

MAIN APPROACHES TO PEDAGOGICAL INNOVATION

Norkulov Akbar Farkhodovich

Senior teacher of Arming and firing cycle, lieutenant colonel

Training Center of Small Specialists of the Armed Forces of the Republic of Uzbekistan

<https://doi.org/10.5281/zenodo.7243568>

Abstract. A key aim of this article has been to identify concrete clusters or families of innovative pedagogical approaches, while not getting lost in the myriad of diverse teaching methods. The report outlines six approaches, which lie in the middle of the theoretical spectrum between broad principles, such as inclusiveness or cultural relevance, on the one hand, and specific teaching methods, on the other.

Key words: innovative approach, pedagogy, discussion based teaching, embodied learning, blended learning, gamification, computational thinking.

ОСНОВНЫЕ ПОДХОДЫ К ПЕДАГОГИЧЕСКИМ ИННОВАЦИЯМ

Аннотация. Основная цель этой статьи состояла в том, чтобы выявить конкретные кластеры или семейства инновационных педагогических подходов, не теряясь при этом в бесчисленном множестве разнообразных методов обучения. В отчете изложены шесть подходов, которые находятся в середине теоретического спектра между широкими принципами, такими как инклюзивность или культурная значимость, с одной стороны, и конкретными методами обучения, с другой.

Ключевые слова: инновационный подход, педагогика, дискуссионное обучение, воплощенное обучение, смешанное обучение, геймификация, вычислительное мышление.

INTRODUCTION

Across the world there is the outstanding challenge of innovating schools that too often are rigid and old-fashioned. The world is changing rapidly. Far too many students are disengaged and achieve well below their potential. At the same time, global expectations for education systems are growing ever more ambitious. For all these reasons, schools and systems must be ready to move beyond the comfort zone of the traditional and familiar. Innovation is essential.

Major shifts in curriculum policy in turn argue for pedagogical innovation. Curriculum policy strategies in many countries promote the development of competences, as well as knowledge, including those often called “21st century skills.” Competences such as collaboration, persistence, creativity, and innovation are not so much taught as intrinsic to different forms of teaching and learning through pedagogy. If the 21st century competences are to be systematically developed, rather than left to emerge by accident, then pedagogies must deliberately foster them.

METHOD AND METHODOLOGY

We are going to discuss about the six clusters of pedagogical approaches in innovative pedagogy.



1. Blended learning

rethinks established routines and sequencing of student work and teaching to enhance understanding and relies heavily on digital resources. This approach aims to be engaging and coherent for learners, as well as to optimize access to teacher expertise by reducing routine tasks. The report discusses three main forms of blending: the inverted flipped classroom, lab-based models, and “in-class” blending.

2. Gamification exploits how games can capture student interest while having serious purpose, such as fostering self-regulation and the abilities to handle complexity and the unfamiliar. These pedagogies explicitly build on features of games such as rapid feedback, badges and goals, participation, and progressive challenge, as well as on the human elements of narratives and identities, collaboration, and competition.

3. Computational thinking develops problem-solving by looking at challenges as computers would and then uses technology to resolve them. Its basic elements include logical reasoning, decomposition, algorithms, abstraction, and pattern identification—using techniques such as approximate solutions, parallel processing, model checking, debugging, and search strategies. Computational thinking envisions programming and coding as new forms of literacy.

4. Experiential learning occurs through active experience, inquiry, and reflection. Its four main components are concrete experience that potentially extends existing understanding, reflective observation, conceptualization, and active experimentation. Guidance and scaffolding play pivotal roles. Pedagogies in this cluster include inquiry-based learning, education for sustainable development, outdoor learning, and service learning.

RESEARCH RESULTS AND DISCUSSION

5. Embodied learning looks beyond the purely cognitive and content acquisition to connect to the physical, artistic, emotional, and social. Embodied pedagogies promote knowledge acquisition through the natural tendencies of the young toward creativity and expression, and encourage the development of curiosity, sensitivity, risk-taking, and thinking in metaphors and multiple perspectives. The report identified three main forms: school-based physical culture, arts-integrated learning, and the construction of tools and artefacts. The OECD report illustrates this approach through an example of teaching geometry through dance.

