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## Pedagogical conditions and model of technology for improving the effectiveness of the educational process at higher education institutions

**Gulnaz Adylbek kyzy\***

Kyrgyz National University named after Jusup Balasagyn  
720033, 547 Frunze Str., Bishkek, Kyrgyz Republic

**Aigul Chaldanbaeva**

Kyrgyz State University named after I. Arabaev  
720026, 51A Razzakov Str., Bishkek, Kyrgyz Republic

**Chinara Isakova**

K. Tynystanov Issyk-Kul State University  
722200, 103 Abdrahmanov Str., Karakol, Kyrgyz Republic

**Nurbubu Asipova**

Kyrgyz National University named after Jusup Balasagyn  
720033, 547 Frunze Str., Bishkek, Kyrgyz Republic

### Abstract

**Relevance.** The research relevance is determined by the need to bring educational practices to the requirements of the modern labour market.

**Purpose.** The research aims to develop and validate the model of technology to improve the effectiveness of the educational process in higher education.

**Methodology.** The leading method of research was experiment, used to evaluate the effectiveness of the developed model in practice. The following research methods were also used: survey of respondents, system analysis, logical method, comparison, statistical observation, synthesis, deduction, and classification.

**Results.** The statistics of the number of university graduates in Kyrgyzstan from 2018 to 2022 and the number of employed population in general and with higher professional education is presented in the study, which allowed drawing conclusions about the labour market trends in the country; the significance of efforts to improve the effectiveness of the educational process in higher education institutions is revealed, the advantages and prospects are described; factors influencing the effectiveness of the educational process in higher education are listed, and examples of implementation are given; the pedagogical conditions for improving the effectiveness of the educational process in higher education institution are analysed, the ways of their implementation are described; the definition of the technology model for improving the effectiveness of the educational process in higher education institution is given, its purpose is justified, the step-by-step model is developed, examples of implementation and activities for each stage of use are given; the results of empirical testing of the model on a sample of students are presented; the described results showed a positive effect.

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\*Corresponding author



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**Conclusions.** The materials of the research can be used in the development of educational programmes in Kyrgyz universities.

**Keywords:** learning process; teaching; curricula; innovative teaching methods; educational strategies.

## Introduction

The relevance of studying the improvement of the effectiveness of the educational process in higher education is determined by the rapid changes in the modern educational environment. Global technological, socio-cultural, and economic transformations require educational institutions to adapt to new conditions and provide quality education that meets the needs of students and society. In addition, the problem of the effectiveness of online education due to the COVID-19 pandemic remains relevant [1; 2].

The problem of this research is the need to develop an effective pedagogical technology that would contribute to the optimal combination of educational and educational processes in higher education. In today's dynamic environment, students face many challenges and rapidly changing requirements of society and the labour market [3]. Thus, the question arises how to provide students not only with knowledge but also with a set of skills that will allow them to successfully adapt and be successful in various areas of life.

After gaining independence in 1991, Kyrgyzstan faced the need to integrate into the global educational space, as well as to adapt to new trends and challenges associated with the rapid development of information technologies and cultural interactions. This stage of the country's development was accompanied by rapid changes in the economic and socio-cultural spheres, which had an impact on the educational environment and prompted the scientific community to realise the problem of the effectiveness of the educational process in higher education institutions in Kyrgyzstan [4-6]. The establishment of an open society, democratisation of education and accelerated introduction of new technologies have also had a significant impact on educational practices and educational methods in higher education institutions of the state [7; 8].

The methods and approaches used to determine the prospects for the development of educational organisations in a dynamic social and economic environment were reviewed by S. Turdubaev *et al.* [9]. The research showed that forecasting the development of educational enterprises plays a key role in their successful adaptation to the changing conditions in the Kyrgyz Republic, and a detailed analysis of trends and factors affecting the educational environment in the country will allow taking reasonable steps to ensure sustainability in the development of educational enterprises.

Zh. Ismanalieva *et al.* [10] compared traditional methods of vocational education with those used under the credit system and discussed how to maintain the quality of education in the new paradigm. The researchers concluded that the credit system can create challenges for vocational education by requiring a balance between the number of credits earned and the depth of knowledge learnt, however, with the right approach and adaptation of pedagogical methods, it is possible to combine the benefits of the credit

system with maintaining the quality of vocational education.

