HSR (LONDON),
HOUGHTON STREET REVIEW JOURNAL
ISSN: 2058-5519|Impact factor-15.9
http://houghtonstreetreview.com/index.php/hsr

THE MECHANISM FOR DEVELOPING STUDENTS' CREATIVE POTENTIAL IN SOCIO-CULTURAL ACTIVITIES BASED ON A DIGITAL AXIOLOGICAL APPROACH.

Berdiyeva Gulobod Shonazarovna
Doctor of Philosophy (PhD) in Pedagogical Sciences, Associate Professor
University of Information Technologies and Management
Department of Pedagogy, Associate Professor
gulobod1983@gmail.com

Annotation. The article presents a mechanism for developing the creative potential of higher education students based on a digital axiological approach. Furthermore, it analyzes the essence, substance, and specific roles within this mechanism of concepts such as interactive learning technologies, project-based learning technologies, reflection and digital assessment, monitoring and feedback, the digital learning environment, and socio-cultural activity**.**

Keywords. value, axiological approach, digital technology, mechanism, monitoring, reflection and digital assessment

RAQAMLI AKSIOLOGIK YONDASHUV ASOSIDA TALABALARNI IJTIMOIY-MADANIY FAOLIYATDA IJODIY SALOHIYATINI RIVOJLANTIRISH MEXANIZMI.

Annotasiya. Maqolada oliy talim muassasi talabalarida raqamli aksiologik yondashuv asosida ijodiy saloxiyatini rivojlantirish mexanizmi keltirib o‘tilgan.

Shuningdek, **i**nterfaol ta’lim texnologiyalari, loyiha asosida o‘qitish texnologiyalari, refleksiya va raqamli baholash, monitoring va teskari aloqala, raqamli ta’lim muhiti, Ijtimoiy-madaniy faoliyat tushunchalarining mazmun mohiyati, mexanizmdagi vazifalari tahlil qilingan.

Kalit so’zlar. Qadriyat, aksiologik yondashuv, raqamli texnologiya, mexanizm, monitoring, refleksiya va raqamli baholash.

ПЕДАГОГИЧЕСКИЙ МЕХАНИЗМ ФОРМИРОВАНИЯ ТВОРЧЕСКОГО ПОТЕНЦИАЛА СТУДЕНТОВ В ПРОЦЕССЕ СОЦИАЛЬНО-КУЛЬТУРНОЙ ДЕЯТЕЛЬНОСТИ В КОНТЕКСТЕ ЦИФРОВОГО АКСИОЛОГИЧЕСКОГО ПОДХОДА.

Аннотация. В статье представлен механизм развития творческого потенциала студентов высших учебных заведений на основе цифрового аксиологического подхода. Также проанализированы сущность, содержание и функции в структуре данного механизма таких понятий, как интерактивные технологии обучения, технологии проектного обучения, рефлексия и цифровое оценивание, мониторинг и обратная связь, цифровая образовательная среда, а также социально-культурная деятельность.

Ключевые слова. Ценность, аксиологический подход, цифровая технология, механизм, мониторинг, рефлексия и цифровое оценивание

INTRODUCTION

HSR (LONDON),
HOUGHTON STREET REVIEW JOURNAL
ISSN: 2058-5519|Impact factor-15.9
http://houghtonstreetreview.com/index.php/hsr

Significant emphasis is placed on enhancing the creative capacity of higher education students through socio-cultural activities, utilizing an axiological framework in our country.

As the President of the Republic of Uzbekistan emphasized, 'educating self-sacrificing and patriotic youth with high spirituality, a firm life stance, and a broad worldview' serves as the foundation for elevating the educational system to a qualitatively new level.[1] In achieving these goals, alongside aligning the educational process with national values, there is a growing need to develop students' creative potential through innovative and digital technologies.

Within the contemporary educational framework, the digitalization process extends beyond the mere integration of technological tools; it is inherently intertwined with the cultivation of an individual's value system, social engagement, and creative capacity. In particular, the digital axiological approach assumes a paramount role in unleashing students' creative potential during socio-cultural endeavors. This paradigm presupposes structuring an individual's conduct within the digital milieu upon a foundation of humane, cultural, and ethical values.

The digital axiological approach is a methodological approach that harmonizes the use of digital technologies in the educational process with value-oriented pedagogical goals. Within this approach, digital technologies are viewed as a tool, while the socio-cultural development of the individual is regarded as the primary objective.

LITERATURE REVIEW AND METHODOLOGY.

In theories developed within the psychology of creativity, motivation is recognized as a fundamental prerequisite for creativity. In particular, the componential theory of creativity, advanced by Professor Teresa Amabile of Harvard University, USA, identifies intrinsic motivation as the central driver of creative activity. The author asserts that high creative achievements are attained only when an individual engages in an activity out of meaningful interest and personal significance, rather than external incentives. [2].

