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OLIV TA'LIMNING KONSTRUKTIVISTIK TA'LIMGA TAYYORLIGI: TALABALAR NUQTAI NAZARI.

Аннотация

Ushbu tadqiqot konstruktiv ta'lim yondashuvining oliy ta'limda qay darajada qo'llanilishini va talabalarning o'z-o'zini boshqarish qobiliyatlarini o'rganadi. Miqdoriy tadqiqot usuli ishlab chiqildi va tavsifiy statistika yordamida ma'lumotlar tahlil qilindi.

Natijalar shuni ko'rsatadiki, oliy ta'lim talabaga yo'naltirilgan ta'limni mo'tadil darajada targ'ib qiladi, biroq talabalarning mustaqil ta'lim ko'rsatkichlari yuqori ballarni namoyish etdi. Bundan tashqari, talabalar konstruktiv ta'lim amaliyotiga ijobiy munosabatda bo'lishdi. Tadqiqot mustaqil ta'limni kuchaytirish uchun konstruktivizm kabi talabaga yo'naltirilgan yondashuvlardan ko'proq foydalanishni taklif qiladi.

Kalit so'zlar: Konstruktivizm, oliy ta'lim, talabaga yo'naltirilgan ta'lim, mustaqil ta'lim.

ГОТОВНОСТЬ ВЫСШЕГО ОБРАЗОВАНИЯ К КОНСТРУКТИВИСТСКОМУ ОБУЧЕНИЮ С ТОЧКИ ЗРЕНИЯ СТУДЕНТОВ

Аннотация

Данное исследование рассматривает степень применения конструктивистских подходов к обучению в системе высшего образования и изучает способности студентов к самостоятельному обучению. Был разработан количественный метод исследования, а данные проанализированы с использованием описательной статистики.

Результаты исследования показывают, что высшее образование в умеренной степени способствует обучению, ориентированному на студента, при этом студенты демонстрируют высокий уровень самостоятельного обучения. Кроме того, студенты проявили положительное отношение к практике конструктивистского обучения.

Исследование рекомендует более широкое использование студентоориентированных подходов, таких как конструктивизм, для повышения эффективности обучения.

Ключевые слова: конструктивизм, высшее образование, студентоориентированное обучение, самостоятельное обучение.

HIGHER EDUCATION READINESS FOR CONSTRUCTIVIST LEARNING: FROM STUDENTS' PERSPECTIVE

Annotation

This study examines the extent to which constructivist learning approaches are applied to higher education and explores students' self-directed learning abilities. A quantitative research method was developed, and data were analysed using descriptive statistics. The findings revealed that higher education moderately promotes student-centred learning, while students demonstrated high independent learning scores. Moreover, students showed positive attitudes towards constructivist learning practices.

The study suggests greater use of student-centred approaches such as constructivism to enhance learning.

Keywords: Constructivism, higher education, student-centred, independent learning.

Introduction. In recent years, several studies have examined how teaching methods influence students' potential to learn independently. Among them, many studies are based on a constructivist approach, in which the educational process relies on a concept that emphasises shifting from a traditional one-way education model to an independent model of knowledge formation. It is a theory that creates a learner-centred curriculum based on the development of competencies that help students to succeed in the information and technology age.

The higher education system in Uzbekistan is proposed to be based on advanced educational standards. It focuses on developing practical skills in personnel who can contribute to societal and economic development. However, in reality, there is a belief that universities are still transmitting inert knowledge that cannot be transferred to real life from teachers to passive-minded students. This study aims to reveal the extent to which the higher education system is adhering to written standards and to examine whether constructivist teaching and learning elements exist and relate to students' learning experiences using a survey [1].

Literature review. The education system is always subject to changes due to global transformations. The global breakthroughs require adapting a set of skills, such as diversified social, communication and cooperation skills, and applying knowledge critically. Consequently, equipping graduates with such skills demands renewals in the education practices. There are several approaches to apply in higher education to produce qualified graduates with the necessary skills. Among these, the constructivist theory can comply with XXI century competencies [2]. Constructivism sees learners as active, responsible agents of their own learning. This approach values students' way of learning and encourages them to take control of self-directed learning. While students are struggling to understand concepts with existing education practices, constructivism welcomes the induction of new ways of learning to create an effective learning environment [3]. Core concepts of constructivist learning suggest that (I) students draw on their prior knowledge to construct new understandings, meaning that existing knowledge is continuously modified through new experiences; and (II) students are active participants in the learning process. Learners are expected to evaluate their

existing knowledge, apply it to the new learning process, and assess the consistency between prior and newly constructed understanding [4]. Moreover, the constructivist approach enables students to:

- Gain diversified knowledge.
- Study learning materials in depth.
- Implement knowledge into practice.
- Take internal control of learning [2].

