



Methodological Support For The Formation Of An Innovative Educational Environment In Higher Education Based On Art Management

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Abstract. This article analyzes the pedagogical potential of art management in the formation of an innovative educational environment in higher education institutions. The study highlights the significance of art management technologies in developing students' creative thinking, engaging them in innovative activities, and enhancing their professional competencies. A methodology for forming an innovative educational environment based on art management has been developed, and its effectiveness has been theoretically and practically substantiated. The research findings demonstrate the importance of this approach in improving the quality of education, fostering students' creative activity, and developing their innovative competencies.

Keywords: art management, innovative educational environment, creativity, higher education, pedagogical technologies, innovative activity, competency, creative pedagogy, educational management. Bu tarjima xalqaro ilmiy maqolalar (Scopus, Web of Science va boshqa akademik jurnallar) uslubiga mos ravishda tayyorlangan.

Introduction. Today, the rapid development of globalization, digital transformation, and the knowledge-based economy is placing new demands on the education system. Socio-economic changes occurring worldwide, the widespread implementation of information and communication technologies, and trends in innovative development require the modernization of higher education institutions. In particular, the preparation of competitive specialists who are capable of creative thinking, demonstrating initiative, and generating innovative ideas has become one of the priority tasks [1].



In the Republic of Uzbekistan, extensive reforms are also being implemented to improve the education system, bring its quality in line with international standards, and ensure its innovative development. In particular, the Law of the Republic of Uzbekistan “On Education” identifies continuity, openness, humanism, innovative development, and the enhancement of learners’ creative abilities as the fundamental principles of education [2]. The document emphasizes the necessity of organizing the educational process based on modern pedagogical technologies and improving the quality and effectiveness of education.

Furthermore, the Decree of the President of the Republic of Uzbekistan No. PF–5847, dated October 8, 2019, “On Approval of the Concept for the Development of the Higher Education System of the Republic of Uzbekistan until 2030,” identifies the modernization of higher education, the widespread introduction of innovative technologies into the educational process, the enhancement of the professional capacity of academic staff, and the training of creatively thinking specialists as priority areas [3]. Within this concept, ensuring the international competitiveness of higher education and creating an innovative educational environment occupy a significant place.

In addition, the “Development Strategy of New Uzbekistan for 2022–2026,” approved by Presidential Decree No. PF–60 of January 28, 2022, sets forth objectives aimed at developing the intellectual potential of young people, strengthening the integration of education and science, and training highly qualified specialists for an innovative economy [4]. These objectives necessitate the creation of innovative and creative educational environments in higher education institutions.

An innovative educational environment is regarded as a pedagogical space that supports creative activities, scientific research, and innovative initiatives for all participants in the educational process. Such an environment creates favorable conditions for students to develop independent thinking, critical analysis, innovative approaches to problem-solving, and professional competencies [5]. In contemporary pedagogical science, an innovative educational environment is recognized as one of the key factors ensuring the quality and effectiveness of education.



The pedagogical potential of art management technologies plays a particularly important role in the formation of an innovative educational environment. Art management is based on the integration of art, culture, creative activities, and management principles, focusing on the effective organization and management of creative processes. The use of art management technologies in education contributes to the development of students as active participants in the learning process, enhances their creative potential, supports innovative thinking, and facilitates the organization of an engaging and effective educational process [6].

International experience also demonstrates that the development of creativity and innovative competencies is one of the primary objectives of modern education. The UNESCO report “*Reimagining Our Futures Together: A New Social Contract for Education*” emphasizes the promotion of creativity, cultural diversity, and innovative thinking as one of the priority tasks of contemporary education systems [7]. Similarly, OECD studies identify creative thinking and innovative competencies as essential components of twenty-first-century skills [8].

An analysis of the scientific literature on the subject indicates that although the issue of forming an innovative educational environment has been widely investigated, the pedagogical aspects of developing a methodology for the formation of an innovative educational environment in higher education institutions based on art management have not been sufficiently studied. Therefore, a comprehensive theoretical and practical examination of this issue is of considerable scientific significance.

The purpose of this study is to develop a methodology for the formation of an innovative educational environment in higher education based on art management, to identify its structural components, and to substantiate its pedagogical effectiveness.

Methods. This study was aimed at developing a methodology for the formation of an innovative educational environment in higher education based on art management and determining its effectiveness. The methodological framework of the research was grounded in systemic, competency-based, learner-centered, and activity-based approaches. These approaches enabled the



examination of the process of forming an innovative educational environment as an integrated pedagogical system, taking into account students' individual characteristics and facilitating the development of their creative and professional competencies.

A combination of theoretical and empirical research methods was employed. Theoretical methods included the analysis of scientific and pedagogical literature, regulatory and legal documents, research articles, monographs, and international experiences related to the topic. The examination of these sources made it possible to clarify the essence of art management, identify the structural components of an innovative educational environment, and determine the pedagogical mechanisms for its formation.

