

THE IMPORTANCE OF MODERN TEACHING METHODS

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Abstract

In the context of the rapid transformation of the global information society, the use of modern teaching methods based on the integration of innovative technologies and pedagogical approaches is particularly important. Their implementation fosters a competency-based model of individual development focused on creativity, critical thinking, and self-education. In this article, we examine the role of interactive, project-based, and digital educational strategies as key factors in improving the quality of specialist training in a continuous education environment. Particular attention is paid to the synergy between traditional and innovative methods, as well as the impact of digitalization on the effectiveness of the educational process.

Keywords: Modern teaching methods, innovative technologies, competency-based approach, critical thinking, digitalization of education, interactive strategies, pedagogical innovations.

Introduction

In recent years, modernization of the education system in the Republic of Uzbekistan has become a priority for public policy. This is due to the need for the educational environment to meet the demands of globalization and digital transformation, as well as growing demands for the quality of personnel training and the ability to adapt to a rapidly changing world. In this context, modern teaching methods—interactive, digital, project-based, and blended—are becoming not only desirable but also essential tools for reform.

For example, Decree of the President of the Republic of Uzbekistan No. UP-5712 of April 29, 2019, "On Approval of the Concept for the Development of the Public Education System of the Republic of Uzbekistan until 2030," sets the goal of

introducing innovative forms and methods of teaching, as well as qualitatively updating educational content, with the goal of enhancing the spiritual, moral, and intellectual growth of young people¹.

The concept stipulates, in particular, that by 2030, Uzbekistan will be among the top 30 countries in the world based on the results of the PISA international student assessment².

At the same time, the National Program for the Development of Public Education for 2022-2026, approved by the Presidential Decree of May 11, 2022, aims to improve textbooks and teaching materials based on modern requirements, build modern educational institutions that meet international standards, and enhance the professionalism of teachers³.

In the field of higher education, a significant document is the Decree of the President of the Republic of Uzbekistan dated October 8, 2019, No. UP-5847, "On Approval of the Concept for the Development of the Higher Education System of the Republic of Uzbekistan until 2030," which defines the strategic directions for reforming the university system, raising qualification standards, and introducing advanced educational technologies⁴.

In addition to presidential decrees, numerous ministerial orders and resolutions have been adopted to specify specific measures: amendments to the Regulation on Higher Education (Order No. 256 of June 7, 2023)⁵, improvements to the admissions system for higher education institutions (Presidential Decree of May 25, 2024)⁶, introduction of a system for assessing the knowledge and professional skills of teachers with the participation of international organizations as part of the public education development program⁷.

Thus, the modern educational landscape of Uzbekistan is characterized not simply by declarative reforms but also by legislative and regulatory measures aimed at

¹https://nrm.uz/contentf?doc=587390_ukaz_prezidenta_respubliki_uzbekistan_ot_29_04_2019_g_n-up-5712_ob_utverjdenii_koncepcii_razvitiya_sistemy_narodnogo_obrazovaniya_respubliki_uzbekistan_do_2030_goda&products=1_vse_zakonodatelstvo_uzbekistana

² <https://www.lex.uz/ru/docs/4312783?ONDATE=24.07.2021>

³ <https://www.president.uz/ru/lists/view/5199>

⁴ https://nrm.uz/contentf?doc=602274_ukaz_prezidenta_respubliki_uzbekistan_ot_08_10_2019_g_n-up-5847_ob_utverjdenii_koncepcii_razvitiya_sistemy_vysshego_obrazovaniya_respubliki_uzbekistan_do_2030_goda&products=1_vse_zakonodatelstvo_uzbekistana

⁵https://nrm.uz/contentf?doc=723418_prikaz_ministra_vysshego_obrazovaniya_nauki_i_innovatsiy_ot_07_06_2023_g_n_256_o_vnesenii_iz_mneniya_v_punkt_52_polojeniya_o_vysshem_obrazovanii_%28zaregistririvan_myu_22_06_2023_g_n_1222-4%29&products=1_vse_zakonodatelstvo_uzbekistana

⁶ <https://president.uz/ru/lists/view/7256>

⁷ <https://www.uzedu.uz/ru/news/451>

transforming teaching methods. Based on these realities, the purpose of this study is to analyze the significance of modern teaching methods in Uzbekistan, evaluate their implementation, and identify the challenges and prospects associated with their implementation.

