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OPPORTUNITIES AND METHODS FOR IMPROVING THE QUALITY OF EDUCATION IN UZBEKISTAN

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Abstract
This article explores innovative pedagogical mechanisms for enhancing quality indicators within the education system of Uzbekistan. At the core of the research lies an original teaching curriculum based on the integration of the Flipped Learning model and the KWL (Know, want to know, Learned) reflection method. The study theoretically and practically substantiates the effectiveness of this methodical synergy in boosting students' independent learning engagement and systematizing acquired knowledge. Furthermore, it analyzes the implementation stages of the developed curriculum and its projected outcomes. The proposed approach serves as a vital methodological resource for transforming educational processes through modern pedagogical technologies

Keywords: Quality of education, Flipped Learning, KWL method, South Korean experience, reflection, pedagogical innovation, autonomous learning, educational transformation.

Introduction

The issue of improving the quality of education in Uzbekistan is widely studied as one of the most urgent problems in modern pedagogy and educational management. Scientific research conducted by Uzbek and foreign scholars demonstrates that this process has a multifactorial nature.

In her research, M.M. Parpieva emphasizes the importance of innovative approaches in the development of the higher education system, arguing that the quality of education is directly related to the effectiveness of management, scientific potential, and the level of integration with industry. According to the

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research findings, the modern higher education system should be organized based on a competency-based model [1].

Y.R. Tursunboyeva, on the other hand, examines the issues of improving education quality assessment and monitoring systems, highlighting the need to develop a national evaluation system based on international experience. She particularly emphasizes the importance of institutional mechanisms and internal quality assurance systems in improving educational quality [2].

Research conducted by M.B. Zaynitdinova analyzes the effectiveness of distance and blended learning models, revealing that the educational process organized through digital technologies is an important factor in increasing student engagement [3].

International research indicates that methods that ensure the active participation of the student in the educational process lead to high efficiency. In particular, J. Hattie, in his work "Visible Learning" studied the factors affecting learning effectiveness based on meta-analysis and substantiated that active learning strategies have significant advantages over traditional lecture methods. As Hattie notes, the rate of knowledge acquisition increases significantly when there are elements of feedback, self-assessment, and reflection in the educational process. [4].

Foreign studies, meanwhile, place special emphasis on active teaching methods. In particular, the Flipped Learning model developed by J. Bergmann and A. Sams is based on organizing theoretical learning outside the classroom and practical activities during class, in contrast to traditional teaching methods. This model has been shown to significantly improve students' independent learning skills and enhance the effectiveness of instruction [5].

In addition, the KWL (Know – Want to know – Learned) reflection method is based on constructivist learning theory and serves to develop students as active subjects of learning. This method organizes the learning process in three stages and enables the systematization of knowledge as well as reflective analysis.

South Korea's higher education system is distinguished by the systematic implementation of innovative pedagogical approaches. In this country, the widespread use of digital learning platforms, blended learning, and Flipped Learning models has played a significant role in improving the quality of education. In the Korean experience, the teacher acts more as a facilitator rather

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than a traditional knowledge provider. Classroom time is primarily devoted to solving problem-based tasks, engaging in interactive communication, and analyzing practical situations. This approach contributes to the deep development of students' competencies [6].

In her research, S.Y. Kim investigated the advantages and challenges of implementing the Flipped Learning method in South Korea's higher education system. Her study provides a detailed analysis of teachers' and students' attitudes toward this model, as well as their levels of engagement, motivation, and approaches to the learning process [7].

The literature review shows that although Flipped Learning and the KWL method have been studied separately, their integrated application and, in particular, their effectiveness in the context of Uzbekistan have not been sufficiently researched. This gap defines the scientific novelty of the present study.

Methodology

In this study, as a solution to existing challenges in the education system, an integrated program combining the Flipped Learning model widely applied in South Korean higher education institutions and the KWL reflection method (Know – Want to know – Learned) was developed. In addition, the possibilities of adapting this program to the higher education system of Uzbekistan were explored.

The South Korean experience demonstrates that the Flipped Learning model allows classroom time to be effectively allocated to interactive activities, discussions, group projects, and practical tasks. When this model is integrated with the structural components of the KWL reflection method, the learning process becomes more systematic and reflective. Specifically, before class, students identify their prior knowledge through the "Know" stage and formulate questions they want to explore in the "Want to know" stage. At the end of the lesson, the "Learned" stage is used to summarize acquired knowledge and carry out reflection.

In South Korean higher education institutions, this integrated approach has strengthened the teacher's role as a facilitator rather than a traditional lecturer. In teaching Korean to non-specialist students, the developed program that integrates Flipped Learning and the KWL reflection method illustrates a clear

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interconnection between learning stages, learner activities, and expected outcomes. The KWL method is considered an effective pedagogical tool that enhances learners' cognitive activity within modern educational approaches. Based on constructivist learning theory, it encourages students to become active knowledge constructors rather than passive recipients [8].

The integration of the KWL reflection method with the Flipped Learning model enhances students' pre-class preparation. In particular, the "Know" and "Want to know" stages are applied in independent learning, preparing students for active engagement. The "Learned" stage is used at the end of classroom sessions to consolidate knowledge acquired in Korean language learning and to develop self-assessment competencies.

