

## DISTINCTION BETWEEN TRADITIONAL AND MODERN EDUCATIONAL SYSTEM

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### Abstract:

The education system serves as the cornerstone of national progress, evolving from traditional methods to contemporary approaches in response to rapid technological advancements. Traditional educational practices, characterized by teacher-centered instruction and a focus on memorization, have long dominated classrooms. This paper explores the historical context of these methods, highlighting their reliance on structured environments where teachers act as the primary knowledge source and students are passive recipients. Traditional methodologies, such as the Grammar-Translation Method, emphasize grammatical rules and rote learning through repetition and translation exercises. While these approaches foster social skills and critical thinking through peer interactions—particularly in literature classes—they also pose limitations, including a lack of engagement and adaptability to diverse learning styles. In contrast, modern educational frameworks encourage collaboration, critical thinking, and the integration of technology, transforming classrooms into dynamic environments. By examining the strengths and weaknesses of both traditional and contemporary methods, this study advocates for a balanced pedagogical approach that combines the effectiveness of structured learning with the adaptability of modern techniques, ultimately preparing students for the demands of the 21st century.

### Keywords

Traditional methods, Grammar-Translation Method, Teacher-centered instruction, Social skills, Dynamic environments.

### Introduction

The foundation of any nation's progress is its educational system, which helps to shape the future of individuals and communities alike. The education system still relies on traditional education, but we live in a rapidly changing world where technology is transforming the way we learn. Moreover, teaching methods and structures are evolving, with new information is being released.

One of the oldest systems that we had is telling stories to each other. In ancient times, humans have always told stories to pass down cultural beliefs, traditions and history to future generations. Conventional approach to teaching is often associated with a structured classroom environment where teachers are the primary source of knowledge for students. Students typically follow a fixed curriculum, focusing on memorizing information and engaging in repetition-based learning methods. Another aspect, assessment plays a fundamental role in a traditional educational system as it helps teachers to measure students' academic performance by conducting written exams, quizzes or standardized tests. Such kind of tests were supported by Lewis Terman, who proposed the implementation of standardized tests to evaluate students' academic achievements.

In contrast, the modern education system, which emphasizes collaboration and the use of technology. This approach aims to meet student's interests and different needs by teaching them skills like critical thinking, problem-solving that are important today (John Dewey). With the advent of technology, modern classrooms have become more interactive and dynamic, offering digital tools and other resources to encourage deep thinking and promote collaboration between students. By examining the evolution of educational methods, we can better understand how these systems impact students' learning outcomes and prepare them for the demands of the 21st century.

In the end, both traditional and contemporary educational systems have their strength. By combining the best of the two worlds, teachers can create a balanced approach that caters the needs of all students. The education aims to help us reach our full potential in a fast-changing world.

#### **Literature review:**

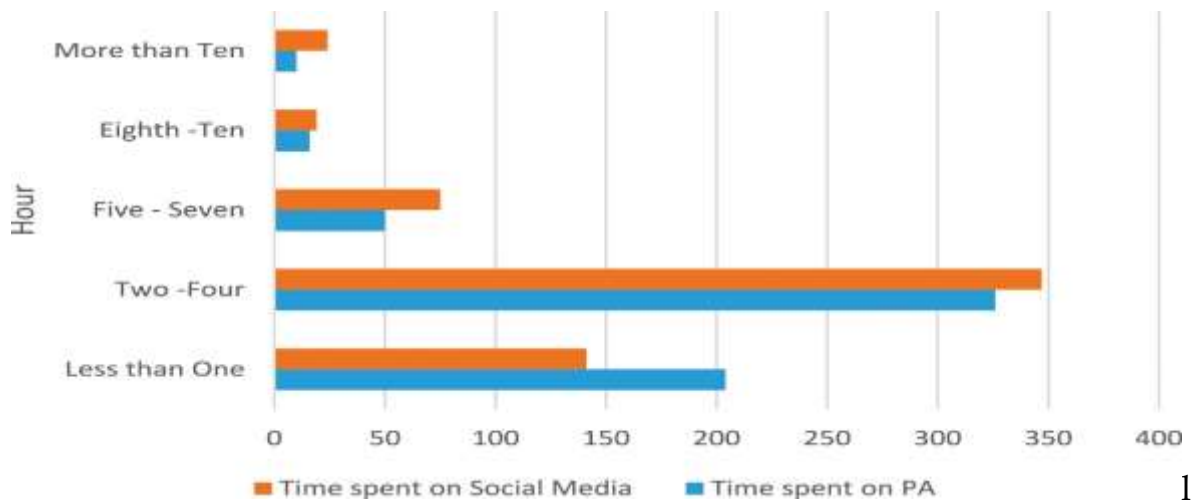
In recent times, the field of learning analytics has become known as a valuable instrument for enhancing academic achievement in higher education. Academic achievement affects not only the successful completion of a degree program but also the successful completion of individual learning objectives. A variety of factors contribute to academic achievement, including personal characteristics such as motivation and prior academic performance, as well as aspects of the educational environment, such as attendance, active learning, and social interaction. The advent of learning analytics, a multidisciplinary approach that combines data mining and analysis in educational settings, offers the potential to enhance academic achievement by analyzing data, learning processes, and the broader learning environment from students.

