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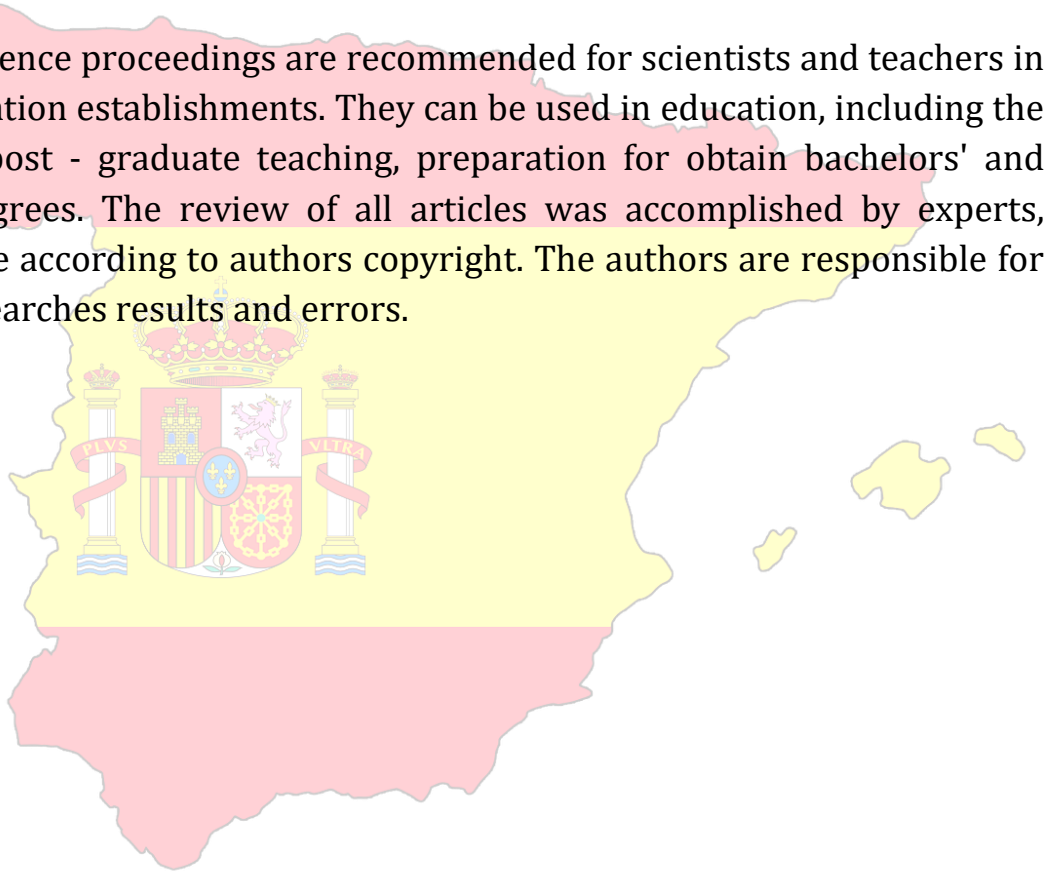

THE ESSENCE OF PEDAGOGICAL INNOVATIVE PROCESS

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Abstract: This article examines the nature of the pedagogical innovative process in modern education. It analyzes the theoretical foundations of innovation in pedagogy, the characteristics of a teacher's innovative activity, and the key patterns governing pedagogical innovation. Drawing on both Uzbek scholarly sources and recent international research, the paper highlights the critical role of innovative pedagogy in improving educational quality, fostering creative thinking, and adapting teaching practices to rapidly changing social demands. Special attention is paid to the digital transformation of education and competency-based approaches as emerging drivers of pedagogical innovation.

Keywords: pedagogical innovation, innovative activity, educational technology, competency-based approach, digital transformation, teacher readiness, modernization of education.

Introduction

One of the defining characteristics of modern education is the imperative for teachers to adopt an innovative character in their professional activities. In developed countries, the question of achieving innovative character in pedagogical work has been a subject of serious academic inquiry since the 1960s. The acceleration of technological progress, the proliferation of digital tools, and shifting societal expectations have made innovation in teaching not merely desirable but essential.

In Uzbekistan, educational reform has become a national priority. The country's strategy for the development of the education system emphasizes modernization, digitalization, and the integration of innovative pedagogical technologies as prerequisites for training competitive graduates capable of contributing to the knowledge economy (Yuldoshev & Usmonov, 2004; Muslimov et al., 2015).

Definitions and Theoretical Foundations

V.A. Slastenin defines innovation as a purposeful, goal-oriented process aimed at creating, disseminating, and utilizing novelty. According to the author, any innovation seeks to satisfy the needs of social subjects and stimulate their aspirations through new means. This perspective aligns closely with Schumpeter's classical notion of innovation as "creative destruction," wherein new approaches replace outdated ones to generate greater value.

Innovative activity in pedagogy is defined as activity aimed at resolving complex problems that arise when new social demands conflict with traditional norms, or when emerging ideas challenge existing ones. This activity requires teachers to possess both theoretical knowledge and the practical capacity to implement change in real educational settings (Musurmonov & Musurmonova, 2020).

