

---

**CONFERENCE ARTICLE**

**THE IMPORTANCE OF AN INNOVATIVE EDUCATIONAL ENVIRONMENT IN TEACHING  
PEDAGOGICAL DISCIPLINES**

**Bayjanova Sadokat Ilxamovna**

lecturer at the Department of "Pedagogy and Psychology" at Urgench State Pedagogical Institute, Uzbekistan

---

**ABSTRACT**

This article provides a scientific and theoretical analysis of the importance of an innovative educational environment in teaching pedagogical disciplines. The role of innovative approaches in increasing educational effectiveness, developing students' independent thinking, creative approach and motivation is highlighted. Issues of organizing person-oriented education based on interactive methods, digital technologies and reflective approaches are also considered. The article reveals the didactic foundations of the innovative environment based on modern pedagogical concepts and the views of foreign and local scholars.

**Keywords:** Innovative educational environment, pedagogical disciplines, interactive methods, reflection, competence, digital technologies, motivation, person-oriented education, didactics.

---

**INTRODUCTION**

The modern education system requires fundamental renewal in the conditions of rapidly developing globalization and digitalization. In particular, creating an innovative educational environment in teaching pedagogical disciplines is one of the urgent issues. Today, traditional teaching methods are being replaced by interactive, person-oriented and technology-based methods. This makes it possible to improve the quality of education and equip students with modern competencies.

Innovation is an important factor that increases the effectiveness of the process of teaching pedagogical disciplines. In the conditions of innovative education, students' independent thinking, problem-solving ability and creative approach acquire priority importance. From this point of view, innovative methods and tools transform students from passive listeners into active participants. This leads to deeper and more meaningful acquisition of knowledge and expansion of opportunities for applying it in practice.

Another important aspect of innovation in the pedagogical process is ensuring the person-oriented nature of education. Taking into account the individual characteristics, interests and needs of each student is the main requirement of modern education. Through innovative approaches, in particular interactive methods and digital technologies, the teacher provides an opportunity to form students' individual development trajectory. This, along with improving the quality of education, also strengthens students' self-development competence.

Innovation in the process of teaching pedagogical disciplines also manifests itself as a means of increasing students' motivation. Traditional lesson forms are often distinguished by uniformity, which may lead to a decrease in students' interest. Innovative methods enliven the lesson process and ensure students' active participation. For example, students' internal motivation is strengthened through creating problem situations, project-based learning or using digital platforms.

From a scientific point of view, the importance of innovation in the pedagogical process has been substantiated by many

researchers. The importance of innovative approaches in the pedagogical process is determined not only by the application of separate methods, but also by the fundamental reform and renewal of the education system. Modern researchers interpret innovation as a strong factor that increases educational effectiveness.

In particular, Tony Bates emphasizes that the use of digital technologies in education increases the flexibility of the educational process and expands the possibilities of individualizing and differentiating knowledge. According to his teaching, innovative tools transform the teaching process not only into an effective system, but also into a student-oriented system.

Also, Sugata Mitra, in his concept of "self-organized learning environments" (SOLE), substantiates that an innovative environment plays a decisive role in developing students' ability to learn independently. According to him, an educational environment enriched with technologies strengthens students' activity based on internal interest and forms learning based on self-management.

In addition, A.V. Khutorskoy connects innovative approaches in modern didactics with competency-based education and emphasizes the need to form not only knowledge in students, but also practical skills and personal development competencies. In his concept, innovation is a means of renewing the content and results of education.

Another important factor is that Diana Laurillard advances an interactive and dialogic teaching model in the process of digitalizing education. She substantiates that innovative technologies ensure effective communication between teacher and student and serve to deepen the learning process.

Thus, modern scientific views show that innovations in the process of teaching pedagogical disciplines have not only a theoretical basis, but also high practical effectiveness. This determines the need for the consistent introduction of innovative methods and tools into the education system.

In addition, innovation serves as the main means of modernizing

the pedagogical process. The development of information and communication technologies has created new opportunities for the educational process: distance education, electronic resources, platforms based on artificial intelligence are among them. These tools ensure the openness and flexibility of education and strengthen interactivity between teacher and student.

The role of innovation in the process of teaching pedagogical disciplines consists in bringing education to a qualitatively new stage, and its importance consists in ensuring the comprehensive development of students, increasing educational effectiveness and training personnel who meet the requirements of modern society. Therefore, the consistent and scientifically grounded introduction of innovative approaches into pedagogical practice is one of the priority tasks of today's education.

Activity theory also plays an important role in understanding the essence of the pedagogical process. This theory (Leontiev, Vygotsky) emphasizes that personal development is carried out through activity. When each student participates in the pedagogical process as a subject of activity, their self-confidence increases and they feel themselves as a member of society. Therefore, innovative methods reduce the risk of the student "remaining outside learning" and expand the opportunity to involve them in self-educational activity.

