

COMPARATIVE ANALYSIS OF THE SYSTEM FOR IMPROVING THE QUALIFICATIONS OF MANAGERIAL PERSONNEL IN GERMANY AND UZBEKISTAN

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Abstract. *The article presents a comparative analysis of the systems for improving the qualifications of managerial personnel in Germany and the Republic of Uzbekistan. It examines the structure, content, and methods of professional development of management staff, as well as the legal and institutional frameworks that ensure the effectiveness of these systems. Special attention is given to state policies in the field of lifelong learning, the role of digitalization, and international cooperation in the professional growth of leaders. The study identifies both common trends and distinctive features in the two countries' approaches and provides recommendations for integrating best international practices into Uzbekistan's national system of managerial training.*

Keywords: *professional development, managerial personnel, education, Germany, Uzbekistan, lifelong learning, comparative analysis.*

Introduction. The modern stage of global development is characterized by the accelerated pace of scientific and technological progress, globalization, digitalization, and the increasing demands for the quality of management in both public and private sectors [2, 3, 4]. Under these conditions, the role of managerial personnel has significantly increased, as the efficiency of any system-from an educational institution to public administration-depends largely on the competence, strategic thinking, and decision-making abilities of its leaders [1, 5, 6].

Today, the professional development of managerial staff is viewed not as a one-time educational activity but as a continuous process of professional and personal growth, aimed at forming new managerial, communicative, digital, and

leadership competencies among executives. This trend has become widespread in international practice and represents one of the key directions of state personnel policy in both Germany and Uzbekistan [7, 8, 10].

For Germany, with its stable democratic institutions and highly developed educational system, the improvement of managerial qualifications serves as an instrument for maintaining the innovative potential of the economy, ensuring the country's competitiveness in the global arena, and forming a skilled human resource reserve for various spheres of public and corporate governance. Particular attention is paid to the implementation of the principles of lifelong learning and dual education, which allow for an effective combination of theoretical instruction and practical experience.

In recent years, the Republic of Uzbekistan has undertaken systematic measures to modernize the system of training and retraining of managerial personnel. Within the framework of the National Strategy for Education Development until 2030, the Concept for the Development of the Public Administration System, as well as various Presidential decrees and resolutions, a modern model of managerial education has been actively formed - one based on competence-oriented and innovative approaches [9, 11, 13]. Significant attention is given to the integration of international experience, the development of digital educational platforms, and the creation of conditions for training a new generation of leaders capable of operating effectively in a rapidly changing socio-economic environment [12].

In both countries, the process of professional development is regarded as a key component of continuous professional education, aimed at maintaining a high level of managerial culture, developing leadership qualities, and fostering strategic thinking. However, a comparative analysis of the German and Uzbek models reveals both common trends and fundamental differences shaped by historical, cultural, and organizational factors [14, 15].

The German system of professional development is characterized by decentralization, flexibility, and a high degree of institutional autonomy, whereas in Uzbekistan, the professional advancement of managerial personnel is implemented mainly within a state-coordinated and centralized framework, which ensures the unity of educational standards and the strategic management of the nation's human resources potential.

The relevance of this topic lies in the fact that, in the era of digital transformation and global competition, the effectiveness of management systems is largely determined by the quality of professional education for leaders. Studying and comparing the experiences of Germany and Uzbekistan make it possible to identify the most effective ways to improve the national system of professional development, to outline promising directions for integrating advanced international practices, and to adapt them to national conditions.

Thus, the purpose of this research is to conduct a comparative analysis of the systems for improving the qualifications of managerial personnel in Germany and Uzbekistan, to identify their common and distinctive features, and to determine the effective mechanisms and factors that contribute to the formation of a competent, responsible, and innovative leader of the twenty-first century.

In the context of globalization and rapid technological progress, the modern management system requires from leaders a high level of professional competence, as well as strong leadership and innovative qualities. The professional development of managerial personnel has become an essential element of a country's sustainable development, ensuring the efficiency of both public administration and corporate governance.

