



EVOLUTION OF TEACHING METHODS IN 21st- CENTURY PEDAGOGY: FROM TRADITION TO INNOVATION

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Abstract

The article examines the process of the evolution of teaching methods in the pedagogy of the 21st century, from traditional approaches to innovative ones. The article examines the origins of traditional methods, the main directions of modernization of educational technologies, as well as the role of the teacher in an innovative environment. It is shown that the modern educational process requires the integration of classical and innovative teaching methods.

Keywords: Pedagogy of the 21st century, innovative teaching methods, traditional methods, digitalization of education, facilitator, project-based learning, flipped classroom.

ЭВОЛЮЦИЯ МЕТОДОВ ПРЕПОДАВАНИЯ В ПЕДАГОГИКЕ XXI ВЕКА: ОТ ТРАДИЦИИ К ИННОВАЦИИ

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Аннотация:

В статье исследуется процесс эволюции методов преподавания в педагогике XXI века, от традиционных подходов до инновационных. Рассматриваются истоки традиционных методов, основные направления модернизации образовательных технологий, а также роль педагога в инновационной среде.



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Показано, что современный образовательный процесс требует интеграции классических и инновационных методов обучения.

Ключевые слова: педагогика XXI века, инновационные методы обучения, традиционные методы, цифровизация образования, фасилитатор, проектное обучение, flipped classroom.

Introduction

Currently, education is undergoing a profound transformation. Digitalization, globalization, and the rapid development of artificial intelligence exert a significant influence on both pedagogical science and teaching practice. Educators are now required to demonstrate flexibility, creativity, and readiness for continuous professional renewal. Traditional teaching methods originate from the classical pedagogy of the 19th–20th centuries. They are focused on the systematic transmission of knowledge from teacher to student, relying on oral explanation, repetition, control, and assessment of learning outcomes. The key approaches include the explanatory-illustrative, reproductive, and practical methods. These methods contribute to discipline and systematization of the learning process, yet they often limit the autonomy and initiative of learners [3, p. 47].

At the turn of the 20th and 21st centuries, pedagogy witnessed a shift from a knowledge-based model of education to a competency-based paradigm. The learner began to be viewed as an active subject of cognitive activity. Interactive, project-based, and research-oriented teaching methods gained prominence, aimed at fostering critical thinking and independence in decision-making.

Innovative teaching methods are oriented toward the active involvement of learners in the educational process and the development of 21st-century competencies. Among the most significant innovative approaches are: information and communication technologies (ICT) — the use of online platforms, interactive boards, virtual and augmented reality to individualize learning; flipped classroom — studying theoretical material at home while performing practical tasks in class, which contributes to deeper understanding of content; project-based and research learning — working on real-world problems



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that develop critical thinking and communicative abilities; collaborative learning — student interaction in groups to achieve common objectives; gamification — the use of game-based elements to enhance motivation and engagement (Kahoot, Quizizz); personalized learning — the application of artificial intelligence to adapt educational content to individual learner characteristics [2, p. 70].

Modern innovative technologies have significantly transformed the role of the educator: the teacher is no longer the primary source of knowledge but rather acts as a facilitator, tutor, and mentor who organizes educational interaction. The success and dynamics of innovation largely depend on the teacher's personal potential. The innovative potential of an individual is commonly associated with the following key parameters:

- creative ability to generate and produce new concepts and ideas, as well as to design and model them in practical forms;
- openness to novelty and alternative perspectives, grounded in personal tolerance, cognitive flexibility, and broad vision;
- cultural and aesthetic awareness and intellectual sophistication;
- willingness to continuously improve one's professional activity [1, p. 44].

A teacher's readiness for innovative activity is understood as the formation of the personal and professional qualities necessary for such activity. Personal qualities include: high work capacity, resilience to intense external stimuli, a stable emotional state, and readiness for creativity. Professional (special) qualities imply knowledge of emerging technologies, mastery of new teaching methods, competence in project development, and the ability to analyze and identify the causes of pedagogical shortcomings. A crucial condition for the successful implementation of innovative activity is the educator's ability to make innovative decisions, take reasonable risks, effectively resolve conflicts that arise in the process of implementing innovations, and overcome innovation-related barriers. Educational innovations may be conventionally divided according to their purpose into:

- general innovations (global concepts of modern education such as the optimization of the educational process, humanistic approaches and practical technologies, organization and management of pedagogical systems, and information technologies);



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– specific innovations (authorial pedagogical developments aligned with the contemporary educational paradigm and implemented directly within an educational institution).

The most widespread and significant innovations in relation to the teaching and learning process are associated with:

- the transition to an activity-based paradigm of education and the implementation of the competency-based approach, since the traditional knowledge-based model — focused on the achieved level of scientific and technological development — does not adequately meet the demands of rapidly evolving society (educational content);
- the reorganization of the learning process and the integration of new educational technologies, which serve as the primary drivers of innovative learning dynamics (methodologies, technologies, methods, and didactic tools);
- the profiling and specialization of general education, enabling the formation of a global system of open, flexible, individualized, and lifelong learning (organizational forms of education);
- the professionalization of educational administration, which becomes a key condition for the successful and effective implementation of innovation processes in education [4, p. 72].

Depending on the conceptual basis of educational modernization, innovation processes may be classified into method-oriented and problem-oriented. Method-oriented innovations focus on the implementation of a particular educational technology or methodology, for example:

- the use of modern information technologies;
- the integration of educational content;
- developmental learning;
- differentiated instruction;
- project-based learning;
- problem-based learning;
- programmed instruction;
- modular learning.

The task of the modern educator is to create conditions for independent information retrieval and reflection, the development of critical thinking, and the



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enhancement of communication skills. A 21st-century teacher must possess digital competence — mastery of online tools, interactive platforms, the ability to design a digital educational environment, and to use it for personalized learning. The teacher acts as a facilitator who guides the learning process and stimulates student engagement, as well as a tutor who supports the formation of individualized educational trajectories [1, p. 69].

An essential component of professional competence in contemporary teaching is emotional intelligence — the ability to understand learners' emotions and to cultivate an atmosphere of collaboration and trust. Pedagogical culture involves empathy, tolerance, and the ability to function effectively in a multicultural environment. Despite the challenges associated with the implementation of innovations, the role of the teacher remains central in shaping individuals prepared for life in a rapidly changing world. The modern teacher represents a new type of educational leader — a researcher and mentor who inspires learners toward self-development and creative thinking.

The evolution of teaching methods demonstrates a clear shift from an authoritarian model of education to a hybrid system grounded in the interplay between tradition and innovation. The contemporary educator must combine the best elements of classical pedagogy with advanced educational technologies, creating a learner-centered and flexible learning environment.

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