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## THE INTEGRATION OF SUSTAINABLE DEVELOPMENT GOALS INTO CURRICULA IN HIGHER EDUCATION INSTITUTIONS: BENEFITS AND CHALLENGES

**Annotatsiya:** ushbu maqola oliy ta'lim muassasalarining barqaror rivojlanishdagi rolini tushunishga yordam beradi va o'z faoliyatini BRM bilan muvofiqlashtirishga intilayotgan muassasalar uchun foydali va muammolarni muhokama qilishda firk-mulohazalarni muhokama qiladi.

**Kalit so'zlar:** barqaror rivojlanish maqsadlari, integratsiya, yetakchi ekspertlar, oliy o'quv yurtlari, ta'lim muammolari.

**Аннотация:** эта статья способствует пониманию роли вузов в устойчивом развитии и предоставляет ценную информацию для учреждений, стремящихся согласовать свою деятельность с ЦУР, обсуждая как преимущества, так и проблемы.

**Ключевые слова:** цели устойчивого развития, интеграция, эксперты-лидеры, вузы, взаимодействие, интернализация.

**Annotation:** this article contributes to the understanding of the role of HEIs in sustainable development and provides valuable insights for institutions seeking to align their activities with the SDGs discussing both benefits and challenges.

**Key words:** sustainable Development Goals, integration, leader experts, higher education institutions, interaction, internalization.

The Sustainable Development Goals (SDGs) are a set of 17 interconnected goals adopted by the United Nations in 2015 and their development is a complex and evolving concept that encompasses social, economic, and environmental dimensions. They provide a blueprint for achieving a more sustainable and equitable future for all. Higher education institutions (HEIs) have a critical role to play in achieving the SDGs by educating future leaders and professionals who are equipped with the knowledge and skills to address the complex challenges of sustainable development.

They can raise awareness about sustainable development, provide skills and competencies and support research and innovation in this area. These days, Central Asian HEIs are increasingly recognizing the importance of integrating the SDGs into their curricula. This is due to a number of factors, including: The growing demand for graduates who are knowledgeable about sustainability issues; The need to prepare students for the challenges of the 21st century, which will be increasingly characterized by environmental, social, and economic challenges; The commitment of Central Asian governments to achieving the SDGs.

Despite the importance of HEIs in sustainable development, there is a need for more research on how these institutions are incorporating the Sustainable Development Goals (SDGs) into their activities. This can be done by identifying the main journals and universities that publish research on SDGs; analyzing the geographic distribution of SDG research; classifying the research approaches and

data collection instruments used in SDG studies; proposing a framework for incorporating SDGs into HEIs and systematizing initiatives and barriers to SDG implementation in HEIs.

The paramount importance of education in fostering environmental awareness was extensively discussed at the Tbilisi conference in 1977. The conference established the goal of environmental education as: "ecology curriculum should develop a clear awareness of, and concern for, economic, social, political, and ecological interdependence" (United Nations, 2015; Leicht et al., n.d.). Furthermore, according to a report published in 2016, the "17 Sustainable Development Goals contain at least one objective that involves learning, training, educating, or at the very least raising awareness of core sustainable development issues" (UNESCO, 2016). In other words, education serves as a driving force for sustainable development and an agent of positive transformation.

Historically, universities have been influential drivers of innovation, economic development, and social well-being at the global, national, and local levels. Moreover, universities themselves can reap significant benefits from aligning their activities with the SDGs integrating them in the curriculum. This can be done by revising the curriculum framework to include the key themes and objectives of the SDGs such as sustainable development, gender equality, clean water and sanitation, and climate action. The curriculum can be designed in a way that promotes critical thinking, problem-solving, and values based learning to equip students with the skills and knowledge needed to

achieve the SDGs. This will help in creating awareness and engaging students in the implementation of the SDGs.

Universities, as generators of knowledge and expertise, play a crucial role in achieving each Sustainable Development Goal (SDG). Notably, pursuing all 17 SDGs will bring substantial benefits to universities themselves:

- \* They can demonstrate their relevance and indispensability in finding theoretical and practical solutions to sustainable development challenges at various levels of economic systems.

- \* It opens up opportunities for them to form new partnerships.

- \* They can potentially access new funding streams.

There are many benefits to integrating the SDGs into HEI curricula as well. These benefits include different aspects starting from preparing students for the future to promoting sustainable development. For example, graduates who are knowledgeable about sustainability issues will be better equipped to address the challenges of the 21st century. HEIs can play a leading role in promoting sustainable development by educating future leaders and professionals who are committed to sustainability. Also, enhancing student learning: Integrating the SDGs into curricula can help students to develop critical thinking skills, problem-solving skills, and empathy which has now become important more than ever.

