ISSN 1512-4649(Print)
ISSN 2667-9752(Online)

PERSPECTIVES ON THE EDUCATIONAL SYSTEM IN A GLOBAL CONTEXT

Peer review method: Double-Blind
Accepted: February 27, 2025
Published: March 20, 2025
Original scientific article
DOI suffix: 10.36962/NEC20012025-83

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ABSTRACT

Relevance of the topic: *The evolving landscape of higher education necessitates a comprehensive exploration of global perspectives in teaching excellence frameworks and contemporary pedagogical paradigms. This study examines the ways in which these frameworks manifest across diverse educational contexts, shaping instructional strategies, fostering innovation, and enhancing learning outcomes. By analyzing cross-cultural influences and emerging trends in pedagogy, the research highlights the transformative role of modern teaching methodologies in advancing academic excellence worldwide. Furthermore, the study investigates the global impact of these strategies on institutional development, knowledge dissemination, and student engagement. Emphasizing the intersection of policy, practice, and innovation, this paper contributes to a deeper understanding of the dynamic interplay between teaching excellence and the globalization of higher education. The findings offer valuable insights for educators, policymakers, and academic institutions seeking to enhance teaching quality and promote sustainable educational advancements on a global scale. Additionally, the study explores the challenges and opportunities presented by global educational trends, including the integration of digital learning platforms, competency-based education, and interdisciplinary collaboration. The study contributes to the ongoing discourse on international best practices in teaching and learning, providing valuable insights for educators, policymakers, and institutions seeking to enhance the quality, accessibility, and sustainability of higher education in a globalized era. The manifestation of global perspectives in teaching excellence frameworks and contemporary pedagogical paradigms plays*

ISSN 1512-4649(Print)
ISSN 2667-9752(Online)

a crucial role in shaping the future of higher education worldwide. As institutions continue to embrace innovative teaching strategies, the integration of cross-cultural insights and evidence-based methodologies enhances both instructional quality and student engagement. This study underscores the transformative impact of modern pedagogical approaches in fostering academic excellence, institutional development, and global knowledge dissemination. By aligning educational practices with evolving global demands, higher education institutions can ensure long-term sustainability and relevance in an increasingly interconnected world. Moving forward, continued research and collaboration among educators, policymakers, and institutions will be essential in refining teaching frameworks, addressing emerging challenges, and maximizing the benefits of globalized education.

The manifestation of global perspectives in teaching excellence frameworks and contemporary pedagogical paradigms plays a crucial role in shaping the future of higher education worldwide. As institutions continue to embrace innovative teaching strategies, the integration of cross-cultural insights and evidence-based methodologies enhances both instructional quality and student engagement. This study underscores the transformative impact of modern pedagogical approaches in fostering academic excellence, institutional development, and global knowledge dissemination. By aligning educational practices with evolving global demands, higher education institutions can ensure long-term sustainability and relevance in an increasingly interconnected world. Moving forward, continued research and collaboration among educators, policymakers, and institutions will be essential in refining teaching frameworks, addressing emerging challenges, and maximizing the benefits of globalized education.

Acknowledgment-Declarations: The author has declared that there are no conflicts of interest.

Keywords: *Global perspectives, teaching excellence frameworks, modern teaching methods, advancement, higher education.*

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ISSN 1512-4649(Print)
ISSN 2667-9752(Online)

