



Article

Modern Approaches to Training Processes of Civil Servants

Umarova Rano Sunnatkhonovna

1. Chief Inspector of Samarkand Regional Branch of the Agency for Governance Efficiency under the President of the Republic of Uzbekistan

* Correspondence: ranoumarova5059@gmail.com

Abstract: This article examines contemporary approaches to the professional training of civil servants in the context of administrative reforms and digital transformation in Uzbekistan. The study aims to analyze the main methods of professional development, such as traditional, competency-based, modular, innovative, international, and experience-based approaches, and to identify the most effective models applicable to the national context. The research employs comparative, systemic, and analytical methods to evaluate both foreign and domestic practices, emphasizing the experience of countries like France, the United States, Singapore, and South Korea. The findings indicate that Uzbekistan has made notable progress through the activities of the Academy of Public Administration and the creation of online platforms such as edu.argos.uz. However, there remains a need for deeper integration of competency modeling, modular systems, and mentorship-based learning. The study concludes that adopting international standards and innovative learning mechanisms will significantly enhance the professional development of civil servants, improve the effectiveness of public administration, and strengthen institutional capacity in line with global governance principles.

Citation: Sunnatkhonovna, U. R. Modern Approaches to Training Processes of Civil Servants. American Journal of Social and Humanitarian Research 2025, 6(11), 2502-2508

Received: 10th Aug 2025
Revised: 16th Sep 2025
Accepted: 24th Oct 2025
Published: 02th Nov 2025



Copyright: © 2025 by the authors. Submitted for open access publication under the terms and conditions of the Creative Commons Attribution (CC BY) license (<https://creativecommons.org/licenses/by/4.0/>)

Keywords: civil servant, traditional approach, competence, modular approach, innovative approach, distance learning platforms, competence model, experience-based approach.

1. Introduction

The modern era of development imposes new requirements on civil servants. Training of intellectual potential, mature, qualified personnel with modern management skills is a need of time aimed at the socio-economic development of our country at the present stage.

The aim of the research is to analyze modern approaches to professional development of civil servants, compare these approaches with the current systems of professional development that have developed in our country, study the experience of developed foreign countries, and develop proposals and recommendations for improving the system of professional development of civil servants.

Literature review. The Law of the Republic of Uzbekistan No. 788 "On the State Civil Service" of August 8, 2022 and Decree of the President of the Republic of Uzbekistan No. UV-5843 of October 3, 2019 set tasks for modernizing the training of civil servants, orienting them to innovative thinking, and accelerating digital transformation in public administration.

Analyzing foreign experience, M. Peters in his research emphasizes the effectiveness of the competence-based approach to retraining of civil servants. Also in the OECD report, distance learning, short-term modular courses and a mentoring system are identified as the main areas of professional development in the field of public administration[1].

In domestic studies, in particular, in the work of Sh. Sodikova “Development of professional competencies of civil servants” shows the advantages of using innovative methods, including digital platforms and electronic libraries, in personnel training. In addition, the UNESCO and World Bank reports assess continuous training of civil service employees as the main condition for improving the efficiency of public administration.

2. Methodology

In this scientific article, such methods as comparative analysis, sociological approach, system approach, system analysis, grouping, induction and deduction, statistical and comparative analysis, abstract-logical approach were used to study the scientific problem [2].

3. Results and Discussion

Various approaches are used in the training of state civil servants, formed in accordance with modern requirements, innovations and the needs of society's development. An analysis of the main approaches is presented below:

1. Traditional approach. This approach is based on classical methods of training civil servants. Lectures and seminars, as well as special training courses are organized for civil servants. In the traditional approach, historical experience can be learned in the learning process based on previous successful experiences.

The traditional approach to training civil servants is used in many countries with a developed system of public administration and public service. This approach is usually expressed in the form of centralized training courses, regular professional development and professional development programs. For example, in France, the training of civil servants is carried out through **the National School of Administration (ENA-Ecole nationale d'administration)**[3-4]. This school is of great importance for preparing for public service and for leadership positions. In addition, regular professional development and retraining courses are organized for civil servants. In the United States, government employees are trained through **the Federal Institute of Executive Power (FEI)**. and it is managed by the Office of Personnel Management (OPM). Regular training and professional development of civil servants is carried out within the framework of the Federal Training Program. Similarly, in Germany (**the Federal Academy of Management (BAkÖV-Bundesakademie für öffentlich Verwaltung)**), **the National Human Resources Administration (NPA)** in Japan, **the Korean Development Institute (KDI School of Public Policy and Management) in South Korea**, and **in educational institutions such as the Korean Institute of Public Administration (KIPA)**[5-6-7]. Training events, advanced training courses and trainings for civil servants are regularly organized.

