

INTEGRATION OF MODERN EDUCATIONAL PARADIGMS AND WORLD
EXPERIENCE IN UZBEKISTAN

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The summary: The article provides a sociological analysis of the processes of integration and transformation of foreign paradigms in the education system of the Republic of Uzbekistan based on innovative approaches. The article also analyzes the main Uzbek and global trends of digital transformation taking into account the regulatory framework. Prospective directions for the development of the digital educational environment are considered: integration of modern digital tools, improvement of teacher training, and introduction of mixed and hybrid learning models. Positive and negative impacts of digitalisation on students' motivation, accessibility and quality of education are discussed. For a comprehensive assessment of the digital transformation of education in Uzbekistan, it is necessary to reorient the system from formal indicators, mainly recording quantitative results, to quality indicators.

Key words: education, educational innovations, educational paradigms, transformation, digitization, technologies of personalized education, continuing education, globalization, humanization of education, gamification (game technologies) and soft-skills approaches, quality of education, strategies for the development of education, methods of sociological analysis.

Аннотация: В статье проводится социологический анализ процессов интеграции и трансформации зарубежных парадигм в системе образования Республики Узбекистан на основе инновационных подходов. Также в статье анализируются основные узбекские и глобальные тенденции цифровой трансформации с учетом нормативно-правовой базы. Рассматриваются перспективные направления развития цифровой образовательной среды: интеграция современных цифровых средств, совершенствование подготовки учителей и внедрение смешанных и гибридных моделей обучения. Указано на положительное и отрицательное влияние цифровизации на мотивацию, доступность и качество образования студентов. Для всесторонней оценки цифровой трансформации образования в Узбекистане необходимо переориентировать систему с формальных

показателей, в основном фиксирующих количественные результаты, на показатели качества.

Ключевые слова: образование, образовательные инновации, образовательные парадигмы, трансформации, цифровизация, технологии персонализированного образования, непрерывное образование, глобализация, гуманизация образования, геймификация (игровые технологии) и подходы к мягкой компетентности, качество образования, стратегии развития образования, методы социологического анализа.

INTRODUCTION. In the 21st century, not only the education system but all spheres of social life are undergoing rapid changes and transformation processes. With the penetration of global trends in modern education into social life, global problems have also begun to emerge. Considering the education system as an integral part of the social system, it constantly requires change and renewal. In an information-based society, global trends include digitalization, learner-centered educational technologies, lifelong learning, globalization, the humanization of education, gamification (game technologies), and soft-competency approaches. Therefore, in the process of globalization, significant changes are taking place in the national education policy of our country. These changes are associated with the desire to implement learner-centered educational technologies and transition from a traditional education system to a modern education system, which leads to the emergence of various innovative educational institutions that require deep scientific and practical understanding through diversification of educational processes. Innovations are inherent in any professional activity and therefore naturally become a subject of study, analysis, and implementation. Innovations do not arise on their own but emerge as a result of scientific research and accumulated experience studied over many years. Therefore, there is great interest in introducing and applying innovative technologies in the education system of Uzbekistan and achieving high results through their use.

METHODOLOGY. Education, like other fields, is an area that constantly requires innovation and rapid adaptation; therefore, the implementation of digital technologies, innovative and competency-based approaches plays an important role. Thus, analyzing the education system as an evolutionary process becomes an important methodological necessity for managing, modernizing, and identifying its prospects.

Digital technologies - technologies based on the representation of signals not in a continuous spectrum but in discrete ranges at the analog level [1]. Digital technology (DT) is a technology that allows encoded (transmitted through digital

signals) information to be received in discrete form, i.e., intermittently - in short but specific time intervals. The use of digital technologies in the education system is called “digitalization of education”. In this case, all educational documentation - curricula, subject programs, working curricula of the respective subjects, class journals, educational materials - is transferred to an online format. Students can participate in remote classes, tests, and examinations from any location - whether in an information-resource center or at home with an Internet connection.

It should be noted that although quantitative indicators such as coverage and engagement are very important for monitoring progress in improving the quality of digital transformation in education, they do not always provide a complete picture of how technologies affect learning outcomes and the educational process as a whole. Achieving quantitative goals may be formal, while the practical use of technologies may stagnate due to the lack of training or technical support for teachers. Supplementing them with qualitative indicators can enrich the assessment. This allows not only measuring the scale of changes but also their depth, as well as the effectiveness of integrating digital technologies into the educational process. Therefore, a comprehensive approach that includes both quantitative and qualitative criteria is particularly important.

In a globalized and integrated society, educational paradigms are being updated and include the following:

- **Digitalization** — increasing learning efficiency by widely implementing online technologies, artificial intelligence (AI), virtual and augmented reality (VR/AR) into the educational process.
- **Personalized learning** — organizing education based on students’ individual needs, abilities, and learning styles using adaptive learning systems.
- **Lifelong learning** — ensuring continuous renewal of knowledge and skills throughout a person’s life to maintain competitiveness.
- **Globalization** — integration, adaptation to international standards, and mobility.
- **Humanization of education** — organizing the educational process based on humanistic values, supporting learners’ personal development, free thinking, and creative potential.
- **Gamification** — increasing motivation and making learning more engaging by incorporating game elements into the educational process.
- **Soft skills** — focusing on the development of essential competencies such as communication, critical thinking, problem-solving, teamwork, and creativity.

Studying the above educational paradigms has led to the sociological need to examine how these paradigms are being introduced into the education system of Uzbekistan and which of them yield effective results. It can be stated with high probability that modern educational paradigms in Uzbekistan, like in all other countries, have been received positively and their introduction into the education system is being carried out evolutionarily.

MAIN PART. The general overview of digital technologies in education includes descriptions of various tools and applications that help teachers and students learn and teach more effectively and engagingly. These technologies can be applied at various educational institutions and at different levels of education — from primary to higher education. However, the main digital technologies used in education may also create problems such as technical issues, inequality, limited interpersonal communication, content quality, data protection, technological dependence, physical inactivity, and limited access to content [2].

According to A.Shmatko and A.Volkova, who studied the transformation processes of digital technologies in education, the introduction of digital technologies as a paradigm into the education system is a systemic and multi-stage process affecting all levels of the education system, aimed not only at technical modernization and the introduction of new tools but also at changing approaches to education [3].

As a primary resource, it is necessary to ensure methodological continuity and technological consistency between levels of education in order to develop the education system. This includes not only digitalization of individual elements for developing such knowledge and skills but also developing a consistent logic for forming digital competencies at all levels of education. The goal of this transformation is to create a modern educational environment that is convenient and effective for all participants in the educational process.

The state may not be able to introduce digital educational technologies in all areas. However, each individual must use digital educational technologies in the learning process based on their capabilities. Specialists who want to remain competitive must constantly improve their skills. In business, if a specialist has not studied new technologies for five years, they may already be significantly behind in all processes. This requires forming a mindset of self-development among students, teachers, and staff. The educational environment should create opportunities for students to develop independent learning skills to continue studying in their chosen fields [4]. This allows teachers to maintain contact with students throughout their lives. If we divide this trend into components, we find the following elements of education:

1. Self-development and self-improvement of teachers.
2. Formation of professional communities within the university.
3. Flexible solutions in organizing the educational process.
4. Creating an intellectual space.
5. Use of brainstorming and strategic sessions.

Another modern paradigm in education is the development of soft skills, which is considered a major trend in higher education. According to the “Future Jobs” report, some of the most important skills in the workplace include critical thinking, problem-solving, people management, and creativity [5]. Employers want new specialists who understand how to make difficult decisions and demonstrate leadership skills. The simultaneous trend toward online learning complicates this but can be mitigated using blended learning technologies [6].

It is not surprising that employers consider soft skills more important, as the structure of hard skills acquired during the four years of higher education may change significantly.

To analyze the impact of digital transformation on education and other fields, it is important to examine international experience. This allows us to identify the positive and negative aspects of this process and monitor the indicators used for digital transformation. Taking into account national priorities and needs, analyzing international experience not only helps to identify successful solutions but also to minimize risks and negative consequences.

Examples of implementing comprehensive digital transformation principles in educational activities, from the perspective of education quality, can be found in countries that rank high in global education quality ratings, such as several EU member states, Singapore, and South Korea.

Finland, a leader in educational digitalization, successfully delivers high-quality educational services through platforms such as the Finnish Online University of Applied Sciences (FOUAS) Campus Arena (2015), Singapore’s Smart Nation Sensor Platform (SNSP; 2017), Japan’s Cloud Campus (2017), and WebClass (2018). According to I. Siddiqov, these achievements contributed to Singapore securing first and second place in 2017–2018 in the global rankings for digital technology competitiveness.

Finland is recognized as a leading country in digital transformation in several rankings because it perceives this process not only as technology that facilitates learning or engages youth but also as a systemic change. The country actively develops technological initiatives in education, including tools such as Ville and LessonApp.

Ville is a collaborative learning platform that provides students and teachers with detailed information through modern feedback and analytics.

LessonApp uses teaching practices and methodologies successfully implemented in Finnish schools and addresses students' individual needs.

In the 2022 EU Digital Economy and Society Index (DESI), Finland ranked high in digital skills: 79% of Finns aged 16 to 74 possess basic digital skills — a high rate by European standards. However, according to the PISA ranking, Finland has dropped several positions from 2018 to 2022. This decline is partly associated with digitalization — specifically with students' use of digital devices during lessons intended for educational purposes. Some students become distracted by unrelated entertainment instead of studying, requiring closer teacher supervision. Another concern is that some students use artificial intelligence to bypass essential learning stages.

Additionally, the shift toward digital platforms has reduced the amount of face-to-face communication among participants in the learning process.

According to the “Digital Education Technologies 2030” strategy, Uzbekistan aims to become a global leader in educational digitalization by 2030. The main goal of the strategy is to adapt the education system to the challenges of digital transformation, changing labor market demands, and societal needs.

Studying global experience in education allows identifying the following qualitative indicators of digital transformation progress:

- learners' satisfaction (perceptions of how digital tools facilitate learning and teaching);
- students' motivation (the extent to which technologies adapt the educational process to the needs of different categories of learners);
- ease of use of technologies (clarity of digital platform interfaces);
- reduction of communication barriers due to technology (opportunities for quick feedback and integration of participants in the educational process).

CONCLUSION.

A unifying factor among the world's leading education systems is the integrated use of quantitative and qualitative indicators. The significance of digital educational technologies as one of the modern educational paradigms, the evaluation of their essence, and the proposed recommendations for developing the digital educational environment presented in the article can be used in the practical design of digital learning trajectories, as well as in managing changes and creating new educational products.

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