



**WORLD BULLETIN  
PUBLISHING**

Online Publishing Hub

# World Bulletin of Education and Learning (WBEL)

ISSN (E): 3072-175X

Volume 2, Issue 3, March 2026



This article/work is licensed under CC by 4.0 Attribution

<https://worldbulletin.org/index.php/1>

## ADVANCED MODELS OF ORGANIZING PRIMARY EDUCATION IN DEVELOPED COUNTRIES AND THEIR CHARACTERISTICS

Xudayberdiyeva Dilafuz Abidovna  
Scientific Supervisor  
daxudayberdiyeva@gmail.com

Abdumalikova E'zoza Akmal qizi  
Master Student, Tashkent Kimyo International University

### Abstract

This article analyzes advanced models of primary education in developed countries. The specific features of the education systems of Finland, Singapore, South Korea, and Canada, their pedagogical approaches, and their impact on learning quality and student motivation are examined. The study identifies common characteristics such as student-centered learning, competency-based approach, formative assessment, integration of digital technologies, and inclusive educational environments. The findings highlight the importance of adapting these best practices to national education systems to improve the quality of primary education.

**Keywords:** Primary education, advanced models, Finland education, Singapore education, South Korea education, Canada education, competency-based approach, inclusive education, digital technologies, formative assessment.

### Introduction

Primary education is a fundamental stage of the education system, playing a decisive role in shaping learners' subsequent learning activities, cognitive processes, social adaptation, and the development of key competencies. In developed countries, the organization of primary education is carried out on the

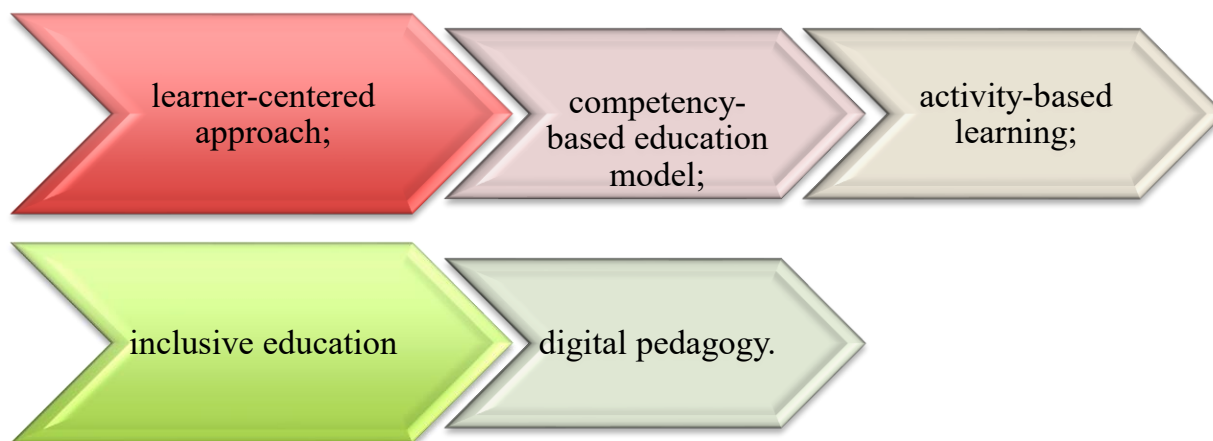
 <b>WORLD BULLETIN PUBLISHING</b> <small>Online Publishing Hub</small>	<h1>World Bulletin of Education and Learning (WBEL)</h1>
<b>ISSN (E): 3072-175X</b>	<b>Volume 2, Issue 3, March 2026</b>
	This article/work is licensed under CC by 4.0 Attribution
<a href="https://worldbulletin.org/index.php/1">https://worldbulletin.org/index.php/1</a>	

basis of modern pedagogical approaches, a competency-based model, learner-centered education, and the integration of digital technologies.

The purpose of this article is to analyze advanced models for organizing primary education in developed countries, their structural components, methodological features, and their impact on the quality of education.

### Theoretical foundations for the organization of primary education.

In modern pedagogical concepts, primary education is organized on the basis of the following principles:



These principles place the learner at the center of the educational process and take into account his or her individual developmental trajectory.

### The Finnish model

The Finnish primary education system is recognized worldwide as one of the most effective and consistently high-performing models. The main goal of this model is not the learner's academic achievement alone, but the development of the child's personality, social adaptation, and a positive attitude toward learning. In the Finnish education system, special emphasis is placed on creating a cooperative rather than a competitive environment at the primary level. Therefore, students are not compared with one another; instead, the individual developmental dynamics of each learner are continuously monitored through formative assessment.



In Finnish primary education, pupils work collaboratively in small groups, while the teacher performs the role of a facilitator rather than a controller. Play-based learning, phenomenon-based integrated lessons, and a positive psychological environment are the main components of this model.

