



USING FOREIGN EXPERIENCE IN DEVELOPING NATIONAL AND GENERAL COMPETENCES IN STUDENTS

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ABSTRACT

The article explores the significance of utilizing foreign experience in fostering national and general competences among students. It emphasizes that in the era of globalization, higher education systems need to balance the preservation of national identity with the adoption of universal values. The integration of international practices in pedagogy enriches students' personal and professional development, while also strengthening cultural self-awareness and intercultural communication. The article highlights pedagogical approaches and conceptual foundations that enable students to internalize their own heritage while acquiring broader global competences essential for active participation in contemporary society.

KEYWORDS

Foreign experience, national competences, general competences, students, pedagogy, globalization, intercultural communication.

INTRODUCTION

The twenty-first century has brought an unprecedented interconnectedness between societies, cultures, and economies. For higher education, this integration requires an approach that prepares students not only to succeed within their national contexts but also to navigate the complexity of global challenges. National and general competences serve as key elements in this preparation, ensuring that learners remain grounded in their cultural heritage while simultaneously acquiring the skills and attitudes needed to engage productively with the wider world. Using foreign experience in developing these competences is not a matter of uncritically adopting external practices, but rather of adapting them to local realities in a way that enhances both cultural identity and universal skills.

National competences are deeply rooted in a society's historical memory, values, traditions, and cultural practices. They provide a framework for loyalty to one's homeland, respect for native language and heritage, and active contribution to the progress of society. General competences, however, transcend local boundaries, equipping students with broad skills such as critical thinking, communication, teamwork, digital literacy, and intercultural awareness. When combined, these competences form a holistic personality capable of maintaining national identity while thriving in a multicultural world. The challenge lies in developing both dimensions simultaneously. Overemphasizing national competences without exposure to broader experiences may lead to insularity, while focusing solely on general competences risks undermining cultural roots. It is precisely here that foreign experience plays an important role in building a balanced educational approach.

Many countries have accumulated valuable pedagogical strategies for competence development. For example, European models highlight lifelong learning and mobility,

encouraging students to gain experience in different cultural and educational environments. In Scandinavian systems, emphasis is placed on creativity, democratic values, and collaborative learning, helping students to develop not only knowledge but also social responsibility. Asian models, by contrast, often combine respect for tradition with high standards of discipline and technological advancement. In each case, the lesson is not to replicate but to contextualize. By studying such approaches, educators in other countries can design models that support both the internalization of national values and the development of universal skills. The borrowing of methods such as project-based learning, multicultural curricula, and digital platforms can be adjusted to reflect local heritage and societal goals. This selective adaptation ensures that students remain attached to their cultural roots while gaining exposure to international perspectives.

The integration of foreign educational experience into local practice requires a careful pedagogical strategy. It begins with a comparative analysis of foreign models, identifying elements that are compatible with the national educational philosophy. Educators play a key role as cultural mediators, ensuring that the imported practices do not overshadow local traditions but rather complement them.

For instance, collaborative learning methods widely used in Western institutions can be combined with traditional forms of collective activities rooted in local culture. Similarly, global competencies such as intercultural communication can be developed through exchange programs, online collaborations, or participation in international projects, while simultaneously promoting local cultural identity through national content. This dual approach prevents the erosion of cultural heritage and provides students with a well-rounded education.

When foreign experience is successfully integrated into competence formation, students develop greater flexibility and resilience. They learn to navigate cultural differences without losing their own identity, strengthening both self-confidence and respect for others. Moreover, they gain professional advantages, since the modern labor market increasingly demands individuals who can think globally while acting locally. This balance of competences fosters civic responsibility, patriotism, and ethical integrity on the one hand, and creativity, adaptability, and communication on the other. By blending national values with international practices, students become not only active members of their own society but also responsible citizens of the world.

While foreign experience is valuable, it also poses challenges. There is always the risk of cultural homogenization if international practices are applied without sensitivity to national identity. Therefore, the process must be guided by critical reflection, ensuring that foreign methods are adapted rather than imposed. Another challenge lies in the readiness of educators themselves, who need training and awareness to effectively combine external practices with local pedagogy. Additionally, not all foreign experiences are universally applicable. Socio-economic conditions, cultural traditions, and historical contexts differ, meaning that what is effective in one country may not translate directly to another. A balanced strategy requires dialogue between local and global educational paradigms, where adaptation and contextualization are prioritized.

CONCLUSION

Using foreign experience in developing national and general competences among students is both a necessity and an opportunity in today's interconnected world. It enables education systems to combine the preservation of cultural heritage with the acquisition of skills needed for global participation. The key lies in thoughtful integration: adapting external practices to local realities while maintaining national values as the foundation of learning. Students who are educated through such a balanced approach will be capable of upholding their national identity, contributing to their country's development, and engaging constructively with the wider world. This synthesis of national and general competences, enriched by carefully adapted foreign experience, ultimately prepares young generations for meaningful participation in the complex realities of the twenty-first century.

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