The empirical methods included pedagogical observation, questionnaires, interviews, expert evaluation, and pedagogical experimental work. Through pedagogical observation, students' engagement in the educational process, interest in creative activities, and innovative initiatives were monitored. Questionnaires and interviews were used to identify students' attitudes toward art management technologies, their perceptions of an innovative educational environment, and their level of satisfaction with the educational process. The expert evaluation method enabled university instructors and specialists to assess the effectiveness of the developed methodology.

The research participants consisted of students from higher education institutions. The subject of the study was the process of forming an innovative educational environment based on art management, including its content, forms, methods, and tools.

The study was conducted in four stages:

Diagnostic Stage. At this stage, students' creative potential, level of innovative thinking, communicative competencies, and learning motivation were assessed. Specially designed questionnaires, observation sheets, and assessment criteria were utilized during the diagnostic process. The obtained results served as a basis for identifying the initial state of the participants and effectively planning the subsequent stages of the research.

Design Stage. During this stage, a model of an innovative educational environment based on art management was developed. The structural



components of the model, pedagogical conditions, methods, and instructional tools were determined. In addition, the content of educational activities and forms of practical engagement aimed at developing students' creative and innovative competencies were designed.

Implementation Stage. At the implementation stage, the developed methodology was integrated into the educational process. Art laboratories, creative projects, interactive seminars, training sessions, master classes, and creative competitions were organized. Through participation in individual and group projects, students developed skills in generating innovative ideas, presenting them effectively, and applying them in practice. Throughout this stage, the impact of art management technologies on the educational process was systematically monitored.

Monitoring and Evaluation Stage. At the final stage, the results of the experimental work were analyzed, and the effectiveness of the developed methodology was evaluated. Changes in students' creative thinking, innovative activity, communicative competencies, independent learning skills, and academic motivation were assessed. The obtained results were compared with the baseline indicators, providing scientific evidence of the effectiveness of the methodology for forming an innovative educational environment based on art management.

The data collected throughout the study were generalized, systematized, and subjected to pedagogical analysis. The findings demonstrated that the use of art management technologies represents a significant pedagogical factor in the formation of an innovative educational environment in higher education institutions and in the development of students' creative and professional competencies.

Results. The results of the study demonstrated that an innovative educational environment organized on the basis of art management is highly effective in developing students' creative, innovative, and professional competencies. The art management technologies implemented during the experimental phase had a positive impact on enhancing students' creative engagement, improving their ability to generate innovative ideas, and increasing their interest in the educational process.



The analysis of the pedagogical experiment revealed that the innovative educational environment based on art management created favorable conditions for actively engaging students in learning activities and fostering their independent thinking and creative approaches. During the implementation period, a significant increase was observed in the number of ideas proposed by students, their participation in project-based activities, and their creative initiatives. At the conclusion of the experiment, positive changes were identified in students' creative thinking indicators. The participants demonstrated improved abilities to approach problems from different perspectives, generate new ideas, and propose innovative solutions to existing challenges. Furthermore, the quality of students' performance on creative tasks and their independent decision-making skills showed noticeable improvement.

The findings also indicated a substantial increase in students' interest in independent learning. Students became more actively involved in working with additional academic resources, utilizing digital learning materials, acquiring new knowledge independently, and engaging in self-directed learning activities. This contributed significantly to the development of their self-improvement competencies.

As a result of collaborative projects and art laboratory activities, students demonstrated enhanced cooperation and communication skills. Through group work, they developed the ability to exchange ideas, distribute responsibilities, solve problems collaboratively, and achieve common goals. Consequently, both the level of participation and the effectiveness of teamwork increased considerably.

Positive outcomes were also achieved in the development and practical implementation of innovative ideas. The projects and presentations prepared by students increasingly reflected novel approaches, creative proposals, and innovative solutions with practical significance. These findings confirm the effectiveness of art management technologies in fostering innovative thinking. Significant progress was also observed in the development of communicative competencies. Students improved their ability to express ideas confidently, deliver presentations before an audience, actively participate in discussions, and engage in constructive communication. In particular, interactive seminars and



creative training sessions proved to be effective tools for stimulating communicative activity.

Another important outcome of the study was the increase in students' learning motivation and sense of responsibility. Students participated more actively in educational activities and demonstrated a greater commitment to completing assignments on time and with higher quality. Their interest in the learning process and their motivation for professional development increased substantially, contributing to the overall effectiveness of the educational process. Furthermore, the implementation of art management elements contributed to the establishment of a positive psychological climate among students. Participants became more inclined to respect one another's opinions, support creative initiatives, and collaborate effectively. As a result, the level of creative initiative and readiness for innovative activity increased significantly.

Discussion. The findings of this study demonstrate the substantial pedagogical potential of art management in fostering an innovative educational environment within higher education institutions. The results confirm that the use of art management technologies not only enhances students' creative thinking but also positively influences their readiness for innovative activities, professional competencies, and personal development. In this regard, art management emerges as an important component of the contemporary educational system. During the study, students were observed to become active participants in the educational process. Learning activities based on art management enabled students to express their ideas freely, generate new concepts, and make independent decisions within the learning environment. Unlike traditional forms of instruction, this approach encouraged creative exploration and increased students' interest in the educational process. Consequently, the level of student engagement in innovative activities and the frequency of creative initiatives increased significantly.

