

TA'LIM TRANSFORMATSIYASI

ILMIY-METODIK JURNALI

10.00.00 FILOLOGIYA FANLARI

13.00.00 PEDAGOGIKA FANLARI



SENTYABR 2026, 6-SON

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TA'LIM TRANSFORMATSIYASI ILMIY – METODIK JURNAL

№. 6

BUXORO – 2026

INNOVATIVE EDUCATIONAL TECHNOLOGIES FOR DEVELOPING ENTREPRENEURIAL CULTURE AMONG UNIVERSITY STUDENTS IN THE CONTEXT OF GLOBALIZATION

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Abstract: The article examines the theoretical and pedagogical foundations of developing entrepreneurial culture among university students through innovative educational technologies in the context of globalization. The relevance of the research is determined by the transformation of the modern labour market, the rapid development of digital technologies, increasing global competition, and the growing demand for graduates capable of identifying opportunities, generating innovative ideas, taking initiative, solving complex problems, and creating economic and social value. The article analyzes the potential of project-based learning, problem-based learning, case-based learning, business simulations, design thinking, digital learning technologies, entrepreneurial projects, and collaborative learning for the formation of students' entrepreneurial competencies.

Keywords: entrepreneurial culture, entrepreneurship education, university students, innovative educational technologies, globalization, entrepreneurial competence, digital learning, project-based learning, higher education.

ИННОВАЦИОННЫЕ ОБРАЗОВАТЕЛЬНЫЕ ТЕХНОЛОГИИ РАЗВИТИЯ ПРЕДПРИНИМАТЕЛЬСКОЙ КУЛЬТУРЫ СТУДЕНТОВ ВУЗОВ В УСЛОВИЯХ ГЛОБАЛИЗАЦИИ

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Аннотация: В статье рассматриваются теоретические и педагогические основы развития предпринимательской культуры студентов высших образовательных учреждений посредством инновационных образовательных технологий в условиях глобализации. Актуальность исследования обусловлена трансформацией современного рынка труда, стремительным развитием цифровых технологий, усилением глобальной конкуренции и возрастающей потребностью общества в выпускниках, способных выявлять возможности, генерировать инновационные идеи, проявлять инициативу, решать сложные проблемы и создавать экономическую и социальную ценность. Анализируется потенциал проектного, проблемного, кейс-ориентированного обучения, деловых симуляций, дизайн-мышления, цифровых образовательных технологий, предпринимательских проектов и технологий совместного обучения в формировании предпринимательских компетенций студентов.

Ключевые слова: предпринимательская культура, предпринимательское образование, студенты, инновационные образовательные технологии, глобализация, предпринимательские компетенции, цифровое обучение, проектное обучение, высшее образование

GLOBALLASHUV SHAROITIDA OLIY TA'LIM TALABALARIDA TADBIRKORLIK MADANIYATINI RIVOJLANTIRISHNING INNOVATSION TA'LIM TEXNOLOGIYALARI

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Annotatsiya: Maqolada globallashuv sharoitida oliy ta’lim muassasalari talabalarida tadbirkorlik madaniyatini innovatsion ta’lim texnologiyalari asosida rivojlantirishning nazariy va pedagogik asoslari tahlil etilgan. Tadqiqotning dolzarbligi zamonaviy mehnat bozorining transformatsiyasi, raqamli texnologiyalarning jadal rivojlanishi, global raqobatning kuchayishi hamda imkoniyatlarni aniqlash, innovatsion g’oyalarni ilgari surish, tashabbus ko’rsatish, murakkab muammolarni hal qilish va iqtisodiy hamda ijtimoiy qiymat yaratishga qodir bo’lgan mutaxassislariga bo’lgan ehtiyojning ortishi bilan belgilanadi. Maqolada loyiha asosida o’qitish, muammoli ta’lim, keys-stadi, biznes simulyatsiyalari, dizayn fikrlash, raqamli ta’lim texnologiyalari, tadbirkorlik loyihalari va hamkorlikda o’qitish texnologiyalarining talabalarda tadbirkorlik kompetensiyalarini shakllantirishdagi imkoniyatlari tahlil qilingan.

Kalit soʻzlar: tadbirkorlik madaniyati, tadbirkorlik ta’limi, talabalar, innovatsion ta’lim texnologiyalari, globallashuv, tadbirkorlik kompetensiyalari, raqamli ta’lim, loyiha asosida o’qitish, oliy ta’lim.

INTRODUCTION

The processes of globalization have significantly changed the requirements imposed on modern higher education. The university graduate of the twenty-first century is expected not only to possess professional knowledge but also to demonstrate initiative, creativity, adaptability, digital literacy, communication skills, problem-solving abilities, and readiness to operate in uncertain and rapidly changing environments.[5] These changes have increased the importance of entrepreneurship education as an integral component of modern higher education. Entrepreneurship in contemporary educational theory should not be interpreted exclusively as the ability to establish and manage a private enterprise. It increasingly represents a broader competence associated with the ability to recognize opportunities, transform ideas into value, mobilize resources, cooperate with others, manage uncertainty, and take responsibility for decisions.[2] The European Entrepreneurship Competence Framework (EntreComp) defines entrepreneurship as a transversal competence related to acting upon opportunities and ideas and transforming them into value for others. This value may be financial, cultural, or social. The relevance of entrepreneurial education is therefore determined not only by the need to prepare future entrepreneurs but also by the necessity to develop graduates capable of acting entrepreneurially within existing organizations, public institutions, educational establishments, social enterprises, and creative industries.[8]

Globalization creates both new opportunities and new challenges for university graduates. Digital platforms allow individuals to access international markets, cooperate remotely, develop digital products, and promote services without being geographically limited. At the same time, global competition requires a higher level of adaptability, independent decision-making, technological competence, and continuous learning.[11] The purpose of this article is to theoretically substantiate the potential of innovative educational technologies for developing entrepreneurial culture among university students in the context of globalization and to propose a pedagogical model for their systematic integration into higher education.