In their systematic review, Ifenthaler and Yau (2020) investigate the use of learning analytics to enhance academic success in higher education. They examine

a variety of factors that influence academic achievement, including motivation, prior performance, and the learning environment. Their review synthesizes evidence from 46 key publications out of a total of 6,220 articles, which emphasize the potential of learning analytics in supporting students at risk of dropping out. The authors highlight the potential of data-driven methods to enhance student performance, particularly in terms of course continuation and completion. They employ a rigorous methodology, utilizing international databases such as GoogleScholar, ACM Digital Library, and ERIC, to emphasize the importance of learning analytics in improving academic outcomes. The review further discusses various challenges, such as language barriers and the dynamic nature of educational research, which require continuous meta-analysis and future systematic reviews to capture emerging trends. Moreover, the authors highlight the importance of establishing clearer theoretical frameworks and improving methodological strictness in future studies. They also suggest the establishment of a comprehensive database to expand the access to research findings, which would help to promote the field and support more effective implementation of learning analytics systems.

In a research conducted between February and May 2021, Vishwakarma, Singh, and Joshi (2021) explored the impact of social media content on the physical activity of students during the COVID-19 lockdown. This study surveyed 606 students from various academic institutions in India using a custom-designed questionnaire. The findings revealed that social media significantly contributed to students' engagement in physical activity during the lockdown. The study identified three main themes interest, self-care, and impact highlighting how students utilized social media platforms to stay physically active. This research emphasizes the potential of social media in fostering physical activity and promoting health, especially in times of isolation. Despite the positive impact of technology on education and physical activity, there are still some challenges to overcome. Vishwakarma (2021) point out that the shift to online learning, while promoting flexibility and innovation, also creates obstacles such as geographical barriers, limitations on sample size, and difficulties in accessing data. Furthermore, while the implementation of technology has expanded opportunities for student engagement, it also requires a thoughtful consideration of access and participation, especially in underrepresented communities.

Student's physical activity engagement through social media:



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In their literature review titled "Predicting Academic Success in Higher Education," Alyahyan and Düşteğör (2020) point the importance of predicting students' performance early on to enable timely interventions and personalized support programs. The review focuses on studies that use data mining techniques to forecast academic success at various levels, including degree programs, specific years, and individual courses. However, the authors exclude predictions based on exam results, recognizing the limitations of drawing conclusions about a student's success from a single exam. The review is based on an extensive search across multiple academic databases, including Science Direct, ProQuest, IEEE Xplore, Springer Link, EBSCO, JSTOR, and Google Scholar, using relevant keywords related to academic success and data mining. Seventeen key articles, particularly from the last five years, were selected to narrow the scope of the review. While the study acknowledges potential limitations in its coverage, its goal is to make machine learning techniques more accessible to educators. The authors provide a step-by-step guide for using data mining to predict student success, offering valuable insights for educators looking to enhance academic outcomes in higher education.

