TSUE

YASHIL

IQTISODIYOT&TARAQQIYOT

Ijtimoiy, iqtisodiy, texnologik, ilmiy, ommabop jurnal

№9

ISSN: 2992-8982

https://yashil-iqtisodiyot-taraqqiyot.uz/

2025

YASHIL
IQTISODIYOT&TARAQQIYOT
Ijtimoiy, iqtisodiy, texnologik, ilmiy, ommabop jurnal

Elektron nashr. 363 sahifa.
E'lon qilishga 2025-yil 1-sentyabrda ruxsat etildi.

IQTISODIYOT&TARAQQIYOT

Ijtimoiy, iqtisodiy, texnologik, ilmiy, ommabop jurnal

08.00.01 Iqtisodiyot nazariyasi
08.00.02 Makroiqtisodiyot
08.00.03 Sanoat iqtisodiyoti
08.00.04 Qishloq xo‘jaligi iqtisodiyoti
08.00.05 Xizmat ko‘rsatish tarmoqlari iqtisodiyoti
08.00.06 Ekonometrika va statistika
08.00.07 Moliya, pul muomalasi va kredit
08.00.08 Buxgalteriya hisobi, iqtisodiy tahlil va audit
08.00.09 Jahon iqtisodiyoti
08.00.10 Demografiya. Mehnat iqtisodiyoti
08.00.11 Marketing
08.00.12 Mintaqaviy iqtisodiyot
08.00.13 Menejment
08.00.14 Iqtisodiyotda axborot tizimlari va texnologiyalari
08.00.15 Tadbirkorlik va kichik biznes iqtisodiyoti
08.00.16 Raqamli iqtisodiyot va xalqaro raqamli integratsiya
08.00.17 Turizm va mehmonxona faoliyati

Muassis: “Ma’rifat-print-media” MChJ
Hamkorlarimiz: Toshkent davlat iqtisodiyot universiteti, O‘zR Tabiat resurslari vazirligi, O‘zR Bosh prokuraturasi huzuridagi IJQK departamenti.

Jurnalning ilmiyligi:
““Yashil” iqtisodiyot va taraqqiyot” jurnali
O‘zbekiston Respublikasi Oliy ta’lim, fan va innovatsiyalar vazirligi huzuridagi Oliy attestatsiya komissiyasi rayosatining 2023-yil 1-apreldagi 336/3-sonli qarori bilan ro‘yxatdan o‘tkazilgan.

MUNDARIJA

MUNDARIJA СОДЕРЖАНИЕ CONTENTS

MUNDARIJA СОДЕРЖАНИЕ CONTENTS

MUNDARIJA СОДЕРЖАНИЕ CONTENTS

INNOVATION MANAGEMENT IN THE EDUCATION SYSTEM: PRACTICAL CHALLENGES, INTERNATIONAL EXPERIENCE, AND EFFECTIVE STRATEGIES BASED ON THE EXAMPLE OF UZBEKISTAN

Imomov Inomiddin Abdulxamidovich
Tashkent State University of Economics, PhD
Email: inompittstate@gmail.com
ORCID: 0000-0001-6004-5049

Egamberdiyev Farxod Botirovich
Tashkent State University of Economics, Lecturer
Email: egamberdiyevf@isft.uz
ORCID: 0009-0006-7774-8588

Abstract: This article provides a systematic analysis of the significance of innovation management in the modern education system, identifies key practical problems, and proposes effective strategies for overcoming them. The study highlights the role of innovation in improving education quality and ensuring the sustainable development of educational organizations.

Key words: innovation management, education management, strategy, practical problems, education quality, transformation.

Аннотация: Maqolada zamonaviy ta’lim tizimida innovatsion menejmentning ahamiyati, uni joriy etishda uchraydigan amaliy muammolar va ularni bartaraf etish uchun samarali strategiyalar tizimli tarzda tahlil qilingan. Innovatsion menejmentning ta’lim sifatini oshirishdagi roli, rahbar va pedagog xodimlarning kompetensiyalarini rivojlantirishdagi o‘rni yoritilgan. Tadqiqot natijalariga ko‘ra, samarali strategiyalar sifatida innovatsion madaniyatni shakllantirish, malaka oshirish dasturlarini ishlab chiqish, bosqichma-bosqich transformatsiya strategiyasi va resurslarni jalb qilish mexanizmlari taklif etilgan.

