THE EVOLVING PARADIGM OF THE MODERN EDUCATOR: FROM INFORMATION TRANSMITTER TO FACILITATOR IN HIGHER EDUCATION

Pirmatova Dilafruz Nurali qizi
Assistant teacher, Department of Uzbek and Foreign Languages
Tashkent Institute of Textile and Light Industry
The Evolving Paradigm of the Modern Educator:
From Information Transmitter to Facilitator in Higher Education
dilafruzz777dilafruz@gmail.com
933001406
https://doi.org/10.5281/zenodo.20839505

Abstract

The landscape of higher education is undergoing a profound transformation. This paper explores the transition of the modern educator from a "transmitter of information" to a "facilitator of learning." By examining the integration of AI tools, emotional intelligence, and discipline-specific pedagogy specifically within the context of teaching English for Economics at the Textile and Light Industry Institute - this study provides a roadmap for educators to enhance student engagement. The findings suggest that professional development and pedagogical empathy are paramount for success in an AI-driven academic environment.

Keywords: Higher Education, Facilitator, Student-Centered Learning, Digital Competency, AI in Education, Economics, Textile Industry.

1. Introduction

The higher education sector is navigating an era of unprecedented change. As noted by Siemens (2005), learning in the digital age requires a shift toward "connectivism," where the educator's role evolves from being the sole possessor of knowledge to becoming a curator and guide. In the context of the Textile and Light Industry Institute, this evolution is particularly critical. Teaching English for Economics involves not just linguistic training, but preparing students to navigate the global textile market. This paper analyzes the essential competencies required by modern faculty to remain effective in an AI-driven environment.

2. The Shift to Student-Centered Learning (SCL)

The traditional lecture-based approach is increasingly viewed as insufficient for fostering deep learning. According to Biggs and Tang (2011), the quality of student learning is a direct result of the constructive alignment between teaching methods and student engagement. **Active Engagement:** In my classes at the Economics faculty, I utilize "Brainstorming" sessions focused on textile market trends. By encouraging students to analyze supply chain disruptions in English, they move beyond rote memorization.

Practical Application: I have observed that when students analyze real-time economic data from the global textile sector, their motivation increases significantly. Bridging the gap between linguistic theory and the economic realities of the light industry is our primary pedagogical objective.

3. Digital Competence and the AI Integration

The current generation of students consists of "digital natives." Luckin et al. (2016) argue that intelligence in education is enhanced when human teachers utilize AI tools to personalize learning.

AI as a Pedagogical Assistant: At our Institute, I integrate AI tools like ChatGPT to help students simulate business negotiations or draft economic reports in English. By teaching

students how to verify AI-generated market analyses, I am preparing them for a professional environment where AI literacy is mandatory. My goal is to ensure they use AI as a tool for critical inquiry rather than a shortcut.

4. Pedagogical Empathy and Emotional Intelligence

Technical expertise is only half of an educator's success. Goleman (2006) emphasizes that emotional intelligence (EQ) is often a better predictor of success than IQ in collaborative environments.

Creating a Safe Space: In teaching English to future economists, I foster a culture where mistakes in grammar are seen as steps toward fluency. When students are not afraid of making errors, they engage more deeply with complex economic terminology.

Individualized Coaching: Recognizing the diverse backgrounds of our students allows for a more inclusive environment. By providing scaffolding to those struggling with academic English, we ensure that every student can access the high-level economic discourse required in the modern textile industry.

5. Conclusion and Professional Growth

Hattie (2012) identifies the teacher as the most significant influence on student learning outcomes when the teacher acts as an evaluator of their own practice. My journey as an English teacher at the Textile and Light Industry Institute confirms that the transition from lecturer to facilitator is fundamental. As we look toward the future, the educators who thrive will be those who balance the precision of technology with the warmth of human empathy. We are not just teaching English; we are preparing the next generation of economists to lead Uzbekistan's textile industry on the global stage.

Adabiyotlar, References, Литературы:

1. Biggs, J. B., & Tang, C. (2011). Teaching for Quality Learning at University.McGraw-Hill Education.
2. Goleman, D. (2006). *Emotional Intelligence: Why It Can Matter More Than IQ.Bantam Books.
3. Hattie, J. (2012). *Visible Learning for Teachers: Maximizing Impact on Learning.Routledge.
4. Luckin, R., Holmes, W., Griffiths, M., & Forcier, L. B. (2016). *Intelligence Unleashed: An argument for AI in Education.Pearson.
5. Siemens, G. (2005). *Connectivism: A Learning Theory for the Digital Age.International Journal of Instructional Technology and Distance Learning.