

ANALYSIS OF PROBLEMS AND SOLUTIONS IN IMPROVING THE PROFESSIONAL DEVELOPMENT SYSTEM IN THE FIELD OF CULTURE AND THE ARTS

<https://doi.org/10.5281/zenodo.19015007>

Zokirova Mahira

*Uzbek State Institute of Arts and Culture
Master's student in Culture and Arts Management*

Abstract

This article analyzes the current state of the professional development and retraining system for employees in the field of culture and the arts, as well as current problems in this area. At the same time, the specific features of the sector, particularly the responsibility for national culture and the role of creative motivation in the professional development process, are highlighted. Furthermore, based on Resolution No. PD-112 of the President of the Republic of Uzbekistan, legal and practical reforms in the field, modern models of personnel training, and issues of implementing international experience are discussed. Based on the analysis, practical proposals and solutions for further improving the professional development system and developing personnel potential have been put forward.

Keywords

cultural workers, art sector, personnel training, professional development, international experience, professional experience.

The field of culture and art is not a legacy left from the past, but a vital energy that keeps the spirit of the nation alive and is constantly renewed. However, the intensity of the times demands not only talent from the devotees of this field but also high professionalism and continuous research. Today, professional development for a cultural worker is not just about obtaining another diploma or certificate, but the art of delivering the treasure of spirituality to the people in the language of the modern era. Eliminating problems in the system and striving toward new horizons of education is the most auspicious step toward preserving our national identity and leaving it as a legacy to future generations in all its charm. After all, art not watered by enlightenment is like a tree without roots.

Professionalism, as a set of personal characteristics necessary for the successful performance of labor, is manifested through the harmony of competence, independent action, and psychological qualities that allow for the fulfillment of specific labor functions. In considering the criteria of professionalism, it is

important to emphasize that achieving high professional results and labor productivity depends absolutely on the existence of psychological components – the individual's internal attitude toward their service duties and their state of spiritual qualities.

Qualification requirements are a set of state and industry standards imposed on the level of general knowledge and professional training of a graduate of retraining and professional development courses. In today's era of rapid cultural transformations, these requirements are not limited to the mastery of theoretical knowledge but also demand creative thinking from the specialist, the practical application of modern technologies, and the ability to adapt quickly to the changing socio-cultural environment.

Such requirements for the level of professional training are a key criterion for ensuring the competitiveness of culture and art institutions. Indeed, a graduate's value in the labor market is determined by how independently and qualitatively they can perform the complex functional tasks specified in the qualification requirements. Therefore, improving qualification requirements is an important stage in aligning educational content directly with the needs of the labor market.

In analyzing the professional side of life, it is necessary to overcome the "technocratic myth." Within this myth, professionalism is seen only as the mastery of new technologies, tools, and various "know-how," while behavioral motives remain in the shadows. In reality, the values a person relies on, why they are engaged in this work, what moves them in the profession, and which internal resources they voluntarily and willingly expend on their labor are of great importance. The general laws of professional formation manifest differently depending on the subject of labor, its tasks, tools, conditions, and results. The uniqueness of professionalism can be clearly expressed through a *professiogram*, an ideal model of a specialist. There is no need to prove that the implementation of our country's modernization path depends largely on the level of professionalism and qualifications of personnel.

Secondary special or higher vocational education obtained by citizens is the necessary base for starting labor activity. Subsequently, it is required to respond in a timely manner to the changing conditions of professional life. Let us take a simple example: 15 years ago, the pedagogical community had almost no encounter with concepts such as licensing, certification, accreditation, and state standards; in the following years, serious problems arose in the leadership and pedagogical staff of educational institutions that could not quickly adapt to the new regulatory documents of that time. How is the professional development and retraining of personnel in the cultural sphere being carried out? What is the regulatory,

methodological, personnel, and finally, financial support for this process? These questions pertain to the current state of the network. It is well known that one of the important conditions for the success of any type of activity is the presence of motivation[1:64].

In the process of searching for answers to these questions, it becomes evident that the pursuit of professional growth by employees is not only a personal need but a systemic necessity. Indeed, the internal motivation of field specialists to improve their qualifications is fueled by a deep sense of the socio-spiritual responsibility they bear. Therefore, the organization of the professional development process should not be limited merely to providing technical knowledge, but must also take into account factors that unlock the creative potential of employees. Consequently, the need for training among employees of culture and arts organizations is largely linked to the specific characteristics of this field and the workers operating within it.