THEORETICAL FOUNDATIONS OF ENTREPRENEURIAL CULTURE

Entrepreneurial culture can be understood as an integrated personal quality manifested through a system of values, motives, knowledge, skills, attitudes, behavioural patterns, and competencies that enable an individual to identify opportunities, initiate activities, make

decisions under conditions of uncertainty, mobilize resources, cooperate with others, and create value.[7] From a pedagogical perspective, entrepreneurial culture should therefore be considered a multidimensional phenomenon. It combines cognitive, motivational, behavioural, communicative, digital, and reflective dimensions.

INNOVATIVE EDUCATIONAL TECHNOLOGIES FOR ENTREPRENEURIAL DEVELOPMENT

The effectiveness of entrepreneurial education depends significantly on the pedagogical technologies employed. Innovative educational technologies allow students to move from passive acquisition of information toward active participation in creating solutions.

Project-Based Learning

Project-based learning is one of the most effective technologies for developing entrepreneurial behaviour because it creates a learning environment in which students are required to transform an idea into a tangible result.[12] Within entrepreneurial education, a project may include the following stages:

problem identification → opportunity recognition → idea generation → target audience analysis → value proposition → prototype development → testing → feedback → improvement → presentation. For example, students may be asked to identify a problem within their local community and develop a product or service capable of addressing it. The final result does not necessarily have to become a commercial enterprise. The pedagogical value lies in the process of identifying a problem, developing a solution, working with resources, receiving feedback, and modifying the initial idea.

Project-based learning simultaneously develops creativity, planning, communication, teamwork, initiative, and responsibility.

Business Simulations and Gamification

Business simulations create a controlled environment in which students can experience entrepreneurial decision-making without facing the real financial consequences of failure. Students can receive virtual capital and manage a simulated enterprise.[9] They may need to determine:

- product price;
- production volume;
- marketing budget;
- staffing;
- investment strategy;
- market segment;
- distribution channels.

The simulation can be organized in several rounds. After each round, students analyze the consequences of their decisions and modify their strategies. This technology is particularly valuable because entrepreneurial competence includes the ability to operate under conditions of uncertainty and risk. EntreComp explicitly includes coping with ambiguity, uncertainty and risk among the competencies associated with entrepreneurial action.

PEDAGOGICAL CONDITIONS FOR EFFECTIVE IMPLEMENTATION

The implementation of innovative educational technologies requires several pedagogical conditions.

First, student-centred learning should replace predominantly reproductive instruction. Students should have opportunities to make choices, formulate questions, propose solutions, and assume responsibility for the results of their activities.

Second, education should be practice-oriented. Entrepreneurial learning becomes more meaningful when students work with realistic economic and social problems rather than exclusively theoretical examples.

Third, interdisciplinary integration is necessary. Entrepreneurial projects can combine

knowledge from economics, management, information technology, foreign languages, marketing, design, communication, and professional disciplines.

Fourth, universities should strengthen cooperation with external stakeholders. The HEInnovate framework emphasizes knowledge exchange and collaboration as important elements of an entrepreneurial higher education institution. Students can interact with entrepreneurs, companies, startup incubators, NGOs, local communities, and professional associations.

Fifth, assessment should measure entrepreneurial action rather than only theoretical knowledge. Traditional examinations may determine whether students remember definitions, but they do not necessarily demonstrate whether students can identify an opportunity or transform an idea into a practical solution.

Assessment can therefore include:

- project portfolios;
- business-model presentations;
- prototypes;
- reflective journals;
- peer assessment;
- entrepreneurial pitches;
- case analysis;
- simulations;
- self-assessment.

The EntreComp framework can serve as a reference for designing learning outcomes and assessment criteria because it provides a structured progression of entrepreneurial competence.

CONCLUSION

The development of entrepreneurial culture among university students has become an important pedagogical task in the context of globalization, digital transformation, and changing labour-market requirements. Entrepreneurial culture should be understood as an integrated personal quality that combines motivation, values, knowledge, creativity, initiative, digital competence, financial literacy, communication, decision-making, risk management, and the ability to transform ideas into economic, social, or cultural value.

The analysis of international approaches demonstrates the methodological relevance of the EntreComp framework and the HEInnovate model. EntreComp provides a structured understanding of entrepreneurial competence through the areas of ideas and opportunities, resources, and action, while HEInnovate emphasizes the institutional and pedagogical conditions required for entrepreneurial higher education. Innovative educational technologies—including project-based learning, problem-based learning, case-based learning, business simulations, gamification, design thinking, collaborative learning, digital platforms, and artificial intelligence—can create conditions for the practical development of entrepreneurial competencies.

The proposed five-component model—motivational-value, cognitive, activity-practical, digital-innovative, and reflective—provides a pedagogical basis for systematically organizing this process.

The principal conclusion is that entrepreneurial education should not be limited to teaching students how to establish a business. Its broader objective is to develop individuals capable of recognizing opportunities, responding creatively to challenges, mobilizing resources, cooperating with others, learning from experience, and creating meaningful value in conditions of uncertainty and change.

For higher education institutions, this requires a transition from predominantly knowledge-centred instruction toward a learning environment based on action,

experimentation, interdisciplinary cooperation, digital transformation, reflection, and interaction with real economic and social contexts.

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