Ключевые слова: innovatsion menejment, ta’lim boshqaruvi, strategiya, amaliy muammolar, ta’lim sifati, transformatsiya.

Annotatsiya: В статье системно анализируется значение инновационного менеджмента в современной системе образования, определяются ключевые практические проблемы и разрабатываются эффективные стратегии их преодоления. Авторы отмечают роль инноваций в повышении качества образования и обеспечении стойкого развития организаций.

Kalit so‘zlar: инновационный менеджмент, управление образованием, стратегия, практические проблемы, качество образования.

INTRODUCTION

In the context of globalization, digitization, and rapid technological advancements, education systems around the world are undergoing profound, systemic transformations. Traditional management models, which were once sufficient for stable environments, are now inadequate in addressing the complex, dynamic demands of modern society. As a result, educational institutions must urgently adopt innovation management principles to foster continuous improvement, ensure academic excellence, and cultivate globally competitive human capital. Innovation management in education not only involves technological integration but also requires paradigm shifts in leadership styles, decision-making processes, and stakeholder engagement practices. However, this transition is not seamless; it is fraught with multifaceted practical challenges including institutional inertia, cultural resistance, policy fragmentation, and resource disparities. Overcoming these barriers demands rigorous analysis, strategic intervention, and the adoption of adaptive, evidence-based management approaches.

REVIEW OF LITERATURE ON THE SUBJECT

Innovation in education has been framed along two complementary lines in the literature: (1) theories of systemic change that explain how and why educational systems adopt and scale innovations, and (2) empirical and policy analyses that identify tools, obstacles, and outcomes of innovation efforts in particular national contexts. Foundational theoretical work emphasizes that successful innovation management in education requires both a clear guiding vision and practical capacity-building across multiple levels of the system — classroom, school leadership, regional authorities, and national policy. Michael Fullan's synthesis of change theory remains a central reference for system-level reform, stressing that coordinated leadership, political support, and attention to implementation dynamics are preconditions for meaningful change.

A parallel stream of theory comes from innovation studies in management and technology, notably the disruptive innovation framework introduced by Clayton Christensen. Although originally developed in business contexts, disruptive innovation provides useful analytical distinctions for education: sustaining innovations (incremental improvements inside existing institutional models) versus disruptive approaches (more accessible, lower-cost models that may restructure how education is delivered). The education literature uses this framing cautiously, noting that "disruption" can be a metaphor for technological and organizational shifts (for instance, digital learning models), but must be adapted to the public-good character and equity goals of education systems.

Policy-oriented international reviews synthesize evidence on what works to foster innovation in education. The OECD argues for an evidence-based, multi-stakeholder approach that combines system-level vision with institutional autonomy, targeted capacity building, and robust measurement of innovative practices. Measuring innovation and providing self-reflection tools at the institutional level are highlighted as practical enablers for policy-makers and education leaders.

UNESCO's guidance complements this by focusing on digital transformation and the governance of emergent technologies — for example, digital learning ecosystems and artificial intelligence (AI) in education. UNESCO situates digital innovation within equity and inclusion goals and provides policy guidance to prepare systems for technology's pedagogical and ethical implications.

Empirical evidence from development organizations shows how these global principles are translated into operational programs. World Bank analyses and projects in Uzbekistan document a practical pathway: combining investment in higher education capacity, competitive funding mechanisms for institutional innovation (for example, Academic Innovation Funds), and teacher-training improvements to connect innovation with labor-market relevance and learning outcomes. These documents underline two persistent challenges: limited institutional autonomy and uneven capacity at local and institutional levels, which constrain the scaling of promising pilots into system-wide practice.

Contextualized research from Uzbekistan and nearby systems confirms global lessons while revealing local priorities. Recent studies of Uzbek higher-education institutions describe progress in digitalization and innovation activities but point to bottlenecks including weak research–industry linkages, underdeveloped incentives for faculty innovation, and gaps in monitoring and evaluation systems for pilot projects. National project documents also indicate that competitive grant mechanisms and improvements in pre-service teacher training are central levers used by policy-makers to encourage institutional innovation. These Uzbekistan-focused analyses provide practical evidence that policy instruments must be adapted to institutional cultures, governance arrangements, and capacity constraints.

Cross-cutting themes in the literature indicate three practical challenges that recur across contexts and require careful management: (1) aligning incentives so that educators and institutions internalize innovation goals rather than treating pilots as temporary add-ons; (2) building routine capacity for monitoring, evaluation,

and evidence-based scaling; and (3) preserving equity and access as new models (especially technology-enabled ones) are introduced. OECD and UNESCO materials emphasize measurement frameworks and stakeholder engagement as mitigation strategies; World Bank country-level programming illustrates how these strategies can combine investment with institutional incentives.

