

International Approaches to Developing Social Activity Competence in Teacher Education: Implications for Uzbekistan

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Abstract: This article provides a comparative analysis of international approaches to developing social activity competence within teacher education systems — the European Union's Key Competences framework, the American Service-Learning pedagogy, Finland's holistic-autonomous approach, and the institutionalized social service systems of Southeast Asian countries. The methodological essence, strengths, and limitations of each model are examined from a scientific and pedagogical perspective, and the possibilities of adapting this international experience to the conditions of teacher education in Uzbekistan, along with the corresponding implications, are substantiated from a scientific and practical perspective.

Keywords: Social activity competence, teacher education, international experience, comparative pedagogy, Service-Learning, civic competence, Finnish education system, Uzbek teacher education, prospective teacher, competence-based approach.

Introduction: In the context of modern globalization, studying international experience in the process of improving educational systems and adapting it to local conditions is one of the important tasks of comparative pedagogy [1]. The competence of social activity—that is, the future teacher's ability to actively and responsibly participate in the life of society and foster this quality in students—has become one of the central directions of teacher education in many developed educational systems around the world.

Different countries use unique approaches to developing this competence, tailored to national educational traditions and socio-cultural conditions - this could be the European Union's normative-competency model, the practical "learning through service" pedagogy of the United States, or Finland's holistic approach based on teacher autonomy[2]. A systematic comparative analysis of these diverse international experiences, identifying the strengths and weaknesses of each, is of great importance for making a scientifically grounded decision in the process of

reforming the pedagogical education system of Uzbekistan.

In recent years, within the framework of educational reforms in Uzbekistan, special attention has been paid to studying international experience and adapting it to local conditions[3]. From this perspective, the systematic analysis of international approaches to the development of social activity competence in teacher education and the drawing of practical conclusions from them for Uzbekistan determine the relevance of this article.

The level of study of the problem. The European Union's document on civic and social competencies, "Key Competencies for Lifelong Learning," is the most authoritative normative-conceptual resource in this field, detailing the components of civic competence and the principles of its integration into the education system. The theoretical and methodological foundations of "learning through service" pedagogy in the USA were deeply developed in the research of A. Furco, who analyzed various forms of this approach and

their impact on educational outcomes.

The specifics of the Finnish education system are highlighted in the internationally recognized research of P. Sahlberg, which substantiates teacher autonomy and the impact of the trust-based education management system on civic education. In domestic pedagogical science, the works of scholars such as R. Yunusov[4] and F. Yuldashev[5] highlight the general principles of reforming Uzbekistan's education system based on international experience.

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 specifically from the perspective of developing the competence of social activity in future teachers, demonstrating 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 European Union's approach to civic and social competencies, it can be shown that its core principle is to include this competence in educational standards not as a separate, isolated subject, but as an integrated, intersecting competence across all academic disciplines. The strength of this approach is its strong regulatory basis and the existence of common criteria for all member states. However, practice shows that in some countries, this competence exists only in a declarative form in official documents, and the level of its practical implementation varies significantly across countries.

In the United States, the pedagogy of "learning through service" (Service-Learning) has a completely different, more practical orientation. According to A. Furco's classification[2], this approach integrates public service into the curriculum—the student engages in activities of real benefit to society (e.g., assisting local non-profit organizations, participating in environmental projects), and these activities are linked to an academic credit and assessment system. The strength of this model lies in its deep practice orientation and the stability of institutional cooperation with public organizations; however, establishing such a system requires significant organizational and financial resources, which

complicates its direct transfer to other countries.

The approach of the Finnish education system follows a different path—it fosters civic and social engagement through interdisciplinary "theme weeks" (phenomenon-based learning) and project-based activities, relying on the professional autonomy of the teacher rather than as a separate mandatory program or subject[3]. The main strength of this model is the great creative freedom granted to the teacher and the proximity of the educational process to real-life situations. However, such an approach requires a high level of teacher qualification, high trust in the pedagogical profession by society, and a management culture based on autonomy, which makes it difficult to translate it readily into other institutional and cultural conditions.

The experience of Southeast Asian countries, particularly programs such as "Values in Action," demonstrates a different strategy—where social service hours are institutionally mandatory and systematically implemented for all students. The advantage of this model is that it is a stable and inclusive system, but its serious danger is that the compulsory "clock" system can sometimes turn into an activity based on external control rather than internal motivation, solely for the purpose of fulfilling a formal requirement.

