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RELEVANCE OF MECHANISMS FOR CONTINUOUS PROFESSIONAL TRAINING OF STAFF OF THE HUMAN RESOURCES DEVELOPMENT AND MANAGEMENT SERVICE IN THE SYSTEM OF THE MINISTRY OF HEALTH

(Literature review)

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ANNOTATION

The article presents a literature review of innovative mechanisms for continuous professional education (Continuous Professional Development (CPD) of employees of the human resources development and management service in the healthcare system. Based on an analysis of domestic and international scientific publications, regulatory documents of the Republic of Uzbekistan, and international recommendations of the World Health Organization (WHO), modern CPD models and tools are systematized . Digital educational platforms, microlearning , microcredit systems, adaptive and simulation technologies, and blended learning are considered. The relevance of developing a comprehensive system of continuous professional development for HR specialists is substantiated as a key factor in improving the effectiveness of HR policy and the sustainable development of healthcare.

Keywords

continuous professional education; Continuous Professional Development ; human resource management; healthcare; HR service; digital learning.

INTRODUCTION

The effectiveness of a healthcare system is largely determined by the quality of human resource management. Human resource development and management (HRD/HRMU) services perform key functions—recruitment, development, assessment, and retention. In the context of rapid technological advancement and changing healthcare delivery models, traditional training methods (one-day seminars, conferences) no longer provide sufficient flexibility and relevance. HR management is a complex process requiring a solid foundation in management theory, economics, psychology, sociology, pedagogy, law, and other fields . The professional qualities of HR professionals are viewed as a manifestation of the psychological characteristics necessary for acquiring specialized knowledge, skills, and abilities, as well as for achieving acceptable professional performance (Petrova M.A. 2006). The transition to systemic, competency-based, and digitally supported CPD is becoming imperative. International documents emphasize the need to develop a comprehensive workforce development policy that includes standards, monitoring, and sustainable financing (Cometto G., 2020; WHO, 2022).

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The current development of the healthcare system in the Republic of Uzbekistan is accompanied by deepening institutional reforms aimed at improving the quality of medical care and the effectiveness of human resource management. In this context, human capital is considered a strategic factor in the sustainable development of the sector, and the professional competence of management and personnel is a key condition for the implementation of state healthcare policy.

Domestic researchers (R.Kh. Dzhuraev , M.Zh. Mirzabaev , Zh.I. Boboev , R.K. Dadabaeva , and others) emphasize that existing forms of professional development for healthcare workers do not fully meet modern requirements and are often merely formal. Furthermore, issues of systematic, continuous professional education for HR staff remain underdeveloped in the scientific literature.

The potential of any industry is shaped by the quality of its human resources. Modern demands of the socioeconomic development of society, medical science, and pedagogical science constantly create new challenges. The State Healthcare Reform Program adopted in the country has become the key regulatory document for planning and forecasting the country's healthcare workforce. The starting points for reforming the medical education system were the laws of the Republic of Uzbekistan "On Healthcare," "On Education," "On the National Program for Advanced Training," and a number of other regulatory legal acts (G.K. Khudaykulova , S.M. Mirkhamidova , Sh.A. Abdurashitova, et al., 2022).

METHODOLOGY OF LITERATURE REVIEW

The literature review was conducted based on the analysis of scientific publications for the period 2010–2025, presented in the Scopus , Web of Science , PubMed , and Google Scholar , as well as regulatory documents of the Republic of Uzbekistan. Methods of systemic analysis, comparative comparison, and scientific generalization were used. Sources include peer-reviewed articles, organizational reports, and regulatory documents of ministries/agencies.

MAIN PART

1. Theoretical foundations of continuous professional education. Continuous professional education (Continuous Professional In modern research, CPD (Consumer Professional Development) is viewed as a systematic process of updating specialists' professional competencies throughout their careers. Unlike traditional professional development, CPD focuses on developing practical skills and integrating them into professional activities.

2. The Importance of CPD for Human Resource Development and Management Services. For HR services in the healthcare system, CPD is a tool for developing the managerial, analytical, and pedagogical competencies necessary for the effective implementation of HR policies.

3. Domestic experience and challenges in implementing CPD . An analysis of domestic research shows that in the Republic of Uzbekistan, the professional development of healthcare HR specialists is fragmented, without uniform standards or mechanisms for performance evaluation.

4. International experience in implementing innovative CPD mechanisms . International experience demonstrates the high effectiveness of digital and personalized CPD models , ensuring sustainable development of human resources.

5. Blended learning and on-the-job training (including JITT)

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The combination of online modules and in-person workshops remains the "gold standard"—the online theoretical component plus practical case studies and group discussions. On-the-job training and JITT (Just-in-Time) Training is especially valuable for implementing new HR processes on the job. (cdn.jagannathuniversityncr.ac.in)

6. Digital educational platforms and LMS . Learning management systems (Learning Management Systems (LMS) provide centralized accounting of educational results and integration of CPD with personnel information systems.