The need for training in culture and arts organizations is fundamentally tied to the unique nature of this sector and its workforce. In particular, the activities of most organizations in the culture and arts sphere are unique, and basic or even specialized sectoral education is insufficient for mastering them—or rather, for achieving perfect mastery. Many of these roles require expert-level knowledge, a readiness to fulfill the specific mission of preserving and augmenting the country's cultural heritage, and the ability to communicate effectively with various communities and cultural representatives to collect knowledge about intangible cultural heritage; as many authors emphasize, this is especially relevant for museum staff.

High demands placed on the quality of services provided and products created, along with the necessity of performing unique and unrepeatably work, compel employees to constantly improve their knowledge, skills, and abilities. A mandatory requirement for many workers in the culture and arts sector is creative potential: creativity, special artistic abilities, creative initiative, and a readiness to solve new (often non-standard) tasks. Its continuous development is becoming a priority for both employers and employees.

Furthermore, the motivation of people employed in this field must not be overlooked. Most of them are oriented toward satisfying higher-level needs. For them, the main incentives are the content of the work, continuous development, self-improvement, and the opportunity to acquire new knowledge; this prompts employers to concern themselves with ways to satisfy the requests coming from employees. Among the important factors behind the high interest of culture and arts organizations in employee training are the requirements of legislation and

government authorities. For instance, a mandatory requirement for regular professional development has been established for certain categories of employees (specifically, pedagogical staff of culture and arts organizations) [2:312].

At the same time, the professional development process is not merely a means of fulfilling a legal obligation, but also a strategic way to adapt to the rapid changes in the labor market. Indeed, alongside the mandatory requirements set by legal norms, the constantly renewing nature of the field creates a mutually beneficial cooperation between the employee and the employer. This, in turn, encourages viewing the learning process not as a bureaucratic procedure, but as an investment that increases the overall efficiency of the institution. Consequently, professional development courses and professional retraining are currently widespread methods for specialists to enhance their competitiveness, offering several advantages over other forms of acquiring knowledge.

Currently, professional development courses and professional retraining are common methods for specialists to increase their competitiveness, as they possess a number of advantages compared to other forms of education. The demand for these educational services is formed by both the employees themselves and their employers. Often, professional development courses and professional retraining processes are aimed at increasing the competence and awareness of employees regarding current issues in the socio-cultural sphere, as well as developing specific skills and qualities[3:76].

From this perspective, the system of training, retraining, and professional development of personnel in the field of culture and art becomes an issue worthy of special attention. Representatives of this field must possess professional knowledge and practical skills, artistic thinking, and the potential to preserve and promote our national culture and art. Therefore, their professional development or retraining should not be viewed as a simple professional update, but as a means of continuous creative growth, adaptation to modern art processes, and a deep understanding of the connection between national and world culture.

In the conditions of market relations, the competitiveness of organizations and institutions in the field of culture and art is greatly influenced by the competitiveness of employees and their intellectual potential. In recent years, the role and importance of intellectual potential in increasing competitiveness have been steadily growing. This is because innovations in the cultural market require the formation of intellectual employees who possess knowledge, skills, and abilities. Such employees can ensure the competitiveness of the organization and even the entire industry. The influence of culture on the development of economic systems is of a deep, fundamental nature. It is cultural factors that play a key role in

understanding goals and shaping the ways and methods of their implementation in various sectors of the economy. By performing important social functions such as upbringing, education, personal development, and socialization, the field of culture and art has a significant impact on all institutions of society and regional development. The process of change and progress in our society is continuous, and it is impossible to find a single catalyst that fully determines this process. Only general integration processes in the cultural, economic, and social spheres can ensure the complex development of society [4:3777].

Resolution No. PD-112 of the President of the Republic of Uzbekistan dated February 2, 2022, "On additional measures for the further development of the sphere of culture and art", serves as a legal foundation in bringing the system of professional development and retraining of sector employees to a qualitatively new level. The establishment of a specialized institute for professional development for employees in the field of culture and art, as well as music teachers of general secondary schools as specified in this document, has created an institutional mechanism for the systematic enrichment of personnel potential in the network. This serves as an important driver for employees to acquire not only theoretical knowledge but also modern art trends and management skills.