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აბსტრაქტი

უმაღლესი განათლების მზარდი გარემო მოითხოვს, როგორც გლობალური პერსპექტივების დანერგვას სწავლებაში, ისე თანამედროვე პედაგოგიური პარადიგმების შესწავლას. კვლევა აანალიზირებს, თუ რა როლი ენიჭება საგანმნანათლებლო ასპექტებს სხვადასხვა საგანმანათლებლო კონტექსტსში, რაც, თავის მხრივ, ხელს უწყობს სწავლების ინოვაციას და აუმჯობესებს სასწავლო შედეგებს. კვლევა შეისწავლის თანამედროვე პედაგოგიური მიდგომების გარდამტეხ როლს მსოფლიოში და ანალიზირებს პედაგოგიკაში წარმოქმნილ ახალი ტენდენციებს. გარდა ამისა, კვლევა შეისწავლის გლობალურ გავლენას, რომელსაც აღნიშნული სტრატეგიების მქონე ინსტიტუციები ახორციელებენ, მათ შორის ინსტიტუციური განვითარების, ცოდნის გავრცელებისა და სტუდენტური ჩართულობის თვალსაზრისით. თეზისს წვლილი შეაქვს სწავლებაში წამყვანი იდეების და უმაღლესი განათლების გლობალიზაციას შორის დინამიკური ურთიერთობის სიღრმისეულ გააზრებაში. კვლევის შედეგები მნიშვნელოვან შეხედულებებს სთავაზობს მასწავლებლებს, ლექტორებს, პროფესორებს და საგანმანათლებლო დაწესებულებებს, რომლებიც მიზნად ისახავენ სწავლების ხარისხის გაუმჯობესებას და მდგრადი განათლების წინა პლანზე წამოწევას გლობალურ დონეზე. გარდა ამისა, ნაშრომი იკვლევს გლობალური საგანმანათლებლო ტენდენციების გამოწვევებსა და შესაძლებლობებს, მათ შორის ციფრული სწავლების პლატფორმების ინტეგრაციას, გამოცდილებაზე დამყარებულ განათლებას და ინტერკულტურულ თანამშრომლობას.

გლობალური პერსპექტივების გამოვლინება თანამედროვე პედაგოგიურ პარადიგმებში გადამწყვეტ როლს ასრულოებს უმაღლესი განათლების მომავლის ფორმირებაში მთელ მსოფლიოში. ვინაიდან ინსტიტუტები აგრძელებენ სწავლების ინოვაციური სტრატეგიების გამოყენებას, კულტურათაშორისი შეხედულებებისა და მტკიცებულებებზე დაფუძნებული მეთოდოლოგიების ინტეგრაცია აძლიერებს როგორც სწავლების ხარისხს, ასევე სტუდენტთა ჩართულობას. აღნიშნული კვლევა ხაზს უსვამს თანამედროვე პედაგოგიური მიდგომების ტრანსფორმაციულ გავლენას აკადემიური სფეროში ინსტიტუციური განვითარებისა და გლობალური ცოდნის გავრცელების კუთხით. საგანმანათლებლო პრაქტიკის განვითარებით გლობალურ მოთხოვნებთან შეთანხმებით, უმაღლეს საგანმანათლებლო დაწესებულებებს შეუძლიათ უზრუნველყონ გრძელვადიანი მდგრადობა და შესაბამისობა მზარდ ურთიერთდაკავშირებულ სამყაროში. წინსვლა, უწყვეტი კვლევა და თანამშრომლობა მასწავლებლებს, პოლიტიკის შემქმნელებსა და ინსტიტუტებს შორის არსებითი იქნება სწავლების ჩარჩოების დახვეწაში, აღმოცენებულ გამოწვევებთან და გლობალიზაციის განათლების სარგებლის მაქსიმიზაციაში.

საკვანძო სიტყვები: *გლობალური პერსპექტივები, წარმატებული სწავლა-სწავლება, სწავლების თანამედროვე მეთოდები, წინსვლა, უმაღლესი განათლება.*

INTRODUCTION

Lectures have long been the predominant and most widely used method in traditional teaching and learning. This approach primarily involves instructors delivering extensive information with limited student engagement. Typically, lectures take place in teacher-centered classrooms, where the focus is on the instructor, content, and student comprehension. While lectures are favored for their straightforward delivery, suitability in overcrowded classrooms, and efficiency in covering substantial theoretical material, students often struggle to absorb, recall, and interpret the vast amount of information presented. However, learning is an interactive process that requires collaboration between students and instructors to make knowledge sharing both engaging and comprehensible. For learning to be truly effective, teaching methods must promote critical thinking and focus on addressing key challenges. Students need to apply the knowledge and skills acquired in class to achieve their professional aspirations. This requires incorporating diverse learning styles, offering opportunities for feedback, and fostering discussions to enhance their understanding. Therefore, it is essential to adopt teaching and learning strategies that align with the unique needs of students [1-4].

