

## **INNOVATIVE PEDAGOGICAL APPROACHES AND THEIR EFFECTIVENESS IN PREPARING FOR ENTREPRENEURIAL ACTIVITY IN THE FIELD OF NATIONAL CRAFTS**

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**Abstract:** *This article broadly covers the theoretical and methodological foundations of innovative pedagogical approaches in the formation of readiness for entrepreneurial activity of pupils and students studying in the direction of national crafts. In particular, the role of the competency approach, cluster model, STEAM integration, project-based learning, dual education system and digital pedagogical technologies in craft education is analyzed. Also, the issue is revealed in the context of the activities of the Craftsmen's Union, state policy and reforms implemented by the Ministry of Higher Education, Science and Innovations of the Republic of Uzbekistan in the development of national crafts. The study provides analytical conclusions based on formulas for determining pedagogical efficiency indicators and experimental results.*

**Key words:** *national crafts, entrepreneurial competence, innovative pedagogy, cluster approach, project method, dual education, STEAM, pedagogical efficiency, creative economy.*

### **Introduction**

In today's globalization and digital economy, national crafts are recognized not only as cultural heritage, but also as an important factor in economic development. Crafts in Uzbekistan have centuries-old historical roots, and such areas as pottery, jewelry, embroidery, wood carving, atlas and adras weaving are an integral part of national values[1].

In recent years, our country has paid great attention to supporting small businesses and private entrepreneurship, directing young people to professions, especially the development of crafts. In this process, the systemic reforms implemented by the Craftsmen's Union and the Ministry of Higher Education, Science and Innovations of the Republic of Uzbekistan are of great importance[2].

However, practice shows that it is not enough to form professional skills in students studying in the field of crafts. In modern market conditions, they also need to master the basics of marketing, management, financial literacy, digital marketing and branding. Therefore, the introduction of innovative pedagogical approaches in national crafts education is emerging as an urgent scientific and practical problem[3].

The purpose of this article is to reveal the theoretical foundations of training for entrepreneurial activity in the direction of national crafts, analyze the content and essence of innovative pedagogical approaches and substantiate their effectiveness[4].

### **Literature analysis**

The issue of the integration of crafts and entrepreneurship has been widely studied in world

pedagogy and economics[5].

Joseph Schumpeter interpreted entrepreneurship as the main driving force of innovation and created a theory of economic development. In his opinion, an entrepreneur is a subject who creates innovation.

Peter Drucker interprets entrepreneurship as a management innovation and emphasizes the need for its systematic study[6].

### **Methodology.**

From a pedagogical point of view, John Dewey put forward the principle of “learning by doing” in the theory of experiential learning, which is an important methodological basis in craft education.

Howard Gardner substantiated the need to develop creative and practical intelligence in the theory of multiple intelligences[7].

In local studies, the issues of the development of national crafts, creative economy, vocational education, and integration of entrepreneurship are systematically studied. In particular, the issues of directing handicrafts towards the production of export-oriented products, attracting young people to family businesses, and introducing a cluster system are of particular importance in scientific research.

At the same time, it is revealed that the issue of integrating innovative pedagogical technologies with entrepreneurial competence in the field of handicrafts has not been studied in a sufficiently comprehensive manner in the scientific literature. This article aims to fill this gap[8].

### **Result and discussion.**

The socio-economic essence of the integration of handicrafts and entrepreneurship

Craftsmanship is a production activity based on traditional knowledge, skills, and aesthetic views, which plays an important role in the formation of national identity. Entrepreneurship is a complex type of activity that includes economic initiative, innovative thinking, and the ability to manage risk[9].

Their mutual integration is expressed through the following systemic model:

$$HT = (KM + IF + MK + RS)$$

**Here:**

*HT* – Entrepreneurial readiness of a craftsman,

*KM* – professional skills,

*IF* – innovative thinking,

*MK* – marketing competence,

*RS* – digital literacy.

If each component is evaluated on a 100-point scale, the overall level of preparation is determined as follows:

This integral indicator allows us to determine the effectiveness of the educational process[10].

The competency approach sees a person’s readiness for practical activity as the main result. According to this approach, it is important not to impart knowledge in the educational process, but to form the ability to apply the acquired knowledge in real-life situations.

Entrepreneurial competence consists of the following components:

- economic knowledge;
- initiative and leadership;
- ability to solve a problem situation;
- communicative skills;
- financial literacy.

The level of entrepreneurial competence of a person can be determined as follows:

$$TK = \frac{B + K + T + L + M}{5}$$

Here:

$B$  – business knowledge,

$K$  – professional skills,

$T$  – initiative,

$L$  – liderlik,

$M$  – financial literacy.

Project-Based Learning develops students' independent thinking by completing realistic economic tasks. For example, a student designs a national handicraft product, calculates its cost, creates a brand, and develops a marketing strategy[11].

Product cost formula:

$$Tn = X + Mx + Am + S$$

Here:

$X$  – raw material cost,

$Mx$  – labor cost,

$Am$  – depreciation,

$S$  – taxes and other expenses.

#### **Dual education system**

The dual education model is based on the combination of theoretical knowledge and practical activities[14]. The student receives theoretical knowledge in an educational institution, and directly gains experience in the production process. This model is especially effective in crafts, since professional skills are formed more through practical training[13].

Efficiency indicator:

$$S = \frac{Am}{Nm} \times 100\%$$

Here:

$Am$  – practical training result,

$Nm$  – theoretical knowledge index.

#### **STEAM Integration**

The STEAM approach modernizes craftsmanship by combining art and technology. The use of digital design, 3D modeling, and online trading platforms increases the competitiveness of the craftsman[14].

Effectiveness Criteria

The following Table 1. criteria are used to determine the effectiveness of education[15].

**Table 1.**  
**Criteria are used to determine the effectiveness of education**

Criteria	Indicator	Evaluation method
Professionalism	Product quality	Expert evaluation
Entrepreneurship	Business plan quality	Project defense
Innovation	New idea	Creativity index

Criteria	Indicator	Evaluation method
Independence	Startup	Practical result

Integral efficiency index:

$$SI = \frac{KM + TK + IF}{3}$$

### Conclusion

The results of the study show that the process of preparing for entrepreneurial activity in the direction of national crafts should not be limited to traditional teaching methods. Innovative pedagogical approaches - competency-based education, project-based learning, dual system, STEAM integration and cluster model - provide high efficiency in adapting craftsmen to the modern economic environment.

As a result of theoretical and practical integration:

- students' independent thinking develops;
- business planning skills are formed;
- digital literacy increases;
- the number of startup projects increases;
- the competitiveness of national products in the domestic and foreign markets increases.

Thus, teaching national crafts on an innovative pedagogical basis not only improves the quality of education, but also serves economic stability and the continuity of cultural heritage. In the future, it will be important to expand the scope of empirical research in this area, introduce digital educational platforms, and study international experience in depth.

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