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Comparative Analysis of Foreign Models and Local Approaches in Developing Independent Learning Skills

Boymanov Hashim Isroilovich¹

1. Samarkand State Pedagogical Institute, Faculty of Pedagogy, Teacher of the Department of Primary and Preschool Education Methodology

Correspondance: boymanovhoshim1986@gmail.com

Abstract: This article presents a comparative analysis of foreign and local approaches to developing independent learning skills. The specific features of the educational models of Finland, the USA, and Japan, as well as the educational reforms being implemented in Uzbekistan, are highlighted. Based on the research, scientific and practical recommendations for improving the effectiveness of independent learning have been developed.

Keywords: Independent learning, comparative analysis, competence, learner-centered approach, self-directed learning, credit-module system, critical thinking, digital education.

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1. Introduction

In the modern education system, the development of independent learning skills is considered one of the most actual issues. In the context of the rapid growth of information flow and constant renewal of knowledge, learners' abilities to study independently, analyze information, and draw conclusions are becoming increasingly important. Therefore, there is a growing need to study the experience of developed countries and adapt it to the national education system. This article provides a comparative analysis of methods for developing independent learning in foreign educational models and approaches used in the education system of Uzbekistan.[1][2][3]

2. Methodology

Independent learning is the process in which learners independently acquire knowledge, conduct research, solve problems, and apply knowledge in practice. In this process, the concepts of "self-directed learning" and "lifelong learning" occupy a central place.[4] International organizations such as UNESCO and OECD also identify learners' abilities for independent inquiry, critical thinking, and creative application of knowledge as key criteria in assessing educational quality. For example, in the PISA program, a learner's ability to independently analyze and solve problems is considered one of the main indicators.[5][6]

In the national education system, this issue has also been integrated with state-level reforms. In the Education Development Strategy of the Republic of Uzbekistan until 2030, the formation of independent learning activities, the development of students' personal responsibility, and independent thinking have been identified as priority areas.[7][8]

3. Results

Independent learning develops the following skills:

- critical thinking;
- problem-solving skills;

- time management;
- information literacy competence.

Independent learning not only enhances an individual’s intellectual potential but also forms the ability for lifelong learning. Considering the analysis of foreign models, special attention is paid to the development of independent learning in the education systems of developed countries.[9][10][11]

Finnish Model. In the Finnish education system, the learner occupies a central position. In this model:

- homework is given in limited amounts, but independent research is encouraged;
- project-based learning is widely applied;
- education is organized according to students’ interests. [12]

As a result, students develop high levels of independent thinking and creativity.

American Model. In the U.S. education system, independent learning is developed through the following methods:

- “self-directed learning”;
- independent research activities;
- learning through online platforms.

Students are given freedom and the opportunity to independently determine their own learning trajectory.[13]

Japanese Experience. In the Japanese education system, the following aspects stand out:

- discipline and consistency are prioritized;
- students are accustomed to independent study activities;
- a sense of responsibility is developed from an early age.

This model combines independent learning with diligence and systematic organization.[14]

4. Discussion

Local Approaches (Experience of Uzbekistan). A number of reforms are being implemented in the education system of Uzbekistan to develop independent learning. These include:

1. Introduction of the credit-module system;
2. Increasing the volume of independent assignments;
3. Use of electronic learning platforms;
4. Involvement of students in scientific research activities.

However, in practice, several problems still exist:

1. Independent assignments often have a formal character;
2. Students’ motivation for independent work is insufficient;
3. Methodological support has not been fully developed.

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<i>Direction</i>	Foreign Models (Bloom, Zimmerman)	Local Approaches (Individualized Learning, Active Teaching Technologies)
<i>Main idea</i>	Learning process: Learning occurs step-by-step through cognitive levels (Bloom); learning is self-planned, self-monitored, and self-evaluated by the learner (Zimmerman).	Learning process: Education is adapted to each learner’s abilities and needs (individualized approach); active participation and creativity are developed through interactive technologies.
<i>Role of the individual</i>	Role of the individual: An autonomous subject who sets goals, manages the process, and analyzes outcomes. Systemic model: Knowledge → Understanding →	Role of the individual: A responsible participant who acquires knowledge according to personal abilities, with

	Application → Analysis → Synthesis → Evaluation (Bloom); Forethought → Performance → Reflection (Zimmerman).	strengthened social responsibility and moral development.
<i>Methodological approach</i>	Methodological focus: Systematic development of cognitive processes and ensuring metacognitive control.	Systemic model: Active teaching methods such as clustering, quests, case studies, and problem-based situations; individualized learning based on a personal learning trajectory.
<i>Cognitive and metacognitive aspect</i>	Cognitive processes are developed progressively, while metacognitive regulation is ensured.	Cognitive and metacognitive aspect: Cognitive processes are integrated with moral and ethical education, national values, and social responsibility.
<i>Priority direction</i>	Autonomy, self-regulation, personal control.	Responsibility, moral development, social activity.
<i>Result</i>	A self-developing individual based on strong knowledge and reflection.	A socially responsible and creative individual formed on the basis of

In conclusion, while foreign models guide the student's independent learning process through consistent cognitive and metacognitive mechanisms, local approaches enrich this process with national values and socio-spiritual factors.[15]

5. Conclusion.

In foreign education systems, the development of independent learning is systematically and effectively organized, whereas in the local system this process is still in a developmental stage. It is important not to fully copy foreign experience, but to adapt it to the national mentality and education system. By developing independent learning skills, it is possible to train competitive specialists who are independent thinkers and have an innovative approach.

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