Uzbekistan also systematically applies the traditional approach to improving the skills of civil servants. In this regard, the Academy of Public Policy and Management under the President of the Republic of Uzbekistan is of great importance, which mainly deals with the training, retraining and advanced training of managerial personnel. The Agency for Governance Efficiency under the President of the Republic of Uzbekistan participates in the professional development of civil servants as a customer, manages the professional development process and ensures its financing from the state budget allocated to the Academy.

By the Decree of the President of the Republic of Uzbekistan No. PP-3901 dated August 8, 2017 “On the organization of regional branches of the Academy of Public Administration under the President of the Republic of Uzbekistan”, **regional branches of the Academy of Public Administration were established** in the cities of **Gulistan, Karshi, Samarkand, Urgench and Ferghana**[8-9]. It should be noted that the establishment of branches of the Academy in five cities allowed for continuous professional development of civil servants working in the field. The connection of these branches with all regions of our Republic through convenient routes has improved the conditions for professional development of civil servants. Currently, Samarkand regional branch of the Academy of Public Administration is improving the professional

development of managerial personnel from 3 regions-**Bukhara, Navoi and Samarkand regions** .

In order to systematically establish, manage and ensure the effectiveness of the process of improving the skills of civil servants, it is planned to adopt a resolution of the Cabinet of Ministers on approval of the contingent planned for training at the Academy and its territorial branches for each academic year. In accordance with the resolution of the Cabinet of Ministers of the Republic of Uzbekistan No. 537 dated October 13, 2023 “On approval of the composition of managerial personnel undergoing advanced training at the Academy of Public Administration under the President of the Republic of Uzbekistan”, the composition of positions of managerial personnel sent to advanced training courses on the basis of a state grant in the 2023-2024 academic year was approved. According to this resolution, it is determined to train managerial personnel within the framework of certain **18** ministries and departments. In the 2023-2024 academic year, **203** middle and lower-level managers (**20.3%** of all regional managers) and **201** (**98.0%** of all managers) completed advanced training on short-term courses employees of the Department of Human Resources Management and Development of departments and agencies, as well as heads and employees of organizational and personnel groups of local khokimiyats of the Samarkand region. For the 2024-2025 academic year, in accordance with the Resolution of the Cabinet of Ministers No. 662 of October 10, 2024, the list of positions in ministries and departments and local khokimiyats that will undergo advanced training was approved. According to it , the number of ministries and departments **increased by 16 from last year’s 18** , bringing the total number **to 34**, that is, the number of students studying at the academy and its regional branches has increased relatively. This certainly shows the growing need and demand for training of civil servants, as well as the increasing importance of training. In the 2024-2025 academic year, **161** (**17%** of the total number of regional managers) middle and lower-level managers and **175** (**98%** of the total number of managers) were trained in the Samarkand region employees of the Human Resources Management and Development Department[10].

2. Competence-based approach. This approach is aimed at improving the skills of civil servants, depending on the level of professional skills and knowledge. The competency-based approach focuses on practical knowledge, skills, and behavioral patterns that ensure the professional development of civil servants. This approach is more effective than traditional training systems, as it is based on specific performance requirements and performance outcomes.

Below we will get acquainted with foreign countries that widely use this approach and their practices. In the United States, the Office of Personnel Management (OPM) uses a competency-based model to improve the skills of civil servants. The **Leadership Development Framework** focuses on strengthening the training of managerial personnel. In the United States **SES (Senior Executive Service)**, an “Executive Core Qualifications (ECQ)” model has been developed for SES (Senior Executive Service), in which leadership competencies and strategic management skills play a key role. In the UK, **the Civil Service Competence Framework** has established clear standards of competence for civil servants. In the UK, civil servants improve their skills based **on the Professional Skills for Public Administration (PSG) model**, which aims to develop managerial, analytical and leadership competencies that are important for civil servants[11].