Maintaining Student Engagement: As educational methods evolve, maintaining student motivation and engagement can be challenging. Continuous evaluation of teaching strategies and incorporation of student feedback are vital to creating an engaging learning environment.

It is impossible to study any specific issue in the teaching process with only one method and one activity. In the teaching process, the teacher has to use activities of different methods, and in many cases, there is a combination of activities. During the teaching process, the activities complement each other [5-6].

GOAL

Aim of the research was to study key issue aspects of global perspectives in teaching excellence frameworks, contemporary pedagogical paradigms and their worldwide influence on the advancement of higher education.

METHODOLOGY

The material of the article was the revised data from scientific publications, which were processed, analyzed, overviewed and reviewed by generalization and systematization. Research studies are based on a review/overview assessment of the development of critical visibility and overlook of the modern scientific literature and our study programs and curriculums. Use the following databases (for extensive literature searches to identify key issue aspects of global perspectives in teaching excellence frameworks, contemporary pedagogical paradigms and their worldwide influence on the advancement of higher education.): Web of Knowledge, PubMed, Scopus, Web of Science, Clinical key, Thomson Reuters, Google Scholar, Cochrane Library, Science Direct, Research Gate and Elsevier Foundations. The methodology for discussing key issue aspects of global perspectives in teaching excellence frameworks, contemporary pedagogical paradigms and their worldwide influence on the advancement of higher education.

1. Research Objective

ISSN 1512-4649(Print)
ISSN 2667-9752(Online)

The study aims to critically analyze recent advancements in global perspectives of teaching excellence strategies, modern teaching methods and their global impact to advancing higher medical education worldwide. The objective is to identify trends, challenges, and opportunities through a systematic review of academic literature published in the last years.

2. Research Design

A systematic literature review (SLR) approach will be employed to ensure comprehensive and unbiased coverage of the topic.

3. Comparative Analysis: Evaluate the effectiveness and adoption rates of these study methods across different regions and institutions.

4. **Trend Analysis**: Highlight innovations and emerging practices in the last ten years.

5. Reporting Results

The results will be structured into the following sections:

- Overview of modern teaching and learning methods and variations in their application.
- Evaluation of their effectiveness in education, Challenges, limitations, and areas for further research.

RESULTS AND DISCUSSION

The findings of this study reveal a significant impact of global perspectives on the evolution of teaching excellence frameworks and contemporary pedagogical paradigms in higher education. Data analysis indicates that institutions incorporating internationally informed teaching strategies demonstrate higher student engagement, improved learning outcomes, and greater adaptability to evolving educational demands. Additionally, the integration of digital learning technologies and cross-cultural instructional methodologies has enhanced accessibility, inclusivity, and knowledge retention across diverse academic settings. Faculty members adopting evidence-based and interdisciplinary teaching approaches report increased professional development, collaboration, and innovation in curriculum design. Furthermore, institutions emphasizing global best practices exhibit stronger international partnerships, increased research output, and a broader influence in shaping higher education policies worldwide. Data analysis demonstrates that institutions that integrate international and cross-cultural approaches into their teaching frameworks show significantly higher student engagement, improved academic performance, and enhanced institutional growth. These institutions are better equipped to adapt to the demands of the globalized academic environment, fostering a more inclusive, innovative, and student-centered learning experience [7-9].

The integration of modern pedagogical approaches, such as active learning, flipped classrooms, and problem-based learning, has been shown to enhance the development of critical thinking and problem-solving skills among students. These teaching strategies not only improve student outcomes but also increase faculty collaboration and the development of new, interdisciplinary approaches to curriculum design [10-11].

The research also highlights the critical role that technology plays in the transformation of teaching practices. The use of digital platforms, online learning environments, and digital assessment tools has expanded access to education, increased flexibility, and promoted personalized learning experiences. However, the study also identifies several barriers to the full implementation of these strategies, including institutional resistance to change, lack of adequate professional development for faculty, and disparities in digital infrastructure across institutions. The research points to the global impact of these pedagogical strategies on knowledge dissemination and international collaboration. Institutions that embrace globally informed teaching frameworks are more likely to build international partnerships, enhance their research capacity, and contribute to the development of global educational policies. Despite the challenges, the study affirms that the widespread adoption of global teaching best practices can significantly contribute to the ongoing transformation and sustainability of higher education systems worldwide [12-13].

Knowledge acquisition is a holistic, dynamic, consciously directed, and deeply personal process that involves the interpretation of personal information and experiences. This idea implies that people have an innate tendency to learn when they are in a supportive and motivating environment, and that the learning experience is deeply personal. So, a motivated student is a constant seeker of knowledge, and vice versa. The desire to learn and the desire to understand are innate traits shaped by a person's self-perception, desires, and expectations. Lifelong learning is also a fundamental human ability that is fostered by recognizing our unique learning patterns. Therefore, it is important to encourage independent learning strategies because these are the most sustainable and ambitious. These strategies should align with the responsibilities and priorities that students consider important. Teach-

ers should clearly communicate educational goals and explain how specific activities will help students achieve their goals. Teachers must also understand the individual needs of each student and design activities that meet those needs while emphasizing motivation. Creating a motivating environment can include building social connections (e.g., friendships), meeting expectations, achieving professional growth, and receiving intellectual rewards. The best educational experiences are self-paced, interactive experiences that encourage student engagement, sharing of ideas, and active participation in discussions [14-16].

In the teaching process, it is impossible to study any specific issue with only one method. The professor has to use different methods in the teaching process, in many cases there is a combination of methods. For example, in a lecture, the lecturer presents the lecture material in the form of a visual presentation accompanied by a verbal explanation; A discussion is held, a task is given to the student for independent work, which he completes in the form of working on a book, making a note, etc. Thus, in the process of teaching and learning, the methods complement each other and move into each other [17-18].

The method of working on the book refers to a systematic approach to studying or analyzing a book in depth. This method typically involves several stages: Previewing – Skimming the book to get an overview of its structure, main themes, and key ideas. Active Reading – Engaging with the text by reading carefully, taking notes, highlighting important points, and asking questions as you go. Summarizing – Writing brief summaries of chapters or sections to consolidate understanding and retain information. Critical Analysis – Evaluating the content, arguments, and perspectives presented in the book, and considering their validity and implications. Reviewing – Going over the material multiple times to reinforce learning and deepen comprehension. This method can also include reflective thinking, discussion, and connecting the book's content to other knowledge or experiences [19-20].

Discussion/debate is one of the most common methods of interactive learning. The discussion process dramatically increases the quality and engagement of students. The discussion can turn into an argument. This process is not limited to the questions asked by the professor. This method develops the student's ability to argue and justify his opinion.

Collaborative work - teaching with this method involves dividing students into groups and giving them a learning task. Group members work on the issue individually and simultaneously share it with the rest of the group. Depending on the set task, it is possible to redistribute functions among the members during the work of the group. This strategy ensures maximum involvement of all students in the learning process.

Problem-based learning (PBL) - a learning method that uses a problem as the initial stage of the process of acquiring and integrating new knowledge.

Cooperative teaching is a teaching strategy where each member of the group is obliged not only to learn, but also to help his teammate to learn the subject better. Each group member works on the problem until all of them have mastered the issue.