In another article called "Why traditional education is not the best for everyone", Catherine Choi discusses her personal experiences with both traditional and homeschooling education. She compares the rigid, one-size-fits-all approach of traditional schools, where students follow a set curriculum, study for exams, and often focus on getting good grades rather than genuinely understanding the material. Choi argues that traditional education works well for some, but it doesn't suit everyone, as it often overlooks individual interests and future career goals. On the other hand, Choi highlights the flexibility of homeschooling, where students can adapt their learning based on personal interests and pace, while still meeting



state requirements. She emphasizes the benefits of self-directed learning, including developing self-discipline and problem-solving skills. However, she also points out the social challenges of homeschooling, particularly the difficulty of transitioning to a traditional school setting, where students learn how to navigate society and interact with diverse peers. In the end, she concludes writing that there is no one-size-fits-all solution to education. Both traditional schooling and homeschooling have their advantages and drawbacks, and students should have the freedom to choose the format that best suits their learning style and long-term goals.

### **Traditional methods of teaching:**

Education has a rich history, and over time, the educational system has undergone continuous transformation. As a result of these changes, there is now a significant contrast between traditional learning methods and more modern approaches, with many students finding traditional techniques monotonous and disengaging.

Traditional methods of teaching refer to the conventional, teacher-centered approaches that have been the foundation of education for centuries. These methods, typically characterized by lectures, rote memorization, and passive learning, have long been the standard in schools worldwide. Moreover, it does not matter what subject is studied, teachers often utilize the same methods for every subject. According to the "Our Kids" website, traditional approaches to teaching literature have been in use for many years. These methods include lecture-based instruction, reading assignments, written reflections or discussions, and literary analysis. The website explains that in traditional literature classes, students focus on understanding the structure of the text, including its narrative, characters, and themes.

As stated in the book Teaching English as a foreign language by Geoffrey Broughton, one of the typical features of the traditional methodology is the "teacher-dominated interaction". The teaching is deeply teacher-centered. The reason for this approach is explained by the statement of Assist. Prof. Dr. Abdullah Kuzu, who asserts that it is based on the "traditional view of education, where teachers serve as the source of knowledge while learners serve as passive receivers". The conventional approach puts the responsibility for instructions and learning on teachers. It is suggested that if students will attend classes and attentively listen to the teacher's explanations and examples, they will be able to apply the knowledge.

Another key component of traditional teaching methods is learning based on memorization and repetition of the information. For some professionals the highest priority while teaching a foreign language is grammar. This approach called

“Grammar-Translation Methods” or GTM. According to Richards, this approach was “based on the belief that grammar could be learned through direct instruction and through a methodology that made much use of repetitive practice and drilling”. The students were expected to memorize the grammatical rules and to practice using them while translating sentences and analyzing English texts. We can see it from Tharp’s statement that in language teaching the essential issue was “rules to be memorized, grammatical text analysis, and literal translation”. In summary, traditional language teaching methods, such as the Grammar-Translation Method (GTM), prioritize memorization, repetition, and the direct instruction of grammatical rules, with a strong emphasis on translation and text analysis to reinforce learning.

### **Strength and limitations of traditional methods of teaching:**

Traditional teaching methods are characterized by teacher-centered lectures, textbooks, and standardized assessments. They have been an educational mainstay for centuries. Traditional method of teaching as other methods has its own advantages as well as disadvantages.

Conventional teaching methods are believed to have some benefits like fostering social skills through face-to-face interactions with peers and teachers. The example for this may be the literature classes in which traditional methods offer opportunities for students to engage with the text and contribute to class discussions. While discussing the text with their peers, students are likely to develop critical thinking skills. As Kaya (2019) notes, "Traditional literature methods promote students' ability to analyze and evaluate the narrative of a story to understand its underlying message effectively." By careful analysis of the text, students are involved in close reading which results in the identification of themes and motifs, and an exploration of literary language features such as figurative language and symbolism. Close reading is most effectively fostered through traditional teaching methods like class discussions and group activities where students can share their opinions and interpretations and the teacher can provide guidance.

In a conventional classroom setting, teachers can provide instant feedback on students’ performance. This promptness allows timely corrections, fostering positive learning behaviors and addressing misconceptions immediately. Huaxin Xu, an English teacher at Xi’ a Foreign Language University in China discusses another advantage of Grammar-Translation Method. The use of grammar rules can reduce the likelihood of students producing Chinglish when attempting to communicate in English(Xi). He points out that “from the very beginning, the teacher should bring the students’ attention to the conceptual differences 16 in the

two languages and help them establish correct concepts in English". If an error still occurs, the teacher is advised to correct it as soon as possible. Concerning error correction, Broughton asserts that "by making mistakes the learner is practicing the wrong thing and developing undesirable habit" (Broughton).

