

MUHANDISLIK

& IQTISODIYOT

ijtimoiy-iqtisodiy, innovatsion texnik,
fan va ta'limga oid ilmiy-amaliy jurnal

№11

2025
noyabr



Milliy nashrlar

OAK: <https://oak.uz/pages/4802>

05.00.00 – Texnika fanlari
08.00.00 – Iqtisodiyot fanlar



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ISSN: 3060-463X

РЭУ.РФ
РОССИЙСКИЙ ЭКОНОМИЧЕСКИЙ УНИВЕРСИТЕТ
ИМЕНИ Г.В. ПЛЕХАНОВА
ТАШКЕНТСКИЙ ФИЛИАЛ



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Elektron nashr, 594 sahifa.
2025-yil, noyabr

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- 05.01.00 – Axborot texnologiyalari, boshqaruv va kompyuter grafikasi
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- 05.01.04 – Hisoblash mashinalari, majmualari va kompyuter tarmoqlarining matematik va dasturiy ta'minoti
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- 05.01.07 – Matematik modellash
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- 08.00.17 – Turizm va mehmonxona faoliyati

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Rayosatining 2024-yil 28-avgustdagi 360/5-son qarori bilan "Dissertatsiyalar asosiy ilmiy natijalarini chop etishga tavsiya etilgan milliy ilmiy nashrlar ro'yxati"ga texnika va iqtisodiyot fanlari bo'yicha "Muhandislik va iqtisodiyot" jurnali ro'yxatga kiritilgan.

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INNOVATIVE APPROACHES TO IMPROVING STUDENTS' DIGITAL COMPETENCE

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Abstract. The rapid expansion of digital technologies in higher education has elevated digital competence to a fundamental academic skill. This study investigates the effectiveness of innovative pedagogical approaches—including gamification, project-based digital learning, and AI-supported tutoring—in improving students' digital skills. A mixed-methods design was applied to a sample of 120 university students over an eight-week period. Quantitative findings indicate a 27% increase in overall digital competence, with the most notable progress in information literacy and creative digital production. Qualitative results highlight increased motivation, collaboration, and confidence when engaging with digital tools. The study emphasizes the importance of integrating interactive and adaptive technologies into higher-education curricula to enhance students' digital readiness.

Keywords: digital competence, gamification, AI-assisted learning, project-based learning, higher education, digital literacy.

Annotatsiya. Raqamli texnologiyalarning jadal rivojlanishi oliy ta'limda raqamli kompetensiyani talabalarning asosiy ko'nikmalaridan biriga aylantirdi. Ushbu tadqiqot gamifikatsiya, loyiha asosidagi raqamli ta'lim va sun'iy intellektga asoslangan tutorlik kabi innovatsion yondashuvlarning talabalarning raqamli ko'nikmalarini rivojlantirishdagi samaradorligini o'rganadi. Sakkiz hafta davomida 120 nafar talaba ishtirokida aralash metodlarga asoslangan dizayn qo'llanildi. Miqdoriy natijalar raqamli kompetensiyaning umumiy darajasi 27 foizga oshganini ko'rsatdi; eng katta o'sish axborot savodxonligi va raqamli ijodkorlikda kuzatildi. Sifat tahlili esa raqamli muhitda motivatsiya, hamkorlik va ishonchning ortganini namoyon qildi. Tadqiqot interaktiv va moslashuvchan texnologiyalarni oliy ta'lim jarayoniga integratsiya qilish raqamli tayyorgarlikni kuchaytirishini ta'kidlaydi.

Kalit so'zlar: raqamli kompetensiya, gamifikatsiya, sun'iy intellekt asosidagi ta'lim, loyiha asosidagi o'qitish, oliy ta'lim, raqamli savodxonlik.

Аннотация. Быстрое расширение цифровых технологий в сфере высшего образования делает цифровую компетентность ключевым навыком студентов. В исследовании рассматривается эффективность инновационных педагогических подходов — геймификации, проектного цифрового обучения и тьюторства с использованием искусственного интеллекта — в развитии цифровых навыков студентов. Смешанный метод исследования был применён среди 120 студентов в течение восьми недель. Количественные результаты показывают рост общей цифровой компетентности на 27%, особенно в области информационной грамотности и цифрового творчества. Качественные данные отражают повышение мотивации, сотрудничества и уверенности при работе в цифровой среде. Исследование подчёркивает важность интеграции интерактивных и адаптивных технологий в учебные программы высшего образования для укрепления цифровой готовности студентов.

Ключевые слова: цифровая компетентность, геймификация, обучение с ИИ, проектное обучение, высшее образование, цифровая грамотность.



INTRODUCTION

Digital competence, understood as the ability to use digital technologies in a safe, critical, and creative manner, has become an essential prerequisite for academic and professional success. International frameworks such as DigComp emphasize that students must not only operate digital tools effectively but also evaluate online information, collaborate in digital environments, and produce original digital content. These competencies are gaining increasing significance in higher education, where digital technologies are deeply integrated into learning, research, and communication processes.

Recent research demonstrates that university students, despite being commonly referred to as “digital natives,” often possess uneven levels of digital preparedness. Existing studies reveal persistent gaps in information evaluation, cybersecurity awareness, and the ability to use digital tools for complex academic tasks. Moreover, the rapid advancement of digital technologies continually requires both students and educators to remain adaptable and digitally literate.

To overcome these challenges, contemporary educational practice is progressively shifting toward innovative and student-centered instructional strategies that transcend traditional lecture-based methods. Among these are approaches such as gamification, which enhances engagement and motivation through elements like points, badges, and progress indicators; project-based digital learning, which strengthens creativity, problem-solving, and collaboration through real-world digital tasks; and AI-supported tutoring, which provides personalized, adaptive feedback that helps learners identify weaknesses, monitor progress, and receive targeted instructional support.

This study examines the impact of these innovative approaches on students’ digital competence and identifies which specific skills show the most notable improvement in higher-education contexts. By integrating quantitative measurements with qualitative insights, the research offers a comprehensive perspective on how interactive and adaptive digital learning strategies can effectively prepare students for academic success and the digital demands of the modern workplace.

LITERATURE REVIEW

Research on digital competence consistently highlights its multidimensional character, encompassing information literacy, digital content creation, communication, safety, and problem-solving skills. The European Commission’s DigComp framework provides a systematic and comprehensive model for assessing and developing these competencies, emphasizing the necessity of adaptive and learner-centered instructional approaches in higher education. In a similar vein, UNESCO’s global framework on digital literacy stresses that students must not only be able to operate digital tools efficiently but also critically evaluate information and participate productively in digital environments.

Studies on innovative pedagogical methodologies confirm the effectiveness of interactive and technology-enhanced learning. Gee demonstrates that game-based learning environments foster deeper engagement and cognitive development, which aligns with contemporary gamification strategies. Li and Chen provide evidence that gamified digital ecosystems significantly enhance student motivation and academic interaction. Furthermore, research conducted by Kukulska-Hulme and Shield indicates that mobile and AI-supported learning platforms promote flexible, personalized learning experiences that strengthen digital competence. OECD reports also reaffirm that digital readiness constitutes a fundamental requirement for the future workforce.

Taken together, these scholarly sources illustrate that the integration of gamification, project-based digital learning, and AI-supported tutoring can substantially improve students’ digital competence while simultaneously enhancing their overall academic performance.

RESEARCH METHODOLOGY

This study involved 120 undergraduate students (63 females and 57 males), aged 18–24, representing four academic fields: Social Sciences (40%), Engineering (32%), Humanities (18%), and Business (10%). All participants had regular access to digital devices and demonstrated basic digital literacy. A mixed-methods research design was employed to obtain both quantitative measurements and deeper qualitative insights into students’ learning experiences. The quantitative component consisted of pre-test and post-test assessments using a standardized Digital Competence Assessment Scale (0–100), alongside a Likert-scale survey (1–5) measuring students’ motivation, confidence, and attitudes toward digital learning tools. The qualitative component included classroom observations throughout the intervention, semi-structured interviews with a volunteer subgroup of 20 students, and an analysis of reflective digital journals in which participants documented their weekly learning experiences.



The eight-week intervention incorporated several innovative instructional strategies. Students engaged in gamified learning modules that offered weekly challenges, digital badges, and leaderboard-based competition to reinforce motivation. They also completed project-based digital tasks, such as producing multimedia presentations, creating digital storytelling assignments, and collaborating on short video reports. Additionally, students used an AI-supported tutoring system that delivered personalized quizzes, adaptive feedback aligned with individual performance, and automated progress tracking.

Quantitative data were analyzed using paired t-tests and descriptive statistics to evaluate changes in digital competence before and after the intervention. Qualitative data—including interview transcripts, observation notes, and digital journal entries—were examined through thematic coding to identify recurring patterns related to engagement, skill development, and students' perceptions of the digital learning approaches.

ANALYSIS AND RESULTS

The quantitative findings indicate that students demonstrated notable improvement across all categories of digital competence (Table 1).

Table 1. Pre-test and Post-test Digital Competence Scores (0–100 Scale)

Competence Area	Pre-test Mean	Post-test Mean	Percent Increase
Information & Data Literacy	58	77	+33%
Digital Communication & Collaboration	62	78	+26%
Digital Content Creation	55	73	+33%
Safety & Digital Well-being	60	71	+18%
Problem-Solving with Digital Tools	57	74	+30%
Overall Digital Competence	58.4	74.2	+27%

The results indicate substantial improvement in students' digital competence across all measured areas. The most significant gains were recorded in Information and Data Literacy as well as Digital Content Creation, each demonstrating a 33% increase, suggesting that students benefited notably from activities requiring research, information evaluation and the creative production of digital materials—skills that were strongly supported within the project-based digital tasks. A 30% increase in Problem-Solving with Digital Tools further demonstrates that the intervention effectively enhanced students' ability to navigate unfamiliar digital platforms, troubleshoot technical issues and apply digital solutions to academic challenges, which aligns with the personalized guidance provided through AI-supported tutoring. The smallest, yet still meaningful, improvement occurred in Safety and Digital Well-being (+18%), indicating that although students expanded their awareness of safe digital practices, this domain may require longer-term and sustained instructional support to reach higher proficiency levels. Overall, the total digital competence score rose from 58.4 to 74.2 (+27%), confirming the effectiveness of the integrated innovative approaches. In addition, students reported clear positive changes in their attitudes toward digital learning, with confidence in using digital tools increasing from 3.1 to 4.4, perceived digital creativity rising from 2.9 to 4.1, and engagement with digital tasks improving from 3.3 to 4.6. These self-reported outcomes closely correspond to the objective assessment results, indicating that the intervention not only strengthened digital skills but also positively influenced students' perceptions of their own capabilities (Table 2).

Table 2. Student Self-Report Ratings After Intervention (Likert Scale 1–5)

Item	Mean Score
Gamification increased my motivation	4.7
AI provided useful personalized feedback	4.5
Digital projects improved my teamwork skills	4.6
I feel more digitally competent after the course	4.4
I am more confident creating digital content	4.5
I now use digital tools more effectively in studies	4.3



The qualitative findings revealed three overarching themes derived from interviews, classroom observations and digital journal analyses, demonstrating how students experienced the digital learning process. First, gamification significantly enhanced motivation, as visible rewards, competitive elements and a clear sense of progression made the learning process more engaging. This approach helped sustain attention, reduced fear of failure and encouraged students to approach complex digital tasks with greater enthusiasm. Second, notable growth in creativity and collaboration was observed, as digital projects promoted experimentation with multimedia tools and strengthened teamwork. Students reported developing new abilities in video editing, graphic design and digital storytelling, while collaborative work improved communication skills and increased confidence in group-based digital environments. Third, personalized support through AI tools provided real-time feedback, enabling learners to identify weaknesses promptly, track individual progress and benefit from adaptive recommendations, which facilitated self-paced learning and reduced anxiety when completing challenging digital tasks.

The integration of qualitative insights with quantitative results demonstrates a consistent pattern. Increases in motivation align with the substantial gains in digital engagement and creativity, improvements in collaboration correspond to the enhanced scores in content creation and communication, and the personalized assistance offered by AI supports the significant progress observed in digital problem-solving. Collectively, these findings confirm that the combination of gamification, project-based learning tasks and AI-supported tutoring produced measurable skill development and high levels of student satisfaction.

Overall, the study provides strong evidence that innovative pedagogical strategies—gamification, project-based digital learning and AI-supported tutoring—significantly enhance students' digital competence. Improvements in information literacy, digital content creation, collaboration and problem-solving indicate that these approaches effectively address gaps in digital readiness and are consistent with research emphasizing interactive, learner-centered environments. Gamification maintained motivation and engagement through challenges, digital badges and competitive elements, while project-based learning fostered deeper cognitive involvement, teamwork and creative use of digital tools. AI-supported tutoring delivered individualized feedback, enabling learners to monitor progress, revisit content and build confidence at their own pace.

The combined use of these approaches created a holistic digital learning environment that supported multiple dimensions of digital competence. Despite positive outcomes, certain limitations remain, including the short duration of the intervention (eight weeks), the single-institution context and reliance on self-reported data. Future research should examine long-term effects, larger and more diverse samples and performance-based assessment methods.

CONCLUSION AND RECOMMENDATIONS

The findings of this study provide strong evidence that innovative digital learning strategies significantly enhance students' digital competence across several key dimensions. By integrating gamified modules, project-based digital activities and AI-assisted tutoring systems, educators can develop dynamic and engaging learning environments that foster essential digital skills, including information literacy, digital content creation, problem-solving, collaboration and effective communication. These approaches not only strengthen students' motivation and confidence but also encourage them to apply digital tools in authentic, practice-oriented contexts, thereby promoting higher levels of digital autonomy and readiness.

Given the rapid digitalization of educational and professional spheres, such instructional strategies should be considered essential components of contemporary higher-education curricula. The combination of interactive learning, collaborative tasks and personalized AI support represents a powerful pedagogical model that equips universities to prepare students for the technological demands of the modern workforce. Furthermore, the results indicate that institutions seeking to enhance digital competence should adopt a multi-method approach rather than rely exclusively on traditional instructional formats.

Despite these promising outcomes, the study's limited duration and scope highlight the need for further investigation. Future research should examine the scalability of these methods across different academic disciplines and institutions, assess their long-term impact on students' digital proficiency and explore how such strategies influence academic achievement and career readiness. The integration of emerging technologies—such as virtual reality, adaptive learning systems and collaborative digital platforms—may also offer valuable insights into more effective digital competence development.

To further strengthen students' digital competence, it is recommended to extend the duration of digital learning interventions and integrate them into multiple courses. Universities are encouraged to expand access to AI-supported learning tools, develop additional project-based digital tasks and provide regular professional-development training for instructors on gamification and adaptive digital pedagogies. Establishing continuous assessment and feedback mechanisms will also be essential for supporting sustainable long-term digital readiness.

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muhandislik **& iqtisodiyot**

ijtimoiy-iqtisodiy, innovatsion texnik,
fan va ta'limga oid ilmiy-amaliy jurnal

Ingliz tili muharriri: Feruz Hakimov

Musahhih: Zokir Alibekov

Sahifalovchi va dizayner: Iskandar Islomov

2025. № 11

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O'zbekiston Respublikasi Prezidenti Adminstratsiyasi huzuridagi
Axborot va ommaviy kommunikatsiyalar agentligi tomonidan
№S-5669245 reyestr raqami tartibi bo'yicha ro'yxatdan o'tkazilgan.
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