In both Germany and Uzbekistan, the improvement of managerial qualifications forms an integral part of national educational policy and serves as an instrument for preparing a new generation of managers capable of implementing modern management models. Despite their shared goals, the systems of professional

training for managers in these two countries have their own distinctive features, determined by historical, economic, and cultural factors.

The system of professional development of managers in Germany is based on the principles of dual education and lifelong learning, while the state actively supports the enhancement of managerial competence through a network of specialized institutes, business schools, and university centers.

Key institutions in Germany include the Federal Academy of Public Administration (Bundesakademie für öffentliche Verwaltung), the German Management Academy of Lower Saxony (Deutsche Management Akademie Niedersachsen), and numerous corporate centers for managerial training.

The main features of the German model are as follows:

- close integration of theory and practice (dual education system);
- flexible qualification-improvement programs that consider individual needs;
- active use of distance and modular learning formats;
- participation of employers in designing training programs and evaluating learning outcomes;
- implementation of international management standards (ISO, EFQM).

In Germany, professional development is perceived not as a one-time measure but as a continuous process of professional growth, ensuring the specialist's competitiveness in the labor market.

In Uzbekistan, the professional development of managerial personnel is one of the key directions of state human resource policy. Its normative basis includes the Law of the Republic of Uzbekistan "On Education", the National Strategy for Education Development until 2030, and Presidential decrees and resolutions on improving the system of training and retraining public administration personnel.

The coordinating role in this process is performed by:

- the Academy of Public Administration under the President of the Republic of Uzbekistan;

- the Republican Center for Professional Development of Education Employees;
- sectoral and regional institutes for professional advancement.

In recent years, Uzbekistan has witnessed active modernization of its professional development system, which includes:

- the introduction of electronic platforms and distance-learning courses;
- the expansion of cooperation with foreign universities and expert centers;
- the strengthening of practice-oriented training programs;
- the integration of a competency-based approach and leadership principles.

An important direction of reform has been the establishment of “Schools of a New Generation of Managers,” aimed at developing strategic thinking, innovation, and digital literacy among managerial personnel.

Comparative Analysis of the Two Systems

Indicator	Germany	Uzbekistan
Conceptual Basis	Lifelong learning and continuous education	State program for training and retraining management personnel
Organizational Structure	Decentralized system with autonomous institutions	Centralized system coordinated by the Academy of Public Administration
Teaching Methods	Dual learning, case studies, digital and distance learning	Modular courses, seminars, practical and interactive programs
Role of the State	Regulatory and supportive	Coordinating and supervisory
International Cooperation	High (EU, OECD, Erasmus+)	Expanding (Germany, Korea, Japan)
Result	Sustainable professional growth and self-development	Formation of a new generation of national leaders

Both Germany and Uzbekistan recognize the importance of continuous professional improvement for management personnel. The German model emphasizes flexibility and self-directed learning, whereas the Uzbek model focuses on centralized coordination and state-level strategy implementation.

Both countries recognize the importance of continuous knowledge renewal and the development of managerial competencies. At the same time, the German model is oriented toward flexibility and self-directed professional growth, whereas the Uzbek model focuses on state coordination and systematic training.

Conclusions:

1. The experience of Germany demonstrates the effectiveness of a decentralized and flexible approach to managerial training, based on the principles of independence and personal responsibility for one's own professional development.
 2. In Uzbekistan, it is necessary to continue the diversification of qualification-improvement programs, strengthening international cooperation and involving foreign experts.
 3. It is important to introduce dual forms of education and digital technologies, ensuring the integration of practical experience into the learning process.
 4. The development of a competence-assessment system and the creation of individual trajectories of professional growth for managers should be prioritized.
- Thus, the comparative analysis shows that the combination of Germany's flexible model and Uzbekistan's systematic approach can serve as the foundation for an effective national strategy for improving the qualifications of managerial personnel.

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