At the same time, the resolution places special emphasis on the fact that the professional development process should not be limited only within the country, but also on sending specialists for internships to prestigious foreign educational institutions and organizing master classes in our country with the participation of foreign experts. Such an approach, along with ensuring the integration of culture and art representatives into the world cultural space, allows for the introduction of innovative approaches in the field and the formation of a layer of highly qualified experts who can promote our national art based on international standards. Radical improvement of the system of training, retraining, and professional development of highly qualified personnel in the field of culture and art, as well as the development of scientific research. In this regard, the following shall be provided for:

- strengthening the material and technical base of educational organizations in the field of culture and art, including financing construction and repair, equipment, and provision with musical instruments;
- ensuring the harmony of educational institutions in the sphere with cultural organizations and creative activities;
- reviewing the amount of remuneration for the work of teachers (accompanists) of children's music and art schools, schools specialized in culture and art, and boarding schools;

- establishing an institute for professional development of employees in the field of culture and art, including the creation of a system for professional development of employees of cultural organizations and music teachers of general secondary schools, as well as determining its sources of financing;
- organizing the activities of specialized schools and colleges of culture and art based on a three-year curriculum, implementing the educational process in this direction at the stages of primary and secondary professional education;
- establishing technical schools of culture on the basis of relevant specialized schools of culture;
- state support for the creation of scientific research and scientific-methodological sources in the field of culture and art;
- improving the system of personnel training in the fields of acting, directing, art history, folk creativity, and cultural studies;
- sending specialists in the field of culture and art for training, professional development, and internships abroad, organizing master classes for them in our country and abroad with the participation of foreign qualified specialists [5:1].

The conducted analyses show that the professional development system for employees in the field of culture and art is moving from the stage of providing knowledge to the stage of useful investment today. In order to further improve this system and eliminate existing problems, it is considered appropriate to implement the following proposals:

Clearly defining the periodicity and mandatory nature of professional development for cultural workers at the level of law, similar to the medical and pedagogical fields, thereby guaranteeing the professional growth of industry representatives.

Organizing professional development courses by moving away from general templates and using differentiated modular programs based on the individual competencies of specific organizations (theaters, libraries, museums) and employees.

Increasing the digital literacy of employees by widely introducing interactive forms of distance learning into the professional development process.

Enriching “master-apprentice” traditions with international standards by organizing master classes with the participation of foreign specialists not only in the center but also in regional cultural institutions.

Developing and implementing a rating system that directly links the results of professional development with the employee's salary and promotion through the career ladder. In conclusion, organizing the system of retraining personnel in the field of culture and art based on modern requirements increases the efficiency of

the sector and serves to strengthen the intellectual and spiritual attractiveness of the country.

REFERENCES:

1. Батоврина Е.В., Назарова П.К. Обучение персонала российских организаций сферы культуры и искусства // Государственное управление. Электронный вестник. 2023. No 100. С. 211–223. DOI: 10.24412/2070-1381-2023-100-211-223
2. Аракелова А. О. Профессионализм как главный критерий системы повышения квалификации и переподготовки кадров в сфере культуры и искусства // Культурная жизнь Юга России. – 2011. – №. 4. – С. 64-70.
3. Ткаченко Л. А. Институт дополнительного профессионального образования в образовательном пространстве университета культуры и искусств // Вестник Кемеровского государственного университета культуры и искусств. – 2011. – №. 14. – С. 77-84.
4. Рязанцева И. В. Развитие системы дополнительного профессионального образования в сфере культуры и искусства // КЭ. 2020. №12. URL: <https://cyberleninka.ru/article/n/razvitie-sistemy-dopolnitelnogo-professionalnogo-obrazovaniya-v-sfere-kultury-i-iskusstva> (дата обращения: 10.10.2025).
5. O‘zbekiston Respublikasi Prezidentining 2022-yil 2-fevraldagi PQ-112-sonli “Madaniyat va san’at sohasini yanada rivojlantirishga doir qo‘shimcha chora-tadbirlar to‘g‘risida” gi qarori. www.lex.uz
6. Yuldasheva, M. B., & Qolqanatov, A. N. (2024). Kadrlar potentsiali ijtimoiy-madaniy sohada tashkilot faoliyati samaradorligini oshirishshning yetakchi omili sifatida. *Inter education & global study*, (8), 58-68.
7. Kolkanatov, A. (2023). IFTIKHORI TIMSOLI TUMOR BRANCH. *JOURNAL OF HEALTHCARE AND LIFE-SCIENCE RESEARCH*, 2, 67-69.
8. QOLQANATOV, A. (2024). MA’DANIYAT VAZIRLIGI VA MADANIYAT MARKAZLARI: TARIXIY TARAQQIYOT JARAYONLARIDAN. *News of UzMU journal*, 1(1), 1.
9. Nazarbai, K. A. (2023). NEW VOICE IN UZBEK DIRECTION. *Journal of Innovation, Creativity and Art*, 2, 65-70.

