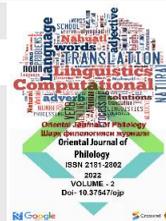


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<http://www.supportscience.uz/index.php/ojp/about>**IMPLEMENTING LEARNER-CENTERED LEARNING IN UZBEKISTAN'S HIGHER EDUCATION: GLOBAL PERSPECTIVES AND NATIONAL CHALLENGES***Urazgul Urinova**PhD Student**Uzbekistan State World Languages University**orazgolorinova@gmail.com**Tashkent, Uzbekistan***ABOUT ARTICLE**

Key words: learner-centered; higher education; Uzbekistan; flexible learning; teacher development; digital transformation.

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Abstract: The landscape of higher education (HE) is undergoing a significant transformation globally, shifting from traditional, lecture-based paradigms to learner-centered approaches that prioritize autonomy, active engagement, and critical thinking. This transition is underpinned by a growing consensus among educators that student-centered classrooms foster more effective learning environments. In Uzbekistan, this shift is particularly pronounced as the higher education system navigates a complex landscape of globalization and quality enhancement. Government initiatives, such as the introduction of the National Qualifications Framework (NQF), reflect a commitment to developing a flexible, outcome-based education system. However, the implementation of these reforms faces substantial challenges, including entrenched teacher-centered practices, insufficient digital infrastructure, and a lack of innovative assessment methods. Research indicates a critical need for educators to adapt their methodologies to cultivate independent, autonomous learners. This article aims to synthesize international research and domestic reforms in Uzbekistan, identifying barriers to the learner-centered approach and proposing strategies for effective implementation. Through a qualitative analysis of existing literature and policy frameworks, this study seeks to illuminate the multifaceted obstacles and opportunities that characterize the ongoing

reform efforts in Uzbekistan's higher education landscape.

O'ZBEKISTONDA OLIY TA'LIMDA O'QUVCHI MARKAZLI TA'LIMNI JORIY ETISH: GLOBAL QARASHLAR VA MILLIY MUAMMOLAR

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MAQOLA HAQIDA

Kalit so'zlar: shaxsga yo'naltirilgan ta'lim; oliy ta'lim; O'zbekiston; moslashuvchan o'qitish; raqamli texnologiyalar; pedagog malakasi.

Annotatsiya: Oliy ta'lim (OT) sohasi butun dunyoda sezilarli o'zgarishlarni boshdan kechirmoqda. An'anaviy, ma'ruzaga asoslangan yondashuvlar o'rnini talaba mustaqilligi, faol ishtiroki va tanqidiy fikrlashni ustuvor qo'yuvchi shaxsga yo'naltirilgan uslublar egallamoqda. Bu jarayon o'quv jarayonini talaba markaziga yo'naltirish samarali ta'lim muhiti yaratishini ta'kidlovchi pedagoglar orasidagi ortib borayotgan kelishuv bilan mustahkamlanmoqda. O'zbekistonda bu o'zgarish yanada yaqqol ko'zga tashlanadi, chunki oliy ta'lim tizimi globallashuv va sifatni oshirishning murakkab jarayonini boshdan kechirmoqda. Hukumat tashabbuslari, jumladan Milliy malaka dasturi (MMD)ning joriy etilishi, moslashuvchan va natijaga yo'naltirilgan ta'lim tizimini rivojlantirishga sodiqlikni ko'rsatadi. Biroq, bu islohotlarni amalga oshirishda qator muammolar mavjud: an'anaviy o'qituvchi markazli amaliyotlar, raqamli infratuzilmaning yetarli emasligi va innovatsion baholash usullarining kamligi. Tadqiqotlar pedagoglardan mustaqil va avtonom o'quvchini shakllantiruvchi yangi metodologiyalarga moslashishni talab qiladi. Ushbu maqola xalqaro ilmiy ishlanmalar va O'zbekiston ta'lim islohotlarini tahlil qilib, shaxsga yo'naltirilgan yondashuvni joriy etishdagi to'siqlarni aniqlash hamda samarali strategiyalarni taklif etishga qaratilgan. Mavjud adabiyot va siyosiy hujjatlarning sifatli tahlili orqali ushbu tadqiqot O'zbekiston oliy ta'limidagi islohot jarayoniga xos ko'p qirrali muammolar va imkoniyatlarni yoritadi.