The heuristic method is based on the step-by-step solution of the problem posed to the students. This task is carried out in the teaching process by identifying the facts independently and seeing the connections between them.

Brain storming - this method involves the formation and expression of as many, preferably radically different, opinions and ideas about a specific issue/problem within a specific topic. This method contributes to the development of a creative approach to the problem. This method is effective in the presence of a large group of students and consists of several main stages: defining the problem/issue from a creative angle. Non-critically writing down (mostly on the board) the ideas surrounding the issue from the audience in a certain period of time. Eliminating ideas that are most relevant to the issue at hand. Defining evaluation criteria to determine the relevance of the idea to the research objective. Evaluation of selected ideas with predetermined criteria. Revealing the idea with the highest rating as the best way to solve the problem.

Role-Playing and Situational Games – Scenario based on role-plays and allow students to look at an issue from different perspectives and help them develop alternative points of view. Like discussion, role-playing also develops the student's ability to express his position independently and defend it in an argument.

Demonstration method – this method involves presenting information visually. From the point of view of achieving the result, it is quite effective. In many cases, it is better to provide the material to the students simultaneously in audio and visual way. The material to be studied can be demonstrated by both the teacher and the student. This method helps us to make visible the various stages of understanding the learning material, to specify what the students will have to do indepen-

ISSN 1512-4649(Print)
ISSN 2667-9752(Online)

dently; At the same time, this strategy visualizes the essence of the issue/problem. Demonstration may be simple, such as solving a mathematical problem by displaying its steps on a whiteboard, or complex, such as conducting a multi-step science experiment [21-22].

Induction is a method of reasoning that involves drawing general conclusions from specific observations or instances. Explanation: In the inductive approach, you begin with particular cases, observations, or data points, and from these, infer a broader generalization or theory. This method is often used in scientific research where repeated observations lead to the formation of hypotheses or laws. For example, observing that the sun rises every day and concluding that the sun always rises in the east is an inductive inference. Application in Study: In studying, induction helps students make connections by analyzing patterns or trends across multiple cases to form a broader understanding of a subject or concept.

Deduction is a method of reasoning that starts with a general principle or theory and applies it to specific instances to draw a conclusion. In the deductive approach, you begin with a general statement, premise, or theory and use it to predict or explain specific observations. This process is logical and moves from a broad theory to a specific conclusion. In studying, deduction allows learners to apply established theories or rules to specific problems or examples, which is useful in fields like mathematics, logic, or law.

Analysis is the process of breaking down a complex topic or substance into its components to better understand its structure or function. In analysis, you examine the individual parts of a whole, studying their relationships and functions in isolation to better understand the entire system. This method is crucial in critical thinking, allowing a detailed and in-depth examination of various elements within a concept, problem, or text. For example, analyzing a novel would involve looking at its plot, characters, themes, and language style separately. Analysis is often used in studying literature, sciences, and humanities, where learners must dissect and examine ideas, arguments, and data to understand the core aspects of a subject [23-24].

Synthesis is the process of combining different ideas, information, or components to form a cohesive whole or new understanding. In synthesis, you take the analyzed parts of a concept or data and integrate them to form a new, unified perspective. This method moves from individual elements to an overall understanding, allowing the learner to create something new from previously separate pieces of knowledge. For example, after analyzing various sources in an essay, synthesis would involve combining these viewpoints into a single, coherent argument. Synthesis is used to combine knowledge from different areas to create new insights or solutions. It's essential in research writing, problem-solving, and the development of new ideas in disciplines like philosophy, history, and science.

- Summary:
- Induction: From specific to general (forming theories from observations).
- Deduction: From general to specific (applying theories to specific cases).
- Analysis: Breaking down complex information into simpler components.
- Synthesis: Combining elements to create a new whole or understanding.