The assessment system is based not on tests, but on observation, portfolios, oral feedback, and students' self-assessment. This approach reduces students' stress levels, increases intrinsic motivation, and strengthens their interest in learning. In Finnish schools, homework is assigned in minimal amounts, as the main focus is on the conscious acquisition of knowledge during the lesson. It is considered important to direct students' free time toward rest, creative activities, and development through play.

Play-based learning is a central component of primary education. Didactic games, problem-based situations, and practical activities develop students' critical thinking, communication skills, and creative approach. In addition, phenomenon-based learning allows students to study different subjects in an integrated manner.

In Finland, the teaching profession is one of the most prestigious careers; teachers hold a master's degree and possess a high level of methodological training. Teachers are given significant autonomy in designing lessons and selecting teaching methods. This ensures that lessons are creative and learner-centered.

In general, the Finnish model is based on the principles of an individual approach, a positive psychological environment, formative assessment, and play-based learning, and it effectively contributes to the development of students' motivation, independent thinking, and social competencies.



The Singapore model. The Singaporean primary education model is often explained by the philosophy of “Teach Less, Learn More,” which means teaching less so that students learn more and more deeply.



This approach emphasizes students’ understanding, thinking, and ability to apply knowledge rather than increasing the amount of content. In Singapore, this initiative has been promoted by the Ministry of Education (MOE) since 2005 with the aim of improving the quality of education and strengthening student learning.

This approach emphasizes students’ understanding, thinking, and ability to apply knowledge rather than increasing the volume of content. In Singapore, this initiative was introduced by the Ministry of Education (MOE) in 2005 with the aim of improving the quality of education and enhancing student learning.

The first pillar of the Singapore model is mathematical literacy and a culture of problem solving. In the approach known as “Singapore Math,” the priority is not memorizing formulas but helping learners understand concepts step by step. The CPA sequence (Concrete–Pictorial–Abstract: concrete objects → visual representation → abstract expression) is widely used, along with visual problem-solving strategies such as the bar model (model drawing). The bar model method is described as a “signature” technique, especially in word problems, because it makes the relationship between the known and the unknown visible and leads the learner to a logical solution. As a result, students not only find the correct answer but also learn to explain why it is so—this forms the foundation of critical and analytical thinking.

The second important aspect is problem-based learning and deep learning. Within the framework of the “Teach Less, Learn More” policy, lessons often begin not with a “ready-made rule,” but with a problem situation that encourages students to explore, provide evidence, and compare different solution strategies. The National Center on Education and the Economy (NCEE) notes that the TLLM approach in Singapore has shifted education toward deep conceptual understanding and problem-based learning, as well as toward reducing the

 <b>WORLD BULLETIN PUBLISHING</b> <small>Online Publishing Hub</small>	<h2 style="text-align: center;">World Bulletin of Education and Learning (WBEL)</h2>
<b>ISSN (E): 3072-175X</b>	<b>Volume 2, Issue 3, March 2026</b>
	This article/work is licensed under CC by 4.0 Attribution
<a href="https://worldbulletin.org/index.php/1">https://worldbulletin.org/index.php/1</a>	

emphasis on standardized testing. In practice, this means that students learn not only “how to solve it,” but also “which method is more effective and why.”

The third pillar is the systematic development of critical thinking. Singapore’s educational reforms are closely linked to the idea of “Thinking Schools, Learning Nation,” which emphasizes that schools should nurture learners as creative, critical thinkers and lifelong learners. Therefore, skills such as questioning, providing evidence, justifying opinions, and solving problems collaboratively are not considered secondary outcomes in lessons, but core learning results.

The fourth strong aspect is the continuous professional development of teachers. In Singapore, a teacher is regarded not merely as someone who delivers lessons, but as a specialist who researches and improves the learning process. The existence of professional development systems and career tracks within the MOE structure, as well as the provision of various professional learning and mentoring programs through the Academy of Singapore Teachers, is highlighted. In addition, international studies emphasize that the professional development system for teachers in Singapore (NIE, AST, and school-based professional learning communities/PLCs) is comprehensive. What does this mean in practice? Teachers experiment with new methods, analyze their lessons, and exchange experiences with colleagues—thus the quality of teaching is based not on chance, but on continuous improvement.

In conclusion, the Singapore model implements the principle of “less content, more depth” not merely as a slogan, but through three main mechanisms:

- conceptual understanding and visual strategies in mathematics (bar model, CPA),
- lessons based on problem situations and a culture of reasoning,
- systematic professional development of teachers.

When these factors are combined, they ensure the stable development of students’ analytical thinking, independent problem solving, and the ability to justify their own ideas.

