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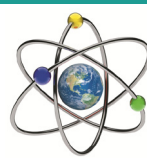


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- 13.00.00 Pedagogika fanlari
- 13.00.01 Pedagogika nazariyasi. Pedagogik ta'limotlar tarixi
- 13.00.02 Ta'lim va tarbiya nazariyasi va metodikasi (sohalar bo'yicha)
- 13.00.03 Maxsus pedagogika
- 13.00.04 Jismoniy tarbiya va sport mashg'ulotlari nazariyasi va metodikasi
- 13.00.05 Kasb-hunar ta'limi nazariyasi va metodikasi
- 13.00.06 Elektron ta'lim nazariyasi va metodikasi (ta'lim sohaları va bosqichlari bo'yicha)
- 13.00.07 Ta'limda menejment
- 13.00.08 Maktabgacha ta'lim va tarbiya nazariyasi va metodikasi
- 13.00.09 Ijtimoiy pedagogika
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- 01.00.00 Fizika-matematika fanlari
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- 03.00.00 Biologiya fanlari
- 09.00.00 Falsafa fanlari
- 10.00.00 Filologiya fanlari
- 11.00.00 Geografiya fanlari

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IMPROVING THE SYSTEM OF HUMAN RESOURCE CAPACITY MANAGEMENT IN HIGHER EDUCATION INSTITUTIONS: EVIDENCE FROM UZBEKISTAN



Imomov I.
PhD, Associate professor,
Tashkent State University of Economics



Umirova D.
Senior lecturer,
Tashkent State University of Economics

Abstract: This article analyzes the issues of improving the system of human resource capacity management in higher education institutions (HEIs). The study focuses on three Uzbek institutions – Tashkent State University of Economics, Samarkand Institute of Economics and Service, and Fergana State Technical University. The current state of academic staff capacity is examined and compared with international practices, particularly China's experience in higher education faculty development. Based on the findings, recommendations are proposed to enhance professional development, strengthen research efficiency, and support young academics within Uzbekistan's higher education sector.

Key words: human resource capacity, higher education, management system, professional development, Chinese experience, Tashkent State University of Economics, Samarkand Institute of Economics and Service, Fergana State Technical University.

Annotatsiya: Ushbu maqolada oliy ta'lim muassasalarida kadrlar salohiyatini boshqarish tizimini takomillashtirish masalalari tahlil qilingan. Tadqiqot doirasida Toshkent davlat iqtisodiyot universiteti, Samarqand iqtisodiyot va servis instituti hamda Farg'ona davlat texnika universiteti misolida kadrlar salohiyatining hozirgi holati o'rganildi. Shuningdek, xorijiy tajriba, xususan, Xitoy oliy ta'lim muassasalarida amalga oshirilayotgan kadrlar salohiyatini boshqarish amaliyoti bilan qiyosiy tahlil qilindi. Natijada, kadrlarning malakasini oshirish, ilmiy izlanishlar samaradorligini kuchaytirish va yosh kadrlarni qo'llab-quvvatlashga oid takliflar ishlab chiqildi.

Kalit so'zlar: kadrlar salohiyati, oliy ta'lim, boshqaruv tizimi, malaka oshirish, Xitoy tajribasi, Toshkent davlat iqtisodiyot universiteti, Samarqand iqtisodiyot va servis instituti, Farg'ona davlat texnika universiteti.

Аннотация: В статье рассматриваются вопросы совершенствования системы управления кадровым потенциалом в высших учебных заведениях. В качестве примера исследуются три вуза Узбекистана – Ташкентский государственный экономический университет, Самаркандский институт экономики и сервиса и Ферганский государственный технический университет. Проведен анализ современного состояния кадрового потенциала, а также сравнительный анализ с зарубежным опытом, в частности с практикой Китая в сфере управления профессорско-преподавательским составом. По результатам исследования разработаны предложения по повышению квалификации, активизации научной деятельности и поддержке молодых специалистов.

Ключевые слова: кадровый потенциал, высшее образование, система управления, повышение квалификации, опыт Китая, Ташкентский государственный экономический университет, Самаркандский институт экономики и сервиса, Ферганский государственный технический университет.



INTRODUCTION

Higher education institutions (HEIs) rely on robust human resource (HR) capacity management to ensure quality teaching and research. Improving how universities recruit, develop, and retain academic staff is crucial for educational outcomes. In Uzbekistan, recent reforms have highlighted challenges such as underqualified faculty and limited professional development, alongside efforts to expand and improve higher education since 2016.