This framework was systematically advanced by Professors Richard Ryan and Edward Deci from the University of Rochester, USA. According to this theory, the cultivation of intrinsic motivation within an individual is predicated on the fulfillment of three core psychological needs: autonomy (independent choice), competence, and relatedness. Within the digital educational milieu, the satisfaction of these needs is effectively mediated through socio-cultural projects, collaborative online creative endeavors, and the generation of digital content. [3].

The components of developing students' creative potential based on a digital axiological approach include the value-motivational, cognitive-content, operational-activity, communicative-collaborative, reflexive-evaluative, and axiological-digital ethical components.

RESULTS AND DISCUSSION.

Developing students' creative potential based on a digital axiological approach is one of the crucial strategic tasks of modern higher education, which requires harmonizing the capabilities of digital technologies with value-oriented educational content. As highlighted in scientific sources, creative potential is determined not only by an individual's cognitive abilities but also by their value-based attitudes, motivation, and social activity.

The digital learning environment must be structured upon a sound pedagogical foundation, prioritizing content aimed at developing the student's personal, social, and professional values. In studies conducted by UNESCO and OECD, the digital environment is recognized as a crucial factor that supports creativity, collaboration, and responsible decision-making.

[1] O‘zbekiston Respublikasi Prezidentining Qarori. «Yoshlarni ma’naviy-axloqiy va jismoniy barkamol etib tarbiyalash, ularga ta’lim-tarbiya berish tizimini sifat jihatidan yangi bosqichga ko‘tarish chora-tadbirlari to‘g‘risida”. Toshkent, 2018 yil 14 avgust, PQ-3907-son //onun hujjatlari ma’lumotlari milliy bazasi, 15.08.2018 y., 07/18/3907/1706-son

HSR (LONDON),
HOUGHTON STREET REVIEW JOURNAL
ISSN: 2058-5519|Impact factor-15.9
http://houghtonstreetreview.com/index.php/hsr

The necessity of fostering creativity as a value of personal significance for students within a digital axiological framework lies in the fact that the axiological approach places personal meaning and values—rather than mere knowledge—at the center of the educational process. This activates the student's creative initiative, thereby enhancing their independent thinking and readiness for innovative activity within the digital environment.

The research findings demonstrated that the teacher's digital-axiological competence is a decisive factor in developing students' creative potential. The teacher's purposeful use of digital technologies, organization of students' value-based reflexive activities, and support for their creative initiatives contribute to increasing the efficiency of the educational process.

The research findings demonstrated that the teacher's digital-axiological competence is a decisive factor in developing students' creative potential. The teacher's purposeful use of digital technologies, organization of students' value-based reflexive activities, and support for their creative initiatives contribute to increasing the efficiency of the educational process.

In light of the aforementioned, it can be asserted that this dissertation converges three distinct scientific fields, functioning as a cohesive, unified mechanism. The tripartite foundation of this mechanism entails: first, the digital axiological approach; second, the domain of socio-cultural activity; and third, the formulation of a comprehensive methodology dedicated to advancing students' creative capacity.

Our objective is to develop students' creative potential within socio-cultural activities based on a digital axiological approach.

The methodological foundation comprises the implementation of digital education, the socio-cultural axiological approach, and student-centered learning. In the modern higher education system, developing students' creative potential within socio-cultural activities manifests as a complex, multifaceted, and systemic pedagogical process. Effectively organizing this process, first and foremost, requires establishing its robust methodological foundations. From this perspective, the digital-axiological approach was selected as the theoretical and methodological cornerstone for fostering students' creative potential in this research.

The digital-axiological approach presupposes structuring the educational process through the synthesis of two critical dimensions: the affordances of digital technologies and a human-centric value system. Under this paradigm, the creative capacity of the student is conceptualized not simply as a compilation of cognitive skills, but as an phenomenon inherently intertwined with their personal values, social disposition, cultural awareness, and active social engagement.

The methodological foundation of this approach relies on the integration of several scientific and pedagogical approaches. In particular, the axiological approach ensures the formation of educational content based on universal human and national values, serving to develop social responsibility, spiritual perfection, and cultural awareness in the student. Concurrently, the digital approach expands students' creative activities by integrating modern information and communication technologies into the educational process, thereby fostering skills in information processing, critical analysis, and the generation of innovative ideas.

Additionally, the systemic approach necessitates conceptualizing this process as an integrated pedagogical system, wherein the objective, content, modalities, methods, and outcomes are actualized within an interconnected continuum. The student-centered paradigm serves to advance the learner's creative potential, being precisely tailored to their individual attributes, needs, and interests. Finally, the activity-based approach ensures that this creative capacity is operationalized in practice, specifically manifesting throughout the course of socio-cultural endeavors.

