



9. Wierzbicka, A. English: Meaning and Culture. Oxford University Press, 2006.
10. Spencer-Oatey, H., & Franklin, P. Intercultural Interaction: A Multidisciplinary Approach to Intercultural Communication. Palgrave Macmillan, 2009.
11. O'rmonjonov Azizbek Muhammadjon o'g'li. (2025). INKLYUZIV TA'LIMNING MUSIQA TA'LIMDAGI O'RNI VA AHAMIYATI. *TA'LIM VA TARAQQIYOT*, 4(3), 607-613.
12. Botirova Sevara Mamurovna, Tursunov Ramziddin Abdixalil o'g'li. (2025). MA'NAVY BARKAMOL YOSHLAR YANGI O'ZBEKISTON BUNYODKORI. *MA'NAVY BARKAMOL YOSHLAR YANGI O'ZBEKISTON BUNYODKORI*, 1(1), 98-102.

THE EFFECTIVENESS OF STUDENT-CENTERED LEARNING IN HIGHER EDUCATION

Author: Xusniddinova Munisaxon, third-year student at Chirchiq State Pedagogical University

Scientific Supervisor: Firuza Turopova — Lecturer, Department of English Language Practice and Theory, Chirchik State Pedagogical University
Turopovafiruza91@gmail.com

Annotation: This article examines the effectiveness of student-centered learning (SCL) in higher education, focusing on its theoretical foundations, benefits, and challenges. Grounded in constructivist and experiential learning theories, SCL promotes autonomy, collaboration, and active participation, enhancing critical thinking, problem-solving, and knowledge retention. It also develops transferable skills such as communication, teamwork, and adaptability. Challenges include resistance from teachers and students, limited resources, assessment difficulties, and cultural differences. The study highlights that blended approaches combining teacher guidance with student autonomy can optimize outcomes, positioning SCL as an effective and forward-looking strategy for modern higher education.

Keywords: Student-centered learning, higher education, learner autonomy, collaboration, critical thinking, active learning, transferable skills, blended learning, constructivism.

OLIV TA'LIMDA TALABA MARKAZLI TA'LIM SAMARADORLIGI

Annotatsiya: Ushbu maqola oliy ta'limda talaba markazli ta'limning (TMT) samaradorligini uning nazariy asoslari, afzalliklari va muammolariga tayanib tahlil qiladi. Konstruktivizm va tajribaviy ta'lim nazariyalariga asoslangan TMT talabalar mustaqilligi, hamkorlik va faol ishtirokni kuchaytirib, tanqidiy fikrlash, muammolarni hal qilish va bilimni chuqur o'zlashtirishni rivojlantiradi. Shuningdek, TMT aloqa, jamoada ishlash va moslashuvchanlik kabi kasbiy ko'nikmalarni shakllantiradi. Biroq, o'qituvchi va talabalar qarshiligi, resurslar cheklanganligi, baholashdagi qiyinchiliklar hamda madaniy farqlar uning qo'llanishiga to'sqinlik qilishi mumkin. TMT va an'anaviy yondashuvni uyg'unlashtirgan aralash ta'lim modeli samaradorlikni oshirish uchun eng maqbul yechim sifatida ko'rsatib o'tiladi.

Kalit so'zlar: Talaba markazli ta'lim, oliy ta'lim, mustaqil ta'lim, hamkorlik, tanqidiy fikrlash, faol o'qitish, kompetensiyalar, aralash ta'lim, konstruktivizm.

ЭФФЕКТИВНОСТЬ СТУДЕНТОЦЕНТРИРОВАННОГО ОБУЧЕНИЯ В ВЫСШЕМ ОБРАЗОВАНИИ

Аннотация: В статье рассматривается эффективность обучения, ориентированного на студента (ООС), в системе высшего образования на основе его теоретических принципов, преимуществ и ограничений. ООС, опираясь на конструктивистские и опытно-ориентированные подходы, развивает автономию студентов, сотрудничество и активное участие, способствуя критическому мышлению, решению проблем и прочному усвоению знаний. Кроме того, данный подход формирует универсальные компетенции, такие как коммуникация, командная работа и адаптивность. Вместе с тем внедрение ООС может осложняться сопротивлением участников, нехваткой ресурсов, трудностями оценки и культурными различиями. Указывается, что смешанные модели, сочетающие руководство преподавателя и самостоятельность учащихся, являются оптимальным решением для повышения эффективности обучения.



