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- 13.00.00 Pedagogika fanlari
- 13.00.01 Pedagogika nazariyasi. Pedagogik ta'limotlar tarixi
- 13.00.02 Ta'lim va tarbiya nazariyasi va metodikasi (sohalar bo'yicha)
- 13.00.03 Maxsus pedagogika
- 13.00.04 Jismoniy tarbiya va sport mashg'ulotlari nazariyasi va metodikasi
- 13.00.05 Kasb-hunar ta'limi nazariyasi va metodikasi
- 13.00.06 Elektron ta'lim nazariyasi va metodikasi (ta'lim sohaları va bosqichlari bo'yicha)
- 13.00.07 Ta'limda menejment
- 13.00.08 Maktabgacha ta'lim va tarbiya nazariyasi va metodikasi
- 13.00.09 Ijtimoiy pedagogika
- 07.00.00 Tarix fanlari
- 19.00.00 Psixologiya fanlari
- 01.00.00 Fizika-matematika fanlari
- 02.00.00 Kimyo fanlari
- 03.00.00 Biologiya fanlari
- 09.00.00 Falsafa fanlari
- 10.00.00 Filologiya fanlari
- 11.00.00 Geografiya fanlari

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EFFECTIVE TRADITIONAL AND INNOVATIVE APPROACHES IN ENGLISH LANGUAGE TEACHING: EVIDENCE FROM EFL CLASSROOMS

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Abstract: The rapid transformation of education in the 21st century has intensified debates concerning the effectiveness of traditional and innovative teaching approaches. While traditional methods have long provided structure and stability, innovative pedagogies aim to enhance learner engagement, autonomy, and critical thinking through technology and learner-centered practices. This study investigates and compares the effectiveness of traditional and innovative educational approaches in higher education. Using a mixed-methods research design, data were collected through questionnaires, classroom observations, and semi-structured interviews with university students and instructors. The findings indicate that neither traditional nor innovative approaches alone are sufficient to address diverse learning needs. Instead, a balanced integration of both approaches yields the most effective learning outcomes. The study concludes with pedagogical implications for curriculum design, teacher training, and educational policy.

Key words: traditional teaching, innovative pedagogy, higher education, teaching effectiveness, blended learning.

Annotatsiya: XXI asrda ta'lim tizimining jadal o'zgarishi an'anaviy va innovatsion o'qitish yondashuvlarining samaradorligi borasidagi munozaralarni kuchaytirdi. An'anaviy usullar uzoq vaqt davomida barqarorlik va tizimlilikni ta'minlab kelgan bo'lsa, innovatsion pedagogik yondashuvlar texnologiya va o'quvchiga yo'naltirilgan amaliyotlar orqali o'quvchilarni jalb etish, mustaqillik va tanqidiy fikrlashni rivojlantirishga qaratilgan. Ushbu tadqiqot oliy ta'limda an'anaviy va innovatsion ta'lim yondashuvlarining samaradorligini o'rganadi va taqqoslaydi. Aralash metodologiyaga asoslangan tadqiqot dizayni yordamida ma'lumotlar so'rovnomalari, dars jarayonini kuzatishlar va universitet talabarlari hamda o'qituvchilar bilan yarim tuzilgan intervyular orqali to'plandi. Natijalar shuni ko'rsatadiki, nafaqat an'anaviy, nafaqat innovatsion yondashuvlar turli xil o'quv ehtiyojlarini to'liq qondira oladi. Aksincha, har ikkala yondashuvni muvozanatli integratsiya qilish eng samarali ta'lim natijalarini beradi. Tadqiqot o'quv dasturlarini ishlab chiqish, o'qituvchilarni tayyorlash va ta'lim siyosati uchun pedagogik tavsiyalar bilan yakunlanadi.

Kalit so'zlar: Buxoro, iqlim resurslari, tabiiy resurslar, ekologik yondashuv, fizik-geografik tahlil, qayta tiklanadigan energiya, suv resurslaridan foydalanish, cho'llanish, barqaror rivojlanish, biologik xilma-xillikni saqlash.

Аннотация: Быстрые преобразования образования в XXI веке усилили дискуссии о эффективности традиционных и инновационных подходов к обучению. В то время как традиционные методы долгое время обеспечивали структуру и стабильность, инновационные педагогические подходы направлены на повышение вовлечённости обучающихся, их автономности и критического мышления посредством технологий и ориентированных на обучающегося практик. Данное исследование изучает и сравнивает эффективность традиционных и инновационных образовательных подходов в высшем образовании. С использованием смешанного методологического дизайна данные были собраны с помощью анкетирования, наблюдений в аудитории и полуструктурированных интервью со студентами и преподавателями университетов. Результаты показывают, что ни традиционные, ни инновационные подходы по отдельности не способны удовлетворить разнообразные образовательные потребности. Напротив, сбалансированная интеграция обоих подходов обеспечивает наиболее эффективные результаты обучения. Исследование завершается педагогическими выводами для разработки учебных программ, подготовки преподавателей и образовательной политики.

Ключевые слова: Бухара, климатические ресурсы, природные ресурсы, экологический подход, физико-географический анализ, возобновляемые источники энергии, управление водными ресурсами, опустынивание, устойчивое развитие, сохранение биоразнообразия.

