

STUDY METHODS BETWEEN UZBEK AND AMERICAN UNIVERSITIES

Shamsiddinova Dilafruz

Supervisor

Mamedova Guzalya

Student

Uzbekistan State World Languages University,

Philology and Teaching languages (English) 2-course.

E-mail: mamedovaguzalyaa788@gmail.com

Abstract: Higher education systems vary across countries, influenced by cultural, historical, and economic factors. This article examines the differences and similarities in study methods between universities in Uzbekistan and the United States, focusing on teaching approaches, assessment systems, assignments, course flexibility, and student-professor relationships. Uzbek universities rely on a structured, lecture-based system where students primarily memorize theoretical knowledge and follow a fixed curriculum. Assessment methods are mainly written and oral exams, with limited student participation in class discussions. In contrast, American universities emphasize interactive learning, critical thinking, and independent research. Students are encouraged to engage in discussions, analyze real-world problems, and apply their knowledge through essays, presentations, and projects. Additionally, American universities offer greater flexibility in course selection, allowing students to explore different disciplines. Another key difference lies in student-professor relationships: Uzbek students maintain a formal dynamic, while American students are encouraged to communicate openly with professors, fostering mentorship opportunities. By understanding these distinctions, students can better adapt to different educational environments and improve their academic experiences.

Keywords: Higher education, study methods, teaching approaches, assessment systems, course flexibility, student-professor relationships, Uzbekistan, United States, interactive learning, critical thinking academic adaptation, American universities.

Introduction.

Teaching methods play a crucial role in shaping students' learning experiences and academic success. The approaches used in Uzbek and American universities differ significantly due to cultural, historical, and educational philosophies. Below is a detailed comparison of how teaching is conducted in both systems. In Uzbekistan, universities education is predominantly lecture-based, where professors deliver information to students in a structured and authoritative manner. The professor is seen as the main source of knowledge, and students are expected to take notes and memorize key concepts for exams. While some courses may include discussions or student participation, the emphasis remains on passive learning. This traditional approach ensures that students acquire a strong theoretical foundation but may limit opportunities for

independent thinking and problem-solving. American universities focus on interactive and student-centered learning. Professors encourage discussions, debates, and collaborative work, allowing students to actively engage with the material. Many courses incorporate Socratic questioning, where students are expected to critically analyze concepts, ask questions, and form their own interpretations. This method fosters deeper understanding, creativity, and analytical thinking. Uzbek universities traditionally emphasize knowledge retention. Students are expected to master theoretical information and reproduce it accurately during exams. While understanding the material is important, there is often less emphasis on applying knowledge to real-world situations. The education system follows a structured curriculum where students focus primarily on subject-specific knowledge rather than interdisciplinary learning. American universities place a high value on critical thinking and problem-solving skills. Professors often design courses to challenge students' perspective, requiring them to question assumptions and justify their reasoning. Assignments, case studies, and real-life scenarios help students apply theoretical knowledge in practical situations. This approach prepares students for careers where adaptability and independent decision-making are crucial. This study employs a comparative analysis methodology to examine the differences and similarities in study methods between universities in Uzbekistan and the United States. The research focuses on five key aspects of university education: teaching approaches, assessment methods, classroom participation, use of technology, and student-professor relationships.

Research Methodology.

A qualitative approach was used to analyze educational structures and pedagogical techniques in both countries. The study relies on:

1. Literature Review: Academic papers, government reports, and university policy documents related to higher education in Uzbekistan and the U.S. Studies on pedagogical strategies, learning environments, and educational reforms in both countries.

2. Document Analysis:

University curricula, syllabi, and assessment guidelines from selected institutions in Uzbekistan and the U.S. Official education system reports (e.g., Uzbek Ministry of Higher Education, U.S. Department of Education).

3. Observational Comparison:

Analysis of classroom structures and student engagement based on published research and first-hand accounts from students and educators.

4. Case Studies (Optional for Expansion):

Examination of specific universities (e.g., Uzbekistan State World Languages University vs. Harvard University) to highlight differences in educational practices.

Data Sources.

Primary Sources: Higher education policies, academic regulations, and official university documents.

