



THE MECHANISM COMPARATIVE LEARNING NATIONAL AND INTERNATIONAL STANDARDS OF EDUCATION

Ruzmetova Novval Vahabdjanoyna

Doctor of Pedagogical Science DSc Associate Professor of
Preschool and Primary Department of KIUT

Abdirashitova Malika Azimjon qizi

Kimyo International University In Tashkent Theory and Methodology of
Education and Upbringing Primary Education 1st-Year Master's Student
malikarahmatullayeva46@gmail.com

+998946577853

Abstract

This article examines the mechanisms of comparative learning between national and international standards of education. The study is based on regulatory frameworks governing the development and implementation of state educational standards in Uzbekistan, as well as internationally recognized educational standards. Through a comparative learning mechanism, the goals, content, structure, and implementation stages of educational standards are analyzed. The findings contribute to aligning national education standards with international requirements and improving the quality of education.

Keywords: National educational standards, International educational standards, Comparative learning mechanism, Improving education quality, Competency-based education, Document analysis method, Structural-functional analysis method, Benchmarking method, Comparative modelling.

Introduction

In the context of globalization and rapid socio-economic development, education systems are increasingly influenced by international standards and global benchmarks. National education standards no longer develop in isolation but are shaped through comparative learning from successful international models. Therefore, studying the mechanisms of comparative learning between national

and international standards of education has become an important research direction in modern educational science[1].

In the Republic of Uzbekistan, the development and implementation of State Educational Standards are regulated by the Resolution of the Cabinet of Ministers No. 157 dated March 27, 2024, which defines institutional, methodological, and organizational mechanisms[2]. At the same time, countries such as the United States, Finland, and South Korea demonstrate strong educational outcomes, particularly in international assessment programs such as PISA and TIMSS[3]. These countries are widely recognized for competency-based curricula, flexible standards, and effective quality assurance systems.

The purpose of this article is to analyze the mechanism of comparative learning between Uzbekistan's national education standards and international education standards, using the educational systems of the USA, Finland, and South Korea as reference models. The study aims to identify similarities, differences, and potential adaptation mechanisms that can contribute to improving the national education standards of Uzbekistan.

METHODS:

This research applies a **multi-method comparative research design**, combining qualitative and analytical approaches. The following methods were used:

1. **Comparative Education Method** – to systematically compare national education standards of Uzbekistan with those of the USA, Finland, and South Korea based on unified criteria[4].
2. **Document Analysis** – to examine official норматив and policy documents, including national curricula, state educational standards, and international education frameworks[5].
3. **Structural-Functional Analysis** – to analyze the internal structure of education standards, including learning outcomes, competencies, assessment mechanisms, and implementation stages.
4. **Benchmarking Method** – to identify best practices from high-performing education systems and evaluate their applicability to the Uzbek context[6].
5. **Content Analysis** – to compare competency frameworks, subject integration, and cross-curricular skills embedded in national and international standards.

6. **Systemic Approach** – to view education standards as part of a broader education ecosystem involving governance, teacher training, assessment, and monitoring mechanisms.

7. **Comparative Modeling** – to develop a conceptual model of comparative learning mechanisms for adapting international standards to national conditions. The comparative analysis was conducted across three stages: selection of comparable standards, analysis based on defined indicators, and identification of adaptation mechanisms suitable for Uzbekistan.

DISCUSSION and RESULTS:

The findings indicate that international education standards emphasize **competency-based learning**, flexibility, and continuous evaluation. In the United States, education standards such as the Common Core focus on critical thinking, problem-solving, and real-world application of knowledge[7]. The decentralization of curriculum implementation allows states and schools to adapt standards to local needs.

Finland's education standards prioritize learner autonomy, teacher professionalism, and reduced academic pressure. The Finnish National Core Curriculum emphasizes transversal competencies, interdisciplinary learning, and formative assessment rather than high-stakes testing[8]. This approach supports sustainable learning outcomes and student well-being.

South Korea's education standards are characterized by high academic expectations, strong national coordination, and increasing integration of digital technologies. Recent curriculum reforms focus on creativity, digital literacy, and global citizenship while maintaining rigorous academic benchmarks[9].

In comparison, Uzbekistan's State Educational Standards are clearly structured and centrally regulated, ensuring consistency across the education system. However, the comparative analysis reveals that Uzbekistan's standards are more content-oriented, with limited emphasis on transversal competencies and flexible assessment mechanisms. The mechanism of comparative learning demonstrates that adapting competency-based frameworks, strengthening monitoring systems, and increasing institutional flexibility can enhance the effectiveness of national education standards.



CONCLUSION

The study concludes that the mechanism of comparative learning between national and international standards of education plays a crucial role in modernizing education systems. The experiences of the USA, Finland, and South Korea provide valuable insights for improving Uzbekistan's State Educational Standards. By systematically comparing goals, content, structure, and implementation mechanisms, it is possible to identify best practices and adapt them to national conditions.

Implementing a structured comparative learning mechanism can support the transition toward competency-based education, improve quality assurance processes, and align national standards with international benchmarks. These measures will contribute to enhancing the competitiveness and sustainability of Uzbekistan's education system in the global context.

REFERENCES

1. Phillips, D., Schweisfurth, M. Comparative and International Education. Bloomsbury, 2014.
2. Resolution of the Cabinet of Ministers of the Republic of Uzbekistan No. 157, March 27, 2024.
3. OECD. PISA 2022 Results. Paris: OECD Publishing, 2023.
4. Bray, M., Adamson, B., Mason, M. Comparative Education Research. Springer, 2014.
5. UNESCO. Global Education Monitoring Report. Paris, 2022.
6. OECD. Benchmarking Education Systems for Better Outcomes. Paris, 2021.
7. Common Core State Standards Initiative. Standards Overview. USA, 2022.
8. Finnish National Agency for Education. National Core Curriculum. Helsinki, 2021.
9. Ministry of Education of South Korea. National Curriculum Framework. Seoul, 2022.