



FOREIGN EXPERIENCE IN THE METHODOLOGY OF FORMING KEY LIFE COMPETENCIES IN STUDENTS

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Abstract: This article provides a comparative analysis of foreign experience in forming key life competencies in students — Finland's "transversal competences" national curriculum, Singapore's character and citizenship education, the United Kingdom's PSHE subject, and the United States' CASEL social-emotional learning model. The methodological essence, strengths, and limitations of each model are examined from a scientific and pedagogical perspective, and the possibilities of integrating this experience into the education system of Uzbekistan are substantiated from a scientific and practical perspective.

Keywords: key life competencies, foreign experience, comparative pedagogy, social-emotional learning, civic education, PSHE, CASEL, Uzbek education system, life skills, general education.

Introduction. Studying international experience in forming basic life competencies in students and adapting it to local conditions is one of the important tasks of comparative pedagogy [1]. Many developed educational systems in the world use unique approaches to the development of these competencies that correspond to national educational traditions.

Among these international experiences, Finland's "transversal" model, integrated into the entire curriculum, Singapore's standardized civil education at the state level, the UK's approach as a separate subject (PSHE), and the US's scientifically grounded CASEL model are of particular importance [2]. A systematic comparative analysis of these diverse experiences is essential for making a scientifically grounded decision in the process of reforming Uzbekistan's education system.

From this perspective, a systematic analysis of international experience regarding the methodology for forming basic life competencies in students and drawing practical conclusions from it for Uzbekistan determines the relevance of this article [3].

The level of study of the problem. The concept of "transversal competencies" (transversal competencies) in the Finnish education system is based on the official curriculum documents of the Finnish National Education Agency[1], which systematize seven main transversal competencies (thinking and learning, self-care, cultural competence, etc.). The National Standards for the Formation of Civic and Life Values are highlighted in the Singapore Ministry of Education's Citizenship and Character Education Program.

The UK's official curriculum documents for PSHE are based on the components and teaching principles of this subject. The five core components of socio-emotional learning are scientifically systematized in the Conceptual Framework of the U.S. Association for the Advancement of Social and Emotional Learning (CASEL) [4]. In domestic pedagogical science, the works of F. Yuldashev [5] highlight the general principles of adapting international experience to the education system of Uzbekistan.

Nevertheless, an analysis of the conducted scientific research shows that domestic science still lacks comprehensive comparative-pedagogical research that compares various international models within a single system from the perspective of forming core life competencies and demonstrates their specific aspects that can be applied to the conditions of Uzbekistan. Filling this gap determines the scientific and practical significance of this research.

Discussion. When analyzing the approach of the Finnish education system, it can be shown that its main principle is the introduction of life competencies not as a separate subject, but as a mandatory "transversal" part of the national curriculum, seamlessly integrated into all academic subjects [1]. The strength of this approach lies in its integrity and focus on practice, the study of real-life phenomena (phenomenon-based education), but such an approach requires a high level of teacher autonomy and competence.

Singapore's approach has a completely different, centralized-standardized character. The subject of Character and Citizenship Education has clearly defined learning outcomes and assessment criteria at the state level [2]. The strength of this model is clear, nationally standardized results and a regular monitoring system, but a centralized, rigid system can limit local flexibility.

The UK experience is based on the introduction of a separate, mandatory subject called "Personal, Social, Health and Economic Education" (PSHE) [3]. This discipline systematically covers health, financial literacy, relationships, and other life topics. The advantage of this approach is that all aspects of life competence are consistently studied within a single discipline, but opening a separate discipline creates an additional burden on the distribution of hours and can weaken integration with other disciplines.

The US CASEL model systematizes socio-emotional learning around five scientifically grounded core competencies: self-awareness, self-management, social awareness, communication skills, and responsible decision-making [4]. The strength of this model lies in its deep scientific and psychological foundation and the availability of widely used, proven assessment tools; however, the lack of a centralized, unified federal program leads to significant variations in practice across states.

A comparative analysis of these four approaches shows that they all share a common principle - the introduction of life competencies into the education system in a sustainable, institutional manner rather than by chance [5]. At the same time, each model is closely linked to its own national-institutional context, and it is not advisable to transfer it in a ready-made form. The most rational strategy for Uzbekistan should consist of selecting the most suitable elements of various models and implementing them in accordance with local conditions. In particular, the study of the experience of interdisciplinary integration from the Finnish model, the experience of specific national standardization from the Singaporean model, and the scientifically grounded five-component structure from the US CASEL model as a methodological basis are promising areas.

Results. As a result of a comparative analysis of the four main foreign models for forming students' basic life competencies, the main methodological approaches, strengths, limitations, and integration opportunities of each model in the conditions of Uzbekistan were systematized. The results of the analysis are summarized in the table below:

No	Country / Model	Basic methodological approach	Strengths	Application possibility for Uzbekistan
1	Finland ("Transversal Competencies" National Program)	Introduction of life competencies not as a separate subject, but as a mandatory "transversal" part of the national curriculum, integrated into all subjects	Integrated, systematic, practice-oriented, phenomenon-based learning that encompasses all students and teachers	Studying the experience of interdisciplinary, step-by-step integration of life competencies into the curriculum
2	Singapore ("21st Century Competencies" and Civic Education)	Standardized teaching of life competencies at the state level within the framework of the discipline "Character and Citizenship Education"	Clear, nationally standardized learning outcomes, and a system of regular monitoring and evaluation	Studying the experience of determining specific, nationally standardized results in civic and life competencies
3	UK (PSHE subject)	Introduction of a separate, mandatory subject titled "Personal, Social, Health and Economic Education"	Systematic coverage of all aspects of life competencies (health, finance, relationships) within a single discipline	Studying the possibility of implementing a separate elective subject related to life competencies
4	USA (CASEL - Socio-Emotional Learning Model)	Social-Emotional Learning is organized around five core competencies (self-awareness, self-management, social awareness, communication skills, and responsible decision-making).	Scientifically sound, clear five-component structure, availability of widely used assessment tools	Adapting the five-component structure of the CASEL model as a methodological basis for local programs

As seen from the comparative analysis presented in the table, there is no single, universal model for forming core life competencies in international experience—each country has chosen an approach that corresponds to its educational traditions and management culture. At the same time, the general conclusion that unites all models is that an effective result is achieved not only through random initiatives, but through a stable, institutional system.

The most important conclusion for Uzbekistan is that international experience should be applied selectively and adapted, rather than as a "ready-made model." It is advisable to develop a national model that takes into account the specific conditions of Uzbekistan's education

system, combining the most appropriate elements of various models - interdisciplinary integration, clear national standards, and a scientifically grounded component structure. Overall, the analysis confirmed that such a selective application strategy is the most rational approach.

Conclusion

A comparative analysis of international experience in forming key life competencies in students has shown that the world's leading educational systems implement this task through various institutional and methodological strategies: interdisciplinary-integrational (Finland), centralized-standardized (Singapore), subject-specific (Great Britain), and scientific-component (USA).

In improving the education system of Uzbekistan, the most rational way is to critically analyze these international experiences and adapt their most appropriate elements to local conditions, implementing them step-by-step and experimentally. In future research, it is advisable to study the results obtained from the practical testing of these international experiments in general education schools in Uzbekistan in greater depth.

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