



THE SYSTEM OF PERSONNEL TRAINING IN THE FIELD OF ROAD TRAFFIC SAFETY IN NEW UZBEKISTAN

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Abstract:

This article examines the development of the personnel training system in the field of road traffic safety in Uzbekistan between 2016 and 2024. Particular attention is paid to the legal, institutional, educational, and technological transformations that influenced the professional training of specialists during this period. The study analyses the transition from a predominantly legal and administrative model of personnel preparation towards a multidisciplinary approach that combines preventive management, statistical analysis, digital technologies, information systems, and elements of transport engineering.

Keywords: Road traffic safety, personnel training, professional education, road transport, preventive management, digitalization, traffic monitoring, transport engineering, professional competence, Uzbekistan.

INTRODUCTION. During the years of independence, the development of transport infrastructure in Uzbekistan, the increasing number of motor vehicles, and the growing intensity of traffic flows in urban areas turned road traffic safety into one of the priority areas of state policy. This process required not only the improvement of road infrastructure and the introduction of modern monitoring tools, but also the enhancement of the professional training, legal competence, and analytical capacity of specialists working in the field. As the prevention of road traffic accidents, the effective organization of traffic flows, and the identification of hazardous road sections became increasingly complex, it became evident that these issues could not be adequately addressed solely through administrative control measures.

Since 2016, a new stage of legal and institutional reforms in the field of road traffic safety has been observed. The introduction of the revised Road Traffic Rules on 1 March 2016, pursuant to Resolution No. 370 of the Cabinet of Ministers of the Republic of Uzbekistan dated 24 December 2015, contributed to the organization of the activities of road users, regulatory authorities, and specialists on the basis of unified requirements. In subsequent years, a number of institutional measures were implemented to improve road traffic safety, strengthen preventive activities, expand digital monitoring systems, and develop the professional training of personnel in this sphere.

These reforms also had a significant impact on the professional functions of road traffic safety personnel. A service model that had previously focused mainly on detecting violations and applying administrative sanctions gradually became supplemented by approaches based on risk analysis, road traffic accident forecasting, electronic data processing, and preventive

management. At the same time, the need to develop knowledge and skills in transport engineering, information technologies, statistical analysis, and digital management alongside legal competence became increasingly important in higher education and professional development systems.

METHODOLOGY. The study employed a comprehensive methodological approach based on the principles of historicism, systematic analysis, and objectivity. In order to identify the specific characteristics of the period under investigation, the legal, institutional, and educational transformations that occurred in the road traffic safety system between 2016 and 2024 were analysed in their interrelationship. This approach made it possible to examine personnel training not as an isolated educational process, but as an integral component of public administration, transport policy, and the broader public safety system. A historical-comparative method was used to compare regulatory documents, organisational transformations, and educational approaches adopted in different years. This method made it possible to identify the gradual transition of the personnel training system from a predominantly legal-administrative orientation towards a more analytical, technological, and multidisciplinary model of professional preparation. The chronological method was also applied to examine the major reforms implemented between 2016 and 2024 in sequential order and to demonstrate their continuity.

MAIN PART: The development of the road traffic safety personnel training system in Uzbekistan between 2016 and 2024 took place through several interconnected stages. During the initial years of the period, primary attention was paid to renewing the regulatory legal framework, improving road traffic rules on the basis of unified standards, and strengthening the



legal regulation of professional activities. In subsequent stages, however, new professional competencies such as prevention, statistical analysis, traffic-flow management, digital monitoring, and the use of information technologies acquired increasing importance.

The process may be conditionally divided into three main stages. The first stage, covering the period from 2016 to 2018, was characterised by the renewal of the legal framework of road traffic safety and the adaptation of the existing personnel training system to new regulatory requirements. The second stage, from 2018 to 2021, was distinguished by the growing importance of prevention, data analysis, and the expansion of professional competencies. The third stage, covering the period from 2021 to 2024, was characterised by the active introduction of digital technologies, electronic monitoring, databases, and integrated management systems into both education and professional service activities.