Innovative pedagogy is also directly connected with moral values. Because an innovative lesson is not only a space for teaching, but also a space for teaching human relations. In pedagogical disciplines, with the help of innovative methods (empathetic conversation, role play, collaborative discussion), students learn to value each other's opinions and to feel solidarity and justice. In this respect, innovative methods strengthen the moral foundation of the pedagogical process and turn the lesson into a "school of understanding a person."

Summarizing these ideas, we can say that innovative pedagogy has theoretically formed at the intersection of several paradigms: social constructivism (the social nature of knowledge), activity theory (the active subject of development), humanism (recognition of the value of the individual) and emancipatory pedagogy (the idea of equality and justice). In teaching pedagogical disciplines, these approaches become a single system and turn the student not only into a bearer of knowledge, but also into a bearer of values and culture.

In teaching pedagogical disciplines, the methods of an innovative environment serve to reveal the range of opportunities of each student, taking into account the socio-cultural experience of the individual. In considering the didactic basis of the methods, the main attention is focused on the principle of "education for all." This principle was developed by Ainscow and Miles and implies that the education system should be fair, flexible and developmental for every student. The specific feature of pedagogical disciplines is that they are aimed at forming values and attitudes rather than knowledge; therefore, innovative methods here rely on personal experience.

The theory of pedagogical technologies plays an important role in the didactic basis of innovative methods. According to Tolipov and Usmonboyeva, pedagogical technology is a pre-designed systematic process that guarantees the educational result. Innovative methods also require such a systematic approach, only in this case the specific needs, psychological state and social experience of students are taken as the main criteria.

In Muslimov's studies, pedagogical competence is indicated as the main criterion of a teacher's activity. In pedagogical disciplines, this competence manifests itself as an activity aimed at developing students' skills such as making moral decisions, cooperation and problem solving. From this point of view, innovative methods form the teacher not as a source of knowledge, but as a facilitator.

From a didactic point of view, the structure of innovative methods consists of three main components: content, process and result. Content is the differentiated form of educational material, process is active learning based on cooperation, and result is an individualized form of personal development. This model is harmonized with the "multilayered learning" approach, because in it each student has the opportunity to learn at their own pace and in their own style.

One of the main innovative methods in teaching pedagogical disciplines is cooperative learning. This approach, developed by Johnson, places team cooperation at the center of educational activity. In teaching pedagogical disciplines, this method is implemented through "collaborative decision-making" and "analysis of moral dilemmas" activities. Students exchange views in small groups, listen to each other's points of view and come to an agreed conclusion. This process, in fact, forms mutual respect, communication and cooperation.

The second important method is the differentiated approach. If we rely on Tomlinson's concept, differentiated teaching is the process of "leading all students to the same goal in different ways." In teaching the discipline of pedagogical rhetoric, this is carried out, for example, by offering students tasks in different formats — essay, poster, video, dramatization — on the topic "The role of reading in forming speech culture." This method allows the student to demonstrate their strengths, and as a result, social equality in the group is strengthened.

The third direction is the method of reflective conversation. In this approach, the teacher ends the lesson not with a final conclusion, but with open-ended questions. For example, questions such as "What idea changed you today?" or "In which situation would you behave differently?" develop students' skills of self-analysis, evaluation of their own activity and understanding others' points of view.

This method is harmonized with the model of "forming inclusiveness through educational reflection" developed by Mavlonova. In this model, reflection is interpreted as a means of developing a person's social adaptation and empathic competencies.

The theoretical foundations of the reflective approach are also widely covered in international pedagogy and psychology. In particular, Donald Schön explains reflection as "thinking in action" and "analysis after action." This approach is important both in the teacher's professional development and in the student's process of self-awareness.

Also, the experiential learning model developed by David Kolb defines reflection as a central stage of the learning process. According to Kolb's cycle, concrete experience is analyzed through reflective observation, and this process leads to the formation of new knowledge and skills.

In addition, Jack Mezirow, in the theory of transformative learning, substantiates reflection as a mechanism for reconsidering a person's views and beliefs. In his opinion, through critical reflection, students broaden their worldview and take a socially active position.

Thus, the method of reflective conversation manifests itself not only as an innovative pedagogical approach, but also as an effective method with a deep theoretical basis, ensuring the cognitive and social development of the individual.

The fourth direction is social role-playing games. This method is one of the most effective forms of pedagogical rhetoric lessons. Students feel social roles by dramatizing various social situations, for example, "softening a situation with speech creativity in a problematic situation" or "delivering a fair speech." In this way, their behavioral motives and social emotions develop. This process of development is based on Vygotsky's idea of "learning through social experience."

