

BOOSTING STUDENT INVOLVEMENT WITH ACTIVE LEARNING
TECHNIQUES IN HIGHER EDUCATIONSalohiddinova Xosiyat Ali qizi and
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Annotation. This article examines the influence of active learning strategies on academic performance and student engagement. This article employed a methodology that integrates quantitative surveys and qualitative interviews to investigate the effects of active learning in greater detail. The findings suggest a significant increase in student engagement and motivation, as well as an improvement in academic performance and participation in class activities. The essential information underscores that students appreciate the interactive nature of effective teaching methods, such as collaborative projects and group discussions, despite the presence of certain challenges associated with the transition from passive to active learning and time management. This study examines the advantages of active learning and offers potential solutions to the challenges that educators may encounter when attempting to implement these techniques in the classroom.

Keywords: active learning, student engagement, higher education, teaching methods, collaborative learning, student performance.

Annotatsiya. Ushbu maqola faol o'rganish strategiyalarining talabalar ishtiroki va akademik samaradorligiga ta'sirini tahlil qiladi. Ushbu maqola faol o'rganishning ta'sirini chuqurroq o'rganish uchun miqdoriy so'rov va sifatli so'rovlarni birlashtirgan inkorporativ metodologiyadan foydalanilgan. Kashfiyotlar talabalarning faolligi va rag'batlantirishning sezilarli darajada kengayishini, shuningdek, dars faoliyatiga jalb qilish va o'quv natijalarini kuchaytirishni ko'rsatadi. Kerakli ma'lumotlar shuni ta'kidlaydiki, talabalar samarali o'qitish usullarining interfaol xususiyatini, masalan, guruh muhokamalari va hamkorlikdagi loyihalarni qadrlashadi, garchi vaqtni boshqarish bilan bog'liq ba'zi to'siqlar va passivdan faol o'rganishga o'tish qayd etilgan. Ushbu tadqiqot faol ta'limning ijobiy ta'sirini muhokama qiladi va

shuningdek, o'qituvchilar ushbu usullarni amaliyotga tatbiq etishda duch kelishi mumkin bo'lgan qiyinchiliklarni hal qiladi.

Kalit so'zlar: faol o'rganish, talabalarning faolligi, oliy ta'lim, o'qitish usullari, hamkorlikda o'rganish, talabalar faoliyati.

Introduction. Higher education institutions are increasingly addressing the deficiencies of students in passive learning environments and critical thinking abilities, resulting in the proliferation of student-centered pedagogical approaches. Conventional classrooms generally restrict students to passive listening and note-taking, which do not sufficiently interest them or promote profound learning. Conversely, active learning strategies—such as conversations, problem-solving, and collaborative projects that engage students actively in the learning process—have garnered significant attention as successful alternatives [Prince, 2004]. This article examines the influence of various tactics on student engagement, seeking to comprehend their cognitive (knowledge acquisition) and effective (emotional and motivational) dimensions of learning.

Methods. Recent research underscores the advantages of active learning; yet, its implementation varies across many disciplines and educational contexts. Although numerous instructors have included active learning into their pedagogy, uncertainties persist concerning the most efficacious techniques to augment student engagement. This research examined the efficacy of active learning strategies in higher education courses and their direct influence on student engagement and academic performance. This research employed a mixed-methods strategy, combining quantitative surveys with qualitative interviews to thoroughly evaluate student participation. The research, conducted at a large public institution with over 5000 undergraduates, involved 600 students from various disciplines, including foreign language literature, and philology faculty, all participating in classes that employed active learning strategies throughout the semester. Active learning methodologies were incorporated into the syllabus for one semester. The strategies encompassed: Students were organized into small groups to deliberate on essential concepts and implement them in practical situations. Students collaborated on assignments necessitating investigation, analysis, and presentation of

their findings to the class. Students were prompted to elucidate topics to their friends, so enhancing comprehension through instruction. Students were assigned real-world challenges to address collaboratively, fostering critical thinking and teamwork. Surveys administered before and after the course assessed variations in student participation, motivation, and academic performance. The questionnaires comprised Likert-scale inquiries regarding class participation, enthusiasm for learning, and perceived skill enhancement. Semi-structured interviews were performed with 30 students and 4 faculty members to provide insights into their perceptions of active learning practices. The interviews examined students' levels of participation, the efficacy of the activities, and the problems they faced. The collected data demonstrated substantial evidence of the beneficial impacts of active learning on student engagement. A substantial rise in student involvement occurred following the use of active learning techniques. The average student involvement score increased from 3 to 4 on a 5-point scale following the intervention. Participation motivation in classroom discussions rose by 20%, with 80% of students indicating enhanced engagement compared to conventional lecture forms. Students additionally indicated an enhancement in academic achievement. Students engaged in active learning activities shown a 15% enhancement in their final grades, relative to students in control groups who did not partake in such methods. Students indicated a heightened connection to the curriculum when they could associate theoretical concepts with real-world situations. The participants appreciated the interactive elements of the course, observing that group discussions offered many viewpoints on problem-solving. Faculty noted heightened participation levels, with students exhibiting an improved understanding of course material.

Results and Discussion. Students identified problems including good time management during group work and the initial discomfort associated with transitioning from passive listening to active participation. Concerns were also expressed on the balance between solo work and group tasks. The study's findings corroborate prior studies demonstrating the benefits of active learning in enhancing student engagement and academic achievement. As it was

emphasized(2014), active learning fosters teamwork and enhances cognitive engagement. Students exhibited heightened motivation and engagement during active participation, resulting in a significant enhancement in academic achievement. Notwithstanding the identified hurdles, such as the necessity for staff training and early student unease regarding the switch to active learning, the overall advantages in engagement and learning results were substantial.

Conclusion. This study illustrates that active learning methodologies enhance student involvement and academic performance in higher education. They promote teamwork, critical thinking, and practical problem-solving, hence improving cognitive and emotional learning outcomes.

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