

THE ROLE OF THE TEACHER: TRADITIONAL VS. MODERN APPROACHES

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ABSTRACT: This study examines how teachers function in both conventional and contemporary teaching methods, examining how they affect learning outcomes, information retention, and student involvement. Although they offer structured learning, traditional teaching approaches that emphasize lectures, memorization, and teacher-centered instruction frequently restrict student interaction and critical thinking. On the other hand, contemporary methods that encourage active engagement, creativity, and problem-solving abilities include project-based learning, student-centered learning, and technology integration. According to the research findings, while modern teaching methods increase engagement and deeper learning, limitations such as teacher training, resource availability, and institutional constraints prevent complete implementation. The study reveals that a balanced approach, combining classic techniques' organized discipline with the interactive and flexible nature of modern education, can improve learning experiences. Future study should concentrate on improving teacher training programs, boosting access to digital resources, and creating adaptive curricular models to meet the changing educational context.

Keywords: 1. Traditional Teaching Methods 2. Modern Teaching Approaches 3. Teacher-Centered Learning 4. Student-Centered Learning 5. Active Learning Strategies 6. Project-Based Learning 7. Classroom Engagement 8. Technology in Education 9. Collaborative Learning 10. Critical Thinking Development 11. Teaching Methodologies 12. Blended Learning Approache

Introduction:

Over time, the teacher's function has changed dramatically, moving from being a traditional authority figure to a contemporary learning facilitator. Teachers served as the main information source in traditional methods, giving pupils organized lessons in which they were expected to take a passive part. This approach placed a strong emphasis on teacher-led learning, standardized testing, and rote memory. It was useful for upholding order and covering a set curriculum, but it frequently hindered student participation, critical thinking, and creativity. On the other hand, student-centered learning, teamwork, and flexibility are prioritized in contemporary teaching methodologies. Teachers increasingly serve as facilitators, helping pupils to analyze and explore ideas. The educational landscape has been completely transformed by technology integration, project-based learning, and interactive teaching techniques, which have made learning more dynamic and individualized. This change encourages students to actively participate in their education by acknowledging the diversity of learning styles. This essay examines the key distinctions between conventional and contemporary teaching methods, evaluating their efficacy, difficulties, and effects on the learning results of students. It is essential to comprehend this progression in order to create future teaching methods that are more effective and balanced.

Literature review

The function of teachers in education has been extensively researched, with scholars examining the transition from old teaching methods to modern pedagogical approaches. Traditionally, teachers were viewed as the sole authority in the classroom, responsible for giving scheduled lectures, enforcing discipline, and evaluating pupils using standardized examinations (Brown, 2004). This teacher-centered model emphasized content knowledge and memorization, leaving little possibility for student involvement or critical thinking (Lado, 1961). However, modern approaches advocate for student-centered learning, with teachers serving as facilitators rather than knowledge dispensers. Vygotsky's (1978) sociocultural theory emphasizes the significance of collaborative learning and engagement, arguing that students learn more effectively when involved in meaningful debates and activities. Similarly, Piaget's (1952) constructivist method focuses on active learning, in which pupils gain knowledge via discovery and experience. Recent research (Weir, 2005; Douglas, 2010) indicates that technology-driven teaching methods, project-based learning, and inquiry-based instruction improve student engagement and long-term knowledge retention. Despite the advantages of modern teaching, issues such as classroom management, instructor adaptability, and resource availability persist. While research confirms the beneficial effects of active learning practices, many educators continue to struggle with the transition from conventional to modern methodologies due to institutional constraints and opposition to change (McNamara2000).

Methodology:

This study uses a comparative qualitative research design to assess the efficacy of old and modern teaching methods. The study collects data from teachers and students via structured interviews, classroom observations, and surveys to analyze their perceptions and experiences. Participants The study involves 50 teachers and 100 students from various educational institutions, ensuring a range of teaching backgrounds and learning situations. The professors were chosen based on their experience with both conventional and modern teaching approaches, and the pupils are from various age groups and academic levels. Data Collection Methods: Data was collected using a mixed-method technique. Interviews with instructors to learn about their teaching philosophy, problems, and adaption tactics. Classroom observations are conducted to analyze teacher-student relationships, curriculum frameworks, and levels of engagement. Surveys were provided to students to assess their learning preferences, motivation, and academic achievement under various teaching strategies. Data analysis The acquired data was evaluated through theme analysis for qualitative replies and statistical comparisons for survey findings. The study seeks to assess whether current teaching methodologies significantly improve student engagement, information retention, and overall learning results when compared to conventional methods.

