

RESEARCH ARTICLE

Transformation of The Higher Education Paradigm: From A Student-Centered Model to A Digital Environment

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VOLUME: Vol.06 Issue04 2026

PAGE: 88-91

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Abstract

The article examines the transformation of higher education within the context of the transition to an information society. The authors analyze the experience of implementing a personality-oriented learning model, proving its effectiveness in forming an active and self-developing subject of the educational process. Special attention is paid to the role of modern IT technologies (LMS systems, artificial intelligence, VR/AR) as a necessary toolkit for implementing pedagogical innovations and developing students' creative potential.

KEY WORDS

Higher education, personality-oriented approach, information technology, artificial intelligence in education, creative abilities, quality of education, pedagogical innovations.

INTRODUCTION

Today we talk a lot about how the world is changing. But for higher education, this is no longer just words, but a daily challenge. We have moved from an era where knowledge was scarce to an era where it is updated faster than a textbook is printed.

In these conditions, we face a fundamental question: what and, most importantly, how to teach a modern student?

In this work, we will examine the implementation of a personally-oriented learning model. Our experience has shown that such a model is not just a pedagogical theory, but a tool that actually works. It allows a student to transform from a passive listener into an active researcher capable of making decisions and taking responsibility.

However, we clearly realize: alone, without a modern technological foundation, even the most progressive pedagogy today does not work. That is why in this work we will examine digital tools - from LMS systems to neural

networks. It should be noted that IT technologies today are not a threat to classical education, but rather a "technological framework" that allows every student to realize their potential.

We believe that the combination of a humanistic approach and artificial intelligence creates a new quality of education.

In the context of rapid information obsolescence, the priority task for universities is the training of specialists possessing a high degree of autonomy, initiative, and adaptability. Achieving these goals requires the transformation of not only curricula but also teaching methods. The implementation of modern information technologies serves as a necessary foundation for the full implementation of innovative pedagogical approaches.

In the era of information transition, the strategic priority of higher education is not merely the transmission of knowledge, but the formation of an adaptive specialist capable of making independent decisions. Realizing this potential is impossible

without the introduction of modern IT technologies, which serve as a catalyst for pedagogical innovation.

Today, the quality of higher education directly determines the nation's intellectual capital. Solving this task requires systemic changes: from consolidating the efforts of all social institutions to developing the creative potential of the individual. In the context of global transformations, it is precisely the creative abilities of citizens that are becoming the key resource for overcoming modern economic and social challenges. The information society dictates new rules: access to education is expanding, program content is being updated, and the role of the teacher is evolving from an "information source" to a mentor in deep dialogue.

In modern conditions, information technologies (IT) are ceasing to be merely an auxiliary tool and are becoming a basis for implementing a personality-oriented approach. Their implementation in higher education allows for a transition from declarative education to personalized educational trajectories.

Key areas of IT influence on learning effectiveness:

Individualization and adaptability: Modern learning platforms allow for varying the pace of material delivery and the complexity of tasks depending on the student's initial level and psychophysiological characteristics. This creates conditions for a "development mode" where each student moves along their own success vector.

Transformation of the teacher's role: IT relieves the educator of the routine transmission of information (which is now available in digital databases) and the verification of standard tasks. This frees up time for high-level dialogue, mentoring, and joint search for creative solutions, turning the teacher into the architect of the educational environment.

Stimulation of creative activity: Interactive environments, simulators, and augmented reality (AR/VR) technologies allow students to experiment, model complex processes, and see the results of their decisions in a safe virtual environment. This directly contributes to the development of creativity and the ability to make decisions in uncertain situations.

Formation of independence skills: Access to global educational resources and cloud services for collaborative work trains students in independent research, critical analysis, and effective communication in the digital space. These are precisely the "flexible adaptation" competencies required by a

modern specialist.

Integration of theory and practice: Using specialized professional software in the educational process reduces the gap between academic knowledge and real production tasks, ensuring high competitiveness for graduates.

Thus, new information technologies act not as an end in itself, but as a technological framework upon which a humanistic, personality-oriented model of education is built. Without their integration, pedagogical innovations remain merely theoretical constructions, while digitalization provides them with an effective mechanism for implementation.

The effectiveness of modern higher education is directly dependent on the implementation of specific digital solutions that translate theoretical innovations into daily educational practice:

1. Learning Management Systems (LMS - Canvas, Moodle, Google Classroom)

LMS platforms serve as a foundation for individual educational trajectories. They allow for the structuring of the course so that the student can independently choose the pace of studying the material, receive instant feedback through automated tests, and have 24/7 access to the knowledge base. This implements the principle of personal self-development discussed in the model.

2. Artificial intelligence and neural networks (ChatGPT, Claude, specialized AI tutors)

Neural networks are radically changing the nature of intellectual labor:

- **Personalization:** AI can act as a "digital assistant," explaining complex concepts in simple words or generating unique tasks tailored to a specific student's level.
- **Developing critical thinking:** Teachers can use generative AI to create error cases that students must identify and correct, which stimulates analytical abilities.
- **Automation of routines:** Neural networks help with code verification or text analysis, freeing up time for creative dialogue between teacher and student.

3. Virtual and augmented reality (VR/AR) technologies

These tools are indispensable for forming professional competencies in conditions close to reality. Virtual laboratories and simulators allow for the development of decision-making skills in complex situations (from surgical operations to power

grid management) without the risk of errors, which is crucial for a specialist's "flexible adaptation."

4. Collaboration tools (Miro, Notion, Slack)

Digital whiteboards and project management environments develop team creativity and effective communication skills. They allow students from different parts of the world to work together on a single project, imitating the working conditions of modern distributed companies.

5. Adaptive Learning and BigData

Analyzing a student's "digital footprint" allows the educational system to identify gaps in knowledge in advance and offer corrective modules even before academic debt arises.

It should be noted that the use of these technologies transforms learning from a passive process of absorbing information into dynamic research activity. This fully aligns with the task of forming a specialist capable of acting independently under conditions of uncertainty in the information society.

Thus, improving the quality of higher education in the digital age is impossible without the synergy of advanced pedagogical models and modern IT solutions. A personality-oriented approach, combined with the potential of neural networks and information environments, creates optimal conditions for nurturing a new type of professional—creative, independent, and ready for the challenges of the future.

Let's try to answer several topical questions related to the interaction between a student and information technology, a neural network, and a teacher.

Here are 4 popular "tricky" questions and strategies for answering them:

1. "Will Neural Networks and IT Technologies Replace the Live Teacher?"

Technologies do not replace the teacher, but rather their routine functions: checking standard tests, retelling the textbook, and collecting reports. This frees the educator from their true mission of mentorship, complex dialogue, and personality education. AI can provide information, but only a teacher can convey the meanings, values, and ethics of the profession. We are moving from the role of "translator" to the role of "architect of the educational environment."

2. "The use of AI by students leads to degradation and plagiarism." How to fight it?

Fighting with the tool is useless, you need to change the task type. If a task can be performed by simply copying from a neural network, then it is outdated. We are implementing tasks to critically analyze AI responses, find errors in generated text, or create projects that require personal expertise. Our goal is to teach students to use AI as an intelligence enhancer, rather than a substitute for the thinking process.

3. "A person-centered approach is great, but how can it be implemented in streaming auditoriums with 100 people?"

This is exactly where IT technologies come to the rescue. Using LMS platforms and adaptive algorithms, we can differentiate the content: strong students receive tasks of increased complexity, while those lagging behind receive additional explanations. Digital footprint allows you to see everyone's progress, even in a large group. Technologies make individual approaches scalable.

4. "Isn't there too much attention to creativity? Won't the fundamental nature of knowledge suffer?"

Fundamental knowledge is the foundation, and creativity is the ability to cultivate a solution on it. In an information explosion, "memorizing" facts loses its meaning as they become obsolete. Fundamentalism today is the understanding of the patterns and structure of the system. The creative approach in our model is the ability to apply these fundamental patterns in non-standard situations. One without the other is ineffective in modern higher education.

In conclusion, I would like to quote a well-known thought: "Technologies will not replace teachers, but those teachers who use technology will replace those who do not." It should be noted that it is not just about competition. The essence is much deeper. We are facing a unique opportunity: to finally overcome the conveyor approach in education. Through the synergy of personally-oriented pedagogy and digital tools, we can transform the university from a "diploma factory" into an environment where a personality is truly born - creative, independent, and ready for tomorrow's challenges.

Yes, the path of transformation is difficult, but it is necessary. After all, the quality of our education today is the quality of our country's life tomorrow.

Thus, technologies are merely a means of realizing Human potential.

Practical testing of the student-centered learning model has confirmed its versatility and high efficiency. This approach allows for the integration of educational and upbringing goals, ensuring a transition to developmental learning where the student becomes an active subject of self-knowledge.

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