Traditional methods provide a structured framework that aids in maintaining a stable daily schedule in the classroom. This can be comforting for both educators and students, providing a predictable learning atmosphere. In a book on Czech education, the typical lesson is described. It reads that the teacher "starts the lesson with revision of the previous lesson. He examines the pupil individually by asking them to come to the blackboard, they are asked to do an exercise, respond to teacher's questions or sometimes the whole class takes a written test." According to the same book, the next step is the "examination the teacher explains a new subject matter and practices it with exercises" (Chudá ). As Chudá states, the very last thing the teacher does during the lesson is that "he sums up the topic and sets assignments for the next lesson". We can see that students always know what follows and be ready for each part of the lesson.

However, traditional methodology also has some disadvantages. The focus on lectures and course materials may unintentionally encourage memorization rather than deep understanding. Some authors agree on the lack of speaking and pronunciation practice in traditional teaching methodology (White, Broughton). Instead of trying to speak and get the meaning through, the students are smothered with linguistic information, "rules with examples, its paradigms and related exercises" (Broughton). In the view of Broughton and his colleagues, this approach "has for so many years produced generations of non-communicators" (Broughton). The same authors highlight that many learners experienced significant frustration at the moment of realizing that they were not able to speak in common life situations (Broughton).

The traditional methodology teaches the written language as the highest priority in learning a foreign language. However, it presents writing in a very unpleasant way. Concerning writing, Donald H. Graves makes a notable point: Writing has been used as a form of punishment: 'Write your misspelled worry 25 times.' 'Write one hundred times, I will not chew gum in school.' 'Write a 300 word composition on how you will improve your attitude toward school.' These statement and "punishments" may develop a significant contradiction in the students' attitude to the foreign language itself: writing in the language is essential and it is highly appreciated; if one can write in the language he is considered to have reached the goal; yet on the other hand, the same activity is a form of punishing students. For the students, this approach can be highly demotivating.

In conclusion, traditional teaching methods offer a range of benefits, such as promoting social interactions, fostering critical thinking through class discussions, and providing structure and immediate feedback. These methods, especially in literature and language learning, allow students to engage deeply with the material and develop analytical skills. Additionally, teachers can correct misconceptions promptly, ensuring that students stay on the right track. However, there are notable limitations to this approach, such as an overemphasis on memorization, a lack of focus on speaking and pronunciation skills, and the use of writing as a form of punishment, which may demotivate students. As a result, while traditional methods have their place in education, they may not fully address the dynamic needs of modern learners.

### **Modern methods of teaching:**

Modern methods of teaching have significantly transformed the way education is delivered, driven by advancements in technology and a shift towards more student-centered approaches. Unlike traditional methods that often relied on rote memorization and passive learning, contemporary teaching strategies prioritize critical thinking, adaptability and engagement.

According to Jim Scrivener, the teacher's main role is to "help learning to happen," which includes "involving" students in what is going on "by enabling them to work at their own speed, by not giving long explanations, by encouraging them to participate, talk, interact, do things, etc." (Scrivener). Broughton adds that "the language student is best motivated by practice in which he senses the language is truly communicative, that it is appropriate to its context, that his teacher's skills are moving him forward to a fuller competence in a foreign language" (Broughton). Shortly, the students are the most active element in this process. A student-centric approach promotes enthusiasm and curiosity by allowing students to explore and learn through hands-on activities guided by educators.

Unlike traditional methodology, modern one integrate technology such as interactive whiteboards, educational software, and online resources, which are seem highly effective in engaging students and accommodating various learning styles. Moreover, using such technologies in lesson makes learning more dynamic. Developing life skills are essential, being creative or being able to solve the problems are one of the main aims of the modern teaching. The tasks should improve skills, not test memory. In teaching skills: receptive (listening and reading) and productive (writing and listening), given tasks should be realistic, as an example in listening section in real life we do not normally listen for every word spoken.