A comparative analysis of these four approaches shows that they all share a common principle: social activity competence is effectively formed not only through theoretical lectures but also through practical, collective, and reflexive activities [5]. At the same time, each model is closely linked to its own national-institutional context, and it is not advisable to transfer it to another country in a ready-made form without changes. The most rational strategy for Uzbekistan should be the selection of the most suitable, practically applicable elements of various models and their gradual, pilot implementation, adapting them to local socio-cultural and institutional conditions. In particular, the experience of the European Union in defining specific, measurable competence criteria, the experience of the United States in integrating small-scale practical service projects into pedagogical practice, and Finland's interdisciplinary project approach are promising directions that can be gradually tested in the context of pedagogical education in Uzbekistan.

RESULTS

As a result of a comparative analysis of four main international models aimed at developing the competence of social activity in teacher education, the

main methodological approaches, strengths, limitations, and possibilities for their implementation in the conditions of Uzbekistan have been systematized. The results of the analysis are summarized in the table below:

No	Country / Model	Basic methodological approach	Strengths	Restrictions	Possibility of implementation for Uzbekistan
1	European Union (Key Competences for Lifelong Learning)	Implementation of civic competence at the level of general education standards, with integration into all subjects	The existence of a holistic, normative-based system and common criteria for all countries	In each country, the level of practical implementation varies, sometimes taking on a declarative character.	Defining civil-social competence in the qualification requirements for future teachers using clear, measurable indicators
2	USA (Service-Learning Pedagogy)	Integrating public service into the curriculum, linking practical projects with academic credit	Deep practice orientation, institutionally strengthened cooperation with a real team	It requires significant organizational and financial resources, as well as a stable infrastructure for cooperation with public organizations.	Incorporate small-scale, locally adapted "learning through service" elements into the pedagogical internship program
3	Finland (holistic, autonomous pedagogical approach)	Formation of civic and social activity not as a separate discipline, but through project-based "topic weeks" and teacher autonomy	Giving the teacher great creative freedom, an educational process close to interdisciplinary, life situations	Difficulty in direct transfer to other systems due to high levels of teacher autonomy and reliance	Implementation of interdisciplinary project "practice weeks" as an experiment in the training of future teachers
4	Southeast Asia (e.g. Values in Action)	Implementation of systematic, mandatory social service hours for students and future teachers at the school level	An institutionalized, sustainable system that encompasses all students	The danger of relying on external control rather than internal motivation, often becoming a formal, compulsory "clock" system.	Inclusion of voluntary but incentivized social project hours in the pedagogical internship program
5	General Comparative Analysis Result	In all advanced models, social activity competence is formed through practical, collective activity rather than a theoretical lecture.	The fact that practice-orientation, reflection, and public engagement are common principles across all models	Each model depends on its own institutional and cultural context; it cannot be copied ready-made.	Choosing the most appropriate elements of different models and harmonizing them with local socio-cultural conditions

As seen from the comparative analysis presented in the table, there is no single, universal model for developing social activity competence in international practice—each country has chosen an approach that corresponds to its educational traditions, management culture, and social conditions. At the same time, the general conclusion uniting all models is that an effective result is achieved not only by providing theoretical knowledge but also by involving the student in real social activity and making them reflect on this activity.

The most important conclusion for Uzbekistan is that international experience should be applied selectively and adapted, rather than as a "ready-made model." In particular, it is advisable to study and test the experience of defining social activity competence in future teacher qualification requirements using clear and measurable criteria from the European model, the experience of gradual integration into pedagogical practice of small-scale practical service projects in cooperation with local public organizations from the US model, and the experience of organizing interdisciplinary project "practice weeks" that provide creative freedom to future teachers from the Finnish model. Such a selective application strategy allows for the most effective use of international best practices, taking into account the specific institutional and socio-cultural conditions of Uzbekistan's pedagogical education system.

CONCLUSION

A comparative analysis of international approaches aimed at developing social activity competence in teacher education has shown that the world's leading educational systems develop this competence through various institutional and cultural strategies: normative-competency (European Union), practical-institutional (USA), autonomous-integrated (Finland), and mandatory-systemic (Southeast Asia). The common principle that unites all these models is to prioritize practical, collective, and reflexive activities over theoretical knowledge.

In improving the system of pedagogical education in Uzbekistan, the most rational way is to critically analyze these international experiences and adapt their most appropriate elements to local conditions, implementing them in a phased and experimental manner. Such an approach allows not only for the use of international

best practices but also for the formation of a methodology that yields sustainable results, corresponding to the national pedagogical education system, taking into account the unique educational traditions and socio-cultural values of Uzbekistan. In future research, it is advisable to conduct a more in-depth study of the results obtained from the practical testing (pilots) of these international experiments in higher education institutions of Uzbekistan.

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