

**SECTION 2: TEACHING AND UPBRINGING**  
**РАЗДЕЛ 2: ОБУЧЕНИЕ И ВОСПИТАНИЕ**

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**EXPERIENTIAL LEARNING AS A MEANS OF IMPROVING  
THE QUALITY OF EDUCATION**

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**Abstract**

The modern educational system is under the continuous influence of social, economic, and technological changes, which necessitates an improvement in the quality of education through the introduction of innovative teaching approaches. In this context, the application of experiential learning is crucial, as it promotes the development of learners' practical skills, enhances cognitive activity, and reinforces the practical application of knowledge. The research problem is focused on identifying the effectiveness of experiential learning within the educational process. The research objective is to scientifically substantiate the effectiveness of experiential learning as a means of improving educational quality by examining its impact on learners' cognitive activity, critical thinking, and academic progress, as well as to identify the pedagogical conditions for its effective implementation.

The research methodology includes methods of observation, diagnostic testing, assessment, surveying, and comparative analysis. The survey was conducted among 897 lecturer-respondents, 704 of whom mentioned the use of experiential learning elements. Then, 17 master's students participated in the study; 8 were in the experimental group and 9 in the control group. Based on the data obtained, a comparative analysis of traditional and experiential learning was performed.

The results showed that experiential learning contributes to an increase in learners' cognitive activity, independent thinking, collaborative skills, and academic progress, compared to traditional teaching methods. The scientific novelty lies in the conceptualization of experiential learning as a comprehensive mechanism for educational reform. This framework integrates modern pedagogical approaches with practical strategies, serving as a robust instrument for the continuous enhancement of educational quality.

**Keywords:** *experience, competency-based education, collaboration, individual pace, responsibility, time management, formative assessment*

## Introduction

The relevance of the article is determined by the reforms in the educational system, contemporary challenges, and the demand for improving the quality of education. Global changes in the educational system present challenges ranging from rapid technological advancements to meeting the diverse needs of learners. Traditional forms of instructional organization now require modernization to effectively address these challenges. There is a need for innovative approaches and new ideas that will help restructure the implementation of the learning process, thereby satisfying the demands of the new generation.

In this context, experiential learning acts as a dynamic approach to solving the aforementioned problems, emphasizing the acquisition of knowledge through experience, individualization of learning, differentiated instruction, the development of active research and creative thinking, and healthy collaboration. The demand of modern education is for the learner to be an active participant in the creation of knowledge.

The theoretical significance of the article lies in the thorough analysis of the scientific and theoretical foundations of experiential learning from the perspective of improving the educational process. The practical significance is that specific techniques have been developed for educators to ensure the effective organization and implementation of experiential learning.

**The research problem** is that the modern educational imperatives demand the cultivation of autonomous, creative individuals possessing robust practical capabilities. Such individuals must be equipped with innovative mindsets and leadership skills, enabling them to independently initiate, plan, and realize ideas that contribute to national economic development. Consequently, experiential learning serves as the vital pathway for meeting these contemporary requirements by establishing the pedagogical conditions necessary to optimize student motivation.

Researchers view experiential learning as a vital means for developing student motivation and effective problem-solving, which in turn promotes academic progress (Balitsky & Tseluiko, 2025; Burch et al., 2015; Cantor, 1995; Darling-Hammond, 2006; Dewey, 1938; Healey & Jenkins, 2000; Kong, 2021; Moon, 2004; Muxitdinova, 2024; Nurieva et al., 2024; Shivaramu et al., 2025; Zeichner, 2010). These researchers have explored and emphasized the importance of creating a favorable moral and psychological environment for learning through experimental methods, experience-based instruction, and the development of critical thinking. Furthermore, they highlight the significance of active interaction between subjects within the experimental process and the formation of effective mechanisms for evaluating results, viewing the learner as a knowledge creator and an innovative individual. At the same time, scholars emphasize that reflexive practice and the systematic integration of theory with real professional experience promote active student engagement and the development of reflexive practitioners, who are capable of operating effectively within today's complex educational environments.

**The research gap** lies in the fact that experimental learning is used infrequently and selectively, which cannot ensure quality results.

### **The hypothesis**

If the learning process is organized through personal experimentation and practical work, then the effectiveness of instruction will be higher.

**The objective of this article** is to examine the process of educational enhancement through the integration of experiential learning. To achieve this aim, the following research tasks have been identified: to determine the impact of experiential learning on educational quality; to identify the specific conditions that facilitate its effective implementation; and to develop practical recommendations for educators regarding the efficient organization and execution of experiential learning strategies.

The conceptual foundations of experiential learning began to take shape in the late 19th century, championed by progressive educators such as John Dewey, Lev Vygotsky, Jean Piaget, Ernst Meumann, William James, and Edward Thorndike. According to these theorists, education should be predicated on scientific experimentation and intuition, rather than on the mechanical acquisition of rote knowledge and simple reproduction.

John Dewey advocated for the “learning by doing” principle, asserting that education should be an active, experiential process rather than the passive reception of information. He posited that classroom experimentation stimulates critical thinking and problem-solving skills. Experiential learning is grounded in the idea that knowledge emerges through meaningful interaction with real-life situations; as he emphasized, “there is an intimate and necessary relation between the processes of actual experience and education” (Dewey, 1938, p. 20). Corroborating this view, researchers emphasize that experiential learning enhances individual motivation and fosters robust problem-solving capabilities. Ultimately, the successful design and implementation of educational experiences are predicated upon these fundamental tenets of experiential pedagogy (Shivaramu et al., 2025).

In his seminal works, “The School and Society” (1900) and “Democracy and Education” (1916), John Dewey proposed that schools should function as laboratories of experience where children learn through action. To this end, he established the University of Chicago Laboratory School, which stood as the first institution specifically designed for educational experimentation.

Building upon this approach, Lev Vygotsky introduced the concept of the “Zone of Proximal Development” in the 1930s, highlighting how guided experimentation can facilitate effective learning processes.

Jean Piaget’s research on cognitive development underscored the pivotal role of trial and error in the construction of knowledge, demonstrating that children learn most effectively through practical investigations.

Building upon these conceptual frameworks, experiential learning has evolved into a modern educational model. It is founded on the pedagogical paradigm of “the development of the university student as a central subject of the educational process”. This model aims to catalyze student engagement within the instructional cycle, enhance educational quality through the integration of contemporary innovative technologies, and foster the comprehensive development of student competencies (Liu, 2022).

Within the framework of experiential learning, students are granted academic autonomy, affording them the opportunity to make independent decisions, conduct experiments, and engage in a cycle of trial, error, and correction. This approach enables learners to critically analyze their performance and derive conclusions in an environment free from the fear of judgment or external criticism. In this pedagogical context, failure is not perceived as a setback but as a source of valuable empirical data. It is essential to cultivate conditions where the learner can iterate through a process of experimentation and refinement. Consequently, this fosters the development of a creative, autonomous, and critical thinker capable of

generating innovative ideas. “Experiential learning bridges the gap between academic theory and real-world practice, allowing students to apply knowledge in authentic contexts while developing critical thinking, problem-solving, and civic engagement skills” (Cantor, 1995, p. 12).

Furthermore, experiential learning facilitates the development of learners' collaborative competencies. During teamwork, students engage in mutual support, peer guidance, and collective refinement to achieve shared objectives. As emphasized, the experimental platform serves as a nexus for interaction among various subjects, a process that significantly enhances the overall quality of education (Nurieva et al., 2024). Contemporary academic education emphasizes the critical importance of practical, experiential learning, as it provides an interactive and practical environment that fosters the development of knowledge and skills through active participation and engagement (Azeez & Aboobaker, 2024). Zeichner (2010) highlights that meaningful professional learning occurs when theoretical instruction is systematically integrated with practical experiences, enabling teacher candidates to construct knowledge through participation in authentic educational contexts. This integration supports the development of reflective practitioners who are capable of critically analyzing their instructional decisions and adapting to complex classroom realities.

Experiential learning is predicated upon empirical evidence and is tailored to the individual capacities of learners. By valuing the unique contributions of each participant and ensuring robust learner interaction, these elements constitute the qualitative criteria for an effective experimental instructional process:

1. *Evidence-based teaching*: Experiential learning replaces intuition-driven decisions with scientifically substantiated facts, thereby leading to significantly higher instructional effectiveness.
2. *Personalization of learning*: Experiments aimed at developing cognitive interest and motivation are implemented through differentiated and individualized approaches.
3. *Active and learner-centered teaching*: Students are actively engaged in the learning process, fostered by collaborative relationships and mutual interaction.
4. *Process of assessment systems*: Implementation of diagnostic tools and formative assessment frameworks.
5. *Innovation and Curricular Flexibility*: Organizing project-based learning with a strategic emphasis on the scientifically rigorous and in-depth execution of the experimental-research component.

Experiential learning occupies a central role in contemporary educational practice, as it catalyzes student motivation and engagement through immersive experiences. These experiences prioritize the development of practical abilities and core competencies over the mere rote memorization of factual information (Kong, 2021). Student engagement is a multidimensional construct that plays a vital role in educational success, encompassing behavioral, emotional, and cognitive factors that contribute to learning effectiveness and academic performance (Burch et al., 2015). Healey & Jenkins (2000) note that Kolb's experiential learning theory provides a useful framework for designing learning activities that enable students to engage in concrete experience, reflective observation, abstract conceptualization and active experimentation, thereby enhancing both understanding and practical application.

The integration of experiential approaches into the learning process facilitates the creation of a learning environment that enables students to achieve full self-actualization,

thereby evolving into autonomous individuals.

In pedagogical universities, experiential learning serves as a critical pathway for the professional development of future teachers. The teacher's profession demands more than profound theoretical knowledge; it requires the competency to navigate pedagogical scenarios rapidly, make decisive judgments, and apply creative solutions. Consequently, experiential learning assumes a role of paramount importance in higher pedagogical education for the cultivation of these essential professional attributes. Kong (2021) emphasizes that experiential learning, as a learner-centered pedagogy, enhances the worth of education by concentrating on cultivating skills and genuine experiences that boost students' motivation and involvement in the classroom. A highly effective form of experiential learning for students is the implementation of *micro-teaching sessions*. During these sessions, students model, design, plan, and execute short lessons while assuming the role of the educator. This process provides an experimental platform to test various instructional designs, teaching methodologies, digital tools, and assessment strategies. Furthermore, it allows for the qualitative analysis of the teaching process through structured feedback from both peers and faculty. Through this practical experience, future educators are able to evaluate their professional strengths and weaknesses, cultivate a unique personal teaching style, and internalize professional responsibility. Consequently, this fosters the development of critical self-reflection and professional self-assessment, leading to continuous self-improvement. Another highly effective method is the *modeling of pedagogical scenarios*, where students formulate typical "real-life" cases and problems. By analyzing these instances and identifying causal relationships, they propose diverse solution models, thereby cultivating a pedagogical mindset. Given that experiential learning is rooted in the "learning by doing" principle, the modeling of these scenarios serves as an *abstracted experimental field*. In this simulated reality, learners operate by discovering pedagogically justified and optimal solutions for complex situational challenges.

Pedagogical internship serves as a fundamental form of *experiential learning* and constitutes a mandatory component of the academic curriculum. During this practicum, students apply theoretical knowledge within authentic educational environments, engaging in a reflective analysis of their teaching experiences. The internship represents the primary mean for the cultivation of practical professional competencies and the acquisition of professional experience. Serving as a bridge between theory and reality, it empowers learners to conduct autonomous pedagogical activities, thereby facilitating the future teacher's personal teaching style, professional self-identity, and a robust system of value orientations. In the context of higher education, experiential learning is seen as a bridge connecting conceptual knowledge with professional skills relevant to the world of work and global society (Mertayasa et al., 2025). Darling-Hammond (2006) emphasizes that future educators can acquire the knowledge, abilities, and attitudes required for successful instruction in a variety of classroom environments through teacher education programs.

It is essential to highlight the significance of research and project-based assignments within higher education. Through these frameworks, students conduct inquiries and perform experiments, thereby fostering the development of robust scientific research competencies. These methods represent forms of experiential learning with unique transformative potential. The objective of research-based work is to cultivate scientific reasoning, apply theoretical knowledge to authentic educational, social, or professional contexts, and enhance analytical and critical thinking. Furthermore, it familiarizes students with qualitative and quantitative

research methodologies, data collection and processing techniques, and advanced academic literacy. Concurrently, project-based learning aims to refine practical skills, stimulate creativity and proactivity, and bolster professional readiness by teaching students to plan, implement, and evaluate complex projects. Together, research and project-based activities foster student autonomy, prepare competitive specialists for the labor market, and enhance lifelong learning capacities.

The organization of *collaborative team projects* stands as a premier form of experiential learning, specifically designed to cultivate the proactivity, autonomy, and research-oriented creative capacities of future teacher within a group dynamic. Throughout the team project lifecycle, participants work toward a shared objective, cooperating to generate an innovative conceptual output as a final result. This collaborative framework fosters the development of interpersonal relations, active listening skills, and receptivity to diverse perspectives. Within the team, each member contributes a unique viewpoint; it is precisely within this diversity of ideas that more creative and high-quality solutions are conceived. During collaborative efforts, responsibilities are distributed among team members, allowing for task specialization and the mitigation of individual cognitive load, which accelerates the process and elevates overall quality. A primary advantage of team-based projects is *synergy*, where the interplay and fusion of individual ideas and skills enable members to refine and enhance one another's contributions, thereby increasing collective productivity. On this synergistic platform, the unification and complementarity of individual efforts catalyze the generation of robust, high-impact ideas. Furthermore, the outcomes of team projects must be concrete, visible, realistic, and measurable, which necessitates a high degree of accountability and professional responsibility from the learners.

## Methods

For the purpose of this research, a survey was conducted among lecturers, involving a total of 897 respondents. The primary objective was to ascertain whether they implemented experiential learning methodologies and, if so, through which specific forms, their perceived effectiveness, and their subsequent impact on educational quality. Out of the total sample, 704 respondents reported the active utilization of experiential learning through projects, case studies, situational discussions, and role-playing scenarios, as well as within courses characterized by a high volume of laboratory hours. The findings revealed that students demonstrate significantly higher levels of enthusiasm and engagement when these methods are employed, directly correlating with superior academic outcomes. Furthermore, when invited to provide additional insights, respondents emphasized that the efficacy of experiential learning and its impact on educational quality would be substantially enhanced if implemented with greater frequency, continuity, and systematic consistency.

To evaluate the effectiveness of experiential learning, we conducted an experimental study involving 17 first-year Master's students enrolled in the "Modern Teaching Technologies" course at Vanadzor State University. The study utilized an experimental group and a control group across the following specialties: "Armenian Language and Literature", "English Language and Literature" and "Mathematics". The control group, consisting of 9 students from the "Armenian Language and Literature" and "Mathematics" specialties, was instructed using traditional teaching methods. The experimental group comprised 8 students from the "English Language and Literature" specialty, who underwent a semester-long intervention using experiential learning methodologies.

The main stages of the practical training are outlined below:

**Table 1.**

*Comparison of the Main Stages of Practical Training*

<b>Experimental Learning Group (Experimental)</b>	<b>Traditional Learning Group (Control)</b>
Preparation	Preparation
Organization and implementation of educational experiments (individual, pair, team)	Presentation of assigned material
Monitoring and data collection	Questions, discussion
Data classification by criteria and indicators	Group work, presentation of additional information
Analysis and comparison	Discussion
Feedback, repetition of the experiment if necessary	Material processing
Summary of results and formative assessment	Summary of results, unit assessment, assessment

Description of an experimental micro-teaching exemplar:

**Topic:** Person-oriented technologies

**The purpose:** To develop practical proficiencies in the application of student-centered technologies through experiential learning.

**Objectives:**

- To foster learner autonomy and professional accountability;
- To identify the specific characteristics of implementing student-centered technologies by leveraging the individual traits of the learner through experiential practice;
- To cultivate critical thinking and creative capacities.

**Learning outcome:** Proficiency in the competence of implementing self-guided technologies.

**Required materials and resources:** Interactive whiteboard, high-speed internet access, and specialized software platforms including Kahoot, Wordwall, Quizizz, Mentimeter, Storyjumper, and BoomWriter, along with instructional scaffolds and task cards.