HSR (LONDON),
HOUGHTON STREET REVIEW JOURNAL
ISSN: 2058-5519|Impact factor-15.9
http://houghtonstreetreview.com/index.php/hsr

Within the framework of the integrative approach, the harmony of digital technologies, value-based education, and elements of creative activity is ensured. This establishes a robust connection forming the 'technology – value – creativity' triad. Concurrently, the competence-based approach is aimed at fostering students' competencies in creative thinking, communicative activity, social engagement, and intercultural communication during this process.

The digital axiological approach integrates core dimensions such as social accountability, reverence for cultural heritage, digital ethics, information culture, civic activism, along with creative autonomy and initiative.

The digital educational environment is conceptualized as an integrated ecosystem that encompasses LMS platforms, digital media and instructional content, social media networks (utilized within a pedagogical context), and artificial intelligence-driven tools.

Socio-cultural activity is conceptualized to incorporate project-based and startup endeavors, collaborative initiatives and volunteering, media-driven projects (such as blogging, video production, and podcasting), along with digital cultural events.

Pedagogical mechanisms consist of implementing interactive learning technologies, project-based learning technologies, reflection and digital assessment, as well as monitoring and feedback systems.

Scientific literature places significant emphasis on the concept of a paradigm. A paradigm is a set of theoretical views, concepts, values, and methods accepted in a specific field or scientific discipline. It defines how scientists or specialists should think, understand problems, and solve them. Simply put, a paradigm is a 'model of worldview' or a pattern of thinking; for example, in education, the traditional paradigm is teacher-centered learning, whereas the modern paradigm is student-centered, incorporating interactive and innovative approaches. Consequently, a paradigm can be viewed as a fundamental theoretical model that determines how an individual or society understands reality and operates within it.

CONCLUSION.

In conclusion, within the framework of this study, we have firmly established our paradigmatic perspective, formulated as follows: the activation of the mechanism designed to foster students' creative capacity within socio-cultural endeavors, underpinned by the digital axiological approach, systematically cultivates a dynamic nexus of creative, digital, socio-communicative, cultural, and civic competencies. This process ultimately manifests in the sustainable advancement of creative potential, heightened socio-cultural dynamism, value-centric digital conduct, and the holistic maturation of the student as an intrinsically creative individual.

To precisely delineate the process of fostering the creative capacity of higher education students, it is essential to conceptualize it as an integrated, systemic continuum determined by a matrix of inextricably intertwined external and internal factors. External factors encompass the ambient conditions that exert an outward influence on students' creative potential. Conversely, internal factors represent the intrinsic, core attributes of the student's personality, directly driving the advancement of their creative capacity and professional competencies.

REFERENCES

1. O‘zbekiston Respublikasi Prezidentining Qarori. «Yoshlarni ma’naviy-axloqiy va jismoniy barkamol etib tarbiyalash, ularga ta’lim-tarbiya berish tizimini sifat jihatidan yangi bosqichga ko‘tarish chora-tadbirlari to‘g‘risida”. Toshkent, 2018 yil 14 avgust, PQ-3907-son //onun hujjatlari ma’lumotlari milliy bazasi, 15.08.2018 y., 07/18/3907/1706-son
2. Amabile, T. M. (2012). *Componential theory of creativity* (Working Paper No. 12-096). Harvard Business School.

HSR (LONDON),
HOUGHTON STREET REVIEW JOURNAL
ISSN: 2058-5519|Impact factor-15.9
http://houghtonstreetreview.com/index.php/hsr

3. Ryan R., Deci E. **Self-Determination Theory: Basic Psychological Needs in Motivation. –** New York: Guilford Press, 2020.
4. Krathwohl, D. R. (2002). A revision of Bloom's taxonomy: An overview. *Theory Into Practice, 41*(4), 212–218.
5. Wenger, E. (2001). Communities of practice: Learning, meaning, and identity. Cambridge University Press.
6. European Commission, Joint Research Centre. (2022). DigComp 2.2: The digital competence framework for citizens (EUR 31006 EN). Publications Office of the European Union.
7. Бердиева , Г. (2025). АКСИОЛОГИЧЕСКИЙ ПОДХОД-КАК ФАКТОР ФОРМИРОВАНИЯ У УЧАЩИХСЯ КУЛЬТУРЫ ЦЕННОСТНОГО ОБЩЕНИЯ. *Предпринимательства и педагогика*, *4*(2), 154–161. извлечено от https://inlibrary.uz/index.php/entrepreneurship-pedagogy/article/view/81201
8. Berdiyeva Gulabad Shonazarovna. (2024). USE OF VIEWS IN THE HISTORY OF NATIONAL EDUCATION IN THE DEVELOPMENT OF STUDENTS' CREATIVE THINKING. *Galaxy International Interdisciplinary Research Journal*, *12*(3), 164–167. Retrieved from https://giirj.com/index.php/giirj/article/view/6555