The constructivist approach proposed by John Dewey can be conventionally adapted to a higher education curriculum, as it is grounded in real-life experiences and social interaction, which can provide active, direct learning experiences to students. Dewey claimed that learning should be student-oriented and active, in which learners are directly involved in the knowledge construction process. From this perspective, John Dewey's constructivist theory offers a relevant method of philosophical and pedagogical approach in curriculum redesign [5].

The definitions presented above are provided as examples of elements of the constructivist approach and are not exhaustive. In other words, there are numerous other elements of constructivism to align with current teaching and learning practices that universities should consider.

Research Methodology. This study employed a quantitative research design using a survey method with a total of 142 bachelor's and master's students to investigate the extent to which the student-centred (constructivist) approaches are applied in higher education and their relationship with students' independent learning skills. Also, it checked students' attitudes towards constructivist learning. The constructivist learning environment and students' independent learning skills were considered as the main variables. The data were collected through a questionnaire using a Likert scale and were analysed using descriptive statistics analysis. Thematic analysis of open-ended responses was also provided.

Results. The findings of this study indicate a moderate level of student-centred learning practices at the universities, with an average score of 3.14. This indicates that the constructivist approach elements are present in current teaching, but not fully developed.

In contrast, students demonstrated a relatively high level of independent learning skills, with a mean score of 4.01, which leads to the conclusion that the students are capable of managing their own learning management, including self-study and responsibility.

Thematic analysis was provided for the open-ended question 21 in the survey. The report indicates that the students' main challenge is time management (31.9%), which was followed by insufficient guidance (24.1%) and lack of motivation (17.7%).

In addition, the data demonstrated the students' positive attitudes towards constructivist learning. A substantial proportion of survey respondents showed willingness to switch to student-centred learning, with 71% selecting 'agree' and 'strongly agree' options.

Moreover, 61.7% percent of respondents believe that student-centred learning will improve their studies, and 62.4% of them consider that universities should implement student-centred approaches more.

Discussions. The results suggested that although student-centred approaches are not fully applied to the teaching process, students show a strong capacity for independent learning, which means students build autonomy beyond the classroom practices. In fact, the survey outcomes also indicated that most of the learners have strong independent learning abilities, such as self-study, self-control, and resource management. Hence, the application of constructivist approaches to adult education is critical. Moreover, principles of constructivist approaches also build the idea of self-directed learning and practising active education rather than passive learning from a teacher or tests. Knowles (1975) considered self-directed learning as students' abilities to:

- Investigate learning needs.
- Plan learning goals.
- Find human and material resources.
- Detect and apply appropriate strategies [6].

Nevertheless, another key finding related to the open-ended responses revealed that the students still face some challenges in time management, lack of guidance and motivation. These results indicate that independent learning is not always adequately supported in the class. This contrast means that the students need sufficient structural and instructional support from their teachers. In this sense, constructivist teaching solves such challenges by putting the teacher in the role of an encourager, facilitator, collaborator, and community builder [7].

Furthermore, students expressed their willingness to study in a student-centred learning environment, with the majority showing interest in engaging in active learning and supporting the increased use of student-centred approaches. These outcomes demonstrate that there is a gap between students' preferences in learning and current teaching practices.

Another major result indicated that teacher-centred teaching is still dominant in higher education. The findings showed that nearly half of the students perceive their classes as lecture-based. Lecture-based classes limit student participation and collaboration, which are essentials of constructivist learning.

Therefore, it can be argued that the expanded utilisation of the constructivist approach and student-centred methods could boost the learning experiences and the development of independent learning skills.

Conclusions. The current study evaluated how university teaching could manage student-centred teaching approaches. The constructivist scores suggested that the higher education system needs to be updated using more student-centred approaches, as the learners also demonstrated overall support for them. Independent learning scores demonstrated students' abilities and willingness to engage in self-directed learning.

The results affirmed that higher education should support students with their challenges, such as time management and guidance from teachers and consider lecture-based instructions.

Therefore, the study suggests integrating more student-centred constructivist teaching and learning approaches to better support student independent learning and to enhance the overall learning experience in higher education.

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