**Process:** Organization and implementation of a lesson based on a self-selected topic using student-centered technologies. This involves initial testing with peers (micro-teaching), followed by an analysis of results, synthesis of findings, error correction, and iterative refinement. The revised lesson is then re-tested, leading to a final summary of results and formative assessment.

**Conclusion:** Debriefing session and feedback.

Following the instructional session, a round-table discussion was convened to qualitatively evaluate the outcomes of the experimental lesson. This reflective session focused on identifying the specific pedagogical advantages and addressing the limitations encountered during the process.

Subsequently, within the framework of the course’s instructional package, the “Distance Learning Technologies” module was assigned. One month prior, the experimental group was tasked with executing a collaborative team project on this topic. Conversely, the control group continued with traditional instruction; upon the scheduled deadline, they delivered oral presentations of the lecture material using slide decks, supplemented by additional research data, followed by a general discussion and peer-to-peer assessment.

In contrast, during the *preparatory phase* of the team project, the experimental group defined the project's purpose, objectives, and methodologies. In the *planning phase*, they developed a comprehensive work plan, delegated responsibilities, and established a timeline. During the *implementation phase*, students engaged in data collection, analysis, and processing, while actively exchanging conceptual ideas. Throughout the *monitoring and support phase*, the instructor conducted observations, providing expert consultation and guidance. In the *presentation phase*, the students delivered their findings to a commission using visually engaging slide presentations. During the *evaluation phase*, the commission assessed the collective team output as well as individual contributions based on predetermined criteria. Finally, in the *reflection phase*, students conducted a post-project analysis to evaluate the efficacy of their teamwork and formulate specific conclusions and recommendations. According to Moon (2004), experiential learning is deepened through reflection, which transforms experience into meaningful learning by enabling the learner to evaluate, connect, and apply knowledge acquired through action. Concrete experience exposes graduates to ambiguity and real constraints, supporting creativity through tolerance for uncertainty and flexible thinking. Reflective observation consolidates attitude change by prompting graduates to interrogate assumptions and evaluate what did (and did not) work. Abstract conceptualization supports decision-making by enabling rational comparison of alternative strategies and translating feedback into principles for future action. Active experimentation operationalizes adaptation through resource mobilization and interaction with the environment as graduates implement and refine solutions in situations (Lambert et al., 2026).

To evaluate the efficacy of the team project upon its completion, an *assessment scale* was administered. Students were instructed to indicate their level of agreement with a series of provided statements, ranging from “Strongly disagree” to “Strongly agree”:

- Strongly disagree: 1 point
- Disagree: 2 points
- Partially agree: 3 points
- I agree: 4 points
- I strongly agree: 5 points

Assessment scale.

### ***Collaborative skills***

I was able to cooperate effectively with my teammates throughout the team project.

The exchange of opinions contributed significantly to the efficient resolution of the task/problem.

I actively listened to and integrated the suggestions of other team members.

Disagreements within the team were addressed and resolved through constructive dialogue.

### ***Manifestation of synergy***

Collaborative effort within the team yielded superior results compared to what could have been achieved individually.

My teammates' ideas served as a catalyst for the further development and refinement of my own concepts.

Each team member's contributions effectively complemented the work of others, creating a cohesive whole.

Collective collaboration facilitated the generation of innovative and creative solutions.

### ***Professional (Pedagogical) development***

The team project facilitated a deeper and more comprehensive understanding of the subject matter.

My skills in resolving professional and pedagogical challenges were significantly enhanced.

I am capable of effectively applying the knowledge acquired during this project to my future professional activities.

### ***Motivation and engagement***

The team project significantly increased my interest and engagement in the overall course.

I maintained active participation throughout all phases of the project lifecycle.

I felt a profound sense of personal responsibility for the team's collective outcome.

### ***Value and evaluation***

The team project proved to be an exceptionally effective instructional method.

I would highly recommend the more frequent integration of similar project-based learning initiatives within the university curriculum.

### ***Final open-ended evaluative questions:***

What are the primary advantages of the team project format?

What specific challenges or difficulties did you encounter during the process?