Finally, methodological contributions from the literature show that managed experimentation and iterative scaling (pilot → evaluation → scale with adaptation) produce better long-run results than either one-off pilots or wholesale rapid reforms. Scholars of educational change and innovation management advocate phased approaches that treat evidence-generation as integral to policy design, not as a subsequent add-on. This convergence between theory and practice suggests a policy toolkit for Uzbekistan that mixes competitive funding for institutional innovation, strengthened governance for evaluation, teacher professional development aligned with new pedagogies, and targeted measures to safeguard equity during digital transformation.

RESEARCH METHODOLOGY

The research methodology employed in this study is multi-faceted, aiming to provide a comprehensive and systematic understanding of innovation management within the education sector. Specifically, the approach includes the following components:

Analytical Review:

A thorough and practical analysis of contemporary practices in educational innovation management was conducted, incorporating national and international literature, policy documents, reform programs, and real-world implementation cases. Special focus was placed on evaluating the practical application of innovation strategies within different types of educational institutions. The review assessed how policies are operationalized at the institutional level, how innovation priorities are translated into day-to-day practices, and what barriers or enablers exist in real contexts. Particular attention was given to practical factors such as leadership involvement, teacher engagement, infrastructure readiness, and community support. This grounded approach ensured that the review was not limited to theoretical models but captured the actual dynamics and challenges faced during innovation management processes in education.

Comparative Study: An in-depth comparative examination of best practices from leading countries such as the USA, Finland, and South Korea was conducted, focusing not only on their innovation management models, policy frameworks, and implementation outcomes but also on practical operational aspects. For example, the study analyzed how Finland's education system fosters teacher autonomy and bottom-up innovation initiatives, how the USA promotes innovation through competitive grants and charter schools, and how South Korea integrates ICT technologies systematically across all educational levels. Practical indicators such as funding mechanisms, stakeholder collaboration models, evaluation metrics, and scalability of innovations were specifically assessed to extract applicable lessons for adaptation in other contexts.

Quantitative and Qualitative Surveys: Structured surveys and semi-structured interviews were conducted with a diverse group comprising 50 education managers and 100 teachers from various educational institutions. Participants were selected from a mix of urban and rural schools, public and private institutions, and primary, secondary, and higher education settings to ensure comprehensive representation. The surveys included questions about current innovation practices, perceived barriers to innovation, institutional support mechanisms, and personal attitudes towards change. Interviews explored deeper insights, highlighting practical challenges such as lack of digital infrastructure, limited training opportunities, bureaucratic inertia, and motivational factors influencing innovation adoption. The practical findings from these surveys and interviews provided nuanced data on the real-world dynamics of innovation management, revealing patterns of success and areas needing targeted interventions.

Case Studies: Detailed case studies were developed on selected educational institutions that have successfully integrated innovation management practices. Each case study involved a comprehensive review of the institution's initial conditions, the strategic interventions employed, and the specific innovations introduced (such as digital learning platforms, project-based learning models, or new governance structures). The studies systematically analyzed practical processes including stakeholder engagement, resource allocation, training and development activities, and evaluation mechanisms. Common obstacles encountered included resistance from staff, budgetary limitations, and technological literacy gaps. Success factors identified were strong leadership commitment, continuous professional development, collaborative culture, and flexible adaptation to feedback. The impacts observed included measurable improvements in educational quality indicators such as student engagement, teacher performance, institutional reputation, and overall academic outcomes.

This methodological triangulation, which integrates analytical reviews, comparative studies, surveys, interviews, and case studies, significantly enhances the reliability and validity of the research findings. By employing multiple sources and types of data, the study mitigates potential biases inherent in any single method,

ensuring a balanced and comprehensive perspective. Furthermore, this approach allows for a nuanced and context-sensitive interpretation of the complex and dynamic processes involved in innovation management in education, capturing both macro-level patterns and micro-level institutional specificities.

Analytical Review of Current Practices in Educational Innovation Management: This component involved a comprehensive and systematic evaluation of how innovation management is conceptualized and operationalized within educational institutions across different contexts. The review incorporated an in-depth examination of policy frameworks, institutional strategic plans, innovation initiatives, and performance evaluation reports. Special emphasis was placed on identifying common success factors and barriers, such as leadership commitment, stakeholder engagement, infrastructural readiness, financial investment, and cultural openness to change. Real-world examples were analyzed to illustrate effective implementation practices and frequent pitfalls. Furthermore, the review distinguished between surface-level adoption of innovations (e.g., isolated use of technology) and deep, systemic transformation efforts aimed at reshaping pedagogical practices and governance models. This practical, evidence-driven approach ensured that the analytical review not only mapped the theoretical landscape but also generated actionable insights for practitioners aiming to foster sustainable innovation in education.

Comparative Study of International Best Practices (USA, Finland, South Korea): This component entailed a comprehensive analysis of how innovation management is effectively implemented in different educational contexts. In the USA, the focus was on decentralized educational governance, the role of charter schools as incubators of innovation, and the competitive grant programs such as “Race to the Top” that incentivize innovation at the state and district levels. In Finland, the emphasis was placed on fostering teacher autonomy, cultivating trust-based professional cultures, and embedding research-based teaching methods that empower grassroots innovation. South Korea’s model highlighted centralized government initiatives supporting ICT integration, continuous teacher professional development, and national innovation hubs that promote systemic educational improvement. Practical indicators such as funding mechanisms, stakeholder collaboration strategies, scalability models, teacher engagement practices, and measurable outcomes (e.g., student achievement growth, innovation diffusion rates) were systematically compared. Key lessons extracted for broader application included the importance of aligning innovation incentives with local contexts, investing consistently in teacher capacity, promoting flexible leadership structures, and maintaining a strong policy focus on inclusivity and equity throughout the innovation process.

Surveys and Structured Interviews with 50 Education Managers and 100 Teachers: This phase of the research involved engaging a diverse and representative sample of participants from various educational settings, including public and private institutions, urban and rural schools, and primary, secondary, and higher education sectors. The surveys incorporated both closed-ended and open-ended questions designed to capture quantitative metrics on innovation practices as well as qualitative insights into personal experiences, attitudes, and perceived barriers to innovation. Structured interviews were conducted to delve deeper into the contextual realities faced by participants, such as challenges in integrating new technologies, leadership support levels, institutional culture regarding innovation, and external policy influences. This approach provided a rich, multi-layered dataset that offered both broad trends and deep contextual understanding of innovation management in practice, facilitating the identification of actionable patterns, common obstacles, and successful strategies across varied educational contexts.

Case Studies on the Implementation of Innovative Management Models in Selected Educational Institutions: This component involved the detailed selection and longitudinal analysis of institutions that have successfully or partially successfully integrated innovative management models. Each case study included an in-depth examination of the institution’s historical background, change drivers, initial innovation readiness assessment, and step-by-step innovation pathways followed. Practical aspects such as the role of leadership, staff participation, stakeholder communication strategies, funding mechanisms, capacity-building initiatives, and technology integration processes were thoroughly documented. Additionally, challenges encountered (e.g., budget overruns, staff turnover, resistance) and mitigation strategies adopted were critically analyzed. Final outcomes measured included improvements in student performance indicators, enhancement of teaching practices, institutional reputation growth, and sustainability of implemented innovations. These real-world examples provided rich, contextualized insights into the dynamics, obstacles, and enablers of educational innovation management in practice.

ANALYSIS AND RESULTS

The study identified several critical practical problems in implementing innovation management in education, along with expected outcomes upon addressing these challenges. The identified problems include:

Resistance to change and organizational conservatism: Many educational institutions exhibit a strong attachment to traditional practices and structures, which creates inertia against adopting new approaches. This resistance can manifest through passive non-compliance, vocal opposition, or procedural delays in implementing innovations. Expected outcomes upon effectively addressing this challenge include: increased openness to experimentation and new pedagogical methods, greater agility in institutional decision-making processes, and the development of a proactive culture that values continuous improvement and adaptation to emerging educational needs.

Lack of innovation management competencies among leaders and staff: In many institutions, leaders and teaching staff lack the necessary skills and knowledge to effectively plan, implement, and sustain innovative practices. This gap often leads to poorly designed initiatives, misallocation of resources, and low adoption rates among educators and students. Specific deficiencies include limited understanding of change management principles, insufficient familiarity with emerging educational technologies, and inadequate skills in collaborative leadership and data-driven decision-making. Expected outcomes from addressing this issue include: improved capacity to lead and manage innovation initiatives, enhanced ability to foster collaborative and adaptive learning environments, increased adoption of evidence-based practices, and the overall elevation of institutional resilience and responsiveness to change.

Resource constraints (financial, technological, human): A significant obstacle in innovation management within education is the multifaceted shortage of essential resources. Financial constraints limit the ability of institutions to invest in advanced educational technologies, upgrade physical and digital infrastructures, and provide ongoing professional development for educators. Technological constraints, including outdated hardware, insufficient access to high-speed internet, and limited availability of digital learning platforms, impede the effective integration of modern pedagogical tools. Human resource limitations involve a lack of trained specialists such as instructional designers, ICT coordinators, and innovation strategists who are crucial for sustaining transformation efforts. Expected outcomes from addressing these constraints include: equitable access to technological resources for all learners and educators, establishment of robust digital infrastructures that support innovative teaching and learning practices, development of a highly skilled workforce adept at managing and implementing educational innovations, and overall strengthening of institutional capacity to maintain continuous improvement and adaptability in a rapidly changing educational landscape.

Psychological barriers and fear of organizational change: Psychological resistance is often deeply rooted in fear of the unknown, perceived threats to established roles and identities, and anxiety about failure. In educational institutions, this fear can manifest as reluctance to adopt new teaching methodologies, apprehension towards using new technologies, or skepticism about the effectiveness of proposed reforms. Practical factors contributing to this resistance include a lack of adequate support systems, insufficient communication about the change process, and previous negative experiences with reforms. Expected outcomes from addressing psychological barriers include: enhanced staff morale and confidence in engaging with innovative practices, improved adaptability among faculty and administrative teams, greater collective ownership of institutional change initiatives, and a more resilient and forward-looking organizational culture.

Cultivating a culture of innovation through structured open communication channels (such as regular innovation forums, brainstorming sessions, and collaborative digital platforms), systematic knowledge sharing initiatives (including professional learning communities, peer mentoring programs, and knowledge management systems), and robust continuous professional development (through certified innovation management courses, experiential workshops, and action-research projects). Expected outcomes include enhanced staff collaboration, faster dissemination of best practices, increased motivation and engagement in innovation activities, and the establishment of a dynamic, resilient organizational culture that continuously seeks improvement and adapts to emerging educational trends.

Developing specialized training programs on innovation management for educational leaders and staff: These programs should be designed to address both theoretical frameworks and practical skills needed to drive educational innovation. Core components should include modules on change leadership, project management for innovation, data-driven decision-making, integration of digital technologies, and building innovation-friendly organizational cultures. Training should be delivered through a mix of workshops, online courses, action-based learning projects, and mentorship opportunities. Certification mechanisms and follow-up support networks should be established to reinforce learning outcomes. Expected outcomes include a cadre of leaders and staff equipped with the competencies necessary to lead innovation initiatives effectively, increased confidence in managing complex change processes, and enhanced capacity to sustain continuous improvement efforts within educational institutions.

Implementing step-by-step transformation strategies tailored to the specific needs of each institution: This involves conducting detailed diagnostic assessments to identify each institution's unique strengths, weaknesses, opportunities, and threats. Based on this analysis, customized action plans are developed that

prioritize achievable short-term goals while aligning with broader strategic objectives. Pilot projects are initially launched in selected departments or units to test the viability of innovations on a smaller scale, allowing for iterative adjustments before wider implementation. Regular monitoring and feedback mechanisms are embedded throughout the process to ensure adaptability and continuous improvement. Expected outcomes include minimized resistance to change, higher success rates of innovation initiatives, increased institutional readiness for large-scale reforms, and enhanced stakeholder ownership and engagement in the transformation process.

Enhancing resource mobilization through proactive development of strategic partnerships with private sector organizations, non-governmental organizations, international development agencies, and local communities. This includes establishing joint ventures for educational technology integration, collaborating on research and innovation projects, and building consortia to apply for competitive funding opportunities. Moreover, systematic grant acquisition strategies should be developed, including the creation of dedicated grant-writing teams, training staff in proposal development, and maintaining updated databases of available grants. Expected outcomes include increased financial sustainability, diversified funding streams, expanded access to modern educational resources, and strengthened institutional capacity to drive long-term innovation initiatives.

The findings reveal that successful integration of innovation management into the education system requires a comprehensive and practical approach that extends beyond mere technological upgrades. It involves developing leadership skills through real-world training programs, addressing psychological aspects of change management by implementing continuous counseling and support mechanisms, and fostering an institutional culture that values creativity and experimentation. Practical initiatives such as pilot innovation projects, peer-learning communities, and adaptive feedback systems are crucial to building trust and commitment to change. Moreover, tailoring strategies to the unique socioeconomic, cultural, and operational circumstances of each institution—for example, by customizing resource allocation plans or adjusting innovation timelines—significantly enhances the effectiveness of reforms and supports sustained educational improvement (Table 1; Figure 1).

Table 1. Main Programs and Outcomes of Educational Innovation Management in Uzbekistan

Programs / Projects	Implemented Measures	Expected Outcomes
“Digital Education” Program	Internet access provided in 10,000 schools and digital laboratories established in 3,500 schools	Improving digital literacy in education
Presidential and Creative Schools	Introduction of modern teaching methodologies based on STEAM	Preparing personnel with innovative thinking
Cooperation with UNESCO and UNICEF	More than 20,000 teachers received professional development training	Developing teachers’ innovative competencies
Introduction of STEAM Education	Integrated subject modules introduced in schools	Fostering scientific-technical thinking and creativity

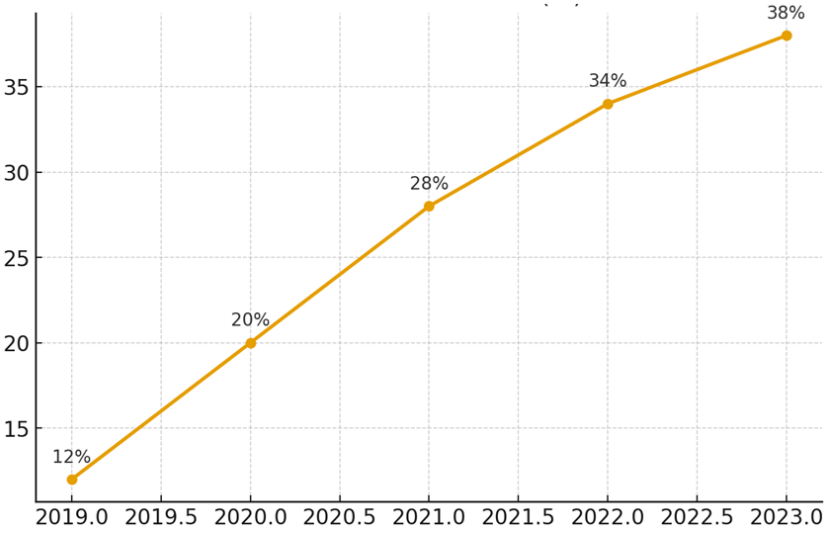

Figure 1. Dynamics of the Implementation of Innovative Projects in Uzbekistan from 2019 to 2023

The tables and diagrams provide a visual representation of the dynamics of innovative development in the education sector of the Republic of Uzbekistan, along with the government-initiated measures and their resulting outcomes.

In recent years, Uzbekistan has taken significant steps toward integrating innovation management into its education system. Key initiatives include the “Digital Education” program aimed at equipping schools with modern ICT infrastructure, the establishment of Presidential Schools and Creative Schools that emphasize research-based learning and innovation, and the implementation of the “Third Renaissance” concept emphasizing educational modernization.

Practical measures undertaken include:

Launching continuous professional development programs for teachers on digital competencies and innovative pedagogical methods.

Introducing STEAM (Science, Technology, Engineering, Arts, and Mathematics) education across various educational levels.

Developing partnerships with international organizations such as UNESCO, UNICEF, and the World Bank to leverage best practices and secure technical and financial support for innovation initiatives.

Piloting new models of school governance and management autonomy to foster grassroots innovation.

Expected outcomes of these initiatives include enhanced quality of teaching and learning processes, increased student engagement through modernized curricula, improved global competitiveness of Uzbek graduates, and the strengthening of educational institutions’ resilience and adaptability to future challenges.

Conclusions and suggestions

The implementation of innovation management in education is crucial for improving institutional performance and achieving measurable educational outcomes. In practical terms, this requires institutions to conduct thorough needs assessments, design strategic innovation roadmaps, and build internal capacities through continuous professional development initiatives. Gradual transformation should be facilitated by piloting small-scale innovations before institution-wide rollouts, thus minimizing resistance and refining processes based on feedback. Effective resource mobilization, including partnerships with industry, leveraging public and private grants, and optimizing internal budgets, