

Моя профессиональная  
карьера

ISSN

INTERNATIONAL  
STANDARD  
SERIAL  
NUMBER

ISSN

2782-4365

Проверить  
номер:



Научно-образовательный электронный журнал

# ОБРАЗОВАНИЕ И НАУКА В XXI ВЕКЕ

Выпуск №67-5 (том 3)  
(октябрь, 2025)

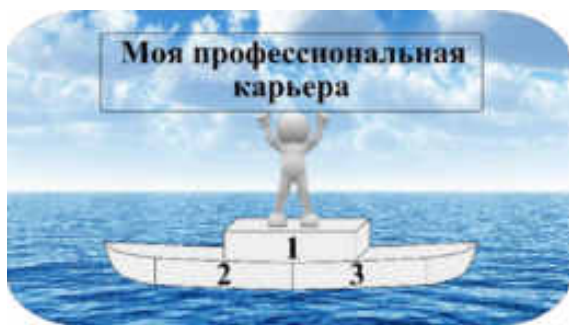


Google  
Scholar



Периодичность выпуска: 1 раз в неделю

Сайт: [mpcareer.ru/oinv21veke](http://mpcareer.ru/oinv21veke). Почта: [obrmppcareer@mail.ru](mailto:obrmppcareer@mail.ru)



Международный научно-образовательный  
электронный журнал  
«ОБРАЗОВАНИЕ И НАУКА В XXI ВЕКЕ»

ISSN 2782-4365

УДК 37

ББК 94

**Международный научно-образовательный электронный журнал  
«ОБРАЗОВАНИЕ И НАУКА В XXI ВЕКЕ». Выпуск №67-5 (том 3) (октябрь,  
2025). Дата выхода в свет: 03.11.2025.**

Журнал объединяет авторов на территории стран СНГ и помогает обмениваться передовыми научно-образовательными исследованиями.

Содержит научные статьи отечественных и зарубежных авторов по экономическим, техническим, философским, юридическим и другим наукам.

Миссия научно-образовательного электронного журнала «ОБРАЗОВАНИЕ И НАУКА В XXI ВЕКЕ» состоит в поддержке интереса читателей к оригинальным исследованиям и инновационным подходам в различных тематических направлениях, которые способствуют распространению лучшей отечественной и зарубежной практики в интернет пространстве.

Целевая аудитория журнала охватывает работников сферы науки и образования (педагоги, учителя, ученые, преподаватели, научные сотрудники, бакалавры, магистранты, аспиранты).

Материалы публикуются в авторской редакции. За соблюдение законов об интеллектуальной собственности и за содержание статей ответственность несут авторы статей. Мнение редакции может не совпадать с мнением авторов статей. При использовании и заимствовании материалов ссылка на издание обязательна.

© ООО «МОЯ ПРОФЕССИОНАЛЬНАЯ КАРЬЕРА»

© Коллектив авторов

|                                                                                                                                                                               |     |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----|
| Акджаев Акмаммет Реджепович, Чарыева Сапаргул,<br>Язмухамедов Аннамырат<br>МЕТОДИКА ОБУЧЕНИЯ СТУДЕНТОВ В ВУЗЕ: АКТИВНЫЕ<br>МЕТОДЫ И СОВРЕМЕННЫЕ ОБРАЗОВАТЕЛЬНЫЕ<br>ТЕХНОЛОГИИ | 165 |
| Курбанова Фарида, Гочмырадов Ашыр Аманович,<br>Аннагылыджова Гульджахан<br>ТЕХНОЛОГИИ АКТИВНОГО ОБУЧЕНИЯ В ВЫСШИХ<br>УЧЕБНЫХ ЗАВЕДЕНИЯХ                                       | 169 |
| Valiyeva Maya Aliyevna, Veliyev Tahyr, Mudarova Dilber<br>Mammetnurovna<br>TEACHING STUDENTS: METHODOLOGY AND MODERN<br>PEDAGOGICAL APPROACHES                                | 173 |
| Saparova Merjen, Abdalimova Selbi, Dovletov Atamyrat,<br>Taylyyeva Guljemal<br>THE IMPORTANCE OF PRONUNCIATION IN ENGLISH AS A<br>SECOND LANGUAGE EDUCATION                   | 177 |
| Bayramov Merdan<br>THE ROLE OF TECHNOLOGY IN TEACHING ENGLISH                                                                                                                 | 181 |
| Garadurdyev Mekan<br>PEDAGOGY AND METHODOLOGY IN TEACHING<br>LANGUAGES: CONTEMPORARY APPROACHES AND<br>CHALLENGES                                                             | 184 |
| Mommyyev Emir<br>THE TEACHER'S ROLE AND PROFESSIONAL COMPETENCE<br>IN TEACHING LANGUAGES                                                                                      | 188 |
| Мырадов Гочмырат, Реджепова Гульнар<br>СТРАТЕГИЯ УПРАВЛЕНИЯ ДЕНЕЖНЫМИ СРЕДСТВАМИ<br>БАНКОВ                                                                                    | 191 |
| Мырадов Гочмырат<br>ИНСТРУМЕНТЫ ФОРМИРОВАНИЯ РЕСУРСОВ В<br>БАНКОВСКОЙ СИСТЕМЕ                                                                                                 | 200 |
| Оразгелдиева Джемал<br>ИЗУЧЕНИЕ И МЕТОДЫ ХРАНЕНИЯ КЕРАМИЧЕСКИХ<br>ИЗДЕЛИЙ В МУЗЕЯХ                                                                                            | 208 |
| Реджепова Гульнар<br>СОДЕРЖАНИЕ КРЕДИТНЫХ РЕСУРСОВ БАНКОВ                                                                                                                     | 216 |
| Сейдалыев Кувват Сейитмырадович, Ёллыев Сердар<br>ИНТЕГРАЦИЯ ВЫСШЕЙ МАТЕМАТИКИ В СИСТЕМУ<br>ПОДГОТОВКИ К МАТЕМАТИЧЕСКИМ ОЛИМПИАДАМ                                            | 224 |
| Сяхетгулыев Бегенч<br>СТРАТЕГИЯ УПРАВЛЕНИЯ КРЕДИТНЫМИ РЕСУРСАМИ<br>БАНКОВ                                                                                                     | 232 |

