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## Digitalization Strategy of the Personnel Training System in an Innovative Economy

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### Abstract

*This article analyzes the main directions of the strategy for digitalizing the personnel training system in the context of an innovative economy. In addition, the processes of digital transformation in the education system, mechanisms for integrating modern technologies, and innovative models of personnel training are examined.*

**Key Words:** *digital economy; personnel training; innovation; education system; digital transformation; technological integration; vocational education.*

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## Introduction

As is well known, the 21st century is entering history as a period of rapid development of digital technologies in the global economy. Today, the digital economy has deeply penetrated all sectors and is becoming the main driving force of economic growth. Under these conditions, modernizing and digitalizing the personnel training system has become an urgent task.

The large-scale reforms being implemented in the Republic of Uzbekistan, in particular the *"Digital Uzbekistan – 2030"* Strategy approved by Presidential Decree No. PF-6079 dated October 5, 2020, define the main directions for modernizing the personnel training system.

The relevance of this study lies in the fact that the rapid development of digital technologies is creating new requirements and opportunities within the education system. Moreover, traditional methods of personnel training are no longer fully meeting the demands of the modern economy, which necessitates systemic changes.

**Research objective:** to develop a strategy for digitalizing the personnel training system in an innovative economy and to propose practical recommendations.

## Literature Review

The sources used in this study cover various aspects of digitalizing the personnel training system under conditions of an innovative economy. First and foremost, the *"Digital Uzbekistan – 2030"*<sup>1</sup> Strategy approved by Presidential Decree No. PF-6079 dated October 5, 2020, defines the conceptual foundations of state policy in this area.

In addition, Resolution No. 757 of the Cabinet of Ministers dated December 2, 2020 addresses the provision of general education institutions with information and communication technologies, reflecting the practical dimension of state policy in strengthening digital education infrastructure.

Overall, the analyzed literature highlights the theoretical foundations, practical directions, and legal guarantees for digitalizing the personnel training system.

## Methodology

This study employs SWOT analysis, as it allows for a comprehensive assessment of the strengths and weaknesses of the digitalization strategy for personnel

training in an innovative economy, as well as the opportunities and threats associated with this process.

## Analysis and Results

### SWOT Analysis of the Digitalization Strategy for the Personnel Training System in an Innovative Economy

Table 1

Strengths	Weaknesses
<p><b>State-level support:</b> The government has identified the development of the digital economy as a priority area.</p> <p><b>Youth potential:</b> Young people who quickly master technologies serve as the main driving force of digital reforms.</p> <p><b>Existing educational infrastructure:</b> The country has established educational networks necessary for digitalization.</p>	<p><b>Low level of digital literacy:</b> A significant portion of the population lacks sufficient digital skills.</p> <p><b>Unequal technological infrastructure:</b> Access to digital technologies varies across regions.</p> <p><b>Insufficient high-quality digital content:</b> Modern digital educational resources remain underdeveloped.</p>
Opportunities	Threats
<p><b>International experience and technology transfer:</b> Cooperation with developed countries facilitates the adoption of advanced digital solutions.</p> <p><b>Development of digital startups and innovative projects:</b> Creates new jobs and creative opportunities for youth.</p> <p><b>Expansion of distance learning systems:</b> Enables education independent of geographical boundaries.</p> <p><b>Attraction of foreign investment in the digital economy:</b> Accelerates system modernization.</p>	<p><b>Cybersecurity challenges:</b> Data vulnerability may reduce trust in digital systems.</p> <p><b>Technological constraints and digital divide:</b> Limited access to technology in some regions may increase social inequality.</p> <p><b>Insufficient professional qualifications:</b> The pace of specialist training may lag behind technological development.</p>

The SWOT analysis indicates that Uzbekistan possesses significant potential in the digitalization of personnel training. Effective use of existing opportunities can lead to substantial improvements in this sector.

## Discussion

In the context of Uzbekistan, the development of the digital economy necessitates modernization of the education system and enhancement of personnel training quality. The sources and practical experiences examined in this study demonstrate that the success of digitalization largely depends on organizational,

<sup>1</sup> O'zbekiston Respublikasi Prezidentining 2020-yil 5-oktabrdagi "Raqamli O'zbekiston – 2030" strategiyasini tasdiqlash to'g'risida"gi PF-6079-son Farmoni.

technological, and human resource factors within the education system.

International experience shows that the following areas are crucial for increasing the effectiveness of digital transformation: the use of advanced technologies (artificial intelligence, AR/VR, distance learning platforms) in the educational process, strengthening public-private partnership mechanisms, and implementing continuous digital competence development programs for educators.

### **Conclusion**

In conclusion, digitalizing the personnel training system in an innovative economy is a necessity of our time and one of the most important factors determining a country's competitiveness. In the Republic of Uzbekistan, the implementation of the *"Digital Uzbekistan – 2030"* Strategy and state programs aimed

at modernizing the training system for engineering personnel provide a solid legal and organizational foundation for this process.

The following recommendations may be effective:

1. Establish centers for developing digital competencies among educators and introduce continuous professional retraining systems.
2. Develop technological modernization programs to reduce disparities in digital infrastructure between regions.
3. Align educational programs with labor market needs, with a focus on IT, engineering, and digital management fields.
4. Develop digital educational content and national platforms and integrate them with international standards.

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