

**OPEN ACCESS**

SUBMITTED 18 February 2025

ACCEPTED 16 March 2025

PUBLISHED 17 April 2025

VOLUME Vol.05 7ssue04 2025

COPYRIGHT

© 2025 Original content from this work may be used under the terms of the creative commons attributes 4.0 License.

Transformation of Educational System of Uzbekistan: Sel Methodology

Khakimova B.M.

Senior Research Fellow of the Qori Niyoziy National Institute of pedagogy and character education, Uzbekistan

Abstract: The article explores recent transformations within Uzbekistan's educational system, aimed at enhancing educational quality through innovative technologies and modern teaching methodologies. Key trends include the digitization of education, personalized learning, STEM education, and the cultivation of students' critical thinking. Particular emphasis is placed on implementing Social-Emotional Learning (SEL), which focuses on developing students' emotional intelligence and social competencies. Challenges related to SEL's practical application and the importance of teacher professional development are discussed. The article emphasizes the need for adapting international practices and methodologies to the specific national and educational contexts of Uzbekistan.

Keywords: Education in Uzbekistan, digitization, personalized learning, STEM education, social-emotional learning (SEL), emotional intelligence, critical thinking, professional development of teachers, educational innovations, teaching methodologies.

Introduction: The education system in Uzbekistan is undergoing an active phase of transformations aimed at improving the quality of knowledge, introducing modern educational standards, and enhancing the role of innovative technologies. In recent years, the republic has focused on implementing new methods that meet the challenges of globalization and the modern labor market.

One of the most important trends is the digitalization of the educational process. The introduction of digital technologies allows increasing the interactivity of lessons, improving the accessibility of educational materials, and ensuring the flexibility of the educational

process. Electronic platforms, online courses, and virtual classrooms are being actively implemented in schools and universities, allowing students to study subjects remotely and at their convenience.

Another key trend is personalized learning. This approach is based on an individual approach to each student, taking into account their abilities, interests, and knowledge level. Personalization helps to identify the potential of each student and effectively develop their skills. Teachers in Uzbekistan are increasingly using methods such as project-based learning, mentoring, and differentiated assignments.

The STEM methodology (Science, Technology, Engineering, Mathematics) is actively developing. This approach aims to integrate knowledge in natural sciences, technology, engineering, and mathematics. Specialized STEM centers, laboratories, and clubs are emerging in schools and universities where students can engage in research activities and create their own innovative projects.

In addition, great attention is paid to the development of students' critical thinking and creativity. Teachers implement problem-based learning methods, discussion platforms, debates, case methods, and group projects that contribute to the formation of analytical and communicative skills.

One of the latest know-how in Uzbekistan's education system is the introduction of SEL methodology into school curricula. Although this methodology was partially tested back in 2017, a new turn in applying this particular methodology began to be widely used after Presidential Decree No. 232 dated June 21, 2024, "On the Establishment of the Qori Niyoziy National Institute of Educational Pedagogy."

SEL (Socio-Emotional Learning) is a methodology focused on teaching social and emotional competencies that should enhance the student's overall productivity. SEL relies on the concept of emotional intelligence, taking into account basic pedagogical concepts. Everything sounds very serious and engaging for those who follow trends and love to introduce something new into their learning process. SEL has every chance of becoming a new trendy educational trend.

As well as "4 Competencies of the 21st Century," SEL is originally from the USA. According to the official resource of this methodology, a group began working on the socio-emotional direction in the USA in 1994. In 1997, the development of the theory was completed and a book was published. Since then, emotional intelligence has become significantly more popular, and as a result, socio-emotional learning has seeped into education.

Based on SEL 5 competencies:

- self-awareness (learning to recognize your emotions and understand how they affect behavior)
- self-control (learning to control one's emotions and thoughts)
- social awareness (the ability to put oneself in the place of another person, including a person from another culture; to use empathy and ethics while being in society)
- Responsible decision-making (the ability to make a positive and constructive choice based on social and individual factors)
- relationships with society (the ability to communicate and understand other people)

SEL is the foundation of the CASEL strategy, which means that socio-emotional learning is disseminated as an idea that should become a priority in classrooms, schools, families, and communities. You can see all this in the program document of the initiative.

