STUDENT-CENTERED LEARNING AS A KEY FACTOR IN IMPROVING EDUCATIONAL QUALITY

Author:Mardonova Mumtozbegim Alisherjon qizi

Abstract

Student-centered learning is considered one of the most effective approaches in modern education because it focuses on active student involvement in the learning process. This article examines the role of student-centered learning in improving educational quality in higher education institutions. The study is based on the analysis of theoretical sources and practical teaching experiences related to student-centered methods. Qualitative research methods, including observation and comparative analysis, were used to evaluate the effectiveness of this approach. The findings indicate that student-centered learning increases students' motivation, engagement, and independent thinking skills. In addition, it supports the development of critical thinking and problem-solving abilities, which are essential for academic success. The article concludes that the implementation of student-centered learning strategies can significantly enhance educational quality and contribute to better learning outcomes in higher education.

Keywords: student-centered learning; educational quality; higher education; teaching methods; learner autonomy

1.　　　Introduction

Improving the quality of education is one of the key priorities of higher education systems around the world. In many universities, traditional teacher-centered methods are still widely used, where the teacher is the main source of knowledge and students play a passive role. However, modern educational requirements demand approaches that actiely involve students in the learning process.

Student-centered learning is an educational approach that focuses on students' needs, interests, and learning abilities. This approach encourages learners to take responsibility for their own learning and actively participate in classroom activities. As a result, students become more motivated and engaged, which positively affects their academic performance.

The importance of student-centered learning lies in its ability to develop essential skills such as critical thinking, creativity, and independent learning. These skills are especially important in higher education, where students are expected to analyze information and apply knowledge in practice. Therefore, the purpose of this article is to analyze student-centered learning as a key factor in improving educational quality in higher education institutions.

2.   Literature Review

Student-centered learning has been widely discussed in pedagogical literature. According to educational theorists, this approach shifts the focus from teaching to learning and emphasizes the active role of students in the educational process. Researchers highlight that student-centered learning promotes deeper understanding and long-term retention of knowledge.

Several studies have shown that student-centered methods, such as group work, problem-based learning, and discussions, improve students' academic performance and motivation. These methods allow students to express their opinions, collaborate with peers, and develop communication skills. Moreover, student-centered learning supports learner autonomy, which is considered an important factor in lifelong learning.

Other researchers emphasize that the teacher's role changes in a student-centered environment. Instead of being the main source of information, the teacher becomes a facilitator who guides and supports students. This change positively influences the learning atmosphere and creates opportunities for more meaningful interaction between teachers and students.

3. Methodology

This study is based on qualitative research methods. The main methods used include pedagogical observation and comparative analysis. Student-centered learning practices were observed during classroom activities in higher education settings, and their impact on students' engagement and learning behavior was analyzed.

In addition, a comparison between traditional teacher-centered methods and student-centered approaches was conducted based on existing research and teaching experiences. This methodology was chosen because it allows for a deeper

understanding of how student-centered learning influences educational quality without requiring complex statistical analysis. Such an approach is suitable for pedagogical research at the master's level.

4. Results and Discussion

The results of the study indicate that student-centered learning has a positive impact on educational quality. Observations showed that students became more active during lessons when student-centered methods were applied. They participated more frequently in discussions and demonstrated greater interest in the learning material.

Furthermore, student-centered learning contributed to the development of independent thinking skills. Students were more willing to express their ideas and take responsibility for completing tasks. This approach also encouraged collaboration, which helped students learn from each other and improve their communication skills.

The findings support the idea that student-centered learning creates a more engaging and supportive learning environment. Compared to traditional methods, this approach better meets students' educational needs and promotes meaningful learning. Therefore, student-centered learning can be considered an effective strategy for improving educational quality in higher education.

5. Conclusion

In conclusion, student-centered learning plays an important role in improving the quality of education in higher education institutions. This approach increases student motivation, engagement, and independent learning skills. It also supports the development of critical thinking and problem-solving abilities, which are essential for academic and professional success.

The study shows that implementing student-centered learning strategies can lead to better learning outcomes and a more effective educational process. Therefore, educators are encouraged to integrate student-centered methods into their teaching practices to enhance educational quality. Future research may focus on the quantitative analysis of student-centered learning outcomes in different educational contexts.

References

Biggs, J., & Tang, C. (2011). Teaching for Quality Learning at University. Open University Press.

Brown, H. D. (2007). Principles of Language Learning and Teaching. Pearson Education.

Creswell, J. W. (2014). Research Design: Qualitative, Quantitative, and Mixed Methods Approaches. SAGE Publications.

Lea, S. J., Stephenson, D., & Troy, J. (2003). Higher education students' attitudes to student-centered learning. Studies in Higher Education, 28(3), 321–334.

Weimer, M. (2013). Learner-Centered Teaching: Five Key Changes to Practice. Jossey-Bass.