E.E. Samatova *et al.* [11] analysed the changes introduced in the Kyrgyz state educational standard and considered how these changes reflect current trends in education, such as the emphasis on practical skills, educational research, development of soft skills and introduction of new technologies in the learning process. The authors concluded that the development of higher professional education standards is a key aspect of ensuring quality education in the Kyrgyz Republic.

A.A. Zholchieva & A.A. Zholchieva [12] analysed the factors affecting the quality of education and the well-being of teachers in Kyrgyzstan. The authors assessed the current state of the education system in Kyrgyzstan, including the level of accessibility of education, the quality of curricula and resources for teachers, and looked at the level of salaries and social support for teachers and the impact of these factors on their motivation and effectiveness. The research concluded that there is a relationship between the quality of education in schools and teacher well-being in Kyrgyzstan.

Thus, the study aims to analyse modern pedagogical approaches and conduct empirical research to develop a comprehensive model focused on the individual needs of students and compliance with modern pedagogical trends.

## Materials and Methods

This empirical research was based on the following valid research methods: system analysis, logical method, comparison, statistical observation, synthesis, deduction, classification, experiment, and respondent survey. To conduct the empirical part of this research, a sample of students at Kyrgyz National University named after Jusup Balasagyn and K. Tynystanov Issyk-Kul State University was formed. The total number of participants was 93 people. The sample included both men and women: of the 93 participants, 48.4% (45 people) were men and 51.6% (48 people) were women. The average age of the sample participants was 20.1 years, ensuring a holistic representation of the student population. Ethical standards were followed in collecting participant data: participants were informed of the purpose of the research and that their participation was voluntary. Their personal information and responses were kept confidential, and the data were processed in an anonymised form.

For data collection, the respondent survey method was used to assess students' motivation and interest in learning. The participants were asked to take the survey and evaluate their attitudes towards each of the following statements:

1. I am motivated to learn;
2. The learning process is of interest to me;
3. I consider my learning goals important to me;
4. I am willing to make an effort to succeed in school;
5. Studying helps me develop as a person.

For evaluation, students were asked to use a 5-point scale where: 1 – fully disagree; 2 – disagree; 3 – neutral; 4 – agree; 5 – fully agree. To obtain data on the

performance and percentage of successful completion of the project assignments, the teaching documentation was reviewed, for which the method of statistical observation was used. The method of experiment was used to test the effectiveness of the application of the technology model in increasing the effectiveness of the educational process at the university in practice. System analysis was used to examine in detail each of the stages of the educational process at the university, starting with the development of educational programmes and teaching methods and ending with the assessment of students' results, which made it possible to identify the key factors affecting the effectiveness of educational activities in general, as well as to determine the interrelationships between the various elements of the educational system and assess their impact on the achievement of the set goals.

The logical method was used to structure the data and identify the main stages of the educational process, determining their sequence and interrelationships, which made it possible to define the roles of teachers and students more clearly at each stage of the research, as well as to identify which actions and techniques have the greatest impact on the achievement of goals. The comparison method was used to compare the results obtained during the application of the developed model with the grades and other indicators of student performance obtained before the application of the model. This method allowed an objective comparison of the effectiveness of the new model with existing methods of education and training.

The synthesis method was used to combine different aspects and components of the developed model into a single whole and allowed to integration of modern teaching methods, information technology, and active interaction of students in the learning process into a single educational approach, which ensures the integrity and consistency of the developed model. Classification was used to group data and analyse similarities and differences in the context of students' learning success and their involvement in the educational process. By classifying students according to certain characteristics, such as level of activity in classes, and results on project assignments, it was possible to identify key factors influencing the success of the developed model. The method of deduction in this research was auxiliary, its use was aimed at complementing other research methods, enriching the analysis of data and results, and contributing to the formation of valid conclusions about the implementation of the model of educational process in higher education.

## **Results**

The dynamics of graduates in Kyrgyzstan from 2018 to 2022 showed an increase of 6% (from 33.1 thousand people to 35.1 thousand people). At the same time, the only period of decline in the number of graduates was noted in 2022, which may be a temporary phenomenon or be associated with changes in the demographic situation [13]. Considering that to improve the effectiveness of the educational process in higher education institutions, changes in the number and quality of graduates should be considered and educational strategies should be adapted to new challenges, further growth in the number of graduates may require additional efforts of the educational system to ensure quality education and prepare graduates for the

labour market. Analysis of data on the employed population of Kyrgyzstan for the period from 2016 to 2020 showed the following dynamics: the total number of employed 2363.7 thousand people in 2016 increased to 2445.2 thousand people in 2020 (an increase of 3.5%). At the same time, the number of employed with higher professional education increased by 10.3%: from 491.8 thousand people in 2016 to 545.2 thousand people in 2020 [14]. These statistics may indicate an increase in demand for highly qualified specialists, as well as the need to further improve the quality of higher education in Kyrgyzstan.

Improving the effectiveness of the educational process in higher education can bring many benefits to students, society, and the state as a whole. First of all, improving the quality of higher education contributes to the preparation of more qualified graduates. These students will have deeper knowledge and skills, which will allow them to cope more successfully with the challenges of the modern labour market [15]. Accordingly, improving the effectiveness of higher education can increase the employment rate and earnings of graduates. In addition, improving the quality of education contributes to the innovative development of society: higher education plays an important role in training scientific and technical personnel, as well as in stimulating research activity, which can lead to the creation of new technologies, improve production, and stimulate economic growth. Increasing the effectiveness of the educational process has a positive impact on the development of civic responsibility among students. Educated citizens are more likely to participate in public and political life, which contributes to the development of democratic institutions and social solidarity.

In the long term, improving the effectiveness of the educational process contributes to increasing the human capital of the country, which contributes to economic growth, improving the quality of life, and creating a more sustainable and developed society. Improving the effectiveness of the educational process in higher education not only benefits individual students but also contributes to social and economic development, which makes it a strategically important task for the state. An important factor influencing the effectiveness of the educational process in higher education is the active participation of students. Students must not only passively absorb information but actively participate in the learning process, which can be achieved through the use of interactive teaching methods that motivate students to discuss, analyse and work independently [16-18]. It can also be noted the importance of creating a favourable educational environment, which should be stimulating and supportive. This can be achieved through the creation of learning spaces that promote concentration and exchange of knowledge, as well as support for socio-cultural interaction. The development of self-management among students, and their ability to set and achieve goals can increase the effectiveness of the educational process. All this will contribute to more effective learning and overcoming difficulties [19; 20].

Stimulating student motivation is another important factor that can be shaped and developed by creating a motivational environment in which students will see the

value of their education and feel interested in academic subjects. Motivation can be stimulated through a variety of methods including rewards and recognition of achievement. By encouraging cooperation and interaction between students and teachers, as well as between students themselves, a more effective exchange of knowledge and experience can be achieved, which contributes to a deeper understanding of the learning material and the development of social skills. Research activity is another factor influencing the effectiveness of the educational process in higher education, as the inclusion of students in research projects allows them to develop critical thinking and analytical skills. Pedagogical conditions for increasing the effectiveness of the educational process in higher education include several aspects. The first of them is the use of modern teaching methods, which includes active learning, problem-oriented learning, and distance learning. These methods promote a deeper understanding of the learning material and active involvement of students in the learning process [21; 22]. An important aspect is the integration of information technology into the educational process, which is characterised by the creation of interactive learning resources, online courses, and easy access to educational materials [23; 24].

Another important aspect is the individualisation of learning. This aspect implies creating conditions for individual work with each student, considering their needs and abilities, as well as developing individual study plans and consulting with teachers. Creating a motivational environment also plays an important role: stimulating students' interest in the learning process can be done through various forms of motivation, such as encouragement, competitions, research projects and the possibility to choose courses of study. Professional development of teachers is also an integral part of an effective educational process. Educators need access to innovative tools to enhance their professional development and pedagogical skills [25; 26].

Lastly, an important aspect is the introduction of a system for assessing students' progress and providing them with feedback on the results of testing and other forms of assessment. All these pedagogical conditions together can contribute to a more effective educational process in higher institutions, which, in turn, prepares students for modern challenges and requirements. Thus, the model of technology for improving the effectiveness of the educational process in HEI is a system of methods, tools and strategies designed to improve the quality of education and achieve certain educational goals based on the factors affecting the effectiveness of the educational process and pedagogical conditions for improving the effectiveness of the educational process. This model is focused on the optimisation of learning and education processes in higher education institutions to ensure the maximum development of students' potential. The main objective of the technology model for improving the effectiveness of the educational process in higher education institutions is to improve the quality of education and prepare students for modern challenges and requirements.

The model of technology for improving the effectiveness of the educational process at the university is aimed at creating a better and more modern educational environment, which contributes to the successful

preparation of students for the complex challenges of the modern world. This model is aimed at improving the quality of education, developing students' competencies, and providing society with highly qualified specialists capable of contributing to the scientific and social spheres of society.

Step 1: analyse the current educational environment, including an assessment of the success of the current learning system; analysis of students' motivation and their learning practices; identification of the main problems and challenges. Examples of implementation and activities:

- analysing student performance statistics for recent years;
- conducting surveys among students about motivation factors;
- examining data on class attendance and engagement in learning;
- analysing feedback from lecturers and students;
- examination reports and research on the quality of education.

Step 2: define the goals and objectives of the model, including the final goals of the model (improving academic performance, developing critical thinking, increasing motivation and interest in learning); draft specific tasks to achieve the goals. Examples of implementation and activities:

- increasing the average performance of students;
- increasing the level of motivation and interest in learning;
- introduction of new interactive teaching methods;
- assessing the effectiveness of the use of information and communication technologies (ICT) in the educational process.

Step 3: development of educational strategies and methods, including the introduction of modern teaching methods and interactive learning materials; use of ICT in the learning process. Examples of implementation and activities:

- creation of online courses and virtual laboratories;
- introduction of teaching methods through projects and practical lessons;
- improving the quality and effectiveness of feedback through electronic means.

Step 4: evaluation and monitoring, including a system for assessing student performance; data collection on the results of the implementation of new methods; regular feedback from students and teachers. Examples of implementation and activities:

- conducting tests and exams;
- monitoring student activity on online platforms;
- collecting data on student performance after the changes;
- evaluating the effectiveness of new training materials.

Step 5: integration and adaptation, including continuous updates of the model based on data and feedback; adaptation of methods and strategies in response to changes. Examples of implementation and activities:

- periodically analysing the effectiveness of all elements of the model;
- making adjustments to methodologies and strategies as necessary;

– responding to changes in the educational environment and requirements.

Step 6: professional development of teachers, including organisation of training events for teachers to improve their professional development and pedagogical skills. Examples of implementation and activities:

- conducting training for teachers on the use of modern teaching methods;
- support for participation in scientific conferences and seminars.

Step 7: research and analysis of results, including a comparison of data before and after implementation of the model; analysis of changes in student achievement, motivation and interests. Examples of implementation and activities:

– comparison of student performance statistics before and after the changes;

– identifying meaningful differences and positive changes.

Step 8: Forming conclusions and recommendations, including the formulation of conclusions based on the research results; proposing recommendations for further improvement of educational practice at the HEI. Examples of implementation and activities:

- analysing data and identifying key success factors;
- developing a plan for further action and improvements to the education programme.

Table 1 presents the key indicators before and after the implementation of the technology model for improving the effectiveness of the educational process in HEI in practice.

**Table 1.** Results of application of the technology model for improving the effectiveness of the educational process at the university

Value	Before model implementation	After model implementation
Average mark	70	84
Students' motivation level	3.4	4.2
Learning interest level	3.7	4.4
Successful project task completion percentage	60%	83%
Average class attendance	78%	91%
Percentage of students using ICT	58%	87%

**Source:** compiled by the authors.

After using the model, the average score of students increased by 14 points, which can be explained by the improvement of teaching methods, which the technology model provides for improving the effectiveness of the educational process at the university. Teaching methods and resources became more accessible and attractive to students, which contributed to the increase in academic performance. Students' motivation level increased by 0.8 points after the implementation of the model. This increase can be attributed to the fact that the new teaching methods and interactive technologies included in the model made learning more attractive and meaningful to students and they became more motivated to learn. The level of interest in learning also increased by 0.7 points, indicating the positive impact of the new methods and technologies introduced in the educational process. These results indicate that the use of the model made learning more interesting and attractive for students and they became more interested in learning and learning tasks.

The number of completed project assignments increased by 23%. This can be attributed to improved teaching methods, including more effective guidance and support for students in completing projects. Average student attendance also increased by 13%, which may be a consequence of the more interesting and engaging training sessions provided by the technology model for improving the effectiveness of the educational process. Thus, students became more actively involved in the learning process. The number of students who used information and communication technologies increased by 29%. This is due to the increased use of technology for instructional purposes, which was made possible by the model. The use of ICT contributed to more effective learning.

In general, the results show that the model of technology for improving the effectiveness of the

educational process in higher education has a positive effect on students' motivation, interest, and performance. These changes can be the key factors in increasing the effectiveness of the educational process in higher education and improving the quality of education.

## Discussion

V. Samunnatha *et al.* [27] conducted an in-depth review of South Korea's experience in the field of education and its applicability to the strategic development of human resources in Kyrgyzstan. The authors sought to identify key aspects of the Korean experience that can be successfully implemented in the educational system of Kyrgyzstan to achieve strategic goals. During the analysis of the Korean experience, including approaches to training young people oriented to modern labour market requirements, special attention was paid to the application of practical skills and innovative teaching methods that helped South Korea to achieve high productivity and competitiveness in the global market. Based on this, the researchers identified the following aspects that can be successfully adapted in Kyrgyzstan: developing relevant educational programmes, training teachers in modern teaching methods, and creating partnerships with enterprises and industry to strengthen the practical component of education. The research argues that South Korea's experience in education can be useful for strategic human resource development, and adapting successful aspects of the Korean experience to the new Kyrgyz educational system can help achieve higher productivity, innovation, and competitiveness of youth on the world stage. The reviewed research emphasises the importance of practical skills, training of educators with modern methods and partnerships with enterprises. These aspects allow us to consider the Korean experience as a potential solution

for the strategic development of education in Kyrgyzstan, as adapting successful aspects of international experience into the new educational system of Kyrgyzstan can help to achieve higher productivity, innovativeness, and competitiveness of youth in the global arena.

The role of higher education in the development of the new relationship between Kyrgyzstan and China, described as a “Dialogue of Civilisations”, is examined by P.T.C. Chang [28]. The author analysed the impact of education on the process of developing greater understanding and interaction between cultures and nations and identified the challenge of deepening mutual understanding between Kyrgyzstan and China while recognising the importance of education as a bridge between cultures. The study analysed the role of universities, academic and cultural exchanges, and joint research projects in developing this new stage in relations between the countries. The author examined how education helps to create strong bonds between students, researchers, and educators, facilitating the exchange of ideas and understanding of the diversity of cultures. The study concludes that higher education plays an important role in strengthening relations between Kyrgyzstan and China under the Dialogue of Civilisations concept by stimulating active interaction between cultures and promoting understanding and respect for differences. The research emphasises that academic and cultural exchanges through education can create a strong foundation for closer ties and long-term partnerships. Similar to the above-mentioned work, the research also emphasises the importance of education as a tool for deepening mutual understanding between cultures and nations. However, it focuses on internal changes in Kyrgyzstan’s education system and adaptations to better prepare graduates, while the researcher focuses on the role of education in international relations and diplomacy.

N.M. Moleta & A.R. Yango [29] studied the issues of school readiness, teacher qualifications and the preparation of students in science, technology, engineering, and maths (STEM) for higher education. The authors identified that the challenge is how educational institutions and teachers can ensure that students are adequately prepared to be successful in meeting the demands of higher education, and examined the factors that influence readiness, including curriculum, resources, pedagogy, and student motivation. The research concluded that school readiness, teacher qualifications, and student preparation are critical to the success of STEM education at the tertiary level. Thus, educational institutions and teachers must ensure a high standard of learning, as well as foster the skills and competencies required for effective learning. The research highlighted the importance of improving teacher training, developing up-to-date programmes and access to resources to improve students’ readiness for higher education. This research confirms the importance of readiness of educational institutions and teachers, and that ensuring that students are adequately prepared is key to successful higher education.

Students’ readiness for future learning and teaching in higher education from a Bangladeshi perspective was examined by M.M.C. Shohel *et al.* [30]. The authors analysed how prepared students in Bangladesh are for higher education and what factors influence their

readiness. The problem was that student’s readiness for higher education and future careers may be insufficient, and the factors that influence this include the quality of prior education, the level of motivation, and the structure of educational programmes used by higher education teachers. The research concluded that students’ readiness for future study in higher education plays a key role in their successful academic and professional careers, which requires improving students’ preparation, adapting to the characteristics of the local education system, and developing programmes and activities to support their professional development and success in higher education. The reviewed article similarly confirmed the importance of student readiness for future learning and career. The student preparation methods proposed by the researchers overlapped with the methods applied in the developed model, indicating their effectiveness and relevance in the context of ensuring students’ readiness for future learning and career development.

A. Al-Maskari *et al.* [31] analysed what circumstances and factors influence students’ readiness for innovation and challenges associated with the fourth industrial revolution. The problem addressed in the paper is that rapidly changing technologies and labour market demands may make students unprepared for modern challenges. Researchers in the course of their work have identified the following factors significant in this context: quality of study programmes, access to modern technologies, teaching methods, and individual motivation of students. The results of the research demonstrated that the successful readiness of students for the challenges of the fourth industrial revolution in higher education depends on many factors, and it is important to improve curricula, promote access to modern technologies and develop students’ motivation to ensure their successful adaptation to the modern labour market and innovative changes. The reviewed article agrees with the research findings that students’ preparedness for modern challenges and innovation requires multifaceted approaches and attention to various factors such as curricula, access to modern technology and student motivation. These factors are important in the context of ensuring students’ successful adaptation to the fourth industrial revolution and changes in the labour market.

Current global trends in research related to sustainable management of digital transformation in higher education have been reviewed in E. Abad-Segura *et al.* [32]. The research raised the topical issue of higher education adaptation to the ever-changing digital environment, which allowed identifying factors that influence the successful implementation of digital innovations in educational processes. These include sustainable management, effective use of digital technologies and the need to balance the interests of all stakeholders in the learning process, which emphasises the importance of developing sustainable strategies and approaches to managing digital transformation in higher education. The scholars also noted that long-term planning and effective governance play a key role in ensuring the sustainability and success of higher education in the face of digital change. The emphasised importance of sustainable management and effective use of digital technologies in higher education is in line with the key theses of the research, as successful adaptation of

education to the digital environment requires not only technological innovation but also sustainable management strategies and balancing the interests of all participants in the educational process.

B. Mamurov *et al.* [33] reveal how acmeological methods and principles can be used to develop and strengthen healthy habits and lifestyles among students. The problem highlighted in the article is the need to combat negative aspects of lifestyle among young people such as lack of physical activity, poor nutrition, and stress. The authors identified the potential of the acmeological approach, which involves actively involving students in the process of developing and improving their lifestyle and concluded that this method can have a positive impact on the formation of a healthy lifestyle among students. The scientists emphasised the importance of including students in the process of making decisions about their health and actively participating in its maintenance, as it promotes the development of consciousness and self-management, which is important for the development of other personal qualities necessary for successful and effective activity in all spheres of life. The issue of the formation of healthy habits and lifestyles among students is of great importance for the conducted research oriented to improve the quality of education. The use of an acmeological approach, which includes students in active participation in the process of development and improvement of their lifestyle, can contribute to the development of conscientiousness and self-management, which correlates with the results of the work, emphasising the importance of students' participation in making decisions about their education and development.

The reviewed research highlights the importance of students' preparedness for modern challenges and active participation in their lifestyles. The need to adapt education to the digital environment and sustainable management for the successful development of higher education is also highlighted.

## Conclusions

Since the research aimed to develop a model that would contribute to the effectiveness of the educational process at the university, was based on modern methods of teaching and training students, considering the modern

requirements of the educational environment and was adapted to the dynamically changing requirements of the labour market in Kyrgyzstan, to implement it, an analysis of existing methods of teaching and training students was conducted considering such current challenges as changes in the requirements of the labour market and the dynamic development of informational technology. The research revealed the need to create such an approach to training and education of students, which would contribute not only to their academic growth but also to the development of key skills, self-regulation, and critical thinking abilities for further successful adaptation of graduates to modern reality and the ability to effectively contribute to the development of society and economy of Kyrgyzstan.

The model of technology to improve the effectiveness of the educational process in higher education was developed in the course of work, which is an integration of modern teaching methods with an emphasis on the active interaction of students in the learning process. The presented model showed its effectiveness when using interactive teaching methods, such as group discussions, project work and practical classes, which stimulated students to actively participate in the learning process, discuss the learning material, analyse it, and apply it in practice. In addition, it was found that the model promotes the formation of such personal qualities of students as critical thinking, problem-solving skills, communication skills, and self-regulation, as well as professional skills and competencies necessary for a successful career in modern conditions. However, the research has revealed several aspects that require further consideration. Important tasks for further research will be to assess the long-term results of the model's implementation and its adaptation to different educational institutions. Attention should also be devoted to the issues of financing and training of teachers in new methods. All this in the long run will contribute to the education of creative and competent graduates ready for career and scientific challenges.

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## Conflict of Interest

None.

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## **Педагогічні умови та модель технології підвищення ефективності освітнього процесу у вищих навчальних закладах**

### **Гульназ Адилбек кизи**

Киргизький національний університет імені Жусупа Баласагіна  
720033, вул. Фрунзе, 547, м. Бішкек, Киргизстан

### **Айгуль Чалданбаєва**

Киргизський державний університет ім. І. Арабаєва  
720026, вул. Раззакова, 51А, м. Бішкек, Киргизстан

### **Чинара Ісакова**

Іссик-Кульський держуніверситет ім. К. Тинистаново  
722200, вул. Абдрахманова, 103, м. Каракол, Киргизстан

### **Нурбубу Асіпова**

Киргизький національний університет імені Жусупа Баласагіна  
720033, вул. Фрунзе, 547, м. Бішкек, Киргизстан

### **Анотація**

**Актуальність.** Актуальність дослідження визначається необхідністю приведення освітніх практик у відповідність до вимог сучасного ринку праці.

**Мета.** Метою дослідження є розробка та апробація моделі технології підвищення ефективності навчального процесу у вищій школі.

**Методологія.** Провідним методом дослідження був експеримент, який використовувався для оцінки ефективності розробленої моделі на практиці. Також використовувалися такі методи дослідження: опитування респондентів, системний аналіз, логічний метод, порівняння, статистичне спостереження, синтез, дедукція, класифікація.

**Результати.** У дослідженні представлено статистику кількості випускників університетів Киргизстану з 2018 по 2022 рр. та кількості зайнятого населення в цілому та з вищою професійною освітою, що дозволило зробити висновки про тенденції ринку праці в країні; розкрито значущість зусиль щодо підвищення ефективності освітнього процесу в закладах вищої освіти, описано переваги та перспективи; перераховано фактори, що впливають на ефективність освітнього процесу в закладах вищої освіти, та наведено приклади реалізації; проаналізовано педагогічні умови підвищення ефективності виховного процесу у вищому навчальному закладі, описано шляхи їх реалізації; дано визначення моделі технології підвищення ефективності виховного процесу у вищому навчальному закладі, обґрунтовано її призначення, розроблено поетапну модель, наведено приклади реалізації та заходи для кожного етапу використання; представлено результати емпіричної апробації моделі на вибірці студентів; описані результати показали позитивний ефект.

**Висновки.** Матеріали дослідження можуть бути використані при розробці освітніх програм в університетах Киргизстану.

**Ключові слова:** навчальний процес; викладання; навчальні програми; інноваційні методи навчання; освітні стратегії.