

**PEDAGOGICAL MODEL OF INTEGRATIVE DEVELOPMENT OF
METAPROFESSIONAL COMPETENCE AND CREATIVE THINKING IN THE ERA
OF DIGITAL TRANSFORMATION**

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Abstract: The article discusses a pedagogical model that serves to jointly develop students' metaprofessional competence and creative thinking in the era of digital transformation. The model aims to foster students' universal skills, such as digital literacy, flexibility, communication, and creative problem-solving. It is based on the use of digital educational tools, interactive methods, and a project-based approach. The research findings demonstrate that the integrative approach effectively enhances students' metaprofessional competence and creative thinking.

Keywords: digital transformation, metaprofessional competence, creative thinking, integrative development, pedagogical model, digital education, competencebased approach, innovative pedagogy, digital literacy, creativity, student activities, project approach, digital competencies.

The processes of digital transformation generate new requirements and tasks in the education system, requiring students to have metaprofessional competence based not only on professional knowledge, but also on comprehensive, flexible, and creative thinking. It is important that a person who can successfully function in the modern digital environment can quickly analyze complex situations, propose innovative solutions, use digital resources consciously, and have selfcontrol skills. Therefore, the integrative development of metaprofessional competence and creative thinking has become one of the most important areas of focus in the modern education system. The deep integration of digital technologies into the educational process requires a new organization of the teaching process, as well as the effective use of approaches based on interaction, selflearning, projects, and problemsolving by both teachers and students. In this context, the creation of a pedagogical model that combines metaprofessional competencies with creative thinking is an essential factor for the future professional success of students. The pedagogical model of integrative development of metaprofessional competence and creative thinking in the era of digital transformation aims to enrich the educational process with new, creative, and analytical approaches, and to jointly develop meta- and creative abilities. This model is based on integrative learning, where different subjects and skills are intertwined to provide students with a deeper understanding. The main components of the model are the integration of metaprofessional competencies (such as reading, critical analysis, and problemsolving) and creative skills (such as idea generation and innovative problemsolving). Develop students' creative and meta-professional skills by finding solutions to realworld problems.

1. Theoretical foundations of metaprofessional competence and creative thinking. Metaprofessional competence is when a student has universal highlevel cognitive, communicative, social and technological skills in addition to professional activities. It includes elements such as systemic thinking, flexibility, digital literacy, creative problemsolving. On the other hand, creative thinking plays a central role in developing nonstandard approaches, new perspectives, solutions to innovative problems. Creative thinking is the ability of a person to think outside of stereotypes, approach problems from different angles, create unusual ideas, and bring them to life. In modern pedagogy, this skill is a fundamental ability necessary for creating an innovative educational environment, identifying students' individual abilities, and developing

them. This article describes the creative thinking of students in the process of transforming pedagogical practices.

2. Conceptual foundations of the integrative pedagogical model. The model is based on the principles of integration, digital flexibility, creative activity, practical orientation, and personalized learning. This approach allows students to develop both metacompetencies and creative thinking simultaneously. The integrative pedagogical model is an approach that ensures the comprehensive development of students through the systematic organization of the modern educational process, establishing connections between different disciplines, competencies, and learning activities. The conceptual foundations of this model are primarily based on a holistic approach. That is, the educational process is viewed not as a sum of separate fragments, but as a complementary and inextricably linked system. At the same time, the student deeply assimilates knowledge not only in a theoretical form, but also by applying it to real-life situations. Digital technologies, an integral part of modern education, are an integral part of an integrative teacher.

3. The structural and component system of a pedagogical model. The structural and component system of a pedagogical model consists of a complex of interconnected elements necessary for the design, organization, and evaluation of the educational process, which determine the essence, direction, and effectiveness of the educational process. The main idea of such a model is to organize educational activities in a continuous, systematic, and purposeful manner. The structural and component system usually consists of target, content, process, technological, and result blocks that are logically connected to each other.