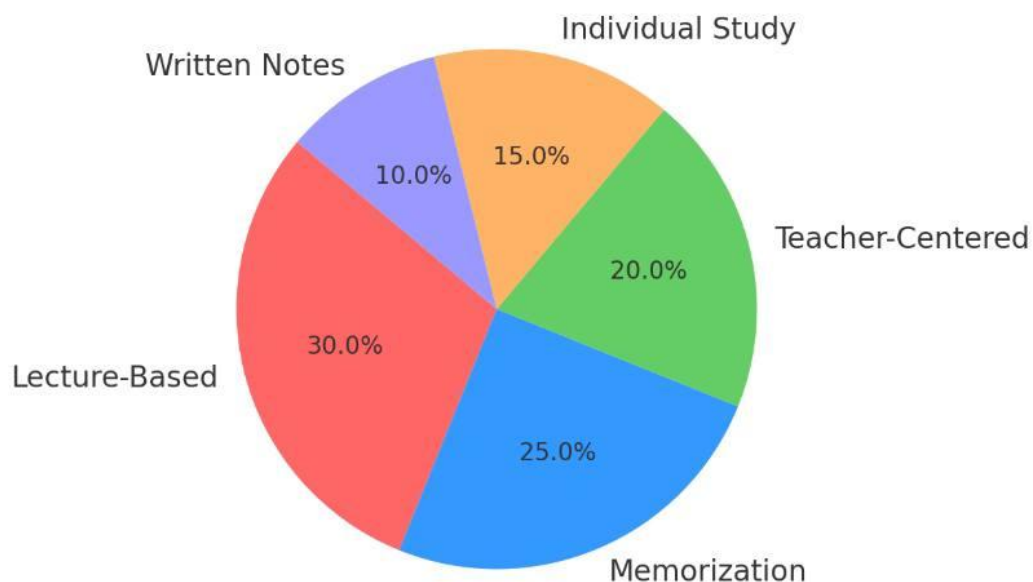
Secondary Sources: Scholarly articles, books, and reports from international educational institutions (e.g., UNESCO, European Commission).

Criteria for Comparison.

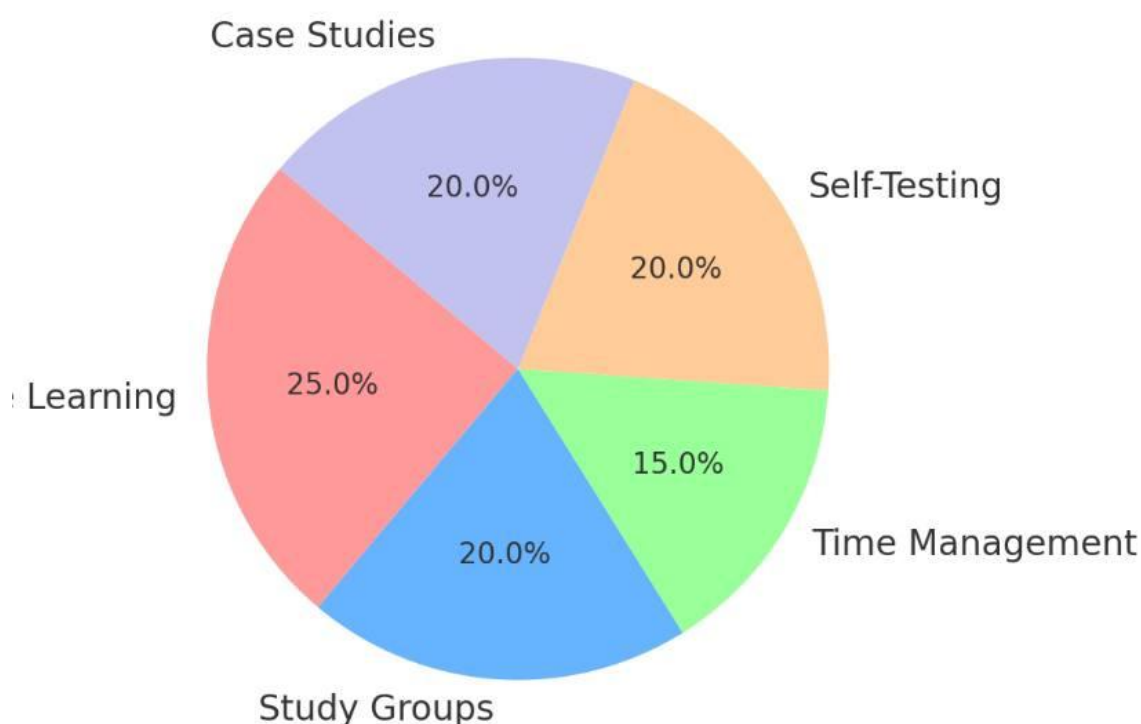
To ensure a structured analysis, the following criteria were used:

1	2	3
Criteria	Uzbekistan	United States
Teaching Approach	Lecture-based, theoretical learning	Interactive, critical thinking, discussion-based
Assessment Methods	Oral/Written exams, memorization-heavy	Essays, projects, presentations, continuous assessment
Classroom participation	Formal, limited student involvement	Open discussions, debates, collaborative work
Use of Technology	Traditional methods, limited digital tools	Learning management systems, online resources
Student-Professor relationship	Formal, hierarchical	Informal, mentorship-oriented

Study Methods in Uzbekistan



Study Methods in America



Student Participation and classroom environment.