 <b>WORLD BULLETIN PUBLISHING</b> <small>Online Publishing Hub</small>	<h1 style="text-align: center;">World Bulletin of Education and Learning (WBEL)</h1>
<b>ISSN (E): 3072-175X</b>	<b>Volume 2, Issue 3, March 2026</b>
	This article/work is licensed under CC by 4.0 Attribution
<a href="https://worldbulletin.org/index.php/1">https://worldbulletin.org/index.php/1</a>	

## The South Korean model

The South Korean primary education system is distinguished by its deep integration with digital technologies. In the country’s education policy, the concept of the “digital school” is defined as a priority direction, in which the learning process is organized through electronic resources, intelligent platforms, and automated monitoring systems. Electronic textbooks are widely used in primary grades. They include not only textual materials, but also animations, interactive exercises, video lessons, and tests. This allows students to master the subject by seeing, hearing, and performing practical tasks, and helps maintain their attention for a longer period of time.

Adaptive learning platforms are an important component of the South Korean model. These systems analyze students’ responses, errors, and learning pace and adapt tasks to the individual level. As a result, high-achieving students complete more complex tasks, while those who experience difficulties strengthen their knowledge through additional explanations and exercises. This makes it possible to implement a differentiated approach in an automated form.

In South Korean schools, students’ learning motivation is formed at a high level. This is due to the fact that education is regarded as a high social value, engaging learning environments are created through digital technologies, and students’ achievements are continuously monitored. Students can track their own developmental progress through electronic platforms, which strengthens their sense of self-control and responsibility.

Parental and school cooperation is also an important factor. Through digital diaries and online platforms, parents receive real-time information about their child’s learning progress, assignments, and grades. This collaboration positively influences students’ attitudes toward learning and reinforces a supportive environment.

In general, the South Korean model is based on digital technologies, adaptive learning, and systematic monitoring, which ensures that students receive education in accordance with their individual learning pace, increases their motivation, and contributes to the stable improvement of educational outcomes.

 <b>WORLD BULLETIN PUBLISHING</b> <small>Online Publishing Hub</small>	<h1>World Bulletin of Education and Learning (WBEL)</h1>
<b>ISSN (E): 3072-175X</b>	<b>Volume 2, Issue 3, March 2026</b>
	This article/work is licensed under CC by 4.0 Attribution
<a href="https://worldbulletin.org/index.php/1">https://worldbulletin.org/index.php/1</a>	

## The Canadian model

In Canada, primary education is organized on the basis of inclusiveness, equal opportunities, and a learner-centered approach focused on personal development. The main principle of this model is the idea that every student should receive education in accordance with his or her needs, abilities, and learning style. Therefore, in Canada, children with special educational needs are educated not in separate institutions, but in mainstream classrooms, and Individual Education Plans (IEPs) are developed for them. This approach helps students feel themselves as full members of society, increases their social adaptation, and ensures the practical implementation of the principle of equality. The Canadian model is also distinguished by its multicultural environment. In schools, representatives of different nationalities, languages, and cultures study together. Special attention is paid in the curriculum to respect for cultural diversity, tolerance, and the development of global citizenship competencies. This fosters students' social adaptation, empathy, and mutual respect.

Project-based learning is an important component of primary education in Canada. Students solve problem-based tasks in small groups, conduct research, present their results, and participate in discussions. Such activities develop their critical thinking, creativity, and collaboration skills. Lessons are often organized in connection with real-life situations, which increases the practical significance of knowledge.

Great emphasis is also placed on the development of communicative competencies. Students are taught to express their ideas freely in both oral and written forms, to participate in debates, and to respect the opinions of others. The teacher performs not the role of a controller, but that of a facilitator and supporter of the learning process.

In general, the Canadian model ensures students' social adaptation, collaboration skills, and personal development through inclusive education, a multicultural environment, project-based learning, and the development of communicative competencies.

Common features of advanced models. The analysis shows that primary education in developed countries has the following common characteristics:

 <b>WORLD BULLETIN PUBLISHING</b> <small>Online Publishing Hub</small>	<h1 style="text-align: center;">World Bulletin of Education and Learning (WBEL)</h1>
<b>ISSN (E): 3072-175X</b>	<b>Volume 2, Issue 3, March 2026</b>
	This article/work is licensed under CC by 4.0 Attribution
<a href="https://worldbulletin.org/index.php/1">https://worldbulletin.org/index.php/1</a>	

- learner-centered approach;
- formative assessment system;
- interactive methods;
- integration of digital technologies;
- high professional competence of teachers;
- individual learning trajectory.

Representatives of different nationalities, languages, and cultures study together in schools. Special attention is paid in the curriculum to fostering respect for cultural diversity, tolerance, and global citizenship competencies. This develops students' social adaptation, empathy, and mutual respect.


Project-based learning is an important component of primary education in Canada. Students solve problem-based tasks in small groups, conduct research, present their results, and discuss them. Such activities develop their critical thinking, creativity, and collaboration skills. Lessons are often organized in connection with real-life situations, which increases the practical significance of knowledge.