In our country, in order to develop a model of managerial personnel competencies and conduct regular assessment of managers, the Cabinet of Ministers of the Republic of Uzbekistan adopted Resolution No. 629 “On the establishment of a Management Personnel Assessment Center” dated October 4, 2024, according to which a Management Personnel Assessment Center was established under the Agency for Civil Service Development.

An example of the implementation of this approach in practice in Uzbekistan today is the special training course “School of Women Leaders”, which is organized from 2022. This school **is being implemented in order to increase the share of women in the personnel reserve and in the civil service, and to prepare them for leadership positions.**

The training program “School of Women Leaders” is aimed at increasing the leadership potential of women. Within the framework of the program, participants will gain knowledge and skills in public administration, leadership, strategic planning and other important areas. The training program “School of Women Leaders” is organized on the basis of the Decree of the President of the Republic of Belarus dated March 7, 2022 “On measures to further intensify work on systematic support for families and women”[12].

In the 2022-2025 academic year, 19 women from the Samarkand region will become students (graduates) of the “School of Women Leaders” for 4 seasons. Work was also carried out to promote and appoint graduates of the program to senior positions, and 4 out of 19 graduates of the program (21%) were appointed to senior positions based on the results of their training.

Based on the competence approach, the Academy of Public Administration under the President of the Republic of Uzbekistan, together with the Hanns Seidel Foundation and the Bavarian School of Public Administration, implemented the first joint educational program “**School of Preparation for Administration**” in Uzbekistan . This joint educational program is primarily aimed at forming a reserve of senior personnel in the field of state and public administration, taking into account the requirements for professional knowledge and the level of managerial personnel in modern conditions. In this regard, priority is given to topics related to the formation of deep and practice-oriented knowledge in the field of local self-government and territorial development, strategic planning, horizontal and vertical relations, skills in the qualitative implementation of state and territorial programs and regulatory legal acts. The educational program is designed for **4 months, during which participants** will participate in classroom classes for **6 weeks**, complete independent on-the-job training for 8 weeks, and complete internships in ministries and khokimiyats. Also, based on the results of the certification, a decision was made to send students who achieved high performance to foreign internships[13-14].

3. Innovative approach – an approach based on modern technologies and innovations that allows you to organize the learning process remotely through online training and webinars, as well as simulations and interactive games. In an innovative approach, it is possible to use models created for successful experience, manage the educational process through modern educational platforms and devices.

The use of innovative educational platforms for improving the skills of civil servants is being effectively implemented in countries such as Singapore, Estonia and South Korea. Innovative educational platforms in these countries are an effective tool for improving the skills of civil servants and contribute to their professional development. For example, Singapore has digitized special education platforms for civil service employees (**Civil Service College (CSC)**), which are aimed at improving the skills of civil servants using **modern technologies and innovative approaches**. This digital platform provides government employees with programs based on hands-on training. In **Estonia**, digital literacy and cybersecurity courses have become mandatory for civil servants. These courses develop the necessary knowledge and skills of civil servants to work effectively in the digital world[15]. **In South Korea, the National Institute for Human Resource Development (NHI)** specializes in advanced technologies such as artificial intelligence and data analytics. South Korea offers courses on modern technologies such as artificial intelligence and data analytics on innovative educational platforms for government employees. This will allow them to develop skills in the effective use of modern technologies.

In order to ensure remote professional development of civil servants in Uzbekistan, an online platform for advanced training of civil servants has been developed and is currently being used by civil servants of the republic on the basis of an innovative approach (**edu.argos.uz**). **Currently, this** platform offers a number of training courses on the topics required for civil servants, aimed at developing the knowledge and skills of civil servants. On the remote platform, civil servants have the opportunity to get acquainted with pre-loaded video tutorials, lecture texts and presentation materials

without interrupting their work, at a convenient time and place, as well as test their knowledge and skills acquired in each module using test questions.

