



SCIENTIFIC RESEARCH ON DEVELOPING CREATIVITY IN HIGHER EDUCATION STUDENTS

Ziyabayeva Khilola Rikhsitullayevna
Second-Year Master's Student in Pedagogy
Alfraganus University

Abstract

Mobile Learning We operate as a global society, so we carry our smartphones with us wherever we go. In between conversations, we look down and focus our minds on what we think is necessary or interesting. So, education, at least in the most necessary aspects, should be there. It accompanies us on our travels, in our whims, in our desires. If our laptops are with us all over the world, education will be with us through technology. Online learning - A popular trend in the education list today is online learning. Blended learning - Since the development of technology, blended learning has never left the list of popular education trends. With this method, you can use both face-to-face and distance learning methods. Thanks to this, students become the center of learning. At the same time, teachers take on the role of mentors to guide students. This modern trend not only enhances students' learning experience, but also awakens their motivation to learn.

Keywords: Education, globalization, trends, higher education, requirements for higher education, pedagogical concepts, Google Classroom, online learning platforms, adaptive learning, virtual classroom, ODL, synchronous and asynchronous learning.

Introduction

OTM TALABALARDA KREATIVLIKNI RIVOJLANTIRISHGA OID ILMIY IZLANISHLAR

Ziyabayeva Xilola Rixsitullayevna
Alfraganus Universiteti
Pedagogika yo'nalishi 2-bosqich magistranti

Annotatsiya:

Mobil ta'lim Biz global jamiyat sifatida harakat qilamiz, shuning uchun qayerga borsak ham smartfonlarimizni o'zimiz bilan olib yuramiz. Suhbatlar o'rtasida biz pastga qaraymiz va ongimizga kerakli yoki qiziqarli deb o'ylagan narsaga e'tibor qaratamiz. Shunday qilib, ta'lim, hech bo'lmaganda eng kerakli jihatlarda, u yerda ham bo'lishi lozim. U bizning sayohatlarimizda, injiqliklarimizda, xohish – istaklarimizda biz bilan birga yuradi. Agar butun dunyo bo'ylab noutbuklarimiz biz bilan bo'lsa, ta'lim texnologiyalar yordamida biz bilan birga bo'ladi. Onlayn ta'lim - bugungi kunda ta'lim ro'yxatidagi mashhur tendentsiya - bu onlayn ta'lim. Aralastirilgan ta'lim - Texnologiyaning rivojlanishidan beri aralash ta'lim hech qachon mashhur ta'lim tendentsiyalari ro'yxatidan chiqmagan. Ushbu usul yordamida siz ham yuzma-yuz, ham masofaviy o'qitish usullaridan foydalanishingiz mumkin. Shu tufayli o'quvchilar o'rganish markaziga aylanadi. Shu bilan birga, o'qituvchilar o'quvchilarni yo'naltirish uchun murabbiy rolini o'taydi. Ushbu zamonaviy tendentsiya nafaqat o'quvchilarning o'rganish tajribasini oshiradi, balki ularning o'rganish motivatsiyasini ham uyg'otadi.

Kalit so'zlar: ta'lim, globallashuv, tendentsiya, oliy ta'lim, oliy ta'limga qo'yilayotgan talablar, pedagogik konsepsiyalar, Google Classroom, onlayn ta'lim platformalari, adaptive ta'lim, virtual sinf, OOOK, sinxron va asinxron o'rganish.

Аннотация:

Мобильное образование Мы живем в глобальном обществе, поэтому мы носим с собой смартфоны, куда бы мы ни пошли. В перерывах между разговорами мы опускаем глаза и сосредотачиваем свой ум на том, что считаем важным или интересным. Поэтому образование, по крайней мере в самых необходимых аспектах, тоже должно быть. Он идет с нами в наших путешествиях, наших прихотях и наших желаниях. Если наши ноутбуки будут с нами по всему миру, образование будет с нами посредством технологий. Онлайн-образование. Популярной тенденцией в сфере образования сегодня является онлайнобразование. Смешанное обучение. С момента появления технологий смешанное обучение никогда не покидало список популярных образовательных тенденций. При использовании этого метода вы можете использовать как очные, так и дистанционные методы



обучения. Благодаря этому студенты становятся центром обучения. В то же время учителя берут на себя роль наставников, направляя учеников. Эта современная тенденция не только улучшает учебный процесс студентов, но и пробуждает их мотивацию к обучению.

Ключевые слова: образование, глобализация, тенденции, высшее образование, требования к высшему образованию, педагогические концепции, Google Classroom, платформы онлайн-обучения, адаптивное обучение, виртуальный класс, ODL, синхронное и асинхронное обучение.

Introduction

Globalization is one of the specific features of the processes of changing the structure of the world economy, understood as a set of national economies interconnected by the international division of labor, a system of economic and political relations. The basis of transnationalization and regionalization is the close interconnection of economies. On this basis, a single world network, market economy, geoeconomy and its infrastructure are being formed, and the influence of state sovereignty, which has been the main characteristic of international relations for many centuries, is decreasing. The globalization process is the result of the evolution of market systems formed by the state.

The main result of this is the global division of labor, the worldwide migration of capital, labor, production resources (as well as, as a rule, concentration), the standardization of legislation, economic and technological processes, as well as the convergence and unification of cultures of different countries. Globalization is systemic in nature, that is, it is an objective process that covers all spheres of social life. As a result of globalization, the world is becoming interconnected and subordinate to all its subjects. There is an increase in the number of problems common to a group of countries and an expansion of the number and types of unifying subjects.

RESEARCH MATERIALS AND METHODOLOGY

Views of the origin of globalization have always been controversial. Historians consider this process to be one of the stages of the development of capitalism. Economists have long argued that this process is due to the transnationalization of financial markets. Political scientists emphasize the widespread spread of



democratic organizations. Cultural scientists associate the manifestation of globalization with the Westernization of culture, including the economic expansion of America. There are information technology approaches to explaining globalization processes. Political, economic and socio-cultural globalization are different from each other. Regionalization is a subject of globalization, which has a powerful cumulative effect in the formation of world poles of technological and economic development.

RESEARCH RESULTS

Some features of globalization appeared in antiquity (Alexander the Great, Hellenism). Thus, the Roman Empire asserted its hegemony over the Mediterranean, which led to a deep interconnection of different cultures and the emergence of an interregional division of labor in the Mediterranean.

At the same time, the very origin of the word "globalization" indicates that the leading role in this process is played by the rapid growth of international trade that occurred at certain historical stages. For the first time, the word "globalization" (meaning "serious international trade") was used by Karl Marx in one of his letters to Friedrich Engels in the late 1850s. wrote: "Now the world market really exists. With the entry of California and Japan into the world market, globalization has taken place." The same leading role of international trade in globalization processes is evidenced by the fact that the previous globalization, which began during Marx's time, ended in the 1930s, when all developed countries

switched to a policy of strict protectionism. a sharp decline in international trade. The origins of globalization lie in the 12th-13th centuries, simultaneously with the development of market (capitalist) relations in Western Europe, the rapid growth of European trade and the formation of the "European world economy". (according to Wallerstein's definition). After a slight decline in the 14th and 15th centuries, this process continued in the 16th and 17th centuries. In these centuries, steady economic growth in Europe was combined with the success of navigation and geographical discoveries. As a result, Portuguese and Spanish merchants spread around the world and began to colonize the Americas. In the 17th century, the Dutch East India Company, trading with many Asian countries, became the first truly transnational company. In the 19th century, rapid industrialization led to an increase in trade and investment between European countries, their colonies,



and the United States. In the first decades of the 20th century, globalization processes continued, which even the First World War could not prevent. In general, between 1815 and 1914, the total exports of European countries increased by about 40 times. But the growth of international trade continued into the 1920s, even during the period of some liberalization of foreign trade in Western European countries. A sharp decline in international trade and a reduction in globalization occurred in the 1930s with the onset of the Great Depression and the introduction of high import tariffs by the leading Western powers in 1930–1931.

After World War II, globalization resumed at a rapid pace.

It was helped by technological improvements, which led to the acceleration of sea, rail and air travel, as well as the availability of international telephone service. For example, American entrepreneur Malcolm McLean and engineer Keith Tantlinger[en] developed the modern intermodal container system with the first cargo shipment in April 1956. The cost of loading goods fell from \$6 per ton to \$0.16 per ton.[8] Since 1947, the General Agreement on Tariffs and Trade (GATT), a series of agreements between major capitalist and developing countries, have been involved in the elimination of barriers to international trade. However, the real breakthrough in this direction came after the "Kennedy Round" (a series of international conferences within the framework of GATT in 1964–1967). As economic historian P. Barok wrote, "the real liberalization of trade in Western Europe occurred after the Kennedy Round." In 1995, 75 members of GATT established the World Trade Organization (WTO).

There are also large regional economic integration areas. In 1992, the European Union became a single economic area with the Maastricht Treaty. This area provides for the abolition of customs duties, the free movement of labor and capital, and a single monetary system based on the euro. Less integration is observed among the members of the North American Free Trade Area: the United States, Canada, and Mexico. Most of the former Soviet republics joined the Commonwealth of Independent States after its collapse, providing elements of a common economic space.

In an era of globalization, digitalization, and increasing interconnectedness of societies, higher education institutions (HEIs) face the growing challenge of preparing students to thrive in a rapidly changing world. The internationalization



of higher education is a crucial response to this challenge, aimed at equipping students with the knowledge, skills, and cultural competencies necessary to succeed in a globalized and culturally diverse environment. While internationalization encompasses a range of activities, including international student recruitment, faculty exchange programs, and global academic collaboration, its true impact is felt most profoundly in the pedagogical context of higher education institutions. In recent years, a number of decrees and resolutions have been adopted in our country to reform the fields of higher education and personnel training. These adopted documents have created a number of facilities for the establishment of foreign higher education institutions. As a result, the establishment of international higher education institutions in our country has created a new competitive environment for training personnel for state higher education institutions, which in turn has set new tasks for the development of state higher education institutions. Higher education institutions are required to implement advanced standards of higher education, based on international experience, including the introduction of a credit-module system, the adaptation of educational programs and the system of assessing student knowledge to international standards, as well as the transition from education focused on obtaining theoretical knowledge in educational programs to an educational system focused on the formation of practical skills. An important aspect of the internationalization of this discipline: it studies the pedagogical conditions that shape the learning experience of students in higher education institutions.

Internationalization goes far beyond simply increasing the number of international students on campus; it requires fundamental shifts in teaching and learning paradigms to create inclusive, culturally sensitive, and intellectually stimulating environments where students can engage deeply with diverse perspectives and develop the competencies needed to thrive in an interconnected world. The internationalization of HEIs reflects a commitment to equip students with the ability to cross geographical, cultural, and disciplinary boundaries, to foster intercultural understanding, and to foster global citizenship. Achieving these goals requires paying special attention to the pedagogical conditions that influence the quality and effectiveness of internationalization efforts. Pedagogical conditions include the learning environment, teaching methodologies, assessment strategies, and support systems that collectively shape



students' learning paths. This article explores various aspects of improving the pedagogical environment for students in the context of internationalization, proposing strategies and approaches that will enable HEIs to create an environment conducive to deep learning and critical thinking. By prioritizing the improvement of pedagogical environments, HEIs can maximize the positive impact of internationalization and ensure that their students emerge from their academic experiences well-prepared to navigate the complexities of a globalized world.

Pedagogical environments are understood as the multifaceted elements that collectively shape students' learning experiences within higher education institutions (HEIs). These environments include the learning environment, teaching methodologies, assessment practices, and support systems that influence how students engage with their learning and the extent to which they acquire knowledge, skills, and competencies. In the context of the internationalization of higher education institutions, it is necessary to understand and optimize pedagogical conditions to ensure that students receive a comprehensive and meaningful education that prepares them for success in a globalized world. Below, we will consider the main aspects of pedagogical conditions: Curriculum integration: Successful internationalization involves the integration of global perspectives into the curriculum. This means that internationalization efforts should include, in addition to recruiting international students and faculty mobility, the inclusion of global and intercultural content in courses across disciplines. A curriculum that reflects the realities of a globalized world can deepen students' understanding of complex global issues. In particular, joint educational programs that have been established in recent years are a clear example of this.

Language proficiency: Language plays a critical role in facilitating effective communication and understanding in international classrooms. To optimize pedagogical environments, higher education institutions should offer language support programs, especially for non-native speakers of the language of instruction. Improving language proficiency not only contributes to academic success, but also fosters cultural exchange and understanding. Faculty development: Faculty members play a critical role in shaping pedagogical environments. HEIs should invest in faculty development programs that equip teachers with the skills and knowledge needed to teach in diverse and



international classrooms. Training can include intercultural competence, teaching strategies for diverse learners, and approaches to fostering inclusive environments. These aspects of pedagogical environments contribute to a positive and productive learning experience for students in the context of an internationalized higher education. By embracing diversity, incorporating international perspectives into the curriculum, addressing language needs, and supporting faculty development, HEIs can create an environment that fosters deep learning, critical thinking, and intercultural competence. It is important to note that pedagogical conditions are not static but evolve over time. Continuous assessment, feedback, and improvement are essential to ensure that the learning environment in higher education institutions is dynamic, responsive, and aligned with internationalization goals. In the following sections of this article, we explore specific strategies and approaches that HEIs can implement to improve these pedagogical conditions and, in turn, provide students with a more meaningful and transformative learning experience. Strategies for Improving Pedagogical Conditions in Internationalizing Higher Education Institutions:

Improving pedagogical conditions in higher education institutions (HEIs) is essential for providing students with meaningful and transformative international learning experiences. Several strategies that HEIs can implement to effectively improve pedagogical conditions include: **Experiential learning.** For example, study abroad programs, international internships, service learning projects, and global research partnerships. These experiences allow students to apply classroom knowledge in real-world contexts and gain practical insights into global issues. **Collaborative learning.** It is important to encourage collaborative learning through group projects, discussions, and peer tutoring. Collaborative activities encourage students to gain diverse perspectives, work effectively in multicultural teams, and develop teamwork and communication skills. **Assessment and feedback.** Implementing assessment methods that measure students' ability to think critically, solve complex problems, and apply knowledge in a variety of contexts is an important step. Use formative and summative assessments to assess their progress, and provide timely, constructive feedback to support their growth. **Internationalize the curriculum.** Incorporating international perspectives into course content, materials, and assignments will increase their effectiveness.



Teachers should incorporate global case studies, case studies, and case studies into their courses. Technology Integration. Using technology to facilitate cross-border collaboration and virtual exchanges builds students' skills for international education programs. Online platforms, videoconferencing, and virtual classrooms connect students and faculty from around the world, allowing them to participate in shared learning experiences. By implementing these strategies, HEIs can create pedagogical environments that foster deep learning and critical thinking in students. These efforts contribute to a rich learning experience and prepare students to excel in a globalized world, where cultural fluency and the ability to collaborate across borders are increasingly valuable skills. Furthermore, ongoing evaluation and improvement of these strategies is essential to ensure their effectiveness and relevance to the changing needs of students and internationalization goals. In the context of internationalization in higher education institutions (HEIs), assessing and evaluating pedagogical conditions is essential to ensure that students receive high-quality education that prepares them for success in a globalized world. Effective assessment and evaluation processes provide valuable insights and help identify areas for improvement. Conclusion. The internationalization of higher education institutions (HEIs) is a viable response to the challenges and opportunities presented by a globalized world. Although internationalization encompasses many dimensions, the pedagogical conditions in these institutions play a crucial role in shaping the learning experience of students. In this article, we have explored the importance of pedagogical conditions and proposed strategies for improving them, along with guidelines for assessing and evaluating their effectiveness. Furthermore, assessing and evaluating pedagogical conditions is an integral part of continuously improving internationalization efforts. By systematically collecting and analyzing data, HEIs can identify strengths and weaknesses, track progress, and make informed decisions to improve the quality of education they provide. In an ever-evolving educational landscape, managing the flow of change is critical for both students and educators. The educational journey, once characterized by traditional practices and static methodologies, is now sailing into uncharted waters of innovation and adaptation.

As we embark on this journey across the sea of modern education, it is increasingly clear that the compass that guides us must align with the changing tides of contemporary trends and changes. The beginning of the 21st century



heralded a profound paradigm shift in education, driven by a convergence of socioeconomic, technological, and pedagogical advances. Traditional classrooms are giving way to dynamic learning environments dominated by personalized learning, digital integration, and student-centered approaches. As teachers and students navigate this new era, they are faced with a multitude of emerging trends and transformative changes shaping the educational landscape. In an ever-evolving education landscape, the winds of change are blowing with unprecedented force. As we stand on the threshold of a new era, it is imperative to understand and embrace the contemporary trends and changes taking place in the field of education. From technological advances to pedagogical innovations, traditional education itself is being reinvented. We embark on a journey to explore the dynamic changes and emerging trends that are transforming the learning experience for students and teachers. Join us as we explore the areas of personalized learning, technological integration, and student-centered approaches, which will reveal the transformative forces that are driving change.

DISCUSSION

The education system in modern society must serve the human development of the country. To do this, we believe that the following urgent problems must be addressed: Strengthening the practical orientation of education, introducing more practical subjects into the curriculum, and involving more practicing teachers in the learning process, which will allow for a stronger practical orientation of education.

1. Maintaining and developing the technological aspect of the education system as much as possible. This means that it is aimed at solving the problem of equipping and using local scientific and technical developments to form an innovative economy.
2. Developing other forms of objective final assessment of students' knowledge based on exams, by creating an exam base prepared by higher education institutions for applicants, while fully opening up creativity and supporting the interest and activity of school graduates.
3. Allocate additional financial resources from the state budget to develop the infrastructure of educational institutions and pay for labor. In particular, encourage professors and teachers in the relevant specialty and field of education with good salaries.



4. To solve the problems of structural unemployment, expand the infrastructure of advanced training and retraining institutions and constantly add new programs.
5. To apply international education in our program, incorporating the most desirable features, by internationalizing higher education, increasing the mobility of teachers and students, and providing opportunities for wider exchange of experiences.

CONCLUSION

Today, all spheres of life in New Uzbekistan have become areas of deep reforms. Among them are changes in the education system, which is considered the basis of the social sphere in this process. In recent years, practical work on organizing all stages of the education system in our country based on modern requirements has entered a decisive stage. The main part of the reforms being implemented in the education sector, of course, are reforms in the higher education system. In particular, the Concept of the Development of the Higher Education System of the Republic of Uzbekistan until 2030, approved by the decree of the Head of State dated October 8, 2019, serves as a prelude to new reforms in the field, in order to determine the priority areas of systemic reform of higher education in our Republic, raise the process of training highly qualified personnel with independent thinking to a qualitatively new level, modernize higher education, and develop the social sphere and economic sectors based on advanced educational technologies. This document was based on tasks such as accelerating intellectual development, training competitive personnel, effectively organizing scientific and innovative activities, and developing the integration of science, education, and production in order to strengthen international cooperation.

The content of the concept reflects the priority areas of reforming the higher education system of our country. It defines specific areas such as expanding the level of coverage and improving the quality of education in higher education institutions, introducing digital technologies and educational platforms, involving young people in scientific activities, forming innovative structures, commercializing the results of scientific research, achieving international recognition, and many other areas. All this serves to raise the educational process to a new qualitative level. Higher education ensures the training of highly qualified personnel in undergraduate and graduate specialties.



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