The inductive method of teaching defines such a form of knowledge of any subject, when the course of thought in the learning process is directed from particular to concrete, from facts to generalization, that is, when conveying material, the process proceeds from concrete to general.

The deductive method of teaching defines a form of transfer of any subject knowledge, which is a logical process of discovering new knowledge based on general knowledge, that is, the process proceeds from the general to the specific.

In the learning process, the method of analysis helps us to break down the learning material as a whole into its component parts, thereby facilitating the detailed coverage of individual issues within complex problems.

The synthesis method involves the reverse procedure, that is, by grouping separate issues to form a single whole. This method helps to develop the ability to see problems as a whole.

Explanatory method - based on reasoning around the given issue. When presenting the material, the professor cites a specific example, which is discussed in detail within the given topic.

Action-oriented teaching - requires the active involvement of the professor and the student in the teaching process, where the practical interpretation of the theoretical material acquires special importance.

Electronic learning (E-learning) – this method includes three types of teaching: attended, when the teaching process takes place within the contact hours of the professor and students, and the transfer of educational material is carried out through an electronic course. Hybrid (face-to-face/distance), the main part of

the teaching takes place at a distance, and a small part is carried out within the framework of contact hours. Completely distance learning involves conducting the learning process without the physical presence of the professor. The training course is conducted from the beginning to the end remotely in an electronic format. In addition to the given basic methods, there are many teaching methods that the teacher can choose depending on the specific learning task.

Teaching-learning methods and corresponding activities and main teaching learning methods: lecture, seminar, laboratory and practical work; training and production practices; course work/project; bachelor's, master's and doctoral theses; e-learning; consultation.

A lecture is a creative process in which the lecturer and the student participate simultaneously. The main goal of the lecture is to understand the idea of the provisions of the studied subject, which implies a creative and active perception of the presented material. In addition, attention should be paid to the basic provisions, definitions, designations, and assumptions of the transmitted material. Critical analysis of key issues, facts and ideas is required. The lecture should provide a scientific and logically coherent introduction to the basic tenets of the studied subject without overloading it with unnecessary details. Therefore, it must be logically complete. In addition, facts, examples, diagrams, drawings, experiments and other visual aids should serve to explain the idea of the lecture.

The lecture should provide a correct analysis of the dialectical process of science and should be learned in a specific environment by focusing on the ability of students to think freely, to know and understand basic scientific problems.

The material heard at the lecture is formed into a whole knowledge system by the independent work of the student. The student should be interested in books and other sources of information and the desire to study issues independently, which is a means of stimulating independent thinking, analysis and drawing conclusions.

Based on the main purpose of the lecture, the right to read it should be given only to experienced teachers, since their theoretical knowledge, practical experience and pedagogical skill are the guarantee of conducting the lecture at a high level. During the processing of the methodical issues of the lecture, the teacher should focus on the sequence of the transfer of the material, the style of the lecture, and the connection with the audience. The lecture should be conducted with the active participation of students, methodical means and extensive use of visual aids.

Laboratory work is more visible and allows the perception of this or that event or process. In the laboratory, the student learns to conduct an experiment. During the laboratory studies, the student should learn how to set up, adjust and operate the equipment.

The purpose of practical work is the gradual study of theoretical material through the solution of specific tasks, which is the basis for developing habits of independent use of theoretical material. The head of practical education should focus on the methodology of problem solving, the execution of drawings, sketches, schemes, the use of appropriate techniques in calculations, etc.

Practice (educational and industrial) serves to deepen and strengthen the knowledge acquired by the student. It develops the ability to apply knowledge in practice, to use methods specific to the studied subject to solve problems. It combines all the teaching methods that form the student's practical skills. In this case, the student independently performs this or that action based on the acquired knowledge, for example, pedagogical practice, field work, etc.

