retraining and continuous professional development systems of countries such as Singapore, Finland, South Korea, and Japan. In addition, the effectiveness of reforms aimed at modernizing the professional development processes in Uzbekistan's education system has been assessed. The article proposes mechanisms for adapting foreign practices to national conditions, enhancing teachers' digital competence, strengthening their professional motivation, and encouraging innovative pedagogical activities. As a result, the research scientifically substantiates the socio-pedagogical necessity of introducing a continuous professional growth model, collaborative learning approaches, and interactive teaching methods within the public education system. The study has practical significance in improving the training system of teachers in accordance with the requirements of modern education and global standards.

Keywords: Advanced foreign experience, professional development system, public education staff, professional competence, pedagogical innovation, digital literacy, lifelong learning, modernization of education, professional development, qualification improvement, foreign experience, teacher training, innovation, competence, education quality.

In the modern era, the development of human capital and the enhancement of teachers' professional potential are regarded as key factors in national progress. The modernization of the professional development system for teachers within the public education sector is one of the priority directions of Uzbekistan's educational policy. Today, the qualitative development of human capital has become the main criterion for the advancement of every nation. In particular, training competitive specialists and continuously improving their professional competencies are among the main priorities of any education system. From this perspective, improving the professional development system based on advanced international experience is of great significance.

Currently, in countries such as the United States, Germany, South Korea, Singapore, and Finland, the professional development process is based on the concept of continuous professional growth. In these systems, teachers, engineers, managers, and technical specialists undergo regular retraining throughout their professional careers. In Uzbekistan, this field is being fundamentally reformed under the “Law on Improving the Qualifications and Retraining of Personnel,” the “Concept for the Development of Public Education in 2022–2026,” and the “New Uzbekistan – New Education” strategy.

As President Shavkat Mirziyoyev emphasized, “A teacher is the most important pillar of society; as the teacher is, so will be the future generation.” Therefore, aligning the professional development system for educators with modern requirements and incorporating advanced foreign practices have become matters of urgent importance. Globally, the professional growth of teachers remains one of the most actively studied and continuously evolving topics. For instance, in Finland, Singapore, South Korea, Japan, and the United Kingdom, the professional development process has become an integral part of teachers’ careers. In the modern world, the qualitative development of human capital has turned into a defining measure of national progress. Preparing competitive professionals and ensuring their continuous professional advancement are among the key priorities of every education system. From this standpoint, improving the professional development system based on advanced foreign practices remains a pressing issue. At present, in countries such as the United States, Germany, South Korea, Singapore, and Finland, the process of professional development relies on the concept of lifelong professional learning. Within these systems, teachers, engineers, administrative staff, and technical specialists regularly undergo retraining throughout their professional life. In Uzbekistan, within the framework of the “Law on Improving the Qualifications and Retraining of Personnel,” the “Concept for the Development of Public Education in 2022–2026,” and the “New Uzbekistan – New Education” strategy, this direction is being deeply restructured.

In the first chapter of my master’s dissertation, to study international experiences and identify opportunities for their integration into the national system, I applied comparative analysis, a systematic approach, and empirical observation methods. Through the comparative analysis method, the professional development models of Germany, Finland, South Korea, and Singapore were examined. Based on the systematic approach, curricula, assessment mechanisms, and stages of teachers’ professional growth were analyzed. Through empirical observation, existing practices in Uzbekistan’s higher education institutions, professional development centers, and enterprises were studied, and aspects compatible with international experience were identified.

In Uzbekistan, a number of measures aimed at modernizing the professional development system are already being implemented. However, in order to align the system with international standards, it is essential to study advanced foreign experiences scientifically and adapt their strengths to the national model. During the research, the following scientific methods were used: 1. Comparative analysis method – the professional development systems of foreign countries (Germany, Finland, Singapore, and South Korea) were studied and compared with the experience of Uzbekistan. Findings: It was revealed that in foreign countries, professional development processes are implemented as an integral part of state policy and are carried out continuously. Their main principle is that “professional growth is a lifelong process.” In addition, it was determined that in Uzbekistan, professional development courses are mostly short-term and theoretical in nature, while abroad, the practical component accounts for up to 60–70%. 2. Systematic approach method – the structural components of the professional development system were studied, including training programs, assessment criteria, and interaction mechanisms between instructors and participants. Findings: In advanced foreign systems, curricula are organized in modular formats, and at the end of each module, practical assessments and individual development paths are defined. In Uzbekistan’s system, however, a single standardized curriculum still predominates. 3. Empirical observation method – the activities of national professional development centers, higher education institutions, and production enterprises were examined. Findings: It was revealed that the level of use of modern