10. Kalkanatov, A. (2023). PROFESSIONAL QUALIFICATION OF THE MANAGER IN THE CULTURAL FIELD. *JOURNAL OF ECONOMY, TOURISM AND SERVICE*, 2, 19-23.
11. Kalkanatov, A. (2023). THE IMPORTANCE OF MANAGING THE PARTICIPATION OF CULTURAL AND ART INSTITUTIONS AND ORGANIZATIONS IN CULTURAL ACTIVITIES. *Journal of Innovation, Creativity and Art*, 2, 7-10.
12. Nazarbaevich, Q. A. (2025). FORMATION OF THEORY AND PRACTICE OF CREATIVE ENTREPRENEURSHIP IN THE FIELD OF CULTURE AND ART. *SHOKH LIBRARY*, 1(13).
13. Kalkanatov, A. (2025). The Need to Improve the Performance of Cultural Centers. *Turkology*, (2).
14. Юлдашева, М., & Колканатов, А. (2024). К ВОПРОСУ О МЕЖКУЛЬТУРНОМ ВЗАИМОДЕЙСТВИИ И РАЗВИТИЕ МЕЖКУЛЬТУРНОЙ КОММУНИКАЦИИ В УЗБЕКИСТАНЕ. «АСТА NUUZ», 1(1.1. 1), 236-239.
15. Qolqanotov, A. (2026). NATIONAL SONGS AS A SPIRITUAL NEED. *AMERICAN JOURNAL OF SOCIAL SCIENCE*, 4(2), 86-91.
16. Shermanov, E. (2021). Role of mass media in the formation of participatory education in the context of globalization.
17. Saidovich, J. S., Uralovich, S. E., Kurbanov, A., & Erkinovna, A. N. (2022). The role of cinema in the system of education.
18. Shermanov, E. (2024). Madaniy intellektning ijtimoiy soha mutaxassislarini tayyorlash jarayonidagi integratsion roli. *МАКТАБГАЧА ВА МАКТАБ ТА'ЛИМИ ЖУРНАЛИ*, 1(8).
19. Shermanov, E. U. Madaniy Kompetentlikni Rivojlantirishda Daxldorlik Fazilatining O' rni Va Ta'siri. *Maktabgacha va Maktab Ta'limi Jurnal*, 676322.
20. Alfiya, Q. (2023). Milliy Musiqa San'ati Va Yoshlar Tarbiyasi. *Journal of Creativity in Art and Design*, 1, 16-20.
21. Nazarbaevna, Q. A., & Serjanovich, K. S. (2024). The Importance of Scenario in Cultural Events. *EUROPEAN JOURNAL OF INNOVATION IN NONFORMAL EDUCATION*, 4, 259-262.
22. Nazarbaevna, Q. A., & Saliyevna, Y. Z. (2025). SPECIFIC FEATURES AND CHALLENGES OF TEACHING AMATEUR CHOREOGRAPHY TO STUDENTS. *AMERICAN JOURNAL OF SOCIAL SCIENCE*, 3(10), 95-103.
23. Юсупалиева, Д. К. (2020). Правовое и социальное государство. *Молодой ученый*, (8), 192-194.

24. Юсупалиева, Д. К. (2020). ПОНЯТИЕ И ФУНКЦИИ ПОЛИТИЧЕСКОЙ КУЛЬТУРЫ. In *Фундаментальная и прикладная наука: состояние и тенденции развития* (pp. 83-85).
25. Юсупалиева, Д. К. (2020). Основные особенности политической системы общества. *Молодой ученый*, (46), 520-522.
26. Юсупалиева, Д. К. (2020). Международные отношения-Зеркало мирового прогресса. *Молодой ученый*, 23, 522.
27. Yusupalieva, D. K. (2020). Development of mutually beneficial cooperation of Uzbekistan within the SCO. *ISJ Theoretical & Applied Science*, 5(85), 901-903.
28. Yusupalieva, D. K., & Sodirzhonov, M. M. (2017). Mass media in Uzbekistan: development trends, dynamics and prospects. *Modern Science*, (1), 23-25.
29. Yusupalieva, D. K. (2020). Political role of television in the development of national ideology. *ISJ Theoretical & Applied Science*, 6(86), 665-667.