Great emphasis is also placed on the development of communicative competencies. Students are taught to express their ideas freely in both oral and written forms, to participate in debates, and to respect the opinions of others. The teacher, in turn, acts not as a controller of the process, but as a facilitator and supporter.

In general, the Canadian model ensures students' social adaptation, collaboration skills, and personal development through inclusive education, a multicultural environment, project-based learning, and the development of communicative competencies.

Common features of advanced models. The analysis shows that primary education in developed countries has the following common characteristics:

- learner-centered approach;
- formative assessment system;
- interactive methods;
- integration of digital technologies;
- high professional competence of teachers;

 <b>WORLD BULLETIN PUBLISHING</b> <small>Online Publishing Hub</small>	<h1 style="text-align: center;">World Bulletin of Education and Learning (WBEL)</h1>
<b>ISSN (E): 3072-175X</b>	<b>Volume 2, Issue 3, March 2026</b>
	This article/work is licensed under CC by 4.0 Attribution
<a href="https://worldbulletin.org/index.php/1">https://worldbulletin.org/index.php/1</a>	

- individual learning trajectory.

These factors enhance students' independent thinking, creative activity, and learning motivation.

Possibilities for adaptation to the national education system. Advanced foreign experiences should not be transferred directly into the national education system; rather, they need to be adapted. The following directions are considered important:

- introduction of formative assessment;
- wider use of interactive methods;
- improvement of teachers' professional qualifications;
- development of digital educational resources.

## Conclusion

Advanced models for organizing primary education in developed countries are distinguished by their focus on the learner's personal development, their competency-based approach, and their integration with digital technologies. The common feature of these models is the consideration of students' individual needs, the use of formative assessment, and the application of interactive methods. Adapting these experiences to the national education system is an important factor in improving the quality of primary education. Adapting the most effective elements of these advanced models to the national education system—taking into account local socio-cultural conditions and educational priorities—can significantly improve the quality and effectiveness of primary education. Therefore, the systematic implementation of formative assessment, digital learning resources, modern interactive methodologies, and teacher professional development should be considered key directions for future educational reforms.

## REFERENCES

1. O'zbekiston Respublikasi Prezidenti. O'zbekiston Respublikasini yanada rivojlantirish bo'yicha Harakatlar strategiyasi to'g'risidagi PF-4947-son Farmoni. – Toshkent, 2017.

 <b>WORLD BULLETIN PUBLISHING</b> <small>Online Publishing Hub</small>	<h2 style="text-align: center;">World Bulletin of Education and Learning (WBEL)</h2>
<b>ISSN (E): 3072-175X</b>	<b>Volume 2, Issue 3, March 2026</b>
	This article/work is licensed under CC by 4.0 Attribution
<a href="https://worldbulletin.org/index.php/1">https://worldbulletin.org/index.php/1</a>	

2. Khudayberdiyeva D. A., Abduqodir o'g'li X. J. Ta'lim turlari va ularning amalga oshirilish mexanizmlari // Modern Scientific Research: Achievements, Innovations and Development Prospects. – Germany, 2023. – Vol. 9. – No. 1.
3. Аббасов Б. А. Особенности инновационных технологий в образовании // Central Asian Journal of Innovations on Tourism Management and Finance. – 2022. – Т. 3. – № 3. – С. 45–52.
4. Asatillaevich A. B. Complex aspects of the organization of the educational process in the context of the coronavirus pandemic. – 2022.
5. Khudayberdiyeva D., Raupova D. Consistency of reforms in education // ACADEMICIA: An International Multidisciplinary Research Journal. – 2020. – Vol. 10. – No. 11. – P. 1671–1680.
6. Abidovna K. D. et al. IMPROVING COLLABORATIVE WORK SKILLS OF PRESCHOOL EDUCATIONAL ORGANIZATION STAFF BASED ON INNOVATIVE MANAGEMENT METHODS // World Scientific Research Journal. – 2025. – Т. 46. – №. 2. – С. 372-374.
7. Abidovna K. D., Asatillaevich A. B. Sport management: Sport management // JournalNX. – 2021. – С. 342-345.
8. Abidovna X. D. Analysis of the Level of Development of the Sphere of Services in Uzbekistan // Central Asian Journal of Theoretical and Applied Science. – 2022. – Т. 3. – №. 10. – С. 37-42.
9. Abidovna X. D. Features of the formation of services industry management // Asian Journal Of Multidimensional Research. – 2022. – Т. 11. – №. 7. – С. 142-148.
10. Abidovna X. D. The Importance of the Development of the Service Sector in the Republic of Uzbekistan // American Journal of Business Management, Economics, and Banking. – 2022. – Т. 4. – С. 57-60.