6. Multiliteracies and discussion-based teaching aims to develop cultural distance and critical capacities. Critical literacies situate knowledge in its different political, cultural, and authorial contexts and deconstruct narratives. Class discussion, always valuable, becomes central in questioning ideas and dominant language. This pedagogical approach uses students’ life experiences to create meaningful classroom activities, constructive critique to create distance from received knowledge, and encouragement of students to extend their horizons.

CONCLUSION

To conclude, we can say that these clusters are not stand-alone approaches, and they can be combined in different ways. Indeed, in this article we discuss the importance of combining pedagogies that work well together as well as of understanding what teachers should do to practice powerful, effective versions of the pedagogy. Innovation in teaching and learning is increasingly essential for education in the 21st century, and this needs to reach right into the pedagogies practiced in schools and classrooms. Understanding pedagogical innovation presents formidable challenges but represents a black box that must be prized open for advances to happen.

REFERENCE

1. Crowl, T. K. (1996). *Fundamentals of education research*. US: Brown and Benchmark Publisher.
2. Tursunovich, S. E. (2021). IMPLEMENTING AND ASSESSING PRAGMATIC SPEECH ACT DIVERGENCES IN THE ESL CLASSROOM. *Eurasian Journal of Academic Research*, 1(9), 220-223.
3. Sadikov, E. T. (2021). TEACHING PRAGMATIC SPEECH ACTS THROUGH THE RECEPTIVE AND PRODUCTIVE SKILLS. *Academic research in educational sciences*, 2(11), 463-476.
4. Xusanboyevna, A. S. (2020, June). ROLE OF THE THEORY OF SPEECH ACTS IN THE FORMATION AND DEVELOPMENT OF LINGUISTIC PRAGMATICS. In *Archive of Conferences* (Vol. 2, No. 2, pp. 43-45).
5. Азимова, Сайёра Хусанбоевна. "НУТҚ АКТЛАРИ ВА КОММУНИКАТИВ КОМПЕТЕНЦИЯ: "РАД ЖАВОБИНИ БИЛДИРУВЧИ" ИЛЛОКАТЦИОН ҲАРАКАТНИ ПРАГМАТИК ТАҲЛИЛ ҚИЛИШ." *МЕЖДУНАРОДНЫЙ ЖУРНАЛ ИСКУССТВО СЛОВА* 3.5 (2020).
6. qizi Turaboyeva, S. Z., & Utambetova, A. K. (2022, May). LINGUOCULTURAL PROBLEMS IN THE UZBEK LANGUAGE. In *INTERNATIONAL CONFERENCES ON LEARNING AND TEACHING* (Vol. 1, No. 7, pp. 233-235).
7. Turaboyeva, S. Z. (2022). О 'ZBEK VA INGLIZ TILLARIDA" DO 'ST" KONSEPTINING SOTSIAL O 'ZIGA XOSLIGI.
8. Turaboyeva, S. (2022). LINGUOCULTURAL PROBLEMS IN THE UZBEK LANGUAGE. *COMPUTER LINGUISTICS: PROBLEMS, SOLUTIONS, PROSPECTS*, 1(1).
9. Yuldasheva, D. K. (2019). COMMUNICATIVE APPROACH IN TEACHING A FOREIGN LANGUAGE. *Theoretical & Applied Science*, (11), 50-52.
10. Akborvna, B. B., & Mo'yidinjanovna, Y. D. (2021). Comparative Analysis of Uzbek, English and Russian Folk Fairy Tales. *БАРҚАРОРЛИК ВА ЕТАКЧИ ТАДҚИҚОТЛАР ОНЛАЙН ИЛМИЙ ЖУРНАЛИ*, 1(5), 388-392.
11. Burtabaeva, B. A., & Yuldasheva, D. M. (2020). VARIOUS WAYS OF TEACHING WRITING. *Проблемы педагогики*, 13.
12. Yuldasheva, D. COMMUNICATIVE APPROACH IN TEACHING A FOREIGN.