7. Microlearning and microcredit systems. Microlearning is a format of short modules (5–20 minutes) focused on specific skills. It is especially useful for busy HR professionals: it allows for quick acquisition of personnel analytics tools, training program creation, and legal compliance . The trend is to transform short modules into " microcredits " and digital badges suitable for summarizing in a portfolio. Recent reviews note a growing evidence base for the effectiveness of microlearning in increasing knowledge retention and application in the workplace (Monib WK et al ., 2024; Womack-Adams K., 2025). (ScienceDirect). Microlearning and microcredits allow for the flexible creation of individual educational trajectories and the inclusion of learning outcomes in professional certification.

8. Adaptive and simulation-based training technologies. The use of adaptive and simulation-based technologies helps develop the management and communication skills of HR specialists. Adaptive platforms analyze learners' progress and adjust the difficulty and content. In healthcare, projects are emerging that use electronic records data to deliver just-in-time educational modules relevant to employee needs (Janssen A., 2025). For HR specialists, adaptive learning can select cases and simulations relevant to the current role (recruiting , needs planning). (mededu.jmir.org)

9. Blended learning. Blended learning learning) provides an optimal combination of distance and in-person training.

10. Analytical summary and implementation prospects. The development of a comprehensive CPD system requires regulatory support, the development of digital infrastructure, and the training of methodological personnel.

Normative and political context: international and national levels

WHO and international strategies emphasize the need for investment in workforce development and standardization of training approaches (Cometto G., WHO Global Nationally significant examples of legislative and regulatory frameworks include the adoption of "a fundamentally new system of training and continuous professional development for healthcare workers" in the Republic of Uzbekistan (Presidential Resolution RP-4666 of April 7, 2020; the Ministry of Health operates advanced training centers, such as TIPME/Center for Professional Development of Medical Workers). These documents create the legal basis for the systematic translation of CPD into practice and the implementation of electronic registries. (LEX.UZ)

Benefits of implementing innovative mechanisms for the HR service of the Ministry of Health

1. Rapid scalability of training, especially in large primary care networks.
2. Personalization – training tailored to the role and competency levels.
3. Traceability and reporting – integration with HRIS and CPD registries.
4. Save time and money while maintaining quality through blended and micro-learning.
5. Stimulating career growth through microloans and digital badges .

Limitations and risks

1. Uneven access to digital infrastructure (especially in remote areas).
2. Resistance to change among some employees and management.

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3. Insufficient methodological training of CPD providers to develop high-quality digital content.
4. The risks of fragmentation include a large number of unaccredited providers and poor alignment of content with actual competencies.
5. Need for sustainable funding and quality monitoring.

Practical recommendations for the Ministry of Health

1. Develop a national competency framework for HR functions that is aligned with job standards and CPD requirements.
2. Introduce or strengthen a unified electronic training registry (LMS + HRIS integration) and a microcredit accounting system .
3. Accredit CPD providers and introduce minimum quality standards (learning outcomes , performance assessment).
4. Develop a national strategy for digital infrastructure and access (especially for remote areas).
5. Support microlearning projects and pilot adaptive courses with subsequent scalability.
6. Organize training of CPD (train-the-trainer) methodologists and facilitators to develop high-quality content.
7. Incorporate CPD performance assessment into the HR KPI system: impact on turnover, satisfaction, and key HR metrics. (Based on international recommendations and national regulations). (iris.who.int)

Research and implementation prospects

Empirical research is needed on the direct impact of innovative forms of CPD (microlearning , adaptive platforms, microloans) on the effectiveness of HR functions in healthcare: reduced recruitment time, improved workforce planning, and reduced turnover. It is also important to evaluate the cost-benefit ratio when scaling digital solutions.

CONCLUSION

The conducted analysis of modern scientific sources testifies to the high relevance and practical significance of the development of the system of continuous professional education (Continuous Professional Development (CPD) for employees of development and human resource management services in the healthcare system. Modern innovative CPD mechanisms include digital learning management systems (LMS), microlearning and microcredits , adaptive educational platforms, simulation technologies, and blended learning models. learning) — create fundamentally new opportunities for improving the quality of personnel training, the flexibility of educational trajectories, and the rapid updating of professional competencies.

The results of the literature review show that the effectiveness of the implementation of innovative CPD mechanisms (Continuous Professional Development depends directly on a comprehensive and systemic approach, including political and institutional support at the state level, the development of a sustainable regulatory framework, investments in digital and educational infrastructure, and ensuring high-quality and practical educational content. Of particular importance is the national alignment of the continuous professional development (CPD) system—through regulatory mechanisms, centralized registries, and unified standards for assessing educational outcomes—while simultaneously harmonizing with international recommendations and best global practices.

Thus, the implementation and development of innovative CPD mechanisms should be viewed not only as a tool for enhancing the individual qualifications of specialists, but also as a

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strategic resource for improving human resources policy and the institutional sustainability of the healthcare system. For the Republic of Uzbekistan, the development of a modern, integrated, and technologically advanced CPD system is essential for enhancing the effectiveness of human resource management, improving the quality of medical services, and ensuring the long-term sustainable development of the national healthcare system.

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