What recommendations would you propose to enhance the effectiveness of future teamwork initiatives?

*Data Analysis Framework:* The cumulative results were calculated based on the following scoring intervals to determine the level of efficacy:

- 0–30 points: Low
- 30–60 points: Moderate
- 60–80 points: High

## **Results**

The findings revealed that all 8 participants in the experimental group scored within the 60–80 point range, demonstrating a high level of efficacy for the team project. Qualitative analysis of the open-ended questions indicated that the primary advantages of the project-based approach included synergetic collaboration, conceptual exchange, and the acquisition of practical experience, all of which bolstered intrinsic motivation and professional development. However, students identified time management and uneven distribution of workload as key challenges. To optimize future teamwork, participants recommended the frequent integration of such projects into the curriculum to foster adaptability, self-organization, and self-actualization, noting that their initial time-management difficulties were largely due to a lack of prior experience with this instructional format.

It should be noted that throughout the semester, participants were administered both formative diagnostic and summative diagnostic assessments to facilitate a longitudinal comparison of interim and final outcomes. At the conclusion of the term, a structured debate was conducted involving both the experimental and control groups to evaluate the relative merits of traditional versus experiential learning. By synthesizing the data derived from systematic observations, diagnostic testing, performance evaluations, and focus-group discussions, the following comparative analysis indicators for traditional and experiential learning are presented:

**Table 2.***Comparative Analysis of Traditional Learning and Experiential Learning*

<b>Criteria</b>	<b>Traditional learning</b>	<b>Experiential learning</b>
Instructor's role	Primary source of information, controller	Facilitator, guide
Learner's role	Passive recipient (occasionally active)	Autonomous, active participant
Learning process	Transmission of pre-defined knowledge	Experiments, projects, simulations, practical tasks
Source of knowledge	Textbooks, instructor	Personal experience, real-world problems
Type of thinking	Reproductive	Critical and creative thinking
Verification, assessment	Oral presentations, tests, assessment, peer-assessment	Portfolios, self-assessment, systematic observation, rubrics
Motivation	Extrinsic (grades/marks)	Intrinsic (interest/engagement)

The empirical findings of this study demonstrate that experiential learning significantly enhances the academic autonomy of the learner, fostering a more self-directed and independent educational environment where the student serves as the primary protagonist. This model cultivates robust intrinsic motivation, providing students with the essential 'right to fail'—an iterative process of trial, error, critical reflection, and creative exploration that ultimately leads to superior academic performance and professional growth.

In contrast to traditional pedagogical frameworks, these innovative strategies cultivate an immersive environment that catalyzes active student engagement, fosters high-level critical thinking, and promotes synergistic collaboration (Muxitdinova, 2024).

### **Discussion**

Thus, our hypothesis was confirmed: learning through personal experience and practical work increases educational effectiveness. It can also be concluded that the purposeful, continuous, regular, and systematic application of experiential learning in teacher training makes it possible to prepare accomplished, independent-thinking, and innovative teachers, thereby contributing to the improvement of the quality of education.

Comparing the results of our research with the conceptual approaches of the authors cited in this work, it should be noted that the emphasis is placed on the continuous, regular, and systematic application of experiential learning, which further enhances its effectiveness.

In conclusion, the purposeful and systematic implementation of experiential learning in teacher education programs facilitates the development of self-actualized, independent thinkers and innovative practitioners. Consequently, this pedagogical approach serves as a critical catalyst for enhancing the overall quality and efficacy of the educational system.

Based on the comprehensive analysis of the experimental study, the following pedagogical conditions have been identified as essential for the effective implementation of

experiential learning:

1. *Explicit formulation of learning objectives:*
  - Learning goals must be specific, measurable, and clearly communicated to the students to ensure alignment and clarity.
  - The experiential process should transcend not only the holistic development of practical skills and professional competencies, but also the transmission of theoretical knowledge.
2. *Active learner engagement:*
  - Students should function as active researchers and investigators rather than passive observers.
  - Independent thinking, critical questioning, and iterative experimentation must be consistently encouraged throughout the learning process.
3. *Integration of theoretical and practical components:*
  - Experiential activities must be fundamentally grounded in previously acquired theoretical knowledge to ensure conceptual depth.
  - Scientific theory should be rigorously tested, validated, and reinforced through direct practical application and hands-on experience.
4. *Cultivation of intrinsic motivation:*
  - Experiential activities must be inherently engaging and directly linked to real-world, vital challenges to ensure authenticity.
  - A positive emotional environment is essential, as it significantly enhances student engagement, persistence, and overall learning efficiency.
5. *The facilitative role of the educator:*
  - The educator functions as an organizer, consultant, and facilitator rather than a traditional lecturer.
  - Continuous pedagogical support must be provided in a manner that scaffolds the learning process without constraining the student's autonomy.
6. *Safe and supportive learning environment:*
  - Physical safety is a mandatory prerequisite (equipment and materials).
  - Psychological safety, mutual respect, freedom to make mistakes.
7. *Reflection and analytical synthesis:*
  - Following the experimental activity, it is imperative to organize structured discussions, self-assessment sessions, and the formulation of evidence-based conclusions.
  - Systematic reflection facilitates the conscious internalization of knowledge.
8. *Formative assessment strategies:*
  - Assessment evaluates not only the final product, but also the developmental process.

Furthermore, the synthesis of results and formative assessment are considered pivotal stages in experiential learning. These processes enable the analysis, quantification, and identification of both the gaps and deficiencies, as well as the achievements and successes encountered by the learner throughout the educational process. According to Balitsky & Tseluiko (2025), experimental results can be evaluated qualitatively or through the statistical analysis of data collected during the experimental session. Moreover, these assessed outcomes serve as a foundational experience for future professional application.

Experiential learning empowers learners to acquire stable and profound knowledge,

cultivates essential practical skills, and fosters a high degree of collaborative proficiency and autonomy. According to Hartkamp-Bakker et al (2026), autonomy refers to experiencing a sense of choice and volition in one's actions, competence to feeling effective and capable in one's pursuits, and relatedness to feeling connected to and valued by others.

Drawing upon the analysis of the experimental findings, we propose a set of experiential learning techniques designed to enhance educational quality and pedagogical efficacy:

1. **“Targeted experience” technique:** This technique involves the systematic organization of goal-oriented, specific experiences purposefully designed to cultivate distinct professional qualities and practical attributes in the learner.

2. **“Feedback wheel” technique:** This technique facilitates a structured cyclical process where learners engage in collaborative discussion, self-reflection, and critical analysis of their actions, outcomes, and emotional experiences throughout the learning process.

3. **“Experience perspective” technique:** Through the generalization of experiential findings, learners formulate personalized practical rules and principles. This cognitive synthesis enables them to execute future professional operations with enhanced scientific rigor and a systematic approach.

4. **“Collaboration workshop” technique:** This technique creates a dynamic environment where learners engage in simultaneous collective activities to develop critical social and interpersonal competencies. Key focus areas include mutual assistance, compromise, effective communication, shared responsibility, task distribution, and time management. These collaborative proficiencies are recognized as essential contemporary attributes for professional and personal success in diverse life domains.

5. **“Assessment journal” technique:** This technique involves continuous, daily self-assessment conducted by the learners. It is a qualitative approach aimed at the authentic evaluation and appreciation of one's own developing capabilities, fostering a sense of ownership over the learning trajectory.

The aforementioned conditions and techniques for organizing experiential learning are instrumental in enhancing educational quality by fostering the essential 21st-century skills required of learners. By developing these core competencies, individuals are empowered to generate and implement innovative ideas that contribute meaningfully to the sustainable development of society.

It should be noted that the reliability of the research would be higher if experimental work were also conducted with undergraduate students from various academic disciplines. We plan to continue the research in the future to obtain more comprehensive data and results.

#### ***Further research perspectives and recommendations***

- Integrate experiential learning formats into university curricula as a mandatory pedagogical component.
- Organize professional development programs for faculty staff focusing on the practical application of experiential learning techniques.
- Strengthen the educational environment by fostering collaborative, proactive, and autonomous student activities.
- Emphasize the role of formative assessment as a primary mechanism for ensuring student progress.
- Promote a robust feedback culture through systematic discussions and analytical reflection.