The target component of the model determines the general direction of pedagogical activity. It defines the goals, objectives of education, expected results, and key competencies aimed at developing the student's personality. This component serves as a methodological basis for all other sections of the pedagogical model. The content component includes a set of theoretical knowledge, practical skills, values, and competencies that are taught during the learning process. It ensures scientific validity, consistency, interdisciplinarity, and the relationship between educational content and practice. The content block should be enriched with principles such as integration, a competency-based approach, and innovative technologies. The procedural (operational) component determines how learning is carried out. It will include elements such as teaching methods, forms, techniques, and ways of organizing educational activities, group work, independent learning, problem situations, and project and research activities. This component represents the mechanism of the pedagogical model's functioning in practice. The technological component reflects the technical and technological support of the educational process. Digital educational tools, pedagogical technologies, interactive methods, electronic platforms, learning tools, multimedia, and assessment systems are integral components of this section. The technological block determines the level of innovation in the model. The final component of the model is aimed at assessing the final results of educational activities, and it analyzes the level of students' mastery, the competencies they have developed, and the indicators of their personal and professional growth. This component clearly demonstrates the effectiveness of the educational process. All components of the pedagogical model function in harmony with each other. Their complementarity ensures that the educational process is based on the principles of systematicity, consistency, holistic approach, and efficiency. Thus, the structural-component system of the pedagogical model presents the educational process in a scientifically grounded, organized, and result-oriented form. 4. Stages of model implementation. The process of implementing a pedagogical model in practice consists of several sequential and interconnected stages, each of

which plays an important role in the effective organization of the educational process. These stages ensure the systematic establishment of pedagogical activities, the implementation of the model's conceptual ideas in the actual educational process, and the achievement of expected results. Typically, the implementation of a pedagogical model involves the following main stages. The first stage is diagnostic and analytical, in which the existing educational environment, students' needs, knowledge levels, available resources, and conditions are thoroughly examined. This stage provides the initial information necessary for the proper design of the model and the alignment of its goals with the actual situation. It also identifies the capabilities of the educational process participants, existing challenges, and areas for development. The first stage is the diagnostic and analytical stage, during which the existing educational environment, students' needs, knowledge levels, available resources, and conditions are thoroughly examined. This stage provides the initial information necessary for the proper design of the model and the alignment of its goals with the actual situation. It also identifies the capabilities of the learning participants, existing challenges, and areas for development.

The second stage is the design stage, where the goals, objectives, content, technologies, methods, and expected results of the model are clearly defined. At this stage, the structural and component system of the model is developed, the design of the educational process is created, and the direction of pedagogical changes is determined.

The design process establishes the scientific and methodological foundations of the model. The third stage is the organizational and practical stage, where the model is implemented in practice, the educational process is organized in accordance with the project, and educational activities, methods, and technologies are introduced. It is during this stage that processes such as teacher-student collaboration, group and individual activities, problemsolving situations, project work, and the use of digital platforms are implemented. This stage is the primary practical process that demonstrates the actual effectiveness of the model.

The fourth stage is the monitoring and evaluation stage, where the model's functioning is regularly monitored, the students' learning levels are assessed, the acquired competencies are analyzed, and the effectiveness of educational activities and methods is evaluated. At this stage, results are measured using diagnostic tests, reflective analysis, monitoring tools, portfolios, and observations. This stage allows for identifying the strengths and weaknesses of the model.

The fifth stage is the stage of improvement and correction. Based on the monitoring results, individual aspects of the model are reviewed, shortcomings are eliminated, methodological recommendations are developed, and a version of the model adapted to the next cycle is created. This stage ensures the continuous development of the model and brings the educational process in line with modern requirements. In general, the stages of implementing the pedagogical model ensure a continuous, systematic, reflective, and result-oriented organization of the learning process. Each stage is interconnected, and their logical sequence enhances the effectiveness of the educational process and guarantees the successful implementation of the model in practice. In the era of digital transformation, the integrative development of metaprofessional competence and creative thinking has become an important task for the education system. This pedagogical model promotes innovative thinking, technological flexibility, creative problem-solving, and prepares students for professional activities.

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