4. The modular approach is an approach based on dividing the professional development process into several independent but interrelated modules. Each module is dedicated to a specific competence, skill or topic, and civil servants can choose the appropriate modules depending on their needs and position. This approach provides civil servants with a specialized, focused and schedule-adaptable learning process. The modular approach is widely used in countries such as the United States, the United Kingdom, Germany, Canada, Singapore, and Australia. This approach ensures professional development in accordance with the personal needs of employees, allowing them to choose the necessary knowledge and skills. For example, in Canada, government employees are trained under the **“Government Employee Training Roadmap”** system, in which employees choose different modules according to their needs. In Germany, based on a modular approach, civil servants can participate in short-and long-term courses on the necessary competencies. In the UK, civil servants develop their skills through the **Government’s Campus Curriculum**, which includes flexible modules for different levels. In the United States, there is a system of **“Core Qualification Modules” for government employees**, covering five key competencies of leadership and management. Each civil servant can choose the appropriate module. Such programs as the Leader’s Path and the Leadership Program for Managers are built on a modular basis.

In Uzbekistan, there is no practice of organizing training of civil servants on a modular basis. Accordingly, this approach can be fully implemented in our country after the development of a competence model and individual development plans for civil servants[16].

5. Within the framework of the international approach, international experience and standards are used to improve the skills of civil servants. It defines the possibilities of organizing international internships for civil servants with the involvement of external experts, participating in courses in partner countries to exchange experience. The advantages of this approach are expanding the horizons of civil servants, the ability to adapt to modern international standards, but training based on an international approach can be expensive for the organizer.

Uzbekistan also organizes training courses, seminars and trainings for civil servants with the involvement of international organizations, higher educational institutions and experts. Together with the Russian Academy of National Economy and Public Administration under the President of the Russian Federation, a number of activities were carried out in the field of training, retraining and advanced training of Uzbek civil servants. Together with this academy, 256 hour professional retraining courses were organized for candidates selected for senior positions, as well as employees of ministries and departments. These training courses were conducted in the modules “Business dialogue in the public service” and “Personnel policy and personnel technologies in the public service”. During the 3-month courses, qualified professors and teachers of the Russian Academy of Sciences conducted webinars and trainings. Those who successfully completed the courses were awarded a diploma of retraining of the corresponding academy model.

In addition, in 2023, the duration of training at the Academy in the direction of “Regional Development Management” will be 72 hours, and in November 2024, joint educational and professional advanced training courses “Effective Business Dialogue in the public administration system” were organized. The courses were attended by candidates for senior positions, heads and employees of departments and institutions, as well as their district (city) divisions, young people and women. In addition, in the practice of Uzbekistan, it is customary to send civil servants for short-term internships in developed countries in order to study foreign experience.

6. In the approach of on-the-job training, the process of professional development of civil servants is carried out directly at the workplace, during the performance of their direct official duties. At the same time, the employee learns new skills in practice, under the guidance of an experienced mentor or supervisor. This approach focuses on **learning**

through hands-on experience rather than theoretical knowledge. Employees develop by working with experienced professionals, conducting case studies, and participating in real-world projects. If we consider the on-the-job training (OJT) approach from the point of view of professional development, it is one of the most effective tools not only for training new employees, but also for continuously improving the professional level of existing staff. While the Workplace Learning Approach (OJT) has many advantages, it also has some **disadvantages and limitations**. For example, the quality of training depends on the teacher - if the person conducting the experiment (the teacher) does not have sufficient knowledge and pedagogical skills, the student may not fully master the necessary skills. The teacher may have different working methods, which leads to non-standardization. In addition, the work process may slow down - training new employees takes up the time and attention of the teacher and other employees[17].

The experience-based approach has been successfully applied in countries such as Germany, Japan, Switzerland, the United States, Singapore, and South Korea. This approach allows employees to adapt to work faster, increases efficiency, and improves product quality. The dual education system used in countries such as Germany, Austria and Switzerland also serves to retrain and improve the skills of employees. The State and enterprises are constantly improving the skills of older employees through joint programs[18]. Japan - In a "lifetime employment" culture, an experience-based approach is the main form of skill development throughout an employee's working life. Experienced employees are assigned to young employees in each department as mentors. Singapore As part of the national Skills Future program, employees take advanced training courses in the workplace, and part of their expenses are covered by government subsidies. The Innovation and Workforce Opportunities Act provides employers with grants and tax credits to develop skills, and an experience-based approach, recommends an experience-based approach as the primary tool.

In Uzbekistan, **the experience-based approach is based on the "teacher-student" tradition, which has long been a national value. In particular, this approach is used as an effective practice for young professionals entering the civil service for the first time, allowing young civil servants to learn from experienced and highly qualified mentors and use their effective methods. However, in our country, this approach is not considered an official form of professional development, standardized programs and procedures for this area have not been developed, and it is organized on the basis of internal regulations of state bodies and organizations[19].**

Each country has developed a system of training civil servants based on the traditions of management, the model of public administration and the needs of society. These approaches are being implemented and continuously improved to ensure a reliable public service.

4. Conclusion

Taking into account the advantages and disadvantages of the six approaches listed above, the following practical proposals were developed for implementing the most optimal approaches to improving the skills of civil servants in Uzbekistan:

- a) Development of theoretical and methodological foundations of approaches to improving the skills of civil servants in Uzbekistan;
- b) Identify the competencies required for the effective functioning of state civil servants and develop a "competency model" by industry;
- c) Organization of advanced training courses based on a competency-based approach in order to determine the competencies of state civil servants and fill in existing gaps in competencies;
- d) Ensuring continuity of professional and personal development of state civil servants;
- e) Organize and systematically encourage independent training of civil servants;
- f) Development of theoretical foundations, standards and procedures for the experience-based approach (the mentor-student tradition);

- g) Introduction of a modular approach to the processes of advanced training of civil servants in Uzbekistan, organization of advanced training courses based on a modular approach;
- h) Improvement of distance learning processes for state civil servants based on an innovative approach focused on developing the skills of working with information technologies in civil servants;
- i) Activate training and internship programs for state civil servants in foreign countries and prepare analytical data on their results;
- j) Making proposals to educational organizations to improve the skills of state civil servants, in addition to the traditional and distance approaches, based on modular, competence-based approaches.

Professional development of civil servants is currently of great importance for the effective organization of the public administration system, the provision of high-quality services to the population and the consistent implementation of reforms. Therefore, in Uzbekistan, it is possible to further improve the system of professional development and increase efficiency by introducing practical, innovative and integrated approaches to the work of civil servants. This will serve not only the personal development of civil servants, but also increase the competitiveness of the public administration system.

REFERENCES

- [1] The Constitution of the Republic of Uzbekistan, Tashkent: Adolat Publishing, 2023.
- [2] Law of the Republic of Uzbekistan No. 788, "On State Civil Service," Aug. 8, 2022.
- [3] Decree of the President of the Republic of Uzbekistan No. UV-5843, Oct. 3, 2019.
- [4] Agency for Civil Service Development, Materials of the Agency for Civil Service Development, Tashkent, 2022.
- [5] A. Karimov, Personnel Policy and Issues of Professional Development in Public Administration, Tashkent: TDIIU Publishing, 2020.
- [6] Sh. Sadykov, Development of Professional Competencies of Civil Servants, Tashkent: Economics and Finance Publishing, 2021.
- [7] B. Dzhuraev, "Digital Transformation and Training of Personnel in the Field of Public Administration," Tashkent, 2022.
- [8] OECD, Leadership and Public Service Potential, Paris: OECD Publishing, 2020.
- [9] The World Bank, Developing Skills for Public Sector Reform, Washington, DC: World Bank, 2021.
- [10] UNESCO, Capacity Development of Civil Servants in the Digital Age, Paris: UNESCO Publishing, 2021.
- [11] M. Peters, "Competence-Based Learning in Public Administration," Journal of State Affairs, 2018.
- [12] R. Denhardt, The New State Service, New York: Routledge, 2015.
- [13] K. Pollitt and G. Bookert, Public Administration Reform: A Comparative Analysis, Oxford: Oxford University Press, 2017.
- [14] K. Hood, "Public Administration for All Times?," Gosudarstvennoe Upravlenie Publishing, 1991.
- [15] T. Christensen and P. Legrade, "A Nationwide Approach to Public Sector Reform," Public Administration Review, 2007.
- [16] Asian Development Bank, Civil Service Reform in Asia, Manila: ADB, 2020.
- [17] United Nations Development Programme (UNDP), Civil Service Reform and Capacity Building, New York: UNDP, 2019.
- [18] P. S. Kim, "Innovations in Public Personnel Management," International Review of Administrative Sciences, 2020.
- [19] Singapore Civil Service College, Public Servants Ready for the Future: Training and Development Strategies, Singapore: Civil Service College, 2021.