ВНЕДРЕНИЕ ОРИЕНТИРОВАННОГО НА ОБУЧАЮЩЕГОСЯ ПОДХОДА В ВЫСШЕМ ОБРАЗОВАНИИ УЗБЕКИСТАНА: ГЛОБАЛЬНЫЕ ПЕРСПЕКТИВЫ И НАЦИОНАЛЬНЫЕ ВЫЗОВЫ

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О СТАТЬЕ

Ключевые слова: обучение, ориентированное на студента; высшее образование; Узбекистан; гибкое обучение; цифровая трансформация; подготовка преподавателей.

Аннотация: Система высшего образования (ВО) в мире переживает глубокие преобразования, переходя от традиционных, лекционно-ориентированных моделей к личностно-ориентированным подходам, которые ставят во главу угла автономию, активное участие и развитие критического мышления. Этот переход опирается на растущий консенсус среди педагогов о том, что студенто-ориентированные аудитории формируют более эффективную образовательную среду. В Узбекистане данный сдвиг особенно заметен, поскольку система высшего образования сталкивается со сложными вызовами глобализации и повышения качества. Государственные инициативы, включая внедрение Национальной программы квалификаций (НПК), свидетельствуют о стремлении развивать гибкую, ориентированную на результаты систему обучения. Однако реализация этих реформ сопровождается значительными трудностями: сохраняются традиционные методы преподавания, недостаточно развита цифровая инфраструктура, отсутствуют инновационные методы оценивания. Современные исследования подчеркивают необходимость адаптации педагогических подходов для формирования самостоятельных и автономных обучающихся. Цель статьи — синтезировать международный опыт и национальные реформы Узбекистана, выявить барьеры внедрения личностно-ориентированного обучения и предложить стратегии для его эффективной реализации. Через качественный анализ существующей литературы и политических документов исследование освещает многоаспектные препятствия и возможности,

Introduction. Higher education (HE) worldwide is moving toward learner-centered learning, replacing traditional, lecture-based models with approaches that promote autonomy, active engagement, and critical thinking. Teachers believe that a student-centered classroom fosters a more effective learning environment, and efforts are being made to achieve this goal. In these evaluations, students generally reacted favorably to the implemented adjustments, and the teachers saw themselves as successful in their efforts to establish more learner-centered classrooms while fulfilling their course objectives [Wright 2011: 96]. Uzbekistan’s higher education system is presently experiencing an unparalleled transition focused on globalization and enhancement of quality [Concept 2019: 5]. Government policy papers and other official sources such as Report on the results of a comparative analysis of the National Qualifications System of Uzbekistan and foreign countries it is stated that “By making a political decision to introduce the NQF / NQS, the government of Uzbekistan demonstrated its desire to build a flexible, outcome-based education system” [Giz 2024: 5]. Nevertheless, despite this policy commitment, difficulties persist: teacher preparedness to embrace new methodologies, ingrained teacher-centered practices, inadequate digital infrastructure, and restricted assessment innovation. Researchers support this view that “Teachers and educational practitioners need to encourage students to become independent, autonomous learners by changing the learning context to being more student-centered” [Lee & Branch 2022: 304]. This article offers a theoretical synthesis of international research and domestic reforms, seeking to identify obstacles and suggest strategies for the implementation of learner-centered approach in Uzbekistan.

Literature Review. Global Foundations of Student-Centered Learning

Learner-centered and student centered terms are very closely related but the term learner-centered is a broader term while student-centered is more context-specific. Student-centered approach (SCL) emerged from constructivist learning theory, which considers knowledge as actively constructed by learners. Weimer [2002: 10] identifies five key shifts: (1) balance of power, (2) function of content, (3) role of the teacher, (4) responsibility for learning, and (5) purpose of evaluation. Wright [2011: 92] documents how universities worldwide integrate SCL via active learning, peer collaboration, and reflective practice. Digitalization has also enhanced SCL: Kerimbayev [2023: 102] highlights that “a student-centered approach and modern technologies play a significant role in enhancing the quality of distance learning”, while Bhardwaj [2025: 01] advocates for personal growth through flexible learning pathways. Successful learner-centered approach depends on changing teacher beliefs from knowledge transmitters to learning facilitators. “The examination of the quantitative and qualitative data shows that teachers hold a variety of

perceptions of the concept of Learner autonomy (LA) and have highly positive attitudes towards reinforcing LA” [Alnaeem 2022: 148]. Lee & Branch [2022: 301] found varied reactions—from confirmation to withdrawal—depending on self-efficacy and prior experience. Taking into account the diverse needs and preferences of students is of paramount importance in implementing learner-centered approach. Flexibility in time, space, and pace is central to LCA [El Galad 2024: 12].

Student-Centered Learning in Uzbekistan’s Higher Education

Uzbekistan has aimed to embrace modern methods in the teaching process within its 2030 Higher Education Strategy [Concept 2019: 6]. Another official source supports this view and states that “The State Educational Standards recommend various teaching methods and techniques in the education process: interactive education methods, problem solving technique, game-based techniques, pedagogical strategies for the development of critical thinking, learner-centered education technologies, education technologies” [Erasmus+ 2017: 11]. The National Qualifications Framework aims to link learning outcomes to employability and lifelong learning [GIZ 2024: 5]. However, implementation is uneven. Many universities maintain teacher-led lecture formats, and assessment systems emphasize summative testing over formative feedback. To effectively navigate these challenges, it is essential for Uzbekistan’s higher education institutions to adopt a more integrated approach to assessment that encompasses both formative and summative methods.

Methodology. This article employs a qualitative, theoretical research design to synthesize and critically analyze the global and national discourse on learner-centered approach. The methodology relies on document analysis and thematic synthesis of primary and secondary sources.

A narrative synthesis method was applied:

- Key theoretical frameworks, including constructivism, learner autonomy, and student-centered learning implementation models, were identified.
- International approaches were compared with the higher education policy and institutional framework of Uzbekistan.
- Barriers and enabling elements were thematically divided into teacher readiness, student preparedness, assessment reform, digital infrastructure, and quality assurance procedures.

Analysis and findings

The integration of global and national perspectives on the learner-centered approach illustrates a multifaceted landscape of higher education reform in Uzbekistan. Policy frameworks distinctly indicate a shift from teacher-centric education to student autonomy, adaptability, and digital incorporation. However, the speed and extent of implementation differ markedly among

institutions. The literature and strategic papers were thematically evaluated to elucidate elements that hinder or promote the transition to student-centered learning settings.

This research identifies the structural, cultural, and technical obstacles that persistently hinder the comprehensive implementation of learner- and student-centered pedagogies. These obstacles extend beyond individual classrooms and are associated with institutional traditions, professional training, and systematic evaluation systems. Simultaneously, there exist potent enabling conditions—such as supporting regulations, technological innovations, and heightened professional awareness—that may expedite transition when utilized properly.

The following table summarizes the key results, categorized into two primary dimensions: Challenges obstructing the execution of learner-centered reforms, and Opportunities fostering momentum for change and innovation.

Dimension	Challenges	Opportunities
Faculty Readiness	Predominant reliance on traditional, teacher-centered methods; limited professional development in active and autonomous learning approaches.	National reforms encourage faculty training and curriculum redesign; access to international professional development networks.
Student Preparedness	Limited experience with self-directed learning; preference for highly structured and directive instruction.	Growing cultural shift toward autonomy and participation; exposure to modern, interactive learning environments.
Assessment Practices	Heavy dependence on summative examinations; insufficient use of reflective and peer-assessment methods.	Policy support for competency-based education and formative assessment; experimentation with project-based evaluation.
Digital Capacity	Unequal infrastructure; inconsistent digital skills among instructors and students; limited interactive use of platforms.	Rapid expansion of learning management systems, e-learning platforms, and hybrid course delivery to support personalization.
Institutional Culture	Rigid administrative hierarchies and content-driven curricula that slow innovation.	Strategic documents promote flexible curricula, quality assurance aligned with international learner-centered standards.

Conclusion. In conclusion, the ongoing transformation of higher education in Uzbekistan reflects a broader global shift towards learner-centered approaches that prioritize student autonomy, engagement, and critical thinking. While government initiatives such as the National Qualifications Framework signify a commitment to enhancing educational quality and flexibility, the transition faces significant challenges. These include entrenched teacher-centered practices, inadequate digital infrastructure, and insufficient innovative assessment methods. Research underscores the necessity for educators to adapt their methodologies to foster independent learning among students. This article synthesizes international research and domestic reforms, aiming to identify the barriers to implementing learner-centered education in Uzbekistan and propose actionable strategies for overcoming these obstacles. Through a comprehensive analysis of

existing literature and policy frameworks, this study illuminates both the challenges and opportunities that characterize the reform efforts within Uzbekistan's higher education landscape, ultimately contributing to the discourse on effective educational practices in a rapidly changing global context.

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