In 2020, SEL added the idea of equality and perfection for all segments of the population (especially those usually marginalized) at the school-family-community levels to their socio-emotional theory. According to this, we need to make additional emphasis on how we can all learn from each other to create comfortable schools and communities. The latest edition also emphasizes the importance of working with stereotypes and prejudices, being able to assess social norms and inequalities, and striving to promote the well-being of society.

Judging by the fact that SEL was developed in America for citizens of this country and their national characteristics, it is clear that they need it first and foremost.

We, who are interested in education and trends, can draw ideas from SEL for our programs, which can then be adapted based on our country, school, class, and students.

The SEL concept itself is not fundamentally new to Uzbek pedagogy.

For example, classical spiritual and moral education in Soviet schools relied on the ideas of cultivating a moral appearance (kindness, patience, gentleness, and meekness), as well as a moral position and behavior (manifestation of spiritual prudence, good will).

The renowned educator Shalva Amonshvili began working on a humanistic pedagogy back in the 1980s, based on the principles of love and the humanization of the space surrounding the child. And at the beginning of the 90s, Alexey Bodalev, Zoya Malkova, and Lidiya Novikova proposed combining humanistic education with social orientation. Within the framework of their

concept, the student should become acquainted with the accepted system of values in the country, increase their creative potential; they should develop a sense of freedom, respect for the rules of living together. The authors also envisioned the pursuit of developing objective self-esteem and fostering a positive attitude towards work as part of their strategy. Such a comprehensive approach ensures not only work with emotions and one's position in society, but also adds more advanced concepts: freedom, labor, respect.

Another example is the updated Concept for the Development of the Public Education System of the Republic of Uzbekistan until 2030. Similar ideas are also embedded there. For example, the 3rd chapter is devoted to the spiritual and moral development and upbringing of psychological culture, the need for development and self-development. If you carefully read the text of the concept, you can trace not only ideas that resonate with SEL, but even more conceptual ones. For example: the teacher should provide pedagogical support to the student in matters of spiritual and moral self-improvement. If the teacher implements this program in practice, then it helps to create a truly comprehensively developed and harmonious personality.

As mentioned above, SEL ideas repeat long-known theories and concepts, but despite this, there is something worth noting here. Teaching a student to analyze their emotions is an important point that is not considered separately. We everywhere talk about the need to nurture a personality that is in harmony with both oneself and society, but we do not say that one of the separate tasks on the way to this goal is precisely related to teaching how to work with one's emotions. Therefore, it makes sense to take several points out of the SEL as separate tasks in the educational process. Of course, after this, several questions immediately arise.

First: how to do this in practice? Currently, there are far more conversations than specific practical tasks that are adapted for students and would yield high results.

Second: can the teachers themselves do this? The point is that teaching to understand one's emotions and what lies behind them, to teach to correct one's emotional states and beliefs related to them - can only be done by one who knows how to do this himself. How many such people are there? In this regard, the professional development of teachers is becoming no less important. Trainings and professional development courses are organized for teachers, where they master new teaching methods, become familiar with global educational practices, and master skills in working with innovative technologies.

Thus, new trends and teaching methods in Uzbekistan contribute to the formation of a modern educational space that meets international standards and effectively prepares young people for tomorrow's challenges, while the implementation of SEL methods will help us nurture an individual who is in harmony with both themselves and society.

REFERENCES

Resolution of the President of the Republic of Uzbekistan No. 232 dated June 21, 2024 "On the Establishment of the Qori Niyoziy National Institute of Educational Pedagogy."

CASEL (Collaborative for Academic, Social, and Emotional Learning). Official website: <https://casel.org>

Concept for the Development of the Public Education System of the Republic of Uzbekistan until 2030.

Amonoshvili Sh.A. "Human Pedagogy" 1980.

Bodalev A.A., Malkova Z.A., Novikova L.I. "Humanistic education with social orientation" 1990