

Opportunities of The Academic Lyceum Environment in The Formation Of 21st-Century Competencies

Purxanova Tazagul Jumanazarovna

Assistant at University of Innovative Technologies, Uzbekistan

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Abstract: This article analyzes the opportunities of the academic lyceum educational environment in the formation of 21st-century competencies. In the modern education system, developing students' competencies such as critical thinking, creativity, communication, collaboration, and digital literacy is an important task. In the research process, methods of analyzing scientific-pedagogical literature, pedagogical observation, comparison, and generalization were used. The results show that in the academic lyceum environment, 21st-century competencies can be effectively formed in students through interactive teaching methods, project-based learning, digital technologies, and the organization of a creative learning environment.

Keywords: 21st-century competencies, academic lyceum education, pedagogical environment, critical thinking, creativity, communication, collaboration, innovative education.

Introduction: In today's era of globalization and the development of digital technologies, new tasks are being set before the education system. In order to operate successfully in modern society, students need to possess not only theoretical knowledge, but also the skills of independent thinking, problem solving, teamwork, and effective use of information technologies.

From this point of view, the concept of 21st-century competencies occupies an important place in modern pedagogical science. These competencies ensure students' active participation in the learning process and prepare them for future professional activity.

One of the main tasks of the academic lyceum educational environment is to prepare students for the higher education stage and, at the same time, to develop their modern competencies. Therefore, studying the pedagogical opportunities of the academic lyceum environment is of important scientific significance [1].

The purpose of this article is to analyze the opportunities of the academic lyceum environment in

the formation of 21st-century competencies.

METHODOLOGY

The main purpose of this research is to identify and analyze the pedagogical opportunities for forming 21st-century competencies in the academic lyceum environment. Therefore, the methodology of the research includes the following scientific approaches and methods [2]:

1. The method of theoretical analysis

The method of theoretical analysis was used in studying and analyzing scientific literature in the fields of pedagogy, psychology, and education. Through this method, the concept of 21st-century competencies, the pedagogical foundations of their formation, and the opportunities of the academic lyceum environment were analyzed. In addition, national and international experiences were studied, and advanced pedagogical approaches were identified [3].

2. Pedagogical observation

The method of pedagogical observation was used to determine students' activities in the educational

process and the development of 21st-century competencies through interactive methods and project activities. The results of the observation made it possible to assess the level of students' independent thinking, creative approach, and teamwork skills [4].

3. The method of comparison

We used the method of comparison to study the effectiveness of various pedagogical methods and technologies and to compare them with each other. Through this method, the effectiveness of interactive methods, project-based learning, digital educational tools, and a creative environment in forming 21st-century competencies in students was analyzed.

4. The method of generalization

We used the method of generalization to systematize the research results and draw scientific conclusions from the obtained data. Through this, the pedagogical opportunities of the academic lyceum environment and the process of developing 21st-century competencies were described in the form of a general model [5].

5. Experimental method

The experimental method was used in the practical part of the research, and the influence of interactive methods, project-based learning, and digital technologies on the development of students' competencies was tested in the educational process. The results of the experiment served as a basis for evaluating the effectiveness of the educational process and developing pedagogical recommendations.

The Theoretical and Practical Foundations of the Research

The theoretical basis of the research consists of national and international scientific sources on 21st-century competencies, pedagogy and didactics, as well as innovative educational technologies. As the practical basis, the results of observations, lessons, and experiments conducted in the academic lyceum were taken.

The Scientific Novelty of the Research

The research is significant in that it systematically analyzes the opportunities for forming 21st-century competencies in the academic lyceum environment. At the same time, the effectiveness of interactive methods, project-based learning, and digital

educational technologies was shown on a scientific basis.

RESULTS

The conducted research and pedagogical observations showed that the opportunities for forming 21st-century competencies in the academic lyceum environment are broad and effective. During the research process, the main factors in the development of students' competencies such as critical thinking, creativity, communication, collaboration, and digital literacy were identified.

1. The influence of interactive methods

Pedagogical observations and experiments showed that the use of methods such as brainstorming, discussion, debate, cluster, and group work significantly increases students' activity in the educational process. At the same time, critical thinking and independent problem-solving skills develop. Interactive methods encourage students to freely express their opinions, draw logical conclusions, and work in a team.

2. Project-based learning

As a result of applying the project method within the framework of the research, students developed independent thinking, creativity, and responsibility skills in the process of studying real-life or scientific problems, collecting information, and presenting results. At the same time, teamwork and communicative abilities increased significantly.