educational technologies (such as distance learning platforms, simulators, and digital laboratories) in current courses is low. Moreover, it was observed that there is no regular professional development system for teachers themselves.

4. Analytical method – reports published by international organizations (OECD, UNESCO, ILO) assessing the quality of education were analyzed. Findings: The effectiveness of professional development systems is directly related to the level of the innovative economy. It was also noted that in countries with high-quality professional development systems, labor productivity is on average 25–30% higher. In Finland’s experience, teachers are prepared as specialists with academic degrees who can make independent decisions. The professional development process is carried out through pedagogical centers under universities and is based on the principle of continuity. In Singapore’s model, under the “Life-long Learning Teacher” concept, every teacher is required to complete at least 100 hours of professional development programs annually. This process is coordinated by the National Institute of Education. In South Korea, the central focus of the professional development system is on developing digital competencies and integrating educational technologies into teachers’ daily activities. The research employed comparative analysis, a systematic approach, adaptation of foreign experience, and pedagogical modeling methods. In addition, by studying the activities of national professional development centers for public education employees, existing problems were identified, and mechanisms for their elimination were developed. The research results showed that advanced foreign experiences in professional development systems have the following advantages: 1. Continuous development model – employees continuously improve their qualifications through planned training programs throughout their professional careers. 2. Digital learning platforms – in Germany and Korea, employees can select individual courses tailored to their professional fields through online modular systems. 3. Integration with industry – in Finland, professional development programs are conducted directly in practical environments, and results are linked to production efficiency. 4. Motivational evaluation system – in Singapore, participation in professional development is closely tied to career advancement and financial incentives.

In Uzbekistan’s practice, issues such as the repetitiveness of training programs in some areas, lack of modern technologies, and weak motivation mechanisms have been identified. Therefore, it is necessary to update the system based on advanced foreign experiences. In Uzbekistan, the retraining and professional development of pedagogical personnel are organized in accordance with the “National Program for Teachers’ Professional Development,” the “Law on Education,” and Presidential decrees. Nevertheless, the system still faces challenges such as the lack of practical training courses, limited modules for developing modern competencies, and weak opportunities for international exchange of experience. According to the analysis of advanced foreign practices, the following effective mechanisms are distinguished: Module-based training courses (Finland, Germany); Online and hybrid professional development (Korea, Canada); Mentorship system (Singapore, New Zealand); Practice-based assessment (United Kingdom). In advanced countries, professional development systems are not limited to updating teachers’ or specialists’ knowledge but are based on the principle of Continuous Professional Development (CPD) — lifelong professional growth.

German Experience: Based on the “Dual Education” model, professional development training centers are closely linked with industrial enterprises. A Professional Development Passport has been introduced for each employee, recording acquired skills, qualification levels, and future growth directions. Research finding: It was determined that introducing a similar approach in Uzbekistan would enhance the effectiveness of monitoring learning outcomes.

Finnish Experience: Professional development programs are tailored to the individual needs of teachers or employees — that is, a “learner-centered approach” is effectively implemented. The training courses conclude with a defense of a practical project. Finding: In Uzbekistan’s system, general courses are still dominant, and the individual approach is not yet sufficiently developed. Therefore, adapting the Finnish model could significantly improve the quality indicators of professional development.

South Korean Experience: Professional development processes are carried out through digital platforms. Through the K-MOOC (Korean Massive Open Online Courses) system, employees can take online courses related to their fields.