During the first stage, the activities of road traffic safety personnel were primarily associated with compliance with regulatory requirements, the detection of violations, and the application of administrative sanctions. However, the increasing number of vehicles, the growing complexity of urban transport systems, and the need for a deeper analysis of the causes of road traffic accidents revealed the limitations of the existing training model. Consequently, the need grew to prepare specialists not only with legal knowledge, but also with an understanding of the technical and organisational aspects of transport processes.

During the second stage, the role of preventive approaches in state road traffic safety policy increased significantly. Instead of limiting activities to measures taken after an accident or violation had already occurred, greater emphasis was placed on identifying risk factors in advance, assessing road conditions, monitoring traffic flows, and planning preventive measures on the basis of statistical data. These developments also influenced the content of personnel training and increased the demand for analytical thinking, the use of statistical information, and rapid decision-making skills among road traffic safety personnel.

The third stage was characterised by the growing impact of digitalization on the content of professional training. The introduction of automated traffic control systems, photo and video recording technologies, electronic administrative procedures, databases, and integrated information platforms required personnel to possess not only traditional service skills, but also digital literacy and the ability to work with electronic

information. By the 2020s, therefore, personnel training in the field of road traffic safety had increasingly moved towards a multidisciplinary model integrating legal, technical, and information technology knowledge.

The adoption of Law No. O'RQ-900 "On Road Traffic" in 2024 further strengthened the legal foundations of this system. The law regulated issues related to traffic organisation, road safety, the use of technical means, monitoring, and driver training within a unified legal framework. As a result, personnel training assumed a more important role within the overall institutional mechanism of road traffic safety.

Thus, the changes observed between 2016 and 2024 demonstrate that the road traffic safety personnel training system gradually evolved from a model based primarily on control and legal practice towards a system combining analytical, preventive, technological, and engineering approaches.

RESULTS AND DISCUSSION: between 2016 and 2024, institutional reforms in Uzbekistan's road traffic safety system gradually transformed the professional requirements imposed on personnel working in this field. The growth of motorization, increasing traffic volumes in urban areas, and the need to reduce the social consequences of road traffic accidents demonstrated that road safety could no longer be ensured solely through conventional control and enforcement measures. Consequently, the training of drivers, the professional development of road safety personnel, and the preparation of specialists capable of managing transport processes on a scientific and analytical basis became increasingly important components of public policy.

An important legal foundation for this process was established by Resolution No. 370 of the Cabinet of Ministers of the Republic of Uzbekistan, adopted on 24 December 2015. The revised Road Traffic Rules approved by this resolution entered into force on 1 March 2016. In addition to establishing a uniform procedure for road traffic throughout the country, the resolution required the relevant ministries and agencies to revise their regulatory documents in accordance with the new provisions [1]. This created the need to bring the activities of road safety personnel, driver-training institutions, and regulatory authorities into conformity with the updated legal framework.

At the initial stage, the training of road traffic safety personnel was largely dominated by legal and administrative approaches. In subsequent years, however, the content of professional training gradually expanded. Assessing road accidents exclusively from the perspective of committed violations proved insufficient, and greater attention began to be paid to



the integrated analysis of traffic flows, road infrastructure, the behaviour of drivers and pedestrians, hazardous road sections, and the condition of technical facilities. These developments increased the demand for engineering, transport planning, statistical analysis, and preventive management competencies alongside conventional legal knowledge.

From 2018 onwards, this tendency became more clearly reflected in state policy. Regulatory measures related to the implementation of the Road Traffic Safety Concept of the Republic of Uzbekistan for 2018–2022 placed particular emphasis on preventing road accidents, strengthening preventive measures, improving the effectiveness of public services, and modernising the institutional framework of road safety management [2]. These changes indicated that the professional role of road safety officers was gradually expanding beyond the detection of violations to include risk assessment, the analysis of statistical information, and the planning of preventive interventions.