For the effective application of innovative methods, their

**Table 1.**

**Didactic features of innovative methods in the discipline of pedagogical rhetoric**

<b>Innovative method</b>	<b>Didactic feature</b>	<b>Application in the field of pedagogical rhetoric</b>	<b>Pedagogical aim</b>	<b>Expected result</b>
<b>Debate</b>	Interactivity, opposition of contrasting ideas	Argumentation and justification of the opposing opinion	Developing critical thinking and speech culture	Logical, convincing speech is formed
<b>Case study</b>	Analysis of real situations	Analysis and evaluation of a speech situation	Understanding a rhetorical situation	The skill of composing speech appropriate to the situation develops
<b>Project method</b>	Practical orientation	Preparing a speech presentation	Developing the skill of influencing the audience	Independent speech creation and presentation are formed
<b>Reflective conversation</b>	Self-analysis	Self-assessment and analysis of speech	Developing metacognitive and reflective competencies	The skill of understanding and correcting shortcomings in speech is developed
<b>Role play</b>	Studying through simulation and experience	Modeling various communicative situations	Developing speech adaptability	The ability to compose speech appropriate to different audiences develops
<b>Brainstorming</b>	Generation of free ideas	Developing speech ideas	Developing creative thinking	Original and creative speech is formed
<b>ICT-based methods</b>	Visuality and digitalization	Creating multimedia speech: slide, video	Forming modern speech culture	Impressive and visual speech skills develop

As can be seen from the table, innovative methods in the discipline of pedagogical rhetoric serve not only to provide knowledge, but also to develop students' speech, communicative and persuasive competencies. Each method forms a specific aspect of rhetorical activity — argumentation, adaptation to the audience, speech analysis and presentation skills. Therefore, the use of innovative methods is an important didactic factor ensuring high effectiveness in teaching the discipline of pedagogical rhetoric.

The most important aspect for the teacher is to assume a flexible role in the lesson process: sometimes they act as a motivator, sometimes as a facilitator, and sometimes as an observer. This

variability makes it possible to cover the differences among students and create a convenient learning environment for everyone. In an innovative educational environment, the structuring of methods also has its own specificity. The lesson consists of three phases: motivational introduction, interactive activity, and reflective conclusion. At the introductory stage, the teacher psychologically prepares students for the topic; at the interactive stage, group and individual activities are combined; at the final stage, students analyze and share their learning process. This cycle, in fact, constitutes an "adaptive didactic model" in teaching pedagogical disciplines.

Taking all this into account, we can say that innovative methods are not only a means of teaching, but also a mechanism that

enriches the spiritual content of the pedagogical process. They make it possible to reconstruct the lesson on the basis of human values, respect and cooperation. In conclusion, creating an innovative educational environment in teaching pedagogical disciplines is an important factor in increasing educational effectiveness. Innovative methods develop students' independent thinking, turn them into active subjects of learning and expand opportunities for applying acquired knowledge in practice. Such an approach also ensures person-oriented education and serves the individual development of each student. In the modern pedagogical process, through the consistent introduction of innovative technologies and methods, it is possible to bring the education system to a new qualitative stage. Therefore, the formation of an innovative educational environment remains one of the priority directions of pedagogical activity.

#### REFERENCES

1. Bates A.W. Teaching in a Digital Age: Guidelines for Designing Teaching and Learning. – Vancouver: BCcampus, 2015.
2. Mitra S. Beyond the Hole in the Wall: Discover the Power of Self-Organized Learning. – New Delhi: Penguin Books, 2012.
3. Laurillard D. Teaching as a Design Science: Building Pedagogical Patterns for Learning and Technology. – New York: Routledge, 2012.
4. Хуторской, А.В. Современная дидактика. – Санкт-Петербург: Питер, 2007. – 544 с.
5. Tomlinson, C.A. How to Differentiate Instruction in Academically Diverse Classrooms. – Alexandria: ASCD, 2014.
6. Kolb, D.A. Experiential Learning: Experience as the Source of Learning and Development. – New Jersey: FT Press, 2015.
7. Mezirow, J. Transformative Learning Theory. – San Francisco: Jossey-Bass, 2009.
8. Ainscow, M., Miles, S. Making education for all inclusive: where next? // Prospects. – 2008. – Vol. 38. – P. 15–34.
9. To'lipov, O', Usmonboyeva, M. Pedagogik texnologiyalar nazariyasi va amaliyoti. – Toshkent: Fan, 2012.
10. Muslimov, N.A. Kasbiy kompetentlik va pedagogik faoliyat asoslari. – Toshkent: TDPU, 2015.
11. Schön, D.A. The Reflective Practitioner: How Professionals Think in Action. – New York: Routledge, 2017.