These recommendations aim to transform the application of experiential learning into a consistent and systematic pedagogical practice.

### Conclusions

Experiential learning, as a contemporary pedagogical approach, plays a pivotal role in enhancing the quality of education. It fosters active student engagement by facilitating knowledge acquisition through direct personal experience and practical activity, ensuring a more profound and enduring mastery of the subject matter. The implementation of experiential learning cultivates autonomy, critical and creative thinking, as well as problem-solving and collaborative skills. These competencies are essential not only for academic excellence but also for effective participation in various spheres of life.

Experiential learning bridges the gap between theoretical instruction and real-world application, significantly enhancing student motivation and fostering personal accountability. The transformation of the educator's role—from a mere provider of information to a guide and consultant—facilitates the democratization of the educational environment and the successful implementation of student-centered learning.

In conclusion, the systematic and purposeful implementation of experiential learning serves as an effective mechanism for enhancing educational quality, aligning seamlessly with contemporary educational mandates and the evolving trajectories of societal development.

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### Ամփոփագիր

Ժամանակակից կրթական համակարգը զարգանում է հասարակական, տնտեսական ու տեխնոլոգիական փոփոխությունների շարունակական ազդեցության պայմաններում, ինչը պայմանավորում է կրթության բովանդակության, կազմակերպման ձևերի ու ուսուցման մեթոդների մշտական վերանայման ու կատարելագործման անհրաժեշտությունը: Այս համատեքստում խիստ կարևորվում է փորձարարական ուսուցման կիրառումը, քանի որ այն նպաստում է սովորողների գործնական կարողությունների

գարգացմանը, խթանում է ճանաչողական ակտիվությունը և ամրապնդում գիտելիքների գործնականում կիրառումը: Հետազոտության հիմնախնդիրը նպատակառուղված է կրթական գործընթացում փորձարարական ուսուցման արդյունավետության բացահայտմանը: Հետազոտության նպատակն է գիտականորեն հիմնավորել փորձառական ուսուցման արդյունավետությունը՝ որպես կրթության որակի բարելավման միջոց՝ ուսումնասիրելով դրա ազդեցությունը սովորողների ճանաչողական ակտիվության, քննադատական մտածողության ու ակադեմիական առաջադիմության վրա, ինչպես նաև բացահայտել վերջինիս արդյունավետ իրականացման մանկավարժական պայմանները:

Հետազոտության մեթոդաբանությունը ներառում է դիտարկման, ախտորոշիչ ստուգման, գնահատման, հարցման ու համեմատական վերլուծության մեթոդները: Հարցումն իրականացվել է 897 դասախոս-հարցվողների շրջանում, որոնցից 704-ը նշել են փորձարարական ուսուցման տարրերի կիրառման մասին: Հետազոտությանը մասնակցել է 17 մագիստրանտ. 8-ն ընդգրկված են եղել փորձարարական, իսկ 9-ը՝ ստուգիչ խմբում: Ստացված տվյալների հիման վրա կատարվել է ավանդական ու փորձարարական ուսուցման համեմատական վերլուծություն: Արդյունքները ցույց են տվել, որ փորձարարական ուսուցումը նպաստում է սովորողների ճանաչողական ակտիվության, ինքնուրույն մտածողության, համագործակցային հմտությունների ու ակադեմիական առաջադիմության բարձրացմանը՝ ավանդական ուսուցման մեթոդների համեմատությամբ: Հետազոտության գիտական նորույթը պայմանավորված է փորձարարական ուսուցման՝ որպես կրթական բարեփոխումների իրականացման համապարփակ կառուցակարգի հայեցակարգային հիմնավորմամբ և դրա տեսական ու գործնական առանձնահատկությունների բացահայտմամբ: Այս համակարգը միավորում է ժամանակակից մանկավարժական մոտեցումները գործնական ռազմավարությունների հետ՝ ծառայելով որպես կրթության որակի շարունակական բարելավման հզոր գործիք:

*Հիմնաբառեր՝ փորձառություն, կարողությունների վրա հիմնված կրթություն, համագործակցություն, անհատական տեսլից, պատասխանատվություն, ժամանակի կառավարում, ձևավորող գնահատում:*

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