Literature analysis

Current literature emphasizes that the integration of interactive, project-based, and digital learning methods improves student motivation, engagement, and learning outcomes compared to the traditional lecture paradigm. Review papers and meta-studies demonstrate the consistent positive effects of active methods on students' cognitive and affective outcomes⁸.

Research shows that interactive methods (discussions, case studies, problem-based learning, and active online formats) improve comprehension and critical thinking. Large-scale surveys (including university assessment data) indicate statistically significant benefits with appropriate methodological implementation and instructor support⁹.

PBL strengthens applied skills, interdisciplinary thinking, and a willingness to solve real-world problems. Local studies at universities in Uzbekistan note the high acceptability of PBL among students, but highlight the need for adapted assessment procedures and resource support for scaling¹⁰.

Current research and pilot projects show that digital platforms, adaptive systems, and interactive simulations improve individualization of learning and access to materials. However, the effect largely depends on the quality of the content, the digital literacy of teachers, and the stability of the infrastructure. Reports on pilot projects in Uzbekistan point to positive initial results, but also to challenges with accessibility and training of staff¹¹.

Research on the implementation of innovations consistently emphasizes that without systematic professional development of teachers and changes in institutional incentives (assessment, compensation, workload), modern methods will not be implemented sustainably. Reports from international organizations and

⁸ <https://www.frontiersin.org/journals/computer-science/articles/10.3389/fcomp.2023.1141649/full>

⁹ <https://files.eric.ed.gov/fulltext/EJ1408273.pdf>

¹⁰ https://www.researchgate.net/publication/371340066_IMPLEMENTATION_OF_PROJECT-BASED_LEARNING_FOR_TEACHING_ENGLISH

¹¹ <https://www.frontiersin.org/journals/computer-science/articles/10.3389/fcomp.2023.1141649/full>

projects in Uzbekistan point to the need for comprehensive teacher competency development programs¹².

Research methodology

The methodological basis of the study is determined by the need for a comprehensive analysis of modern teaching methods, their impact on the effectiveness of the educational process, and their alignment with the strategic development goals of the education system in the Republic of Uzbekistan.

First, a systems approach is used as the theoretical foundation, allowing us to view the educational process as a holistic, dynamic system, where modern teaching methods act as structural elements ensuring sustainability and adaptability.

Second, reliance is placed on a competency-based approach, widely represented in pedagogical literature (Zimnyaya, Khutorskoy, etc.), which emphasizes the need to develop 21st-century skills in students: critical thinking, creativity, collaboration, and digital literacy.

Third, a comparative-analytical method is used as the research strategy, allowing us to compare traditional and modern pedagogical technologies, identify their strengths and weaknesses, and determine the conditions for their effective application.

Furthermore, data from international organizations (UNESCO, the World Bank, UNICEF) and local analytical reports related to the implementation of digital educational technologies in Uzbekistan are used to support the empirical component of the study.

Thus, the article's methodological framework combines:

- systemic and competency-based approaches;
- comparative analytical method;
- content analysis of the regulatory framework;
- interpretation of empirical data from national and international sources.

This allows us to develop a scientifically substantiated position regarding the importance of modern teaching methods and to determine their potential and limitations in the context of modernization of education in Uzbekistan.

¹²<https://documents1.worldbank.org/curated/en/099101124040542237/pdf/P1816021daa1e00c11b4df1731842382924.pdf>

The Main Part

Modern teaching methods play a key role in the development of global and national pedagogy, as they aim to develop individuals capable of critical thinking, independent decision-making, and adaptation to rapidly changing conditions. Classical pedagogy, based on the transfer of knowledge from teacher to student through lectures, discussions, and reproductive methods, undoubtedly played a significant role in the development of educational systems. However, in the 21st century, when society and the economy demand specialists with flexible competencies and a high level of digital literacy, the traditional approach is no longer sufficient. In this context, modern teaching methods are becoming increasingly important, including project-based and problem-based learning, case studies, gamification, and blended formats, where active student participation and a focus not only on knowledge but also on practical outcomes are key.

Global practice has accumulated significant experience in this area: Finland has demonstrated success thanks to a personalized approach and the minimization of testing; Singapore has achieved leadership in STEM education and problem-based learning; the United States and the United Kingdom are actively developing case studies and digital educational platforms; Japan and South Korea successfully combine discipline, collaborative learning, and innovation. An analysis of international experience shows that blended learning, STEM approaches, project-based and problem-based methods are the most effective, as they develop the so-called "4K skills"—creativity, critical thinking, communication, and collaboration.

In the Republic of Uzbekistan, updating teaching methods is a strategic priority of state policy, as enshrined in the Law "On Education" (2020), Presidential Decree No. PF-6108 of November 6, 2020, Cabinet of Ministers Resolution No. 1059 of December 19, 2019, and the National Strategy "Digital Uzbekistan – 2030." These documents emphasize the need to integrate innovative pedagogical approaches and digital technologies into the education system. In practice, this is reflected in the implementation of STEM education, language integrated learning (CLIL), the use of Moodle, Google Classroom, and Ziyonet platforms, the development of the flipped classroom model, and even pilot projects using artificial intelligence for adaptive testing.

Thus, the optimal model for Uzbekistan and for modern educational systems in general is a synthesis of classical and innovative methods. The classical school provides a solid foundation of knowledge, scientific rigor, and discipline, while modern technologies and interactive methods develop soft skills, prepare students to solve real-world problems, and enhance their competitiveness in the global labor market. A harmonious combination of traditional and innovative approaches allows for the achievement of the best results, ensuring the sustainable development of the national education system.

An analysis of global and national practices shows that achieving high educational effectiveness requires considering both the advantages of classical teaching methods and the potential of modern pedagogical technologies. For decades, classical education has ensured systematic knowledge and discipline, while new approaches emphasize the development of competencies, creativity, and independence. For a clear comparison of their characteristics and effectiveness, it is useful to provide a table outlining the key differences and areas of application.

Table 1. Comparison of classical and modern teaching methods

Criterion	Classical methods (lecture, conversation, reproductive training)	Modern methods (project, problem, case, STEM, EdTech)
Learning Objective	Transfer and consolidation of knowledge, formation of discipline	Development of competencies, critical thinking and practical skills
The role of the teacher	The main source of knowledge that controls the process	Mentor, moderator, organizer of students' independent work
The Role of the Learner	Passive recipient of information, executor	Active participant, researcher, author of projects and solutions
Methods of interaction	Monologue, explanation, tests	Group projects, discussions, simulations, digital platforms
Evaluation of results	Checking the assimilation of knowledge through tests and exams	Comprehensive assessment: knowledge + application + teamwork
Strengths	Systematic, scientific, fundamental	Flexibility, practice-oriented, motivation and involvement
Weaknesses	Limited involvement, low adaptability to challenges	High requirements for teacher training and material and technical base
The most effective application	Transfer of basic theoretical knowledge and skills	Development of competencies, preparation for professional and real activities

As can be seen from the comparison, classical methods remain valuable in developing a fundamental knowledge base and in contexts requiring strict structure and consistency. At the same time, modern approaches make learning flexible, motivating, and as close as possible to real-life conditions and future professional activities. Therefore, the best results are achieved through a harmonious combination of both, where traditional systematicity is combined with innovative technologies, ensuring comprehensive personal development and the training of competitive specialists.

Conclusions and Suggestions

Thus, the current stage of education system reform in the Republic of Uzbekistan demonstrates that the integration of modern teaching methods—interactive, digital, and project-based—is not simply an innovative element, but a strategic necessity for training competitive specialists. The combination of these methods with regulatory initiatives, digitalization of the educational space, and systematic teacher retraining creates a methodological foundation for developing 21st-century competencies, including critical thinking, creativity, and self-education. Thus, modern teaching methods are becoming a key factor in achieving national education priorities and a crucial condition for Uzbekistan's integration into the global educational space.

As a result of our research on the topic, we can make the following suggestions:

- ✚ Systematize the implementation of modern teaching methods through the development of national methodological standards and recommendations adapted to educational levels (school, college, university).
- ✚ Strengthen the training and retraining of teaching staff by introducing mandatory courses on digital literacy, interactive, and project-based methods into the professional development system.
- ✚ Expand the digital education infrastructure: ensure equal access to the internet and modern devices in rural and remote regions, develop local EdTech platforms.
- ✚ Develop a system for assessing the effectiveness of modern methods based on international indicators (e.g., PISA, TALIS) and local criteria (motivation, engagement, academic performance).

🌐 Enhance international cooperation with universities and research centers to exchange experiences and jointly develop adapted educational technologies.

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