As a result of this integration, students in non-specialist programs demonstrate a significant improvement in their Korean language proficiency, communicative activity, and classroom participation. This, in turn, serves as an important factor in improving the overall quality of education.

The successful implementation of the integrated KWL approach requires enhancing teachers' methodological competence, adapting technological tools to the educational process, and developing appropriate assessment mechanisms. In this regard, South Korea's experience is particularly valuable, especially its emphasis on preparing teachers as facilitators, improving assessment systems based on reflective approaches, and utilizing mechanisms for monitoring teaching effectiveness.

Results

The study involved a control group (23 students) and an experimental group (25 students). To evaluate the effectiveness of the intervention, three main indicators were analyzed: students' engagement in classroom activities, final test results, and learning progress dynamics. These indicators were collected through tests and questionnaires conducted at different stages of the learning process. Data analysis was carried out using the Likert scale, stacked bar charts, and the Student t-test to determine statistical significance.

The questionnaire results clearly showed that the integrated instructional program based on Flipped Learning and the KWL reflection method had a positive impact on students' attitudes toward learning and their level of engagement. The

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questionnaire consisted of 10 items rated on a 1–5 Likert scale, with a maximum total score of 50. The experimental group demonstrated consistently high results across all items, mostly scoring between 4 and 5. The average score in this group was 48.0, indicating a very high level of satisfaction and effectiveness of the integrated approach. This suggests that the combination of Flipped Learning and KWL methods supported better pre-class preparation, deeper understanding of content, active group discussions, independent thinking, and effective reflection processes.

In contrast, the control group showed moderate results, with average scores ranging between 3 and 4. Their overall mean score was 37.8, indicating lower engagement, reduced motivation, and more difficulties in independent preparation compared to the experimental group.

Comparative analysis revealed that the experimental group's results were more than 20% higher than those of the control group. This difference was confirmed as statistically significant by the Student t-test ($p < 0.05$), demonstrating the effectiveness of the integrated Flipped Learning and KWL -based instructional model. Overall, the findings indicate that this approach significantly improves students' engagement, learning motivation, independent learning skills, and academic performance.

In the final stage of the experiment, a post-test in Korean language was conducted, designed in alignment with the pre-test in terms of content and difficulty level, based on the instructional materials covered during the intervention.

Discussion

The findings of this study indicate that the integration of the Flipped Learning model and the KWL reflection method, adapted from South Korea's educational experience, is highly effective in transforming students from passive recipients of knowledge into active and independent learners. This outcome can be interpreted through several conceptual perspectives.

1. Constructivist learning and learner agency

The KWL method (Know – Want to know – Learned) is grounded in constructivist learning theory. It promotes students as active constructors of

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knowledge rather than passive receivers of ready-made information. The "Know" stage activates prior knowledge, while the "Want to know" stage helps students formulate learning goals and questions, thereby strengthening learning motivation and cognitive engagement.

2. Flipped Learning and efficient use of classroom time

The South Korean higher education experience confirms that the Flipped Learning approach significantly optimizes classroom time by shifting theoretical instruction outside the classroom. As a result, in-class sessions can be dedicated to interactive tasks, collaborative projects, and practical language activities. Since theoretical materials (texts, audio, and video resources) are studied independently before class, classroom time becomes more focused on developing communicative skills. This is particularly beneficial for non-specialist students learning Korean, where active language use plays a crucial role in acquisition.

3. Transformation of the teacher's role (facilitation)

One of the most important outcomes of this pedagogical integration is the transformation of the teacher's role. Instead of acting as a traditional lecturer, the teacher becomes a facilitator who guides, supports, and organizes the learning process. This shift enhances student–teacher interaction and helps reduce psychological and social barriers in the classroom, creating a more open and engaging learning environment.

4. Future perspectives

Effective implementation of the integrated Flipped Learning and KWL approach requires broader use of digital learning platforms and continuous professional development for teachers. Adapting South Korea's experience to the context of Uzbekistan is expected to contribute significantly to improving the quality of higher education and achieving the objectives outlined in the "New Uzbekistan – 2030" Strategy [9] and the "Concept for the Development of the Higher Education System until 2030" [10].

Conclusion

Based on the results of this study, it can be concluded that the integration of the Flipped Learning model and the KWL reflection method, adapted from South

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Korea's educational practice, has strong potential to significantly enhance the quality of Korean language instruction in higher education institutions of Uzbekistan. The experimental findings demonstrated that this pedagogical approach effectively increases student engagement, strengthens knowledge retention, and develops independent learning skills. At the same time, the implementation of this integrated model contributed to a transformation in the teacher's role from a traditional lecturer to a facilitator who guides and supports the learning process, thereby making instruction more interactive and student-centered. The program not only improved academic performance but also shifted learners from passive recipients of knowledge to active knowledge constructors, considerably increasing their participation and motivation in classroom activities. Therefore, the integrated approach can be regarded as an important factor in improving the effectiveness of teaching Korean as a non-specialist subject and in fostering students' autonomous learning abilities. Overall, the findings confirm the value of introducing innovative pedagogical technologies and highlight the need to align higher education practices with modern educational demands and learner needs.

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