**ФИО автора(-ов):** *Valiyeva Maya Aliyevna, senior lecturer of Dovletmammet Azadi Turkmen National Institute of World Languages*

*Veliyev Tahyr, lecturer of Institute of Engineering and Transport Communications of Turkmenistan*

*Mudarova Dilber Mammetnurovna, lecturer of Turkmen State Institute of Finance*

**Название публикации:** «TEACHING STUDENTS: METHODOLOGY AND MODERN PEDAGOGICAL APPROACHES»

### **Abstract**

This article explores the methodological foundations of teaching students in higher education institutions, emphasizing the transformation of traditional pedagogy into interactive, student-centered learning. It analyzes modern teaching methods, including active, project-based, and digital approaches, which aim to enhance students' cognitive, communicative, and professional competencies.

**Keywords:** teaching methodology, higher education, active learning, digital pedagogy.

Introduction. The 21st century has brought radical changes to the educational landscape, driven by globalization, digitalization, and evolving demands in the labor market. Higher education institutions are no longer limited to the transmission of theoretical knowledge; instead, they are expected to foster creative, analytical, and practical competencies among students.

The methodology of teaching in universities therefore requires a shift from teacher-centered instruction to **student-centered learning**, in which students play an active role in constructing knowledge, engaging in research, and applying theory to practice. This methodological transformation aligns with the **competency-based approach**, emphasizing outcomes related to problem-solving, communication, collaboration, and self-development.

Teaching methodology refers to the systematic organization of pedagogical processes, combining principles, methods, and technologies that ensure effective

learning. The traditional approach, characterized by lectures and reproduction of content, is being replaced by **constructivist** and **activity-based** models.

In these models, learning is perceived as a dynamic and interactive process in which students acquire knowledge through experience, collaboration, and reflection. The teacher's role is transformed from an information provider to a **facilitator, mentor, and designer** of educational experiences.

Key methodological principles include: **Scientific validity** – aligning content with current disciplinary and professional standards; **Activity and independence** – promoting students' self-regulated learning; **Interactivity and collaboration** – encouraging dialogue, teamwork, and mutual learning; **Integration of theory and practice** – connecting academic study with real-world contexts.

Active learning technologies are essential to contemporary higher education. They stimulate cognitive engagement, critical thinking, and motivation by involving students in hands-on and problem-oriented activities.

The most effective methods include: **Problem-based learning (PBL)** – students explore complex, real-world problems and develop solutions collaboratively. **Case studies** – analysis of professional scenarios enhances analytical and decision-making skills. **Project-based learning** – long-term projects allow students to integrate knowledge from various disciplines and produce tangible outcomes. **Role-playing and simulations** – students model real professional situations, developing teamwork and communication skills. **Flipped classroom** – students study theory independently (often online) and use classroom time for discussion, analysis, and practice.

These methods encourage deep learning, foster self-reflection, and make education more relevant to students' future professional contexts.

Digital transformation has fundamentally changed teaching methodology in higher education. Online platforms (such as Moodle, Canvas, and Microsoft Teams), learning management systems, and multimedia tools expand opportunities for interactive engagement and flexible learning.

**Blended learning** — a combination of face-to-face and online formats — has become one of the most effective educational models, integrating the advantages of both physical and virtual environments.

Moreover, the rise of **artificial intelligence**, **data analytics**, and **adaptive learning systems** enables personalized instruction, providing feedback and support tailored to each student's progress. **Gamification**, **virtual reality (VR)**, and **augmented reality (AR)** enhance motivation and enable immersive learning experiences.

However, digitalization also requires developing digital literacy among both teachers and students, ensuring accessibility, and maintaining pedagogical quality in virtual settings.

In the modern educational paradigm, the teacher becomes a **guide, mentor, and facilitator** rather than a transmitter of ready-made knowledge. Effective teaching methodology depends on the instructor's ability to design interactive learning environments, motivate students, and integrate technological tools.

The teacher must possess both **pedagogical** and **digital competencies**, including instructional design, online communication, and assessment skills. Moreover, reflective practice — continuous self-evaluation and adaptation of teaching strategies — is crucial for professional growth and innovation.

Conclusion. Modern teaching methodology in higher education combines classical pedagogical principles with active and digital learning technologies. The effectiveness of university education today depends on how well teaching strategies foster independence, creativity, and collaboration among students.

Active and technology-supported learning transforms students from passive recipients of information into active participants in knowledge creation. The integration of innovative methodologies into university teaching not only improves academic outcomes but also prepares students for lifelong learning and professional success in an ever-changing world.

**References:**

1. Biggs, J., & Tang, C. (2011). *Teaching for Quality Learning at University*. 4th ed. McGraw-Hill Education.
2. Bonwell, C., & Eison, J. (1991). *Active Learning: Creating Excitement in the Classroom*. ASHE-ERIC Higher Education Report No. 1.