

MODERN TEACHING METHODS IN LITHUANIA: STUDENT-CENTERED LEARNING APPROACH

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Abstract: *Current educational systems demonstrate a growing tendency to shift away from traditional teaching methods which focus on teacher delivery and move toward educational methods that center on student engagement and require students to develop critical thinking skills while working together with others. Lithuania has implemented substantial educational reforms which aim to develop its educational system and bring it into compliance with European and global educational standards as a European Union member state. The research examines contemporary teaching practices in Lithuania through the lens of student-centered educational methods. The research study employs a qualitative secondary data analysis method to examine international reports and policy documents and academic literature which UNESCO and OECD and European Commission and World Bank produced. The results demonstrate that Lithuania successfully developed student-centered learning through curriculum changes and teacher training initiatives and digital technology implementation. The implementation problems which arise from different regional practices and the challenges teachers face when they need to apply new procedures present ongoing difficulties. The research demonstrates that Lithuania establishes a robust educational framework which other nations can study to gain insights into current teaching practice transformation.*

Keywords: *student-centered learning, Lithuania, teaching methods, education reform, pedagogy, active learning, teacher development*

Introduction

Education systems around the world are undergoing major transformation from traditional teacher-centered approaches to student-centered learning models. Student-centered learning (SCL) places learners at the center of the educational process, focusing on their needs, interests, and active participation. In this approach, teachers act as facilitators rather than sole knowledge providers (UNESCO, 2020).

Lithuania has made significant progress in educational reform since joining the European Union. The country has aligned its national education system with modern

European standards, emphasizing competency-based education, critical thinking, and learner autonomy (European Commission, 2020).

The shift toward student-centered learning in Lithuania is part of broader global education trends promoted by organizations such as OECD and UNESCO. This study aims to analyze how Lithuania applies modern teaching methods based on student-centered learning and what key factors support its implementation.

Literature Review:

Student-centered learning is widely recognized as an effective educational approach in modern pedagogy. UNESCO (2020) defines it as a process in which students take an active role in learning, developing independence and critical thinking skills.

OECD (2019) highlights that successful implementation of student-centered learning requires teacher training, flexible curricula, and supportive school environments. Teachers must be able to adapt instruction based on student needs and use diverse teaching strategies. In Lithuania, education reforms have gradually shifted teaching practices toward more interactive and competency-based methods. According to the European Agency for Special Needs and Inclusive Education (2021), Lithuanian schools increasingly use collaborative learning, group projects, and problem-solving activities.

The World Bank (2022) also notes that digital technologies have become an important part of teaching practices in Lithuania, especially after the COVID-19 pandemic, which accelerated the adoption of online and blended learning.

However, OECD (2021) reports that implementation is not fully uniform across the country, with rural schools facing more challenges in accessing resources and training opportunities.

Methodology:

This study uses a qualitative research design based on secondary data analysis. The research relies on published academic literature, international reports, and policy documents.

Data Sources

The following sources were used:

UNESCO Global Education Monitoring Report (2020)

OECD Education Policy Reports (2019–2023)

European Commission Education Monitoring Reports (2020)

World Bank Education Report on Lithuania (2022)

European Agency for Special Needs and Inclusive Education (2021)

Data Analysis

Thematic analysis was applied to identify key themes related to:

teaching methods

student-centered learning implementation

teacher professional development
digital education integration

The data was synthesized to understand how Lithuania implements modern teaching methods in practice.

Results:

4.1 Shift to Student-Centered Learning

Lithuania has developed its educational system from traditional lecture-based instruction toward student-centered teaching methods. Schools now emphasize active participation, collaboration, and problem-solving activities (OECD, 2021).

4.2 Curriculum Modernization

The national curriculum has been reformed to focus on competencies rather than memorization. The program encourages students to acquire critical thinking skills and creative abilities and effective communication capabilities.

4.3 Teacher Professional Development

The teacher training programs in Lithuania need to provide continuous professional development, which should include current teaching methods that cover differentiated instruction, formative assessment, and project-based learning.

4.4 Digital Learning Integration

Digital tools, which include online learning platforms and interactive whiteboards and blended learning systems, have become common in Lithuanian classrooms after the COVID-19 pandemic (World Bank, 2022).

4.5 Implementation Challenges

The organization has achieved advanced development, but it still needs to solve existing problems. Rural schools often have fewer resources, and some teachers still rely on traditional teaching methods due to limited training or resistance to change.

Discussion:

The results show that Lithuania has demonstrated significant advancement toward implementing student-centered education methods. The successful transformation of this system results from three core elements: the development of coordinated educational policies, the establishment of teacher training programs, and the educational framework that matches European Union standards.

Teacher professional development functions as the primary component of this system. Teachers receive training that includes both subject knowledge and contemporary teaching methods designed to enhance active student learning and participation according to European Commission 2020 standards (European Commission 2020).

Curriculum flexibility serves as another essential component of educational assessment. Lithuania enables teachers to develop personalized lessons for their students by implementing competency-based education, which replaces traditional content-based methods of teaching.

The implementation of digital technologies has strengthened student-centered instructional approaches. Classroom technology enables interactive learning experiences, which lead to higher student participation rates. The implementation of programs faces obstacles because of existing disparities between different regions. The rural population encounters two major challenges: they have insufficient access to training programs and digital resources, which creates an uneven distribution of educational standards throughout the nation.

Conclusion:

The research shows that Lithuania has accomplished its goal of implementing contemporary teaching methods that follow student-centered learning principles. The transformation process is implemented through three main elements which include curriculum development and teacher training programs and the use of digital technology in education.

Lithuania demonstrates how national education systems can evolve toward modern learner-centered teaching methods despite existing challenges which include regional disparities and difficulties teachers face in adapting to new teaching methods.

The essential insight demonstrates that student-centered learning demands educational institutions to implement teaching method changes and require complete institutional transformations which include backing from policies and teacher development programs and technological advancements.

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