



# SUCCESS STORY

## From Traditional Lecture-Style Teaching Approach to The New Student-Centered Approach



Photo: Abdullokh Nazarov

**Yulduzxon Nurmatova conducting a lesson for her students using student centered approach with new textbooks (October 2022).**

*“The training sessions organized by the program are having a great effect on my day-to-day teaching.”*

*Yulduzxon Nurmatova  
Primary School Teacher*

Ms. Yulduzxon Nurmatova is a primary school teacher with over 30 years of teaching experience at a local school in Namangan Region. As a primary school teacher, she had always taught using a traditional lecture-style approach. She had always believed that it was her job to transmit knowledge to her students and that it was their job to absorb it as best as they could.

However, Ms. Yulduzxon was starting to feel like something was missing from her teaching. She noticed that her students were often disengaged and seemed to lose interest in the material after a few minutes during the lesson. She knew that she needed a new approach that would be more engaging and effective for her students.

In 2019 the U.S. Agency for International Development (USAID), together with the Ministry of Preschool and School Education of the Republic of Uzbekistan, launched the Uzbekistan Education for Excellence Program. Ms. Yulduzxon was one of a group of teachers selected to pilot the new student textbooks and teacher guides introduced by the program.

USAID has also trained Ms. Yuldozxon and her colleagues by hosting various professional development workshops on student-centered teaching and adopting new teaching materials. She learned about the benefits of this approach, which involves empowering students to take an active role in their own learning and making the materials more relevant and meaningful to them.

Excited to try this new approach, Ms. Yuldozxon returned to her classroom and began implementing some of the strategies she had learned using the new textbooks and teacher guides. She started using more interactive and hands-on activities, and she encouraged her students to take control of their own learning by setting their own goals and tracking their progress.

To her delight, Ms. Yuldozxon saw a dramatic improvement in her students' engagement and achievement. They were more motivated and interested in the material, and they were more likely to take ownership of their learning. Ms. Yuldozxon was thrilled with the results and knew that she had found a new teaching style that worked for her and her students.

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