In Uzbek universities, students generally take a passive role in the learning process. Classrooms are formal, and student participation is often limited to answering professors' questions rather than engaging in open discussions. Some students may hesitate to express opinions or challenge ideas due to cultural norms that emphasize respect for authority. American universities encourage a collaborative and open classroom environment. Students are expected to voice their thoughts, challenge existing ideas, and contribute to discussions. Professors facilitate debates and discussions where students analyze different viewpoints, which enhance their ability to think independently and communicate effectively. Group projects and presentations are also common, fostering teamwork and leadership skills. Historical transformations in Uzbekistan have significantly influenced its educational landscape, shaping institutional reforms and modernization efforts. It also points to a somewhat unique role performed by education, which has been employed in a dynamic way in the attempt to bypass traditional social institutions and thus to accelerate a people's acculturation to modern ways. Uzbekistan's educational system has historically developed under different socio-political conditions compared to European standards,

influencing its teaching methodologies and institutional structures. That the subsequent cultural and social revolution has been popularly termed a communist one, does not detract from its significance. Uzbek universities are gradually incorporating technology into education, but traditional methods still dominate. While some institutions use PowerPoint presentations and online learning platforms, many classes still rely on textbooks and in-person lectures. The digital transformation in education is ongoing, but the use of online resources, virtual labs, and interactive tools remains limited. American universities, in contrast, widely integrate technology in teaching. Many courses use learning management systems (LMS) such as Blackboard, Canvas, or Moodle, where students access lecture materials, submit assignments, and participate in online discussions. Professors often use digital tools, simulations, and multimedia resources to enhance learning. Online courses and hybrid learning models are also common, providing flexibility for students. Uzbek universities prioritize theoretical knowledge, with students focusing on textbook-based learning and academic research. While practical applications exist in certain fields like medicine and engineering, hands-on experience is generally limited. Internships and research opportunities are available but are not always mandatory or well-integrated into the curriculum. American universities emphasize experiential learning. Many programs incorporate internships, research projects, and hands-on training as essential parts of the curriculum. Students are encouraged to gain real-world experience through apprenticeships, lab work, and field studies, ensuring they graduate with practical skills relevant to their career.

Active learning and group discussions.

Many American universities prioritize active learning, where students actively engage with the material rather than passively listening. Professors encourage group discussions, debates, and problem-solving activities. Active learning and group discussions are widely used in American universities to enhance student engagement and comprehension. These methods move away from traditional lecture-based learning and encourage students to interact with course material through problem-solving, collaboration, and critical thinking. Let's explore these methods in detail, including their benefits, implementation, and best practices. At the beginning of the century, Abdullah Avloni said: "Education for us is a matter of life or death, salvation or destruction, happiness or disaster." This idea is of particular importance for the Republic of Uzbekistan, which is currently building a democratic society and intends to build a great state in the future. In our country, a unique system of educating the younger generation has been created, the methodology of educating schoolchildren in the spirit of a scientific worldview, humanism, ideology, social humanism and internationalism, boundless love and devotion to our country is used. Interactive methods ensure constant activity in students. Students will not be idle during the lesson, they will be busy with any problem related to the topic. The result is a state of boredom. When using interactive methods, the teacher must first create a technological project of the lesson. In order to technologically design a lesson, the teacher must be familiar with the strategies and methods of the interactive method. Today in a number of developed countries there is a rich experience in the use of pedagogical technologies that increase the learning and creative activity of students and ensure the effectiveness of the educational process, and the methods that form the basis of this experience are unique. The main modern teaching method is the "interactive" method, which is now partially translated as "interactive", the term "interactive"

