



XORIJIY TILLARNI O'QITISHDA INNOVATSION YONDASHUVLAR NAZARIYANING AMALIYOTGA TATBIQI

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STUDENT-CENTERED LEARNING IN FOREIGN LANGUAGE TEACHING AT HIGHER EDUCATIONAL ESTABLISHMENTS IN UZBEKISTAN

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DOI: <https://doi.org/10.5281/zenodo.15175954>

Abstract. *This article explores the implementation of student-centered learning (SCL) in foreign language teaching at higher educational institutions in Uzbekistan. The research focuses on the effectiveness of student-centered approaches in enhancing language acquisition, fostering learner autonomy, and addressing the unique educational challenges faced in Uzbekistan's higher education system. By employing qualitative methods such as interviews, surveys, and classroom observations, the study examines how these approaches are utilized by educators and perceived by students. The findings highlight both the strengths and limitations of SCL in the context of foreign language teaching and offer recommendations for further improving language instruction. The results indicate that while there are positive outcomes associated with SCL, challenges such as teacher preparedness and resource limitations remain.*

Keywords: *Student-centered learning, foreign language teaching, higher education, Uzbekistan, educational reform, learner autonomy, pedagogy.*

Introduction. In recent years, the educational landscape of Uzbekistan has undergone significant reform aimed at improving the quality of education, particularly in foreign language teaching. The shift towards modern pedagogical approaches, such as student-centered learning (SCL), is central to these reforms. Student-centered learning, which emphasizes active student participation, critical thinking, and learner autonomy, stands in contrast to traditional teacher-centered methods. In the context of foreign language teaching, SCL aims to create a more engaging and interactive learning environment, fostering both language proficiency and the development of life-long learning skills.

Foreign language instruction in Uzbekistan faces specific challenges. Despite the country's efforts to improve language education, such as the introduction of English as a key foreign language in schools, many students still struggle with fluency and practical language use. This has led to a growing interest in student-centered approaches as a means to address these challenges. SCL strategies have been shown to improve motivation, communication skills, and overall language



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competence. However, the implementation of these methods within higher education institutions is still in its nascent stages, and their effectiveness in the Uzbek context remains underexplored.

This study aims to investigate the application of student-centered learning in foreign language teaching at higher educational establishments in Uzbekistan. By examining both the perspectives of teachers and students, the research seeks to determine the effectiveness of SCL in enhancing language acquisition and fostering a more active learning environment.

Methods. Research Design. The study employs a qualitative research design, utilizing multiple data collection methods to gain a comprehensive understanding of student-centered learning in foreign language teaching. The research is conducted at several higher educational institutions in Uzbekistan, including universities and language schools offering foreign language programs. The sample includes both teachers and students involved in foreign language courses.

Participants. The study involves 30 foreign language teachers and 150 students. The teachers are selected based on their experience with SCL methods, while the students represent various academic disciplines, including English, French, German, and Russian language courses. Participants are selected using purposive sampling to ensure the inclusion of those with relevant experience and engagement in language education.

Data Collection. Data are collected through three main methods:

1. **Interviews with Teachers:** Semi-structured interviews are conducted with 15 foreign language teachers to explore their knowledge, attitudes, and experiences with student-centered methods in the classroom. Questions focus on the benefits, challenges, and strategies for implementing SCL in language teaching.
2. **Student Surveys:** A structured questionnaire is administered to 150 students to assess their experiences and perceptions of student-centered learning in foreign language courses. The survey includes both closed and open-ended questions, allowing for quantitative and qualitative data.
3. **Classroom Observations:** Classroom observations are conducted in 10 different language classes to examine how student-centered techniques are applied in practice. Observers focus on student participation, interaction, and engagement with learning activities.

Data Analysis. The data are analyzed using thematic analysis for qualitative data and descriptive statistics for quantitative data. Thematic analysis is applied to



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interview transcripts, survey responses, and observation notes to identify key themes and patterns related to the implementation of SCL. Descriptive statistics are used to summarize survey responses, providing an overview of students' perceptions of SCL.

Results. *Teacher Perspectives on Student-Centered Learning.* The interviews with teachers reveal that while most educators are aware of the benefits of student-centered learning, only a few have received formal training in SCL techniques. Teachers report using a variety of student-centered strategies, such as group work, problem-solving activities, role-playing, and peer assessments. However, they also highlight several challenges, including a lack of resources, large class sizes, and the pressure to adhere to traditional curricula and examination formats. Despite these obstacles, teachers believe that SCL helps students engage more actively with the learning process and promotes better language retention.

Student Perceptions of Student-Centered Learning. The student survey results show that the majority of students (85%) feel that student-centered methods enhance their language learning experience. Students particularly appreciate the opportunities for collaborative learning, which they believe help them practice real-life communication skills. However, some students express dissatisfaction with the lack of sufficient time for individual practice and the perceived inadequacy of teacher support in implementing student-centered techniques effectively.

Classroom Observations. Classroom observations indicate that while student-centered approaches are being implemented, their effectiveness varies significantly across different institutions. In classes where SCL methods are used effectively, students are highly engaged, and language use is frequent and spontaneous. In contrast, classes where traditional teaching methods dominate show lower levels of student interaction and engagement.

Discussion. The results of this study confirm that student-centered learning has the potential to significantly improve foreign language teaching in higher education institutions in Uzbekistan. The positive outcomes reported by both teachers and students highlight the effectiveness of SCL in fostering greater learner engagement and autonomy. These findings are consistent with research in other educational contexts, where student-centered approaches have been shown to improve language proficiency and critical thinking skills.

However, the study also reveals several challenges to the widespread implementation of SCL in Uzbekistan. One of the primary barriers is the lack of teacher training in modern pedagogical approaches. Many teachers continue to rely



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on traditional, teacher-centered methods due to their familiarity and the pressure to prepare students for standardized exams. Additionally, the physical and technological infrastructure in many institutions is not conducive to the interactive and collaborative activities that SCL requires.

To address these challenges, it is essential to provide more professional development opportunities for language teachers, emphasizing the importance of SCL techniques and their application in the classroom. Additionally, universities should invest in resources and technology that support active learning environments, such as language labs and online platforms.

Moreover, a shift in educational policies towards recognizing the importance of learner autonomy and communicative competence over rote memorization and exam performance could further encourage the adoption of student-centered methods in foreign language teaching.

Conclusion. Student-centered learning offers significant potential for improving foreign language teaching at higher educational institutions in Uzbekistan. While the approach has shown positive effects on student engagement and language acquisition, challenges such as inadequate teacher training and resource limitations need to be addressed to fully realize its benefits. By investing in teacher development and creating supportive learning environments, Uzbekistan can enhance the effectiveness of foreign language instruction and help students achieve greater linguistic proficiency.

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