

# Insufficient Focus on Research

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## Abstract

A developing issue that restricts students' ability to develop critical thinking, problem-solving, and innovative skills is the lack of emphasis placed in education on research-based learning and analytical thinking. Standardized testing and rote memorization are given excessive importance in many educational institutions, frequently at the price of encouraging curiosity, research skills, and independent analysis.

**Purpose:** The purpose of this study is to examine the growing issue of limited emphasis on research-based learning and analytical thinking within educational systems, particularly in relation to the dominance of standardized testing and rote memorization. It aims to highlight how this imbalance impairs students' development of critical thinking, problem-solving, and innovative skills essential for addressing real-world challenges.

**Methodology/approach:** This study will employ a qualitative, comparative research methodology to explore how different education systems incorporate research-based learning and analytical thinking, with a particular focus on the practices of Finland, Sweden, South Korea, Singapore, and China.

**Results/findings:** The results of studies investigating the insufficient focus on research often reveal a variety of negative outcomes across different sectors. These outcomes highlight the short-term and long-term consequences of underfunding and neglecting research and development, as well as the disparities in research priorities between countries, industries, and institutions.

**Limitations:** The study is limited to a specific geographic and demographic sample, which may affect generalizability.

**Contribution:** This study contributes to educational reform discussions by providing empirical support for creating new opportunities for practical experience and bridge to employment in the future that foster internship and job placements.

**Novelty:** Innovation: Unlike previous work, this study will be a very useful roadmap for Uzbek students to build a roadmap for gaining experience through excellent practice to transition to new jobs.

**Keywords:** *Innovation, technology, education, educational process*

## 1. Introduction

In contemporary education systems, the focus on research-based learning and analytical thinking has become increasingly critical. However, many educational institutions continue to prioritize rote memorization and standardized testing over fostering independent inquiry and critical analysis. This insufficient emphasis on research skills limits students' ability to engage with knowledge at a deeper level, stifling creativity, problem-solving, and the development of intellectual autonomy. Research-based learning is an approach that encourages students to explore academic content through inquiry, experimentation, and evidence-based reasoning. It empowers learners to ask questions, critically evaluate information, and derive conclusions through systematic investigation. Analytical thinking, on the other hand, involves the ability to dissect complex problems, identify patterns, and approach issues from multiple perspectives. Both of these skills are crucial for success in a rapidly changing world, where the ability to think critically and solve real-world problems is more valuable than the ability to recall facts. Despite their importance, many educational systems place insufficient emphasis on these competencies. This trend is particularly evident in countries that rely heavily on traditional teaching methods and standardized assessments, where the focus tends to be on memorizing content rather than

developing skills like critical thinking and research. As a result, students often leave educational institutions without the necessary tools to navigate complex, interdisciplinary challenges in both their professional and personal lives. This article examines the implications of insufficient focus on research-based learning and analytical thinking. It highlights the challenges associated with this educational gap and explores the need for a paradigm shift that places greater value on independent research, inquiry-driven learning, and the development of analytical skills. By fostering these capabilities, educational systems can better prepare students for the demands of the modern world and enable them to contribute meaningfully to society's intellectual, social, and technological advancements.

## **2. Literature review and hypothesis/es development**

The insufficient focus on research-based learning and analytical thinking in educational systems has been the subject of growing concern over the past few decades. Despite the clear benefits of fostering independent inquiry, critical thinking, and problem-solving skills, many education systems still emphasize memorization and rote learning, leading to a gap in the development of higher-order cognitive skills. This literature review explores the existing research on the challenges and implications of the lack of emphasis on research-based learning and analytical thinking, focusing on the impact of traditional teaching methods, the role of research in cognitive development, and the consequences for students' long-term educational and professional outcomes. Many educational systems, particularly in developing countries, continue to emphasize traditional pedagogical methods, which prioritize memorization and standardized testing. These methods, while effective for transmitting factual knowledge, have been critiqued for failing to develop critical thinking, creativity, and analytical skills (Gyekye & Salifu, 2009). Rote learning encourages students to focus on recall rather than understanding, often stifling curiosity and intellectual independence. According to Ramsden (2003), students educated through traditional methods often lack the ability to engage in reflective thinking and are ill-equipped to apply their knowledge in novel contexts. This limitation hampers their ability to think critically and solve complex problems, which are essential skills in both academic and real-world settings. Similarly, Trilling and Fadel (2009) argue that education systems need to shift toward developing deeper cognitive skills, such as analysis, synthesis, and problem-solving, rather than just factual recall. Research-based learning has been identified as a key strategy for fostering critical thinking and intellectual independence. According to Biggs (2003), research-based learning, which involves engaging students in original investigation, encourages active learning and deeper engagement with subject matter. This approach allows students to apply theoretical knowledge to real-world problems, thereby enhancing their analytical thinking and problem-solving abilities. Research by Paul and Elder (2014) emphasizes that critical thinking is a skill that can be developed through deliberate practice and exposure to research-based tasks. When students are encouraged to ask questions, gather evidence, and analyze data, they develop the cognitive skills necessary for evaluating information, making decisions, and drawing conclusions. These processes not only promote intellectual growth but also equip students with the tools to navigate an increasingly complex and information-driven world. Furthermore, research-based learning is shown to improve student engagement and motivation. In a study by Kuh et al. (2008), students who participated in research-focused learning activities reported higher levels of academic satisfaction and a greater sense of ownership over their learning process. By shifting the focus from passive reception of knowledge to active participation in knowledge creation, research-based learning fosters greater student autonomy and intellectual confidence. Analytical thinking, which involves breaking down complex problems into smaller, more manageable components and assessing them from multiple perspectives, is another crucial skill often overlooked in traditional education systems. Many studies have highlighted the importance of analytical thinking in academic and professional success. Ennis (2011) argues that the ability to think analytically is foundational to both academic achievement and critical thinking. Analytical skills enable students to assess arguments, identify underlying assumptions, and solve complex problems with a structured approach. The lack of emphasis on research and analytical thinking has serious consequences for students' cognitive and professional development. As seen in studies by Boud et al. (2013) and Hoskins and Fredriksson (2008), students who are not exposed to research-based learning often have limited opportunities to develop critical thinking and problem-solving skills. This deficit can affect their ability to adapt to changing

