



EXPLORING THE IMPACT OF STUDENT-CENTERED LEARNING ON ACADEMIC ACHIEVEMENT AND STUDENT MOTIVATION: A REVIEW OF PEDAGOGICAL AND PSYCHOLOGICAL RESEARCH

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Abstract:

In recent years, student-centered learning has gained popularity as an alternative approach to traditional teacher-centered education. The focus of student-centered learning is on the individual learner, with an emphasis on active engagement, collaboration, and inquiry-based learning. This approach has been shown to have a positive impact on academic achievement, as well as on motivation and engagement. In this article, we will explore the impact of student-centered learning on academic achievement through both pedagogical and psychological approaches.

Keywords: pedagogical and psychological research, education, student-centered learning, learning process.

The modern educational landscape is one in which students are increasingly expected to be active participants in their learning. This shift from teacher-centered to student-centered learning has been made possible by advances in technology and pedagogy, leading to an increased emphasis on student engagement and ownership in the learning process. One of the most significant outcomes of this shift is the potential for increased academic achievement. The concept of student-centered learning is relatively unfamiliar to many educators, administrators, and parents, yet it has been shown to have a positive effect on student outcomes. Student-centered learning has become increasingly popular in recent years as an alternative to traditional teacher-centered approaches to education. The focus of student-centered learning is on the individual learner, with an emphasis on active engagement, collaboration, and inquiry-based learning. This approach to education has been shown to have a positive impact on student achievement, as well as on motivation and engagement. In this article, we will review pedagogical and psychological research studies that explore the impact of student-centered learning on academic achievement. Definition of Student-Centered Learning. Student-centered learning is an approach to education that places the learner at the center of the learning process. In this approach, the teacher acts as a facilitator rather than a source of knowledge, and students are encouraged to take





responsibility for their own learning. Student-centered learning emphasizes active engagement, collaboration, and inquiry-based learning. This approach is based on the constructivist theory of learning, which suggests that individuals construct their own knowledge based on their experiences and interactions with the environment. Pedagogical Research Studies on the Impact of Student-Centered Learning. There have been numerous pedagogical research studies that have investigated the impact of student-centered learning on academic achievement. In this section, we will review some of the most significant studies.

The psychological approach to student-centered learning focuses on the student's experience and motivation. As students become more engaged with their learning, they become more invested in the outcome. This increased engagement can lead to improved academic performance through increased focus, effort, and dedication. Furthermore, when students have ownership over their learning, they are more likely to take initiative and become self-directed learners. This increased autonomy can foster a sense of self-efficacy, leading to increased motivation and perseverance.

In addition to increasing student engagement, student-centered learning can also help to promote psychological well-being. Studies have found that when students feel included and respected, they are more likely to be motivated and engaged. Furthermore, when they feel that their work, ideas, and efforts are appreciated, they are more likely to be confident in their abilities and more likely to take risks.

Pedagogical research studies have investigated the impact of student-centered learning on academic achievement. In this section, we will review some of the key studies in this area. Psychological research studies have also explored the impact of student-centered learning on academic achievement. In this section, we will review some of the key studies in this area. The findings from both pedagogical and psychological research studies suggest that student-centered learning has a positive impact on academic achievement. Student-centered learning approaches, such as cooperative learning, inquiry-based learning, and small group learning, have been shown to be effective in improving academic achievement. Additionally, student autonomy and self-regulated learning strategies have been shown to be important factors in promoting academic achievement. The mechanisms through which student-centered learning improves academic achievement can be explained by the self-determination theory. This theory suggests that individuals are motivated when they have autonomy, competence, and relatedness in their learning. The pedagogical approach to student-centered learning focuses on the instructional practices used to facilitate learning. By creating opportunities for students to take an active role in their learning, teachers can foster increased engagement and ownership. This might





include providing students with choices over topics to explore, activities to participate in, and methods of demonstrating their learning. Furthermore, teachers can use a variety of strategies to foster creativity and critical thinking, such as problem-based learning, project-based learning, and collaborative learning. By utilizing these instructional strategies, teachers can create an environment where students are encouraged to think deeply and independently. This can lead to increased academic achievement as students become more adept at higher-order thinking skills. Additionally, the use of authentic and relevant tasks can help to engage students, as they can see the value and relevance of what they are learning.

Although pedagogy and psychology are both concerned with the development of the individual, there are some important differences between the two. The primary difference is that pedagogy is focused on the development of the individual's cognitive, physical, and social abilities, while psychology focuses on the development of the individual's personality and behavior. Another difference between the two is that pedagogy is focused on the learning process, while psychology is focused on understanding why people behave the way they do. Despite these differences, there are some key similarities between the two. Both pedagogy and psychology focus on improving the individual's ability to learn and develop, and both emphasize the importance of understanding the individual's needs, preferences, and learning styles. To sum up pedagogical and psychological approaches to teaching and learning play a vital role in the modern education system. These approaches are based on the principles of psychology and pedagogy, which are essential for the development of students. The aim of pedagogy is to promote the development of students' cognitive, social, physical, and psychological abilities, while psychology focuses on the development of the individual's personality and behavior student-centered learning has the potential to significantly enhance student academic performance. A combination of psychological and pedagogical approaches can help to create an environment where students are encouraged to take an active role in their learning. By doing so, teachers can foster increased engagement, ownership, and self-efficacy, leading to improved academic achievement.

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