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Organising the Educational Process Through a Benchmarking-Based Approach and Modular Interactive Digital Tools

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ABSTRACT

The purpose of the research was to evaluate the effectiveness of benchmarking technologies in the educational process through the analysis of changes in student motivation, independent work productivity, and academic achievement. A quasi-experimental study with 300 undergraduate students (150 experimental, 150 control) from two Kazakhstani universities was conducted over one semester. The experimental group used modular interactive tools, and outcomes were measured via surveys, teacher assessments, and pre-post comparisons of motivation, independent work productivity, and academic achievement. It was found that interactive tools significantly increase student engagement in the initial process, encouraging active participation in assignments and the exploration of additional learning materials. The practical significance of the study lies in the potential for implementing benchmarking technologies to streamline the educational process and enhance students' academic achievement. The findings may be used to develop recommendations for integrating benchmarking technologies into education programmes and improving learning outcomes. They support the enhancement of teaching methods, promote active independent learning, and contribute to the development of students' professional skills through the use of interactive digital tools.

KEY WORDS

Digital transformation, pedagogical strategies, interactive content, educational management

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