INTRODUCTION

Education systems worldwide are undergoing continuous change due to technological advancements, globalization, and evolving learner needs. Traditionally, education has relied on teacher-centered approaches such as lectures, rote learning, and standardized assessments. These methods emphasize knowledge transmission, discipline, and curriculum coverage. However, critics argue that traditional approaches often limit learner participation and fail to develop higher-order thinking skills.

In response, innovative teaching approaches—including student-centered learning, project-based learning, flipped classrooms, and technology-enhanced instruction—have gained prominence. These approaches aim to promote active learning, collaboration, and learner autonomy. Despite their popularity, questions remain regarding their actual effectiveness and feasibility, particularly in contexts where resources, teacher preparedness, and institutional support vary.

The purpose of this study is to identify and compare the effectiveness of traditional and innovative teaching approaches in higher education. The research seeks to answer the following questions:

1. What are the perceived strengths and weaknesses of traditional and innovative teaching approaches?
2. How do these approaches affect student engagement and learning outcomes?
3. What pedagogical model best supports effective learning?

RESEARCH METHODOLOGY

This study employed a mixed-methods approach combining quantitative and qualitative data to provide a comprehensive understanding of teaching effectiveness. The design allowed for triangulation of findings and enhanced the validity of results.

Participants included 120 undergraduate students and 20 university instructors from various disciplines. The students were enrolled in courses taught using traditional, innovative, or blended approaches. Data were collected using three main instruments: questionnaires measuring student engagement, motivation, and perceived learning effectiveness. Classroom observations focusing on interaction patterns, teaching strategies, and learner participation. Semi-structured interviews with instructors to explore pedagogical beliefs and challenges. Quantitative data from questionnaires were analyzed using descriptive statistics, while qualitative data from interviews and observations were analyzed thematically. Patterns and recurring themes were identified and interpreted.

ANALYSIS AND RESULTS

The findings reveal distinct strengths and limitations associated with both traditional and innovative approaches. Traditional teaching methods were found to be effective in delivering theoretical knowledge and maintaining classroom discipline. Students reported that lectures provided clear explanations and structured content. However, limited interaction and passive learning were commonly identified drawbacks. Innovative approaches significantly increased student engagement, motivation, and collaboration. Activities such as group work, projects, and technology-based tasks encouraged active participation and critical thinking. Nevertheless, challenges included time constraints, uneven student participation, and teachers' limited experience with new methodologies. Courses that integrated both traditional and innovative strategies demonstrated the highest levels of learning effectiveness. Students benefited from structured explanations combined with interactive activities. Instructors also reported greater flexibility and improved learning outcomes.

The results support the view that no single teaching approach is universally effective. Traditional methods remain valuable for introducing complex concepts and ensuring content accuracy, while innovative approaches are essential for developing 21st-century skills such as problem-solving, communication, and autonomy. These findings align with constructivist learning theories, which emphasize the active role of learners in knowledge construction. At the same time, they highlight the continued relevance of classical pedagogical principles, particularly in contexts where examination systems and curricula remain content-driven. The study suggests that the effectiveness of teaching approaches depends largely on contextual factors, including learner characteristics, subject matter, and institutional support. Teacher competence and professional development also play a critical role in successful implementation.



CONCLUSION

This study examined the effectiveness of traditional and innovative teaching approaches in higher education and found that a blended pedagogical model is the most effective. Rather than replacing traditional methods, innovative approaches should complement them to address diverse learning needs and educational goals.

1. **For teachers:** Professional development programs should focus on integrating innovative strategies into traditional frameworks.
2. **For institutions:** Curriculum design should allow flexibility for blended teaching approaches.
3. **For policymakers:** Educational reforms should promote balanced pedagogical models rather than favoring one approach exclusively.

The study was limited to a single institutional context. Future research could involve longitudinal studies, larger samples, and discipline-specific investigations to further explore teaching effectiveness.

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- 13.00.00 Pedagogika fanlari
 - 13.00.01 Pedagogika nazariyasi. Pedagogik ta'limotlar tarixi
 - 13.00.02 Ta'lim va tarbiya nazariyasi va metodikasi (sohalar bo'yicha)
 - 13.00.03 Maxsus pedagogika
 - 13.00.04 Jismoniy tarbiya va sport mashg'ulotlari nazariyasi va metodikasi
 - 13.00.05 Kasb-hunar ta'limi nazariyasi va metodikasi
 - 13.00.06 Elektron ta'lim nazariyasi va metodikasi (ta'lim sohaları va bosqichlari bo'yicha)
 - 13.00.07 Ta'limda menejment
 - 13.00.08 Maktabgacha ta'lim va tarbiya nazariyasi va metodikasi
 - 13.00.09 Ijtimoiy pedagogika
 - 07.00.00 Tarix fanlari
 - 19.00.00 Psixologiya fanlari
 - 01.00.00 Fizika-matematika fanlari
 - 02.00.00 Kimyo fanlari
 - 03.00.00 Biologiya fanlari
 - 09.00.00 Falsafa fanlari
 - 10.00.00 Filologiya fanlari
 - 11.00.00 Geografiya fanlari



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