



INNOVATIVE EDUCATION CONDITIONS AND MECHANISMS FOR MANAGING STUDENTS' ECONOMIC KNOWLEDGE

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Abstract: *In the rapidly evolving educational landscape, the need to integrate economic knowledge management into innovative pedagogical systems has become essential. In a context where new disciplines and digital technologies proliferate, higher education institutions must develop mechanisms for students to not only acquire economic understanding but also manage, apply and adapt it. The purpose of this article is to explore the key components of mechanisms for managing students' economic knowledge under innovative educational conditions. The focus is on mechanisms such as knowledge creation, sharing, internalisation, and application in student economic-competence development. It is argued that in order to create a generation capable of creative economic thinking, education must emphasise not only content acquisition but also self-regulation, information shaping, and social skills.*

Introduction:

The post-2015 global agenda for sustainable development emphasises the dynamism of knowledge, information, and technology in all spheres of public activity, including education. In this era of the information economy, higher education is no longer only the transmission of facts but a central actor in equipping students with economic knowledge, skills, and competences. The state's role in ensuring access to quality education, promoting institutional autonomy, mobility, and alignment with global standards is increasingly vital. Under these conditions, the aim of education in fostering an innovative society is for students to understand and apply new economic concepts, theories, tools and methodologies — beyond mere knowledge accumulation. Human effort, research and concept-creation remain the sources of



knowledge. All institutions engaged in knowledge generation — universities, businesses, R&D centres — seek innovative ideas and advance knowledge in diverse ways (see for example Cristache, 2025).

Educational technologies therefore serve to design, plan, predict, and manage educational development; they reflect strategies for creating a unified educational and economic knowledge space (cf. Pliushch & Sorokun, 1970). In the context of student economic knowledge management, mechanisms must be aligned with innovation-driven education, whereby the transfer, creation and application of economic knowledge is embedded into teaching, learning and assessment. Interactive educational technologies, which emphasise student participation rather than passive reception, play a key role (see Awe & Church, 2020). As the demands for educational reorganisation and appropriate resource-bases become evident, the synergy between pedagogical and information technologies becomes crucial. Only through wide adoption of pedagogical innovations can the paradigm of education shift; only through information technologies can the potential of pedagogical mechanisms be fully realised.

Body:

Innovative pedagogical technologies are understood here as distinctive ways of organising activity and thought to embed new ideas, content, formats and methods into educational processes (Pliushch & Sorokun, 1970). When applied to economic knowledge for students, the teacher uses novelty in modelling content, forms and techniques, aligned with desired learning outcomes: differentiation, problem-based learning, contextual learning, game-based learning are employed in modern university instruction. A hallmark of current didactic search is the close relationship between education and the students' real-life economic interests, needs and experiences. Each student brings unique personal, economic and social experience that must be considered and leveraged (Pliushch & Sorokun, 1970).

Such structuring of professional training fosters a competence-oriented environment that transforms students into subjects of their own learning and economic development (Bingimlas, 2009). In the domain of economic education,



contemporary information technologies enable students to master subject content at their own pace and independently, using resources such as electronic textbooks, multimedia presentations, simulation games, reference databases and thematic computer games — thereby creating strong motivation, positive emotions, and enhanced learning (Pliushch & Sorokun, 1970).

Mechanisms for managing students' economic knowledge in innovative educational settings involve:

- **Knowledge creation:** students generate and construct new economic knowledge through projects, research, case-studies and experiential learning;
- **Knowledge sharing:** peer interaction, group tasks, digital platforms and social media enable students to exchange economic ideas and practices (cf. Usman & Oyefolahan, 2014);
- **Knowledge internalisation:** through reflective tasks, interactive applications, simulations, and real-life economic problem solving, students assimilate economic knowledge into their cognitive-behavioural frameworks;
- **Knowledge application:** students apply their economic knowledge in real or simulated contexts, thereby managing and transforming information into action, decisions and economic behaviour.