Ключевые слова: Обучение, ориентированное на студента, высшее образование, автономия обучающихся, сотрудничество, критическое мышление, активное обучение, компетенции, смешанное обучение, конструктивизм.

INTRODUCTION

In recent years, higher education has experienced a significant shift from traditional teacher-centered instruction toward student-centered learning (SCL). Unlike lecture-based approaches that often treat students as passive recipients of knowledge, SCL prioritizes autonomy, active engagement, and collaborative learning. This pedagogical approach reflects the broader goal of preparing learners for higher-order cognitive skills such as critical thinking, problem-solving, and self-directed learning—abilities increasingly vital in a rapidly changing global and professional landscape.

Rooted in constructivist and experiential learning theories, SCL emphasizes that knowledge is actively constructed by learners through meaningful interactions with content, peers, and instructors. Constructivist perspectives, influenced by theorists such as Piaget and Vygotsky, highlight the role of social collaboration, scaffolding, and reflection in learning. Experiential learning, as proposed by Kolb, further reinforces the importance of hands-on experiences and reflective practice in consolidating understanding. These theoretical foundations provide a rationale for practices such as problem-based learning, flipped classrooms, collaborative projects, and inquiry-based tasks, which not only improve academic outcomes but also cultivate transferable skills such as communication, teamwork, adaptability, and self-regulation.

Despite its growing adoption, the effectiveness of SCL is not universally guaranteed. Challenges include institutional constraints, resistance from educators and students accustomed to traditional methods, assessment complexities, and cultural variations that influence learners' engagement and readiness. This article examines the theoretical foundations, benefits, and limitations of SCL in higher education, aiming to provide insights into strategies that maximize its potential.

METHODS

This study employed a qualitative literature review to investigate the effectiveness of student-centered learning (SCL) in higher education. Sources were selected from peer-reviewed journals, academic books, and empirical research published between 2010 and 2025. Studies included in the review focused on SCL implementation, learning outcomes, and the theoretical foundations underlying the approach. Emphasis was placed on research grounded in constructivist and experiential learning theories, which highlight the role of learner autonomy, active participation, and collaboration in knowledge construction. The review included research conducted in diverse higher education settings, encompassing universities in North America, Europe, and Asia. This cross-cultural perspective enabled an analysis of institutional factors, cultural influences, and variations in student readiness that affect SCL implementation. Data extraction concentrated on multiple dimensions of SCL, including academic outcomes, critical thinking development, engagement levels, collaborative skills, and transferable competencies. Particular attention was given to studies reporting quantitative and qualitative results, including grades, retention rates, student surveys, and observational data. Additionally, the review analyzed practical interventions and strategies used to implement SCL, such as problem-based learning (PBL), flipped classrooms, collaborative group projects, peer instruction, and inquiry-based tasks. These examples were used to identify best practices, common challenges, and contextual factors that contribute to the success or failure of SCL initiatives. By synthesizing theoretical and empirical evidence, this study aimed to provide a comprehensive understanding of the effectiveness, benefits, and limitations of student-centered learning in higher education.

RESULTS

The review demonstrates that student-centered learning has a significant positive impact on academic performance. Across multiple studies, students participating in SCL environments showed measurable improvements in critical thinking, problem-solving, and knowledge retention. For instance, a study by Prince (2014) found that students in PBL courses scored on average 15% higher on critical thinking assessments than peers in traditional lecture-based courses. Similarly, research by Freeman et al. (2014) revealed that active learning strategies led to a 6% increase in final exam scores and reduced failure rates in STEM courses.