3. Digital educational technologies

The use of electronic textbooks, virtual laboratories, and online platforms significantly developed students' ability to work with information. They improved their skills in quickly finding, analyzing, and applying information in practical activities. Through this, students' digital literacy, media literacy, and technological skills were strengthened [6].

4. Creative learning environment

As a result of creating a creative environment, students' creative thinking and ability to develop new ideas increased. Students' interest in scientific research grew, and their skills in expressing their opinions clearly and logically developed.

5. The importance of an integrated pedagogical approach

The research showed that the combined use of interactive methods, project-based learning, digital technologies, and a creative learning environment ensures maximum effectiveness in forming 21st-century competencies in students. At the same time, students' motivation increases, and the educational process becomes interesting and effective.

DISCUSSION

The conducted research and analyses show that the process of forming 21st-century competencies in the academic lyceum environment includes a number of pedagogical opportunities. First of all, the use of interactive teaching methods significantly increases students' activity in the educational process. For example, brainstorming, discussion, cluster, and debate methods develop students' critical thinking ability and help them solve problems independently and systematically. At the same time, they encourage cooperation among students and increase their communicative potential [7].

The use of the project-based teaching method also has important pedagogical significance. Through this method, students study real-life or scientific problems and, in the process of collecting information, analyzing it, and presenting results, develop independent thinking, a creative approach, and responsibility skills. The project methodology, along with developing students' creative research and ability to clearly express their opinions, also teaches them to work effectively in a team.

The use of digital educational technologies also plays an important role in developing 21st-century competencies. Electronic educational resources, virtual laboratories, interactive textbooks, and online platforms provide students with the opportunity to quickly find information, analyze it, and apply it in practical activity. Through this, students develop information-handling skills, digital literacy, and the ability to solve problems with technological support.

Creating a creative educational environment encourages students' creative thinking and ability to develop new ideas. The creative environment organized in the academic lyceum also increases students' free expression of their opinions and their interest in scientific research. This prepares them to be successful not only in the educational process, but also

in their future professional activity.

During the discussion, it can be emphasized that the formation of 21st-century competencies in the academic lyceum educational environment is not a one-sided process, but is carried out through the integration of several components. The pedagogical environment, social environment, information-educational environment, and creative environment together serve to develop students' competencies such as critical thinking, communication, collaboration, creativity, and digital literacy.

It should also be noted that methods and technologies alone are not sufficient in the formation of 21st-century competencies. In the educational process, students' motivation, teachers' qualifications, readiness for pedagogical innovations, and the support of the educational environment are of great importance. Therefore, it is necessary to continuously improve the academic lyceum environment from an innovative and pedagogical point of view.

The results show that the combined use of interactive methods, project-based learning, and digital technologies makes it possible to achieve maximum effectiveness in the formation of students' 21st-century competencies. This serves to improve the quality of academic lyceum education and to develop students' independent and creative thinking abilities.

In general, one of the important conclusions arising from the research is that the full and effective use of the pedagogical opportunities of the academic lyceum environment in the formation of 21st-century competencies contributes not only to the personal development of students, but also to improving the quality of the entire education system.

CONCLUSION

The results of this research show that 21st-century competencies are an important component of the modern education system and are of great importance in developing students' intellectual, creative, and communicative potential. One of the main tasks of the academic lyceum educational environment is to prepare students for the higher education stage, as well as to form their modern knowledge, skills, and competencies.

During the research, the pedagogical opportunities of the academic lyceum environment were analyzed, and

it was determined that this environment creates favorable conditions for developing students' 21st-century competencies such as critical thinking, creativity, communication, collaboration, and digital literacy. It was also noted that the use of interactive teaching methods, project-based learning, problem-based learning, and digital technologies serves to develop students' independent thinking ability, increase their activity in the educational process, and form practical skills.

In addition, establishing effective pedagogical cooperation in the academic lyceum educational environment, widely introducing innovative pedagogical technologies, and supporting students' creative activity increase the effectiveness of the process of forming 21st-century competencies. Therefore, the wide use of modern pedagogical approaches and interactive methods in organizing the educational process is of great importance.

In general, the effective use of the pedagogical opportunities of the academic lyceum educational environment serves to increase students' adaptability to the requirements of modern society, to prepare them thoroughly for their future professional activity, and to further improve the quality of the education system.

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