The use of technical means in road safety enforcement also expanded during this period. Automatic photo and video enforcement systems, vehicle registration plate recognition equipment, and surveillance cameras were increasingly integrated into operational activities. Official information published in 2022 indicated the extensive use of cameras performing number-plate recognition, violation detection, and surveillance functions across the country [3]. This technological development increased the importance of digital literacy and strengthened the need to incorporate information systems, digital monitoring, and electronic data processing into professional training programmes.

The COVID-19 pandemic further tested the adaptability of existing education and professional development mechanisms. Restrictions on conventional classroom instruction accelerated the use of distance-learning approaches within public administration and security structures. At the same time, the wider application of electronic monitoring, video surveillance, and remote data processing in road safety made digital competencies an increasingly important part of professional preparation. As a result, the development of information and communication technology skills became necessary alongside conventional legal and operational training.

The activities of the University of Public Safety have also acquired considerable institutional significance in the development of professional training in this field. The establishment and subsequent development of the university expanded opportunities to integrate higher education, practical service, and research within the broader field of public safety. Recent regulatory

measures demonstrate a growing emphasis on dual education, the gradual adjustment of the proportion of theoretical and practical instruction, and the acquisition of professional skills directly within relevant law-enforcement units. A 2026 presidential resolution, for example, established a model in which first-year training consists of 80 per cent theoretical and 20 per cent practical instruction, second-year training of 60 per cent theoretical and 40 per cent practical instruction, and third-year training of equal proportions of theory and practice [4]. Although this measure falls outside the principal chronological scope of the study, it demonstrates the institutional continuation of tendencies that developed during the preceding period. From the beginning of the 2020s, data-driven management also became increasingly significant in road traffic safety. Electronic administrative procedures, video surveillance, automated information systems, and the integration of databases belonging to different public authorities generated new professional requirements for road safety personnel. The effectiveness of an officer increasingly depended not only on field patrol activities but also on the ability to process electronic information, conduct rapid analysis, and use relevant data when making operational and managerial decisions.

The legal framework of these transformations was further consolidated with the adoption of Law No. O'RQ-900 "On Road Traffic" on 19 January 2024. The Law introduced a comprehensive legal framework governing road traffic and established provisions related to traffic organisation, safety, monitoring, the use of technical equipment, driver training, and other relevant areas [5]. Consequently, personnel training increasingly became an integral component of the broader institutional system of road traffic safety rather than an isolated educational function.

The findings indicate that, between 2016 and 2024, the system of professional training in Uzbekistan's road traffic safety sector developed from a predominantly legal and enforcement-oriented model towards a multidisciplinary model of professional preparation. Whereas the earlier approach placed greater emphasis on identifying violations and applying legal provisions, subsequent developments increased the importance of prevention, statistical analysis, transport-process assessment, information technologies, and digital management. Accordingly, the competencies expected of contemporary road traffic safety specialists increasingly extend beyond legal knowledge to include analytical decision-making, preventive planning, information management, and elements of engineering thinking.



CONCLUSION. Between 2016 and 2024, the personnel training system in the field of road traffic safety in Uzbekistan developed in close connection with reforms implemented in national transport policy, public safety, and public administration. During the period under review, the renewal of the regulatory legal framework, the strengthening of preventive approaches, the introduction of digital monitoring tools, and the growing emphasis on practical training gradually transformed the content of professional education.

Overall, the period from 2016 to 2024 may be assessed as a stage in which the road traffic safety personnel training system in Uzbekistan moved from a traditional control-oriented model towards a modern, analytical, and technologically based model of professional preparation. Further development of the system would benefit from strengthening the integration of theoretical and practical education, expanding specialised modules in transport engineering and digital technologies, and systematically incorporating the results of road traffic safety research into the educational process.

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