RESEARCH METHODOLOGY

This study examines the HR capacity management systems at three Uzbek HEIs – Tashkent State University of Economics (TSUE), Samarkand Institute of Economics and Service (SIES), and Fergana State Technical University (FSTU) – with a focus on faculty qualifications, professional development opportunities, digital training systems, and mentorship models. We follow an IMRAD structure: presenting the context and methods, then results on each institution's practices, and finally a discussion comparing these practices with those in China's higher education system. The goal is to provide research-based insights and data – including charts and institutional examples – to inform strategies for enhancing HR capacity management in Uzbek HEIs.

Beyond qualifications, an effective HR management system provides ongoing professional development (PD) to faculty. We examined the PD opportunities at the three Uzbek institutions, including support for further study, in-service training, digital learning platforms, and international exchanges.

LITERATURE REVIEW

Human resource capacity management in higher education is a growing focus in Uzbekistan. The Abdulla Avloniy National Institute of Teacher Training (2022) emphasizes continuous professional development as a core element of faculty growth, while the Ministry of Digital Technologies (2021) highlights the role of digital platforms in strengthening teacher skills. These initiatives reflect national priorities for improving academic staff quality.

International research also provides valuable lessons. Li and Chen (2018) analyze faculty development policies in Chinese universities, showing the importance of continuous training and institutional support. Similarly, Xu (2019) stresses mentorship traditions in China as an effective tool for enhancing young faculty's teaching and research skills. Such practices demonstrate how structured support systems contribute to sustainable HR capacity.

Global organizations reinforce these priorities. UNESCO's Global Education Monitoring Report (2020) calls for stronger teacher support and professional development worldwide. The World Bank (2021) further recommends strengthening academic capacity and international collaboration in Uzbekistan. Together, these studies underline that professional development, digital tools, and mentorship are key to advancing HR capacity in higher education.

ANALYSIS AND RESULTS

- **TSUE:** As a flagship economics university, TSUE offers considerable professional development support for its staff. The university has an HR Department and a Department of Professional Development (under its structure) tasked with upgrading faculty skills. One notable initiative is TSUE's focus on international training: in 2025, TSUE signed a memorandum to send 100 of its professors and teachers to advanced training courses at Pittsburg State University in the USA. This indicates a strong commitment to expose faculty to global best practices. Additionally, TSUE faculty frequently participate in Erasmus+ exchange projects – for instance, TSUE was a partner in the EU's CANEM II network for economics and management, facilitating faculty internships in Europe. Domestically, TSUE faculty must undergo regular retraining courses (*malaka oshirish*), often on a 3-year cycle, at certified institutes or via the university's own programs. During the COVID-19 pandemic, TSUE quickly adopted digital platforms for training and teaching: the Ministry's *Digital Uzbekistan–2030* strategy prompted universities like TSUE to develop online course content and support staff in using e-learning. TSUE leveraged a “Digital Education” center on campus to train its lecturers in online pedagogy and tools. By 2021, TSUE had experience with virtual training workshops and webinars to keep faculty updated on new curricula and ICT-based education. The use of a learning management system (LMS) and video-lecturing became common, enhancing digital literacy among staff. In summary, TSUE's PD system is characterized by internationalization and digital modernization – faculty have oppor-

tunities for overseas fellowships, and in-house training now blends traditional methods with online learning. These efforts align with TSUE's goal of reaching world-class status (it entered QS Top-500 in Economics & Econometrics) and ensuring faculty remain current in teaching and research skills.