Universities empower individuals with professional knowledge and personal skills. They attract a large pool of bright and innovative young minds who are eager to learn and make a positive impact on the world. Furthermore, universities exert a growing influence on global development through international student exchanges, graduates, campuses, and capacity-building initiatives. Achieving the Sustainable Development Goals (SDGs) requires the participation and contributions of all stakeholders. In this regard, universities bear the responsibility of equipping current and future leaders, decision-makers, innovators, entrepreneurs, and knowledge citizens with the skills and drive to contribute to the implementation of the SDGs.

All programs must give students the opportunity to think critically about sustainability issues, both within the context of their own fields and on a larger global scale, as citizens who will be affected and have an impact (Filho et al., 2019). Higher education

institutions have also developed courses related to sustainability. The primary goal of teaching these courses is to increase students' comprehension of the significance of the SDGs' achievements while also preparing them to consider their own ethical positions regarding sustainable development and the SDGs (Kopnina, 2018).

Benefits of Aligning SDGs can also result in an improved quality of education, promote inclusive education, contribute to sustainable development, and produce a skilled workforce resulting in an improved quality of education by integrating the principles of sustainability, equity, and inclusion in the curriculum. This can equip students with the knowledge and skills required to meet the challenges of the 21st century.

Along with opportunities presents, there are some challenges to Integrating SDGs into curricula at universities. Firstly, lack of faculty expertise is seen as a main challenge regarding this issue. Many faculty members may not have the expertise to teach about sustainability issues. Also, lack of resources and resistance to change: HEIs may not have the resources to develop and implement new courses and programs on sustainability, some faculty and students may be resistant to change, which can make it difficult to integrate the SDGs into curricula.

Despite the challenges, there are a number of ways to overcome them and successfully integrate the SDGs into HEI curricula. These strategies include: Developing faculty expertise: HEIs can provide faculty with training and development opportunities on sustainability issues. Also, acquiring resources by funding from governments, businesses, and other organizations to support the development and implementation of sustainability programs.

In summary, education for sustainable development is essential for fostering new mental models and empowering individuals to make informed choices that contribute to a more sustainable future.

In conclusion, integrating the SDGs into HEI curricula is essential for preparing students for the future and promoting sustainable development. While there are challenges to integrating the SDGs into curricula, these challenges can be overcome by developing faculty expertise, acquiring resources, and engaging stakeholders. By taking these steps, Central Asian HEIs can play a leading role in achieving the SDGs and creating a more sustainable and equitable future for all.

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## COMPETENT BASED LEARNING APPROACH IN EDUCATION SYSTEM OF KOREA, JAPAN AND FINLAND

**Annotation:** this paper work demonstrates the gist meaning of competent based approach in teaching process of three developed countries such as, Korea, Finland and Japan. Usage of competent based approach in above mentioned countries is given with their not only importance but also explanation in order to use it. The most crucial notions of competent based approach will be explained below with acute examples. Competent based learning is considered as an important tool for boosting students' acquisition in teaching both listening and speaking.

**Key words:** CBL (*competent based learning*), *education, El teachers, learners' acquisition, teaching in Korea, Finland, Japan, knowledge.*

**Аннотация:** данная работа демонстрирует суть компетентного подхода в учебном процессе трех развитых стран, таких как Корея, Финляндия и Япония. Приведено не только значение использования компетентного подхода в вышеперечисленных странах, но и пояснения по его использованию. Наиболее важные понятия компетентного подхода будут объяснены ниже на ярких примерах. Компетентное обучение рассматривается как важный инструмент для улучшения навыков учащихся в обучении аудированию и говорению.

**Ключевые слова:** CBL (*компетентное обучение*), *образование, преподаватели Эл, приобретение учащихся, преподавание в Корее, Финляндии, Японии, знания.*

**Annotatsiya:** ushbu maqola Koreya, Finlandiya va Yaponiya kabi rivojlangan uchta davlatning o'qitish jarayonida kompetensiyaviy yondashuvning asosiy ma'nosini ko'rsatadi. Yuqorida sanab o'tilgan mamlakatlarda kompetensiyaviy yondashuvdan foydalanish nafaqat ahamiyati, balki uni qo'llash uchun tushuntirishlari bilan ham berilgan. Kompetensiyaviy yondashuvning eng muhim tushunchalari quyida aniq misollar bilan tushuntiriladi. Kompetensiyaviy yondashuvning tinglash va gapirishni o'rgatishda o'zlashtirishlarini kuchaytirishning muhim vositasi sifatida qaraladi.

**Kalit so'zlar:** CBL (*Kompetensiyaviy yondashuv*), *ta'lim, El o'qituvchilari, o'quvchilarning o'zlashtirilishi, Koreya, Finlyandiya, Yaponiyada o'qitish, bilim.*

### INTRODUCTION

Competency-based learning (CBL) is a popular way of learning around the world. It helps students to learn specific skills at their own speed. In South Korea, education is really important, and they work really hard at