is actually derived from the English word "interactive" and means "interactive". "Confidentiality" means the discussion of a dispute in an activity a method, the resolution of an action a consensus on the basis of thinking. But as we browsed through some of the textbooks, we also noticed that the term "interactive teaching methods" was used. The teaching process is directly related to the teaching method. The methodology is not what technical means or books you use, but how your education is organized. The bachelor's system provides for the theoretical and practical training of students with the development of the production of pedagogical laws, educational relations in colleges, methods of interdependence of general pedagogical education. A lesson is an educational activity conducted under the direct supervision of a teacher with a specific group of students. Lessons are the main organizational form of educational work. Lessons are central to learning. The lesson, as mentioned above, is not a fixed form of teaching organization. Pedagogical practice and pedagogical thinking are always looking for ways to improve it, and in this area various competitions, opinions and opinions of leading teachers of the country's pedagogical directions deserve attention. The lesson should meet the following general didactic requirements, taking into account different opinions and feedback:

1. Each lesson should be focused and carefully planned.
2. Each lesson should have a strong ideological and political orientation.
3. Each lesson should be related to life and practice.
4. Each session should be conducted using different methods, techniques and tools.
5. Every hour and minute allocated for the lesson must be saved and used effectively.
6. Each lesson should ensure the unity of the activities of the teacher and student.
7. The lesson should provide access to visual aids, equipment and computers related to the content of the teaching materials.
8. The individual characteristics of each student, which increase their independence, are taken into account when conducting a lesson in a group with the whole class.
9. At each lesson, depending on the nature of the topic, it is necessary to look for opportunities to refer to the rich pedagogical heritage of our people and to benefit from it. (2020) President of the Republic of Uzbekistan Sh. M. Mirziyoyev's Decree No. 5850 of October 21, 2019 "On measures to radically increase the prestige and status of the Uzbek language as the state language" and Sh. M. Item 3 of the statement of the 34th meeting of the expanded meeting with Mirziyoyev on August 23, 2019: on improving the methodology of teaching Uzbek as a mother tongue and a foreign language and on the most important priorities of the President's development in 2020. In his next address to the Oliy Majlis, in connection with the proclamation of 2020 as the "Year of Science and Development of the Digital Economy", the quality and effectiveness of teaching the Uzbek language (as a mother tongue, literature and state language) and modern teaching methods such as conferences aimed at improvement are the product of practice. Uzbek is the state language of the Republic of Uzbekistan and serves as a means of interethnic communication in all spheres of socio-economic life of the country. The status of the Uzbek language as the state language established by the Constitution of the Republic of Uzbekistan and the Law "On the State Language" is a solid basis for further expanding the role

of the Uzbek language in social functions and official communication. At the same time, raising the status of the Uzbek language, expressing one's views orally and in writing, respecting national and spiritual values, culture and traditions of the Uzbek people as the state language is the main official language of the country understanding is important. It is important to establish an improved methodological support for the thorough teaching of the Uzbek language in the education system, to define the Uzbek language education on the basis of new conceptual approaches, to increase the effectiveness of education. It is important to use interactive methods, to define effective principles of teaching and to ensure the continuity of teaching the Uzbek language in general secondary education. Reforms in the field of education in the country require, on the one hand, the improvement of the content of education, on the other hand, the elimination of problems in the educational process. Accordingly, the content of a particular subject as defined in the SST requirements, the purpose, form, methods of the lesson used in the learning process and interactive teaching methods should be determined within the intellectual capacity of the student who is the subject of education. This is because the teacher himself does not understand the difference between teaching methods and interactive teaching methods.(2022)

Credit-module system, New approaches and views.

On October 8, 2019, the President signed the Decree "On approval of the Concept of development of the higher education system of the Republic of Uzbekistan until 2030." This important policy document states that "at least 10 higher education institutions in the country will be included in the first 1,000 places in the ranking of internationally recognized organizations (Quacquarelli Symonds World University Rankings, Times Higher Education or Academic Ranking of World Universities). Inclusion in the list and gradual transition of the educational process in higher education institutions to the credit-module system ". It is also expected that by 2030, 85% of all higher education institutions (HEIs) in the country, including 33 higher education institutions in the 2020/2021 academic year, will be transferred to the credit-module system. 'he said. It is natural to ask what the credit-module system is. The credit-module system is a process of organizing education, which is a model of assessment based on a set of modular technologies of teaching and credit. Carrying it as a whole is a multifaceted and complex systemic process. The credit-module principle focuses on two main issues: ensuring the independent work of students; assessment of students' knowledge on the basis of ratings. Credit is a unit of study load (time) spent by a student to study and master a subject in a particular field of study or program (course). A credit is a minimum amount of time set by a student's normative document, usually one week, for in-class and independent study. Credit is given to a student after completing the assignments in a particular subject and passing the final exam. Credit was first introduced in U.S universities in the 18th and 19th centuries to liberalize the learning process and determine a student's weekly academic workload. In 1869, Charles William Eliot, president of Harvard University and a prominent figure in American education, introduced the concept of the "credit hour". Thus, in 1870-1880, a system of credit hours was introduced. Studying with the credit system and mastering the curriculum allowed students to independently plan the learning process, control is quality, improve educational technology. The introduction of the credit accumulation scale not only gave the student greater freedom, but also provided an opportunity to independently plan the academic process so that he or she could become a competitive