- **SIES:** Given its smaller size and specialized mission, SIES relies on targeted professional development initiatives. The institute encourages its staff to pursue doctoral studies and supports them through sabbatical or study leave when possible. Several faculty members of SIES are enrolled in PhD programs at larger universities or research institutes – indeed, SIES's own faculty roster includes many pursuing PhDs (candidates of science). For in-service training, SIES faculty attend the Republican Center for Skill Improvement in economics and service fields, typically on a 3-year rotational basis, as mandated by the Ministry of Higher Education. SIES has also benefitted from capacity-building projects: it was a partner in the EU Tempus project UNICA (2017–2019) aimed at improving the capacity of Uzbek HEIs and participated in Erasmus+ projects focusing on curriculum modernization. These projects often include training workshops for faculty on modern teaching methods, curriculum design, and use of educational technology. In terms of digital training systems, SIES was less resourced than TSUE, but the pandemic accelerated its adoption of digital tools. Faculty at SIES made use of the national EDUUZ platform and the Innovation Library's e-resources, and a number of SIES teachers completed online certification courses (e.g., Coursera, or Ministry-provided MOOCs on pedagogy). By 2021, SIES had established a modest E-learning center with support from the HiEdTec project, creating a small Center for Innovative Education Technologies where teachers could learn to develop e-materials. Overall, SIES provides professional development on a needs-driven basis – faculty take advantage of national programs and international partnerships to develop their skills, though on a smaller scale. Mentorship for junior faculty is informal: new lecturers in SIES's departments are typically guided by experienced professors (an embodiment of the *ustoz–shogird* or mentor–apprentice tradition). This one-on-one mentoring helps novice teachers improve their pedagogical skills in the absence of large formal training units.
- **FSTU:** As a newly formed technical university, FSTU is in the process of establishing its professional development system. It inherits the faculty development practices of the Fergana Polytechnic Institute, which historically required technical faculty to periodically update their qualifications at central training centers (for example, at Tashkent Technical University's retraining institute). FSTU's creation came with a presidential decree emphasizing faculty development: the decree calls for aligning FSTU's curricula and qualifications with top global universities and explicitly mandates the creation of an Advanced Engineering School on campus to continually upgrade faculty and students' skills. In practice, this means FSTU will have a dedicated unit to run trainings on cutting-edge engineering and pedagogical techniques, often in partnership with industry. Indeed, large industrial enterprises are being assigned as strategic partners to FSTU, which likely includes joint training programs (e.g., faculty internships at factories, or experts from industry mentoring FSTU staff in new technologies). FSTU faculty development also leverages digital systems: the merger with the TUIT branch brought strength in IT, so FSTU is expected to use advanced digital platforms (perhaps a custom LMS or virtual lab simulations) for training its faculty in both subject matter and digital teaching methods. During 2020–2022, the former Fergana Polytechnic Institute had moved classes online due to COVID-19, giving its faculty experience with tools like Moodle and Zoom. Building on that, FSTU is poised to integrate digital training into routine PD – for example, webinars with international professors in engineering fields, online courses on emerging technologies (AI, IoT), etc., to ensure faculty stay current. Mentorship at FSTU is likely twofold: senior professors mentor junior lecturers in academic matters, while, uniquely, industry mentors (engineers from partner companies) may mentor academic staff on practical skills. This hybrid mentorship model – pairing academic mentors and industry mentors – could become a hallmark of FSTU's HR development, bridging theory and practice in faculty growth.

Across all three institutions, there is a clear trend toward greater use of digital training systems for faculty. The Ministry of Higher Education in Uzbekistan has promoted online professional development since 2020, launching initiatives such as the national EDUUZ educational TV channel and uploading thousands of electronic textbooks for self-study. Universities like TSUE, SIES, and FSTU have tapped into these resources. They have also created their own digital content: e.g., TSUE developed internal online modules for new faculty orientation and training in research methods, and FSTU is expected to utilize virtual simulations for technical teacher training. However, the extent of digital PD integration varies – TSUE is relatively advanced (with a bespoke mobile app *TSUE Life* facilitating training alerts and resources), whereas SIES is still building capacity in this area.



Mentorship is a key component of HR capacity building, especially in academia where tacit knowledge and teaching skills are often passed down from experienced to novice educators. In Uzbekistan's academic culture, the *ustoz–shogird* (mentor–disciple) tradition is well entrenched: younger teachers (*shogird*) are guided by senior teachers (*ustoz*) in both teaching and research. All three studied institutions practice some form of faculty mentorship, though the formality and structure differ:

- **TSUE:** TSUE has a semi-formal mentorship program for early-career faculty. New hires and junior lecturers are typically assigned a senior faculty member or department head as a mentor during their first year. The mentor observes the junior's classes, provides feedback on lecture planning, and advises them on research and publication. This is in line with national policy – educational authorities have emphasized that each experienced instructor is responsible for “comprehensively training a young specialist, morally and professionally”. At TSUE, mentorship is also tied to career development: mentors help juniors prepare for their PhD entrance or defense, aligning with TSUE's goal of increasing the number of PhD-qualified staff. Additionally, TSUE's participation in international projects means junior faculty sometimes get co-mentorship from foreign partners (e.g., joint research supervision by a TSUE professor and an overseas scholar). This enhances their academic growth. The mentorship model at TSUE is relatively structured – for example, the university's internal regulations require department heads to conduct quarterly evaluations of young teachers' progress and report on mentorship outcomes to the HR department. There are also teaching mentorship workshops where mentors meet to exchange best practices in guiding junior colleagues.
- **SIES:** At SIES, mentorship is more informal but deeply culturally embedded. Given its smaller faculty, junior instructors often develop close working relationships with their seasoned colleagues. A young teacher in the Economics faculty, for instance, may work under the direct supervision of an associate professor when delivering a course. Senior faculty are expected to “take under their wing” at least one junior colleague. This approach has been effective in SIES for improving pedagogical skills – the institute's leadership credits the *ustoz–shogird* pairs for enhancing teaching quality in practice-oriented subjects like tourism and hospitality management. SIES also occasionally pairs new faculty with mentors from industry (particularly in service fields) to help them gain practical insights they can bring into the classroom. For example, a novice instructor in the Faculty of Service might be mentored by a hotel manager or an experienced practitioner through institute-facilitated partnerships, supplementing the academic mentorship. While SIES does not have a formal written mentorship policy, the expectations are communicated by the rectorate: senior professors know it is their duty to nurture the next generation. The success of this can be seen in the fact that several young SIES lecturers have quickly improved their qualifications (some mentors help their protégés prepare research proposals for PhD studies, etc.), and the institute has a collegial atmosphere where asking for guidance is encouraged.
- **FSTU:** FSTU is in a unique position to design a mentorship system from the ground up, as it consolidates two institutions. Early indications show that FSTU plans to implement a dual-mentorship scheme. First, every junior lecturer is paired with an experienced faculty member in their department – for academic mentorship (course design, pedagogical methods, navigating academic processes). Second, because of FSTU's emphasis on practical engineering skills, each young faculty might also be paired with an industry mentor from one of the university's partner enterprises. For instance, a new lecturer in mechanical engineering could be matched with a senior engineer at the Fergana Oil Refinery (one of the region's industries) who provides real-world perspectives and possibly co-supervises student projects with the lecturer. This model is still emerging, but it's inspired by the government's directive to strengthen university–industry linkages in Fergana region's universities. Internally, FSTU's administration has set up a “School of Pedagogical Mastery” – essentially a regular seminar where experienced professors mentor groups of young teachers in modern teaching techniques and share lesson observations. This mirrors initiatives like the National Pedagogical University's Center for Teaching Excellence (recently created) but at FSTU's local level. As FSTU grows, it may formalize mentorship with guidelines and perhaps incentives (for example, mentors could receive workload credit or a small stipend). For now, though, the culture of mentorship is being actively cultivated as part of building a unified faculty team post-merger.

Commonalities: In all three institutions, mentorship serves as a critical support system to build human capacity. Senior academics transfer not just knowledge but also academic culture and ethics to juniors (e.g., how to maintain academic standards, engage students, and contribute to institutional development). This is especially important as universities push for higher research output – mentors often guide juniors on writing articles and navigating publication requirements (which the Uzbek government now expects, such as publishing in

high-impact journals). Moreover, mentorship helps mitigate the shortfall in formal training: while workshops and courses can teach general skills, one-on-one mentorship tailors guidance to the mentee's needs in the context of their daily work.

This study examined HR capacity management in three Uzbek HEIs (TSUE, SIES, FSTU) and highlighted their current practices and improvements needed, in light of a comparison with China's advanced system. The key findings are:

- **Qualification Profile:** Around 40–45% of faculty at the Uzbek institutions hold doctoral degrees, a figure that has been improving. However, it remains low compared to Chinese counterparts, where ~90%+ faculty have PhDs. Continued emphasis on doctoral training (both in-country and abroad) is needed. Uzbek universities should incentivize obtaining PhDs and possibly recruit more PhD-holders (including from abroad or Uzbek diaspora) to quickly raise this percentage.
- **Professional Development:** All three institutions provide opportunities for faculty development – ranging from mandatory retraining courses to international exchanges and digital skill training. TSUE stands out with robust initiatives (sending 100 faculty abroad for training, internal digital PD programs). SIES and FSTU are building capacity, especially via international projects and new centers. It's recommended that a formal needs assessment be conducted at each university to tailor PD programs to faculty needs (e.g., training in research methodology, modern teaching strategies, industry attachments, etc.). Moreover, establishing a unified center or network for faculty development in Uzbekistan (perhaps under the Ministry or as a consortium of leading universities) could standardize and elevate PD provision, drawing on models like China's faculty development centers.
- **Digital Systems:** The pandemic-driven push has led to increased adoption of digital training tools. Universities should capitalize on this momentum. We recommend developing permanent online PD platforms – for example, an online course repository or webinar series for university teachers across Uzbekistan, possibly hosted by one of the flagship universities or the Ministry. Collaboration with Chinese universities in e-learning content for teacher training could be beneficial (e.g., joint virtual workshops, sharing of Chinese MOOCs on teaching). Digital literacy for faculty should remain a priority, ensuring that even older staff become comfortable with new technologies in teaching and scholarship.
- **Mentorship:** Mentorship programs, whether formal or informal, are a strength in Uzbek HEIs due to cultural tradition. These should be maintained and possibly formalized to ensure every new faculty is systematically supported. We suggest implementing a "Young Faculty Mentorship Charter" at the national or institutional level, which sets guidelines (such as duration of mentorship, goals, mentor training, and recognition for good mentors). China's example shows that while mentorship might not be top-down enforced, it naturally occurs in strong departments; Uzbekistan can both leverage its existing mentor culture and enhance it by recognition – for instance, awarding "Best Mentor" prizes or counting mentorship activity in performance evaluations.
- **Performance and Promotion Policies:** As Uzbekistan moves to performance-based criteria, clear communication and gradual implementation are key. Universities should develop transparent metrics for faculty evaluation (teaching quality, research output, community service) and provide feedback to faculty annually, similar to Chinese practices but adapted to local context. Importantly, to avoid purely quantitative "publish or perish" pressures that could lead to superficial compliance (or academic dishonesty), evaluation should be holistic. Lessons from China's experience caution that excessive pressure without support can lead to burnout or gaming the system. Thus, any new promotion system should be paired with mentorship and development opportunities to help faculty succeed. Additionally, some flexibility is advisable: for example, recognizing excellence in teaching alongside research, perhaps through a dual-track promotion system (China has begun piloting teaching-track professorships in some places).

CONCLUSION AND RECOMMENDATIONS

In conclusion, TSUE, SIES, and FSTU each illustrate facets of Uzbekistan's evolving HR management in higher education. They have made strides in increasing qualified human capital and are experimenting with new development models. By learning from international benchmarks like China – while minding local realities – Uzbek HEIs can further strengthen their human resource capacity. Investments in faculty – through qualifications, continuous training, and supportive promotion systems – will yield long-term dividends in the form of higher educational quality and research innovation. The findings of this study can inform policymakers and



university leaders in Uzbekistan as they design the next generation of faculty development programs and HR policies. Ultimately, the goal is to cultivate a cadre of highly qualified, motivated, and continuously improving educators and researchers who will drive the country's higher education forward.

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- 13.00.00 Pedagogika fanlari
 - 13.00.01 Pedagogika nazariyasi. Pedagogik ta'limotlar tarixi
 - 13.00.02 Ta'lim va tarbiya nazariyasi va metodikasi (sohalar bo'yicha)
 - 13.00.03 Maxsus pedagogika
 - 13.00.04 Jismoniy tarbiya va sport mashg'ulotlari nazariyasi va metodikasi
 - 13.00.05 Kasb-hunar ta'limi nazariyasi va metodikasi
 - 13.00.06 Elektron ta'lim nazariyasi va metodikasi (ta'lim sohaları va bosqichlari bo'yicha)
 - 13.00.07 Ta'limda menejment
 - 13.00.08 Maktabgacha ta'lim va tarbiya nazariyasi va metodikasi
 - 13.00.09 Ijtimoiy pedagogika
 - 07.00.00 Tarix fanlari
 - 19.00.00 Psixologiya fanlari
 - 01.00.00 Fizika-matematika fanlari
 - 02.00.00 Kimyo fanlari
 - 03.00.00 Biologiya fanlari
 - 09.00.00 Falsafa fanlari
 - 10.00.00 Filologiya fanlari
 - 11.00.00 Geografiya fanlari



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Mas'ul muharrir: Ramzidin Ashurov

Ingliz tili muharriri: Murod Xoliyorov

Musahhih: Alibek Zokirov

Sahifalovchi va dizayner: Iskandar Islomov

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