Recent research further distinguishes between first-order and second-order changes in educational innovation. First-order changes improve and make existing practices more efficient, while second-order changes restructure the fundamental nature of organizations themselves (Fullan, 2007). Understanding this distinction is crucial for educational administrators and teachers who seek to move beyond surface-level reforms toward transformative institutional change.

Characteristics of a Teacher's Innovative Activity

A teacher's innovative activity is determined by the following key qualities:

- Readiness to apply novelty – the willingness to explore and adopt new teaching methods and tools;
- Acceptance of pedagogical innovations – openness to ideas that challenge established practices;
- Level of inventiveness (novatorlik) – the degree to which a teacher can generate original solutions;
- Developed communicative ability – the capacity to engage students, colleagues, and stakeholders effectively;
- Creativity – the ability to design engaging, student-centered learning experiences.

Kamolova (2022) emphasizes that the ethical dimension of pedagogical innovation is equally important: teachers who model professional ethics serve as exemplars for students, thereby embedding values alongside knowledge. This integrative view of innovation — merging methodology, technology, and ethics — reflects the holistic approach increasingly endorsed by contemporary education researchers.

Patterns of the Pedagogical Innovative Process

The pedagogical innovative process is governed by several important patterns:

The law of sharp instability holds that holistic perceptions of pedagogical phenomena and processes are subject to change; pedagogical novelty is evaluated, and its significance and value are recognized through this dynamic lens.

The law of stereotyping describes the tendency for innovative thinking to become entrenched in the majority of teachers and for them to demonstrate activity in applying innovations in practice. While this pattern reinforces consistency, it also underscores the risk of innovation becoming routinized and losing its transformative power over time.

These patterns mirror findings from international innovation diffusion research. Rogers' (2003) Diffusion of Innovations theory, for instance, similarly identifies cycles in which innovations are adopted, normalized, and eventually superseded by newer approaches — reinforcing the importance of maintaining a culture of continuous reflection in educational institutions.

Digital Transformation as a Driver of Pedagogical Innovation

One of the most significant contemporary drivers of pedagogical innovation is digital transformation. The integration of artificial intelligence (AI), learning management systems (LMS), and data analytics into education has opened entirely new possibilities for personalized learning, formative assessment, and teacher professional development.

Research by OECD (2023) indicates that countries investing in teacher digital competency programs report measurably higher student engagement and academic performance. In this context, teacher readiness to use digital tools is no longer an optional skill but a core professional competency. The European Dig Comp 2.2 framework identifies five key digital competency areas for educators: information and data literacy, communication and collaboration, digital content creation, safety, and problem-solving.

For Uzbekistan specifically, the "Digital Uzbekistan 2030" strategy has set concrete targets for integrating digital technologies across all levels of the national education system. This policy framework creates both opportunities and responsibilities for teachers to upgrade their pedagogical approaches accordingly (Yusupov, 2019).

Application of Pedagogical Technologies in Practice

The application of pedagogical technologies in educational practice is considered a component element of the modernization of the educational system. In contemporary conditions, the technologization of the teaching-upbringing process makes it possible to achieve expected results with less expenditure of effort and time, while improving the quality of instruction and increasing its effectiveness.

Tolipov and Usmonboyeva (2006) provide a comprehensive theoretical basis for the applied dimensions of pedagogical technologies, emphasizing that effective implementation requires not only the selection of appropriate tools but also thoughtful alignment with learning objectives, student needs, and assessment strategies.

Interactive methods, as detailed by Ruziyeva et al. (2013), play a particularly important role in activating student participation and fostering critical thinking. Methods such as case studies, project-based learning, flipped classroom models, and peer instruction have proven effective in transitioning from teacher-centered to learner-centered paradigms.

Competency-Based Approach and Teacher Professional Development

A competency-based approach to education demands that teachers themselves continuously develop their professional competencies. Musurmonov and Musurmonova (2020) demonstrate that innovations in teacher professional development — such as mentoring programs, collaborative lesson planning, and reflective practice communities — are among the most effective tools for building institutional capacity for sustainable pedagogical change.

International research corroborates this view: Darling-Hammond et al. (2017) found in a comprehensive cross-national study that sustained, collaborative, and curriculum-embedded professional learning — rather than isolated one-time workshops — leads to meaningful improvements in both teaching quality and student outcomes. This suggests that for innovative pedagogy to take root, systemic support structures must be established at the institutional level.

Conclusion

A teacher's innovative activity manifests as a force that motivates the pedagogical community, drives it forward, and stimulates creativity, thereby guaranteeing the quality of the educational process. For this reason, every teacher must fully understand the essence of innovations and be able to consistently apply them in their practice.

The convergence of digital transformation, competency-based approaches, and evolving social expectations makes pedagogical innovation an ongoing process

rather than a destination. Educational institutions and policymakers must invest not only in the development of innovative tools and curricula but also in nurturing the professional readiness, creativity, and reflective capacity of teachers — as they remain the most indispensable agents of educational change.

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