According to Jim Scrivener, with receptive skills it is always better to assign one task, let the students accomplish it, have feedback, and then assign another task, let the students read or listen to the text again, have feedback, etc. Scrivener also points out that the tasks should be graded from the easiest to the most difficult, or, in other words, from the most general to the most detailed, and the students must know what the assignments are before the listening or reading itself is done. If the students do not manage to accomplish the task, the teacher should play the listening again or give them more time for reading (Scrivener).

On the other hand, concerning productive skills, a teacher using modern methodology should be aware of a contradiction between accuracy and fluency. According to Jack C. Richards, “fluency is natural language use occurring when a speaker engages in a meaningful interaction and maintains comprehensible and ongoing communication despite limitations on his or her communicative competence” (Richards). At Masaryk University, the opinion was presented that students should be encouraged to speak the language, though with errors, to get the meaning through (Zemenová). As stated by Richards, modern methodology tries to keep a balance between the fluency and accuracy practice (Richards). We can summarize that skills should be taught in a context which is close to real life situations in which students might well find themselves, the practice should be involving and the activities should be well aimed and executed. This approach not only helps learners to be motivated and interested in the subject matter but also provide opportunities for real-world application of skills

### **Strength and limitations of modern teaching methods:**

While modern teaching methods have brought numerous benefits to the educational landscape, they are not without their challenges. On the one hand, these approaches have enhanced student engagement, fostered critical thinking, and integrated technology to create dynamic learning environments. However, they also present certain limitations, such as not equal accessibility of the technology to everyone or the potential for distractions. This balance between innovation and difficulty is crucial to understanding the full impact of modern teaching methods.

In the context of contemporary education, technology is a crucial factor. One significant limitation of modern teaching methods is the **over-reliance on technology**, which can lead to distractions or a lack of face-to-face interaction. While digital tools enhance engagement, they may also cause students to lose focus, especially if they are not used effectively or if students struggle with self-regulation in a virtual environment. Research has shown that technology can sometimes

distract students from their learning goals, particularly when there is an excess of multimedia content (Richards, 2015).

Moreover, some educators may lack the necessary training to fully utilize these tools, which could hinder the effectiveness of the learning experience (Bauer & Kenton, 2005). In addition, modern teaching often demands a high degree of **flexibility and adaptability** from teachers, which can be challenging in environments where resources, time, or support are limited (Morrison & Lowther, 2010).

Furthermore, the **personalized learning** aspect of modern teaching, while highly beneficial for catering to individual learning styles, may also lead to **unequal access** to educational opportunities. This increases the gap between individuals who can and cannot use digital tools. In contexts where teachers have limited resources or where students are not equipped with the necessary tools, the gap between students who benefit from these methods and those who do not may continue to widen (OECD, 2020)."

### Conclusion:

Traditional methods rely on passive learning strategies such as lecture-style presentations, reading assignments, and written reflections or discussions. Based on the article on the website "Stephen Perse" (2017)[15], the traditional education approach, often known as back-to-basics education, is still extensively used in schools. Moreover, in this method, the teacher is the primary source of knowledge. Memorization, taking notes, and rote learning are prioritized in this approach. Students are expected to take notes and memorize the information presented by the teacher when they speak on the subject.

Modern methods emphasize student-centered learning, where students actively engage in the learning process through interaction, collaboration, and problem-solving. The teacher's role shifts to a facilitator, guiding students in their learning journey. (Scrivener, 2011; Richards, 2015). Technology is essential to modern teaching, with tools like interactive whiteboards, learning management systems, and educational apps becoming central to the learning process. Technology enables more personalized learning experiences, such as online courses and digital resources. (OECD, 2020; Bauer & Kenton, 2005).

When it comes to passive and active learning, in traditional classrooms, students are often passive participants, taking notes and absorbing information from the teacher. There is little opportunity for active engagement or collaboration. (Richards, 2015). Whereas, modern methods prioritize active learning strategies, such as problem-based learning, group discussions, and hands-on projects, which encourage students to think critically and apply knowledge in real-world contexts.

(Bauer & Kenton, 2005). In conclusion, the transition from traditional to modern teaching methods represents a significant shift in how education is delivered and experienced.

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