

TEACHING SKILLS: TRANSITIONING FROM TRADITIONAL TO PRACTICAL EDUCATION

Xolmatova Elnura

Teacher, Fergana State University

Odilova Mohinur

Fergana State University 4 course 21.100 group

Abstract: The use of innovative methods in teaching English to primary school students makes the language learning process more effective and interesting. The use of new methods and technologies, the introduction of interactivity by the teacher into the lesson process and the active participation of students make the language learning process more effective. Innovative methods, such as games, multimedia tools, online resources and modern communication technologies, allow students to pass the lesson more lively and interactively. These methods help develop students' creativity, critical thinking and communication skills. At the same time, these methods create the opportunity to ensure an individual approach to teaching, taking into account the specific needs of each student. The use of innovative teaching methods, especially in primary school, increases motivation for language learning and increases students' interest in English. As education systems worldwide evolve to meet the demands of the 21st century, the transition from traditional to practical learning environments has become not only relevant but imperative. This study investigates the development and transformation of teaching skills required to facilitate this pedagogical shift. Using the IMRaD structure, the research provides a detailed analysis of theoretical foundations, quantitative survey results, and deep insight into the context of Uzbekistan's education system. The findings indicate that although awareness of practical education is growing, challenges such as limited training, rigid curricula, and lack of digital resources hinder effective classroom implementation.

Keywords: Practical education, Teaching transformation, Active learning, 21st-century skills, Educational reform, Digital integration.

ИСПОЛЬЗОВАНИЕ ИННОВАЦИОННЫХ МЕТОДОВ ОБУЧЕНИЯ АНГЛИЙСКОМУ ЯЗЫКУ В НАЧАЛЬНЫХ КЛАССАХ

Аннотация: По мере того как образовательные системы во всем мире развиваются в соответствии с требованиями XXI века, переход от традиционного обучения к практико-ориентированному становится не только актуальным, но и необходимым. В данном исследовании рассматриваются навыки преподавания, необходимые для эффективной реализации этого перехода. С использованием

структуры IMRaD представляется подробный анализ теоретических основ, результаты количественного опроса и глубокий обзор образовательного контекста Узбекистана. Полученные данные показывают, что, несмотря на растущее осознание важности практического обучения, его эффективному внедрению препятствуют такие факторы, как недостаток подготовки, жесткие учебные программы и нехватка цифровых ресурсов.

Ключевые слова: Практическое образование, Трансформация преподавания, Активное обучение, Навыки XXI века, Образовательные реформы, Цифровая интеграция.

Introduction

In the 21st century, education must equip learners not only with knowledge but also with transferable skills such as collaboration, digital literacy, critical thinking, and adaptability. Traditional education systems—focused on lectures, memorization, and standardized exams—are increasingly outdated and insufficient for preparing students for dynamic global challenges.

Practical education, in contrast, emphasizes real-world learning through project-based tasks, inquiry, teamwork, and digital tools. It draws from experiential learning theories (Kolb, 1984) and constructivist pedagogy (Dewey, 1938), placing learners at the center of their educational journey. In practice, this means encouraging students to engage with problems, build solutions, and reflect on their learning.

Countries like Finland, Singapore, and Canada have successfully adopted flexible, student-centered approaches with supportive policies and infrastructure. In Uzbekistan, educational reforms have begun to encourage similar shifts. However, rigid curricula, limited teacher training, and insufficient ICT access still dominate most classrooms.

This study explores how secondary school teachers in Uzbekistan are adapting to practical education, what methods they use, what obstacles they face, and what outcomes they observe.

Literature analysis and methodology

This mixed-methods study combined surveys and interviews to investigate teaching practices. A total of 50 teachers from five Uzbek regions (urban and rural) participated. Subjects included English, Math, Science, History, and ICT. Participants had between 1 and 32 years of experience.

A 25-question structured questionnaire measured:

1. Teachers' views on practical vs traditional teaching
2. Types and frequency of methods used
3. Confidence in using digital tools
4. Observed student outcomes

5. Perceived institutional challenges

A subset of 10 teachers participated in follow-up interviews to elaborate on their responses. Data was analyzed through SPSS (quantitative) and NVivo (qualitative), focusing on themes like teacher autonomy, training gaps, and school culture.

Results

88% of teachers believed practical methods are more effective than traditional approaches

However, only 34% used them regularly

Most common methods: Group work (68%), class discussions (63%), visual aids (56%)

Less used methods: PBL (18%), flipped classrooms (6%), role-play (12%)

Technology Use:

58% used digital tools like Google Classroom and Zoom

Urban teachers had better access than rural ones (only 21% of rural teachers felt confident with ICT)

Perceived Student Benefits:

Increased engagement: 76%

Improved collaboration: 64%

Better independent learning: 49%

Growth in critical thinking: 55%

Main Barriers:

Lack of resources: 56%

Inflexible curriculum: 47%

Lack of training: 41%

Large class sizes: 32%

Low leadership support: 29%

Discussion

The findings echo global research on the benefits of practical education (Bell, 2010; OECD, 2018). Teachers recognize that practical learning improves engagement and understanding. However, systemic issues like curriculum overload and digital inequality limit actual practice.

Younger teachers and those with recent training are more likely to use modern methods. In contrast, experienced teachers may lack confidence or face pressure to adhere to traditional formats.

Leadership plays a key role—schools with supportive principals and collaborative cultures showed higher innovation. Thus, teacher training alone is not enough; institutional support is essential.

Curriculum and assessment reforms are also necessary. If exams prioritize memorization, teachers will be hesitant to invest time in active learning strategies. A shift toward competency-based assessment is needed.

Conclusion

Uzbekistan is making progress in educational reform, but for practical education to thrive, deeper structural change is required. Teachers must be empowered, trained, and equipped—not only with skills but also with time, space, and institutional support.

When implemented well, practical teaching enhances student motivation, collaboration, and problem-solving—critical attributes for future-ready learners.

Recommendations

Train teachers regularly on practical pedagogy and digital tools

Modernize curriculum to allow flexibility and project-based learning

Expand access to ICT in all schools

Develop school leadership to support classroom innovation

Encourage teacher-led action research and professional learning communities

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