professional in his or her chosen field in the future. At the same time, it has led to improvements in the assessment system and educational technology.(30.12.2020,Obidova Farida Ismoilovna, Ergasheva Umida Oripovna) The main tasks of the credit-module system are:

Modular organization of educational processes;

Determining the value of one subject; course(credit)

Assessment of students' knowledge on the basis of rating points;

Allow students to create their own curricula individually;

Increase the share of independent learning in the educational process;

Convenience of educational programs and the possibility of change depending on the demand for specialists in the labor market.

The above is not only to teach on the basis of innovative educational technologies, but also to learn independently from the student, to take a new approach to education, to acquire the necessary and in-depth theoretical knowledge based on the demands of the labor market, training to form practical skills. In short this system is focused on the professional development and maturity of the student.(December 30, 2020.) Harvard University is recognized for its rigorous academic environment and diverse study methods, some of which align with interactive learning approaches found in American universities. Here are some key strategies Harvard students commonly use:

1.Active learning approach

Instead of passively reading, students engage with the material by summarizing, questioning, and discussing.The Feynman Technique (teaching the concept in simple terms) is often used to deepen understanding.

2. Case study Method (Especially in Business and Law)

Common in Harvard Business School and Harvard Law School, students analyze real-world scenarios to apply theoretical knowledge. Encourages critical thinking, problem-solving, and decision-making.

3. Structured Time Management

Many students follow the Pomodoro Technique (25-50 minutes of focused study followed by short breaks.) Tools like Google Calendar, Notion, and Todoist are used for tasks prioritization. Time blocking also helps balance classess, assignments, and extracurriculars.

4. Socratic method (especially in law and humanities)

Professors ask open-ended questions to encourage deep analysis and discussion. Helps students

think on their feet and develop strong argumentation skills.

5. Balance and Well-being

Harvard students understand the importance of sleep, exercise, and mental health. Techniques like meditation, journaling, and mindfulness are commonly used to manage stress.

Conclusion

In conclusion, the study methods in Uzbek and American universities reflect distinct educational philosophies shaped by historical, cultural, and institutional factors. Uzbek universities emphasize structured, lecture-based learning with a focus on theoretical knowledge and formal student-professor relationships. In contrast, American universities prioritize interactive learning, critical thinking, and flexible course structures, allowing students to engage in discussions, research, and hands-on experiences. While both systems have their strengths, understanding their differences can help students adapt more effectively to diverse academic environments and enhance their educational experiences.

References:

1. European Commission. (2015). ECTS users' guide. https://ec.europa.eu/education/ects/users-guide/docs/ects-users-guide_en.pdf
2. European Commission. (2009). ECTS users' guide. https://ec.europa.eu/education/ects/users-guide/docs/year-2009/ects-users-guide-2009_en.pdf
3. European Commission. (2004). *ECTS users' guide*. https://www.uc.pt/ae3s/pasta_docs/ects-users-guide-70804.pdf
4. Lutfullayev, P. (2019). *About credit-module training system*. Namangan.
5. Shedd, J. (2023). The history of the student credit hour. *New Directions for Higher Education*, 122, 5-12.
6. The Council and the Ministers of Education. (1976). *Official Journal of the European Communities*.
7. Urinov, V. (2020). *ECTS credit-module system in higher education institutions of the Republic of Uzbekistan: Basic concepts and rules*. Tashkent.
8. Wagenaar, R. (2020). *A history of ECTS, 1989-2019: Developing a world standard for credit transfer and accumulation in higher education*. International Tuning Academy. https://www.rug.nl/research/portal/files/111591811/A_History_of_ECTS_1989_2019_PDF.pdf
9. Ziyonet. (n.d.). *Educational resources*. www.ziyonet.uz
10. Referat. (n.d.). *Academic papers database*. www.referat.uz
11. Arxiv. (n.d.). *Research repository*. www.arxiv.uz