Recent research shows that knowledge management (KM) practices in higher education contribute to innovation skills and the knowledge economy. AlQhtani (2025) demonstrates that activating a learning environment with renewed knowledge, digital strategies, learning communities, industry partnerships and global collaboration are basic elements of KM to enhance innovation. ([MDPI](#)) Also, Ly (2023) studied knowledge management among economics students in the digital economy context in Vietnam, observing the need for mechanisms that support knowledge creation and sharing in digital settings. ([Dialnet](#))

In economic knowledge management specifically, one empirical study at University of Valencia found that classroom experiments (e.g., simulating the Phillips Curve) significantly improved students' macro-economic concept learning when compared with traditional instruction (Mateu, 2021). ([scielo.sa.cr](#))



Mechanisms used included randomised group assignment, simulation lab, and external exam correction to control bias — yielding higher performance for the experimental cohort.

Another study at Sultan Qaboos University (Oman) investigated students' readiness for the knowledge-based economy, focusing on awareness, perceptions and skills including economic and innovation-oriented competencies (Elshaiekh et al., 2024). Findings indicate that students rate creativity & innovation, critical thinking & problem-solving as top skills, and that awareness and technology impact significantly enhance their knowledge economy skills. ([MDPI](#))

From the above evidence, key components of effective mechanisms for managing students' economic knowledge in innovative education can be proposed:

1. **Conceptuality** — a theoretical framework anchors pedagogical design, justifying why economic knowledge management is vital, what mechanisms operate, and how they interrelate (cf. Kolgatin & Kolgatina, 2019).
2. **Systematic consistency** — the process must be systemic: all parts (creation, sharing, internalisation, application) must interconnect, maintaining integrity and flow.
3. **Manageability** — educators must set objectives for economic learning, design process steps (e.g., simulation, project, peer sharing), monitor diagnostics and correct progress.
4. **Reproducibility** — the mechanisms should be applicable across different settings, student groups, economic domains, courses.
5. **Efficiency** — cost-optimal use of technology and pedagogical resources, with guarantee of attaining targeted economic knowledge and skill standards.
6. **Unity of content and process** — integration of economic knowledge (content) and economic knowledge-management mechanisms (process) ensures deep learning and capability development.



In practice, implementing these mechanisms may follow steps like the ones outlined by Kryshchanovych et al. (2020) for interactive lessons, adapted for economic knowledge contexts:

- Analyse suitability of knowledge-management methods for the economic topic;
- Select and analyse educational content (tests, economic case-studies, group tasks);
- Plan lesson including staging, timing, group roles, tasks and expected economic outcomes;
- Define standards for team and class productivity;
- Motivate economic learning activity (challenge, real-world economic scenario);
- When introducing the economic topic, ensure students understand how their activity relates to expected outcomes;
- Provide necessary knowledge/tools for students to undertake tasks promptly;
- Conduct interactive exercises (simulation, game, econometric tasks) for assimilation of content;
- Reflect via individual/pair/group discussions, visualisations, graphs etc.

Thus, in higher education economics teaching, the choices of pedagogical-technological models include:

- Systems based on student's intellectual development (e.g., developmental education models) which can be adapted for economic reasoning;
- Play-based, creativity-oriented technologies (useful for initial economic literacy) emphasising imagination and economic scenario-playing;
- Character and value-oriented technologies (which may tie economic knowledge to moral, social and ecological dimensions) emphasising responsible economic actors.



Conclusion

Innovations in education are essential — they compel fresh approaches in teacher preparation and significantly influence students' personal and economic development. Yet innovative education is a complex process requiring effective management. The implementation of advanced pedagogical technologies has transformed educational practice enabling student-centred learning, differentiation, humanisation, and new educational perspectives. Both traditional and innovative methods remain valuable; they must coexist and support one another. In the context of economic knowledge management, the synergy between knowledge-management mechanisms, innovative pedagogies and digital technologies is especially vital. To summarise: introducing mechanisms for managing students' economic knowledge within innovative educational conditions mandates development of teacher competences, alignment with economic knowledge-management frameworks, and enhancement of student achievement indicators. When new mechanisms are introduced, educational institutions can design an optimal model for structuring the educational process in higher education — one that aligns economic knowledge acquisition, sharing, internalisation and application with global economic and educational demands.

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