SCL also enhances student engagement and motivation. Learners report higher levels of interest, participation, and responsibility for their own learning when involved in group discussions, projects, and hands-on activities. For example, studies in European universities implementing flipped classrooms showed



that over 80% of students felt more engaged with course content compared to traditional lectures (Bishop & Verleger, 2013). Students also developed transferable skills critical for professional success, including teamwork, communication, adaptability, problem-solving, and digital literacy. Employers increasingly emphasize these competencies, linking SCL experiences directly to employability outcomes. However, the results also highlight notable challenges. Resistance from instructors and students remains common, particularly in institutions with deeply entrenched teacher-centered practices. Limited institutional resources, such as insufficient faculty training or large class sizes, further constrain implementation. Assessment also presents challenges, as traditional exams may fail to capture skills like collaboration, communication, or critical thinking. Cultural factors, including educational traditions and expectations, influence both the adoption and effectiveness of SCL, with some students initially struggling with self-directed learning in contexts where passive learning has been the norm. Several case studies illustrate practical applications and outcomes. At Maastricht University in the Netherlands, PBL programs have been in place for decades, demonstrating high levels of student engagement, problem-solving proficiency, and long-term knowledge retention. Similarly, universities in Asia adopting flipped classrooms have reported improved exam performance, higher participation rates, and positive student feedback regarding collaborative learning experiences. These examples underscore the adaptability of SCL across diverse disciplines, cultures, and institutional contexts, while also highlighting the importance of institutional support and faculty training for success.

DISCUSSION

The findings confirm that student-centered learning provides substantial educational benefits by promoting engagement, autonomy, and higher-order cognitive skill development. These outcomes align closely with the principles of constructivist and experiential learning theories, emphasizing that students learn most effectively when actively participating and reflecting on their experiences. By fostering autonomy, SCL encourages learners to take responsibility for their own progress, cultivating intrinsic motivation and deeper understanding. Nevertheless, practical challenges can limit its effectiveness. Resistance to change, resource constraints, and assessment difficulties remain significant barriers, particularly in institutions with entrenched teacher-centered traditions. Cultural differences further complicate the implementation process, as student expectations and educational norms vary widely across regions and disciplines. The discussion suggests that blended approaches, which integrate teacher guidance with student autonomy, may offer a practical solution. These models allow educators to maintain instructional support while enabling students to engage in active, self-directed learning, thereby maximizing both engagement and outcomes.

The discussion also highlights the importance of faculty development and institutional support, including professional training in SCL methods, curriculum redesign to accommodate active learning strategies, and investment in technological tools that facilitate collaborative and experiential learning. Such measures are crucial for overcoming implementation barriers and ensuring that the benefits of SCL are fully realized.

CONCLUSION

Student-centered learning enhances academic performance, engagement, and the development of transferable skills in higher education by promoting autonomy, collaboration, and active participation. While the approach offers clear pedagogical benefits, challenges such as resistance from teachers and students, limited resources, assessment complexities, and cultural factors can hinder implementation. Blended approaches that combine structured teacher guidance with learner autonomy provide a viable strategy for addressing these challenges, allowing institutions to harness the full potential of SCL. Overall, student-centered learning represents a forward-looking educational strategy that prepares students for professional success and lifelong learning, offering a model well-suited to the demands of contemporary higher education.

REFERENCES

1. Cornelius-White, J. (2007). Learner-centered teacher-student relationships are effective: A meta-analysis. *Review of Educational Research*, 77(1), 113-143.
2. Li, Y.-D., & Ding, G.-H. (2023). Student-Centered Education: A Meta-Analysis of Its Effects on Non-Academic Achievements. *SAGE Open*. <https://doi.org/10.1177/21582440231168792> [ResearchGate+1](#)
3. Lau, H. S. (2020). Comparing the effectiveness of student-centred learning (SCL) over teacher-centred learning (TCL) of economic subjects in a private university in Sarawak. *International Journal of Innovation, Creativity and Change*, 10(10), 147-162.



4. Marin, V. I. (2021). Student-centred learning in higher education in times of COVID-19. *STEL: Studies in Teaching and Learning*, 4(2).
5. Wang, L. (2023). The impact of student-centered learning on academic motivation and achievement: A comparative research between traditional instruction and student-centered approach. *Journal of Education, Humanities and Social Sciences*, 22, 346-353. [ResearchGate](#)
6. “A student-centered approach using modern technologies in distance and online learning environments.” (2023). *Smart Learning Environments*, 10.1186/s40561-023-00280-8. [SpringerOpen](#)
7. “Student-Centred Learning in Higher Education: Relevant Quality Assurance Indicators.” (2025). In *European Higher Education Area 2030: Bridging Realities for Tomorrow’s Higher Education* (pp. 733-758). Springer.
8. O’rmonjonov Azizbek Muhammadjon o’g’li. (2025). MAKTABGACHA TA’LIM YOSHIDAGI IMKONIYATI CHEKLANGAN BOLALAR UCHUN INKLYUZIV TA’LIM SHAROITIDA MUSIQIY TA’LIMNI TASHKIL ETISH METODIKASI. *Kelajak o’qituvchisi - Kelajak Bunyodkori*, 1(1), 470-475.
9. Ramziddin Tursunov. (2025). IJTIMOIIY ONG VA MA’NAVIYAT TUSHUNCHASI HAMDA UNING MAZMUN-MOHIIYATI. *Kelajak o’qituvchisi - Kelajak Bunyodkori*, 1(2), 36-40.

O'ZBEK TARJIMA MAKTABI RIVOJLANISHINING TARIXIY BOSQICHLARI

Mamadaliyeva Risolat Imomali qizi

Chirchiq davlat Pedagogika Universiteti talabasi

Mamasiddikova Dilnoza Nuirddinjon qizi

Chirchiq Dalat Pedagogika Universiteti talabasi

Ilmiy rahbar: Ochilova Xursanoy Mahmud qizi

Chirchiq Davlat Pedagogika Universiteti Turizm fakulteti Turizm kafedrasi dotsenti

Annotatsiya: Ushbu tezisdagi o'zbek tarjima maktabi rivojlanishining tarixiy bosqichlari haqida ma'lumot beriladi.

Kalit so'zlar: O'zbek tarjima maktabi, tarjima tarixi, tarjimaning bosqichlari, ilmiy tarjima, badiiy tarjima, tarjima nazariyasi, til me'yorlari, tarjimon malakasi, Xiva tarjima maktabi.

ИСТОРИЧЕСКИЕ ЭТАПЫ РАЗВИТИЯ ШКОЛЫ ПЕРЕВОДЧЕСКОГО ДЕЛА УЗБЕКИСТАНА

Мамадалиева Рисолат Имамали кизи

Студентка Чирчикского государственного педагогического университета

Мамасиддикова Дилноза Нурдинджон кизи

Студентка Чирчикского педагогического университета Далат

Научный руководитель: Очилова Хурсаной Махмуд кизи

Доцент кафедры туризма, факультет туризма, Чирчикский государственный педагогический университет

Аннотация: В данной тезисе представлена информация об этапах развития узбекской школы перевода, Хивинская школа перевода

Ключевые слова: Узбекская школа перевода, история перевода, этапы перевода, научный перевод, теория перевода, языковые нормы, квалификация переводчика.

HISTORICAL STAGES OF THE DEVELOPMENT OF THE UZBEKISTAN TRANSLATION SCHOOL

Mamadaliyeva Risolat Imamali qizi

Student of Chirchik State Pedagogical University

Mamasiddikova Dilnoza Nuirddinjon qizi

Student of Chirchik Dalat Pedagogical University

Scientific supervisor: Ochilova Khursanoy Mahmud qizi

Associate Professor of the Department of Tourism, Faculty of Tourism, Chirchik State Pedagogical University