The analysis revealed that the innovative educational environment organized on the basis of art management is fully consistent with the principles of creative pedagogy. Within such an environment, students are provided with opportunities to develop critical thinking, analyze problems, compare different perspectives, and generate innovative solutions. In particular, project-based activities, art



laboratories, and interactive seminars proved to be effective pedagogical tools for enhancing students' creative and innovative competencies. The obtained results are consistent with the findings of both international and national studies. Contemporary pedagogical research recognizes the innovative educational environment as one of the key factors in the development of students' creative potential. The findings of the present study similarly confirm that the existence of a creative and innovative environment directly influences students' engagement, learning motivation, and professional development. Furthermore, the integration of art management into the educational process was found to expand opportunities for the effective organization of innovative activities. The discussion also highlights the significance of art management in the development of communicative and social competencies. Through collaborative projects and creative activities, students improved their abilities to cooperate, exchange ideas, work effectively in teams, and engage in constructive communication. These competencies are expected to contribute positively not only to their academic performance but also to their future professional careers. At the same time, several challenges associated with the implementation of art management technologies were identified during the study. These challenges may influence the overall effectiveness of the proposed approach. Among the most significant issues are the insufficient methodological preparedness of academic staff in the fields of art management and creative pedagogy, limited practical experience in applying modern pedagogical technologies, and the persistence of certain stereotypes regarding the use of innovative teaching methods. In addition, inadequate material and technical resources in some higher education institutions, as well as limited access to modern digital tools and electronic resources, may hinder the effective organization of an innovative educational environment. The availability of appropriate infrastructure for establishing art laboratories, creative centers, and innovation project spaces is particularly important in this regard.

To address these challenges, it is necessary to enhance the professional development of academic staff, organize specialized training programs in art management and creative pedagogy, expand the integration of modern information and communication technologies into the educational process, and



develop infrastructure that supports innovative educational environments. Furthermore, integrating art management technologies with digital platforms, artificial intelligence tools, and interactive educational resources may further increase the effectiveness of this approach.

Overall, the findings indicate that an innovative educational environment developed on the basis of art management serves as an effective pedagogical mechanism for enhancing students' creative, innovative, and professional competencies. This approach contributes to improving the quality of higher education, promoting innovative activities, and preparing competitive specialists capable of meeting the demands of contemporary society.

Conclusion. The findings of this study confirm that the formation of an innovative educational environment based on art management is one of the significant pedagogical factors contributing to the improvement of educational quality and effectiveness in higher education. The results of both the theoretical analysis and the pedagogical experimental work demonstrate that the application of art management technologies has a substantial positive impact on the development of students' creative potential, the formation of innovative thinking, the enhancement of their interest in independent learning, and the improvement of their professional competencies.

The methodology developed within the framework of this study enabled the systematic organization of the structural components of an innovative educational environment. In particular, the methodological model consisting of diagnostic, design, implementation, and monitoring–evaluation stages facilitated the consistent development of students' creative and innovative competencies. The implementation of this methodology contributed to increased student engagement in learning activities, encouraged innovative initiatives, and strengthened collaborative skills.

The innovative educational environment organized on the basis of art management proved to be an effective pedagogical tool for supporting students' personal development, independent thinking, and professional preparation. In particular, creative projects, art laboratories, interactive seminars, and various forms of creative activities helped students develop the ability to generate new



ideas, solve problems through innovative approaches, and apply their knowledge in practical contexts. As a result, students gained greater opportunities to develop into creative and competitive professionals capable of meeting the demands of the contemporary labor market.

The findings also indicate that art management possesses not only pedagogical but also social and cultural significance. This approach contributes to the development of a culture of collaboration among students, enhances communicative competencies, promotes mutual respect, and fosters a creative learning environment. Consequently, it supports the organization of the educational process in accordance with the principles of humanistic and learner-centered education.

Based on the results obtained, practical recommendations were developed for expanding the use of art management technologies in higher education institutions, improving the professional competencies of academic staff in this field, and creating pedagogical and technological conditions that support innovative educational environments. These recommendations may contribute to enhancing educational quality and promoting innovative activities within higher education.

Future research should focus on the integration of art management technologies with artificial intelligence, digital learning platforms, virtual reality, and augmented reality technologies. In addition, comparative studies examining the effectiveness of innovative educational environments based on art management across different academic disciplines and fields of specialization, as well as investigations into their long-term impact on students' professional development, represent promising directions for further research. Overall, the formation of an innovative educational environment based on art management can be recognized as an effective pedagogical mechanism for modernizing higher education, improving educational quality, and preparing creative and innovative professionals capable of responding to the challenges and demands of contemporary society.

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