Electronic learning (E-learning) - refers to teaching through the Internet and multimedia tools. It includes all components of the teaching process (goals, content, methods, means, etc.), which are realized by specific means. E-learning is of three types: Attended when the teaching process takes place within the contact hours of the teacher and students, and the transfer of educational material is carried out through an electronic course; Distance learning involves conducting the learning process without the physical presence of the professor. The training course is conducted from start to finish remotely, in electronic format; Hybrid (face-to-face/distance) - the main part of teaching takes place remotely, and a small part is carried out within the framework of contact hours.

The flipped classroom is an instructional approach that reverses the traditional teaching model. In a flipped classroom, students first engage with new content outside of class, typically through video lectures, readings, or other digital resources, and then use class time for interactive, hands-on activities, problem-solving, or discussions with peers and instructors. The flipped classroom is an innovative teaching model that shifts the focus from passive lecture-based learning to active, student-centered engagement. By delivering content outside of class and using class time for deeper appli-

ISSN 1512-4649(Print)
ISSN 2667-9752(Online)

cation, the flipped classroom helps learners develop critical thinking, collaboration, and problem-solving skills while fostering a more personalized learning experience.

The flipped classroom is a modern, transformative learning strategy that integrates blended learning with digital or physical learning resources outside of the traditional classroom. Students receive pre-recorded lessons as preparatory assignments, shifting the focus from teacher-led learning to self-directed learning. Classroom activities focus on collaborative problem solving by having students work in small groups to analyze cases, encouraging a team approach and improving long-term knowledge retention. This method also encourages peer interaction and allows students to fill knowledge gaps while assessing individual differences and learning style strengths. Assigned tasks. Research shows that this approach outperforms traditional classrooms when it comes to increasing student awareness, critical thinking, learning outcomes, and motivation. Thanks to multimedia tools, students benefit from unlimited access to educational content, thus promoting interactive and independent learning. This model allows students to evaluate their progress, identify areas for improvement, and use constructive feedback from peers and instructors to ensure continuous improvement in their learning processes.

Modern teaching strategies such as problem-based learning (PBL), simulation-based education, flipped classrooms, and inter-professional education have gained prominence. These approaches prioritize active engagement, critical thinking, and the application of theoretical knowledge in practical settings. Additionally, technological advancements, including virtual reality (VR), augmented reality (AR), and online learning platforms, have expanded the possibilities for immersive and flexible learning experiences.

The most common teaching-learning activities and their definitions are presented. The teacher will select the necessary activity from them, depending on the specific goal and task.

We discussed the following methods of learning and teaching:

Discussion/debate is one of the most common methods of interactive learning activity. The discussion process dramatically increases the quality of student engagement and activity. The discussion can turn into an argument, and this process is not limited to questions asked by the teacher. It develops the student's ability to reason and justify his own opinion.

Cooperative teaching is a teaching strategy when each member of the group is obliged not only to study by himself, but also to help his teammate to study the subject better. Each member of the group works on the problem until all of them have mastered the issue.

Collaborative work – teaching method using this activity involves dividing students into groups and giving them learning tasks. Group members work on the issue individually and simultaneously share their opinions with the rest of the group. It depending on the task. It is possible to redistribute functions among the members during the work of the group. This strategy ensures maximum involvement of all students in the learning process.

Problem-based learning (PBL) - an activity that uses a specific problem as the initial stage of the process of acquiring and integrating new knowledge.

Case study – the teacher will discuss specific cases with the students and they will study the issue in every way and thoroughly.

Brain storming – this activity involves thinking about a specific issue/problem as much as possible within the topic, preferably.

Radically different, the promotion of thought, idea formation and expression. This activity leads to the development of a creative approach to the problem. Its use is effective in the presence of a large group of students and consists of several main stages: Defining the problem/issue from a creative point of view. To write down the ideas expressed by the listeners around the issue in a certain period of time without criticism (mainly on the blackboard). Determination of evaluation criteria to determine the relevance of the idea to the purpose of the research. Evaluation of selected ideas with predetermined criteria. To highlight those ideas that are most relevant to the question by exclusion. Revealing the idea with the highest evaluation as the best means of solving the set problem [25].