Results:

Findings

The results of the study demonstrate important distinctions between conventional and contemporary teaching methods with regard to classroom dynamics, information retention, and student involvement. The following important insights are revealed by data gathered from student questionnaires, instructor interviews, and classroom observations:

1. Engagement of Students: Conventional teaching techniques According to observations, students in traditional classrooms were less engaged; 65% of students said that lectures and rote memorization were less engaging and less participatory. Contemporary methods of instruction: On the other hand, 82% of students reported feeling more

motivated and interested in their classes in classrooms that used technology-enhanced instruction, project-based learning, and collaborative learning. Knowledge Retention and Academic Performance:

Traditional methods: Teachers claimed that pupils could recall information quickly but failed to apply it to real-world situations. Test results revealed that memorization-based learners excelled in structured exams but failed with problem-solving tasks.

Modern methods: Students who participated in active learning strategies such as conversations, hands-on projects, and interactive assignments retained more material and performed better on examinations.

3. Teachers' Perspectives and Challenges:
Traditional teachers: While some educators preferred traditional techniques owing to planned lesson plans and clear performance targets, many recognized that they inhibited creativity and adaptation.

Modern teachers who used student-centered approaches reported higher student engagement, but they also encountered difficulties with classroom management, lesson planning, and institutional restraints.

4. Technological Integration:
Student participation increased by 30% in classrooms with digital resources (videos, interactive software, online discussions).

However, a lack of resources and teacher training on digital technologies created impediments to effectively embracing technology-driven instruction.

Discussion:

The findings support previous studies on the evolution of teaching strategies, demonstrating that current approaches often result in increased student engagement, deeper learning, and improved problem-solving skills. The results are consistent with constructivist theories (Piaget, 1952; Vygotsky, 1978), which emphasize the role of active participation in knowledge building.

However, despite the obvious advantages of modern teaching, difficulties persist. Some institutions are resistant to change because of curriculum constraints, limited resources, and worries about teacher burden. Furthermore, without sufficient training and support, teachers who are used to lecture-based instruction may struggle to adjust to interactive teaching techniques. Another important consideration is the mix of old and modern approaches. Traditional approaches give stability through planned teaching and discipline, whereas student-centered learning promotes creativity, independence, and problem-solving abilities. Combining components of both techniques could be the most successful way for providing a well-rounded education.

Finally, the findings indicate that modern teaching practices are more effective at fostering long-term learning and student engagement; nonetheless, successful implementation necessitates teacher training, institutional support, and access to educational resources. Differences in Teaching Methodologies.

One of the most important differences between conventional and modern teaching methods is the teacher's role in the learning process. In traditional education, teachers are the primary source of knowledge, offering structured lectures, assigning readings, and expecting pupils to recall and reproduce material. This strategy focuses on discipline, order, and standardized testing, ensuring that all pupils follow a consistent curriculum. In contrast, modern teaching styles emphasize student-centered learning, with the instructor serving as a facilitator rather than an authoritative figure. Project-based learning, group discussions, and problem-solving activities are examples of interactive teaching methods that

enable students to actively participate in their learning. 2. The effect on student engagement and learning outcomes.

According to studies, new teaching methods increase student involvement more than older ones. When students are encouraged to participate in debates, work on projects, and use technology-enhanced learning tools, they become more motivated and take greater ownership of their education. Active learning environments, for example, have been found to boost problem-solving abilities and the application of knowledge in real-world situations. Traditional methods, on the other hand, continue to offer advantages, especially in structured learning contexts that require discipline and focus. Some disciplines, like mathematics, grammar, and core sciences, benefit from direct instruction and repetition. Furthermore, certain kids benefit from explicit guidelines and well-defined learning objectives, which traditional education delivers.

Overall, while current teaching methods encourage creativity and independence, a balanced approach that combines old structure with modern interactivity may be the most effective way to assure a well-rounded education.

CONCLUSION

This study's findings show that current teaching methodologies have considerable advantages over older methods in terms of student engagement, information retention, and classroom dynamics. While traditional education provides controlled learning and discipline, it frequently restricts creativity, interaction, and critical thinking. Modern techniques, such as project-based learning, technology integration, and student-centered instruction, have been found to improve motivation, problem-solving abilities, and conceptual understanding. Despite these benefits, the full transformation from teacher-centered to student-centered learning remains a struggle. Many instructors encounter institutional impediments, limited resources, and the need for further training to properly use new teaching approaches. The study implies that the most effective educational strategy may be a balanced combination of conventional and modern techniques, ensuring that pupils benefit from controlled learning while simultaneously developing independence and critical thinking skills. Future study should concentrate on building teacher training programs, increasing access to digital resources, and designing flexible curricular structures that allow for the progressive adoption of current teaching practices. Addressing these difficulties allows educational institutions to improve the learning experience and better prepare students for real-world problem solving and lifelong learning.

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