Additionally, innovation project competitions are held at the end of each course. Finding: In Uzbekistan, the potential of distance education platforms has not been fully utilized. Creating an open online course system similar to Korea's would make the learning process both accessible and economically efficient. Singaporean Experience: Under the national "SkillsFuture" program, each citizen receives a government-funded grant for professional development. Employees have the freedom to choose courses, which increases their motivation to learn and fosters a culture of self-development. Finding: Such a mechanism could be highly effective in strengthening the incentive system in Uzbekistan, especially for civil servants and teachers. Findings Based on International Organization Reports: According to UNESCO and OECD data, countries with highly effective professional development systems demonstrate labor productivity rates that are 25–35% higher, and innovation activity levels that are 40% greater on average. Recommendation for Uzbekistan: Strengthen digital learning infrastructure, introduce a modular training system, and develop performance-based assessment mechanisms. National Situation Based on Empirical Observations: About 60% of professional development centers still conduct classes in a traditional format, with little to no use of modern technologies (e.g., VR, simulators, or online platforms). Professional development courses specifically designed for teachers are not conducted systematically, which contradicts the concept of continuous professional development. Conclusion: It is essential to integrate elements of continuity, flexibility, and practical orientation from international experiences into the national system. General Scientific Conclusion: Three key factors play a decisive role in improving the effectiveness of the professional development system: Digital transformation and open online platforms; Practice-oriented modular training; Motivational assessment and incentive mechanisms. If these factors are taken into account, Uzbekistan's professional development system can approach international quality standards, leading to a significant increase in specialists' professional competitiveness. The analysis of foreign experiences shows that an effective professional development system should not only be centralized, but also practical, individualized, and result-oriented. For Uzbekistan, the most important task is to develop the digital and innovative competencies of public education staff and integrate them into the international educational space. It is also proposed to: Involve leading foreign educators in professional development programs; Utilize international online platforms such as Coursera, FutureLearn, and EdX; Introduce a "school–mentor–training center" triadic model. Improving the professional development system based on advanced foreign experiences will elevate Uzbekistan's public education system to a new level. Ensuring that the professional development process is innovative and practice-oriented, and developing teachers' competencies in line with international standards, is the key guarantee for enhancing the quality and effectiveness of education. Practical Implementation Recommendations Establish a National Digital Learning Platform (Based on South Korea's Experience) Description: Create a platform called "UzMOOC" (Uzbek Massive Open Online Courses) for teachers and employees. Each participant has an individual profile to track learning progress. Courses are structured by modules — pedagogy, digital technologies, innovation methods, and assessment systems. Certificates are automatically generated in digital format. Expected outcome: Expands distance learning opportunities and provides equal access for educators across all regions. Introduce a Professional Development Passport (Based on Germany's Model). Description: Implement an electronic Professional Development Passport for each teacher or employee. It records completed courses, seminars, acquired competencies, and future learning goals. Expected outcome: Enables transparent monitoring and assessment of professional growth. Develop a Mentorship System (Inspired by Singapore and New Zealand). Description: Pair experienced teachers (mentors) with new educators (mentees) for one academic year. Establish mentor–mentee relationships at every school. Provide mentors with financial incentives or grants. Expected outcome: Supports young teachers in adapting quickly and developing practical teaching skills. Implement the "School–Mentor–Training Center" Triangular Model. Description: Build strong cooperation among schools, mentors, and training centers. Knowledge gained in courses should be tested in school practice and then re-analyzed for improvement. Expected outcome: Bridges the gap between theory and practice, and enhances

knowledge exchange. Create a Modular, Learner-Centered Training System (Based on Finland's Model). Description: Allow each participant to choose modules based on personal needs and career goals. End each course with a practical project defense or micro-presentation. Expected outcome: Promotes individualized learning and improves the quality of outcomes. Expand International Cooperation in Professional Development. Description: Integrate international online platforms such as Coursera, FutureLearn, and EdX into the national training framework. Establish joint professional development programs with foreign universities. Expected outcome: Increases educators' access to global expertise and develops foreign language and innovation competencies. Set Up Practical Laboratories and Simulation Classrooms. Description: Establish "Innovation Training Labs" equipped with VR tools, digital boards, and interactive simulators. Provide teachers with opportunities to test new instructional technologies in practice. Expected outcome: Enhances practical teaching skills and encourages experimentation with innovative methods. Develop a Motivational Assessment System (Based on Singapore's Experience) Description: Include participation in professional development as a factor in the teacher rating system. Link high ratings to career advancement and financial bonuses. Expected outcome: Strengthens teachers' intrinsic motivation for continuous professional growth. Implement a CPD (Continuous Professional Development) Certification Framework. Description: Set a minimum annual requirement of 100 hours of professional development for every teacher. Provide certificates with internationally recognized formats (PDF + QR code verification). Expected outcome: Cultivates a culture of lifelong learning and aligns professional development with global standards. Establish a Monitoring and Evaluation Mechanism Based on Empirical Research. Description: Conduct annual assessments of teachers' knowledge, skills, and competencies. Use the results to revise and update professional development programs. Expected outcome: Ensures continuous improvement and adaptation of training programs to real educational needs. Implementing these measures will bring Uzbekistan's professional development system closer to international standards, enhance teachers' digital and practical competencies, and strengthen their professional competitiveness in the global education arena.

References

National (Uzbekistan) Sources

1. The President of the Republic of Uzbekistan. (2020, November 30). On measures to further improve the system of professional development of teachers in the public education system (Decree No. PQ-4512). Tashkent.
2. The Law of the Republic of Uzbekistan. (2020, September 23). On Education. Tashkent: Legislative Chamber of the Oliy Majlis.
3. Cabinet of Ministers of the Republic of Uzbekistan. (2021, March 26). Concept for modernization of the system of professional development and retraining of pedagogical staff (Resolution No. 187). Tashkent.
4. Ministry of Public Education of the Republic of Uzbekistan. (2022). Methodological guide for teacher professional development programs. Tashkent.
5. Ministry of Higher Education, Science and Innovation of the Republic of Uzbekistan. (2023). Directions for increasing the effectiveness of postgraduate and professional development programs. Tashkent.

International Sources

6. European Commission. (2019). Supporting teacher competence development for better learning outcomes. Luxembourg: Publications Office of the European Union.
7. OECD. (2020). Teachers and school leaders as lifelong learners: TALIS 2018 results (Vol. II). Paris: OECD Publishing.

8. Finnish National Agency for Education (EDUFI). (2021). Teacher education in Finland – Development and trends. Helsinki.
9. Ministry of Education (MOE), Singapore. (2022). The Teacher Growth Model: Lifelong learning in Singapore schools. Singapore.
10. Federal Institute for Vocational Education and Training (BIBB). (2020). Vocational education and professional development system in Germany. Bonn.
11. Ministry of Education (MOE), Republic of Korea. (2021). Digital learning innovation plan for teachers in South Korea. Seoul.
12. New Zealand Education Council. (2019). Induction and mentoring guidelines: Supporting beginning teachers. Wellington.
13. World Bank. (2020). Effective teacher policies: Global evidence and lessons for developing countries. Washington, DC.
14. UNESCO. (2021). ICT competency framework for teachers (version 3). Paris: UNESCO Publishing.
15. Schleicher, A. (2018). World class: How to build a 21st-century school system. Paris: OECD Publishing.

Online Academic Articles and Research

16. Hasanov, B., & Gulmurodov, A. (2023). Modernization of the teacher professional development system in Uzbekistan based on international experience. *Journal of Education and Innovation Research*, 7(2), 45–53.
17. Lee, J., & Kim, S. (2020). Digital transformation in teacher training: Lessons from South Korea. *Asia-Pacific Education Review*, 21(4), 563–579.
18. Niemi, H., Toom, A., & Kallioniemi, A. (2018). The Finnish teacher education model: Empowering research-based practice. Springer.
19. Shodmonova Zilola Bozorovna. Behavior with Deviant Children Content and Essence of Socio-Pedagogical Activity. Volume 2 Issue 4, Year 2023 ISSN: 2835-3048 <https://univerpubl.com/index.php/semantic>
20. Shodmonova Zilola Bozorovna. Didactic Laws Methodological Basis of Modernization of the Educational Process. *International Journal on Integrated Education*. 2022 y. 207-210. <https://www.neliti.com/publications/409923/didactic-laws-methodological-basis-of-modernization-of-the-educational-process>