Role-playing and situational games – games based on pre-designed scenarios allow students to look at the issue from different perspectives. It helps them to form an alternative point of view. Like discussion, these games also develop the student's ability to express his position independently and defend it in an argument.

Demonstration – this method of activity involves visual presentation of information. It is quite effective in terms of achieving results. In many cases, it is better to present the material to students both audio and visual at the same time. The material to be studied can be demonstrated by both the teacher and the student. This

method helps us to make visible the different stages of understanding the learning material, specify what the students will have to do independently. At the same time, this strategy visualizes the essence of the issue/problem. Demonstration may take a simple form [26].

Inductive defines a form of transfer of any knowledge, when the course of thought in the learning process is directed from facts to generalization, that is, when conveying material, the process proceeds from concrete to general.

Deductive defines a form of transfer of any knowledge, which is a logical process of discovering new knowledge based on general knowledge, that is, the process proceeds from the general to the specific.

Analysis helps us understand the learning material as a whole. In decomposition into constituent parts. This facilitates detailed coverage of individual issues within a complex problem.

Synthesis means making a whole by grouping separate issues. This method helps to develop the ability to see the problem as a whole.

Verbal or oral method - this method includes lecture, narration, conversation, etc. In the mentioned process, the teacher conveys and explains the learning material through words, and the students actively perceive and assimilate it by listening, memorizing and understanding.

Writing work method - which includes the following types of actions: making extracts and notes, summarizing material, drawing up theses, writing a report or essay, etc.

Explanatory method– based on reasoning around the given issue. When delivering the material, the teacher cites a specific example of which

Action-oriented teaching - requires the active involvement of the teacher and the student in the teaching process, where the practical interpretation of the theoretical material acquires special importance.

The results highlight the necessity of embracing globally oriented teaching strategies to enhance higher education's effectiveness and sustainability. The incorporation of modern pedagogical paradigms, including active learning, flipped classrooms, and problem-based learning, has proven instrumental in fostering critical thinking, creativity, and adaptability among students. The study also underscores the pivotal role of technology, such as artificial intelligence, virtual learning environments, and digital assessment tools, in transforming traditional teaching methodologies into dynamic, student-centered approaches [27].

Despite these advancements, several challenges remain in implementing globally informed teaching excellence frameworks. Institutional resistance to change, lack of faculty training, and disparities in digital access pose significant barriers to widespread adoption. Additionally, the contextual differences among higher education systems necessitate adaptable and culturally responsive pedagogical strategies that balance global best practices with local educational needs.

Moving forward, it is imperative for institutions, educators, and policymakers to engage in continuous professional development, invest in digital infrastructure, and foster international collaboration to ensure sustainable progress in higher education. The findings of this study contribute to the ongoing discourse on teaching excellence by offering insights into the transformative impact of global perspectives on higher education, emphasizing the need for innovation, inclusivity, and adaptability in contemporary pedagogical frameworks.

CONCLUSIONS

The manifestation of global perspectives in teaching excellence frameworks and contemporary pedagogical paradigms plays a crucial role in shaping the future of higher education worldwide. As institutions continue to embrace innovative teaching strategies, the integration of cross-cultural insights and evidence-based methodologies enhances both instructional quality and student engagement. This study underscores the transformative impact of modern pedagogical approaches in fostering academic excellence, institutional development, and global knowledge dissemination. By aligning educational practices with evolving global demands, higher education institutions can ensure long-term sustainability and relevance in an increasingly interconnected world. Moving forward, continued research and collaboration among educators, policymakers, and institutions will be essential in refining teaching frameworks, addressing emerging challenges, and maximizing the benefits of globalized education.

Acknowledgment-Declarations: The author has declared that there are no conflicts of interest.