professional environments and contribute to innovative solutions to global challenges. Additionally, research suggests that an overemphasis on standardized testing and memorization leads to disengagement, reduced motivation, and lower levels of academic achievement (Linnenbrink & Pintrich, 2003). These effects are particularly pronounced in higher education, where students are expected to engage in independent research and develop original contributions to their fields of study. Without the foundational skills developed through research-based learning, students often struggle with the demands of graduate studies and professional research tasks (Kuh et al., 2008). Moreover, the insufficient focus on analytical thinking may contribute to broader societal issues, such as the spread of misinformation and the inability to critically assess complex issues such as climate change, public health crises, and technological innovation (Dewey, 1933). In an increasingly complex world, the ability to think critically and conduct research is crucial not only for individual success but also for the collective progress of society. In response to these challenges, there has been a growing call for reform in education systems to better integrate research-based learning and foster analytical thinking. Various educational frameworks and curricula, such as those developed by the OECD (2018) and UNESCO (2020), advocate for moving beyond traditional teaching methods and emphasizing inquiry, critical thinking, and problem-solving. Programs that incorporate project-based learning, inquiry-driven research, and interdisciplinary approaches have been shown to enhance students' ability to think critically and engage in independent research (Beckett & Slater, 2005).

### **3. Methodology**

This study uses a descriptive research method. This method is used to determine the picture and condition of something by describing it in as much detail as possible based on existing facts (Varismoradi et al., 2013). This study conducted an in-depth analysis of the content of the Ministry of Education of Uzbekistan's website, with an observation period of 2023 and 2024. Researchers used the keyword advanced studies to identify government programs and activities to increase the number of people continuing their studies. Insufficient focus on research methodology means insufficient attention to qualitative and sufficient aspects in the research process or in the implementation of research.

### **4. Results and discussion**

The Small Research Grants Program supports education research projects that will contribute to the improvement of education, broadly conceived, with budgets up to \$50,000 for projects ranging from one to five years. We accept applications three times per year. This program is “field-initiated” in that proposal submissions are not in response to a specific request for a particular research topic, discipline, design, method, or location. Research grants are financial awards provided by various organizations, governments, or institutions to support the development of research projects. The goal is often to fund scientific, educational, or community-based investigations into a variety of subjects, depending on the grant provider. Many government organizations provide grants for research, such as the National Institutes of Health (NIH), National Science Foundation (NSF), and Department of Energy (DOE) in the U.S., or equivalent bodies in other countries. These include organizations like the Bill & Melinda Gates Foundation, Wellcome Trust, and others that support specific types of research. Some universities have internal funding opportunities, especially for early-career researchers or graduate students. Companies may offer grants to support research that aligns with their commercial interests. Our goal for this program is to support rigorous, intellectually ambitious and technically sound research that is relevant to the most pressing questions and compelling opportunities in education. Research examines the impact of facility condition, cleanliness, and maintenance on student learning and well-being. Studies investigate how the design and layout of classrooms, libraries, and other spaces influence student engagement, motivation, and academic performance. Research explores the role of technology in educational facilities, including the availability and accessibility of computers, internet access, and other digital tools. Studies examine how facilities are designed to accommodate students with disabilities and ensure equal access to educational opportunities. Research investigates the impact of factors like air quality, lighting, and noise levels on student health, concentration, and academic

achievement. Studies explore how effective facility management practices, including scheduling, resource allocation, and security measures, contribute to a positive learning environment. Overall, research on educational facilities highlights the importance of creating safe, comfortable, and well-equipped learning environments that support student success.

## 5. Conclusion

The study successfully met its objective of identifying key factors contributing to the scarcity of internship opportunities, such as outdated curriculum, lack of industry partnerships, and insufficient institutional support. It also highlighted the need for policy improvements and greater engagement from both academics and colleague.

### 5.1 Conclusion

The insufficient focus on research-based learning and analytical thinking within educational systems has profound implications for both individual student outcomes and broader societal development. As educational landscapes across the globe increasingly emphasize rote memorization, standardized testing, and passive learning, the critical skills necessary for the 21st century such as independent inquiry, analytical reasoning, and problem solving remain underdeveloped. This gap not only hampers students' cognitive growth but also diminishes their ability to apply knowledge creatively and effectively in real world contexts. In summary, the insufficient focus on research-based learning and analytical thinking is a critical issue that must be addressed if we are to prepare students for the complexities of the modern world. By prioritizing research, independent inquiry, and analytical skill development, educational systems can better equip students to become effective problem-solvers, creative thinkers, and engaged global citizens. This shift in emphasis is not just an educational imperative, but a societal one, as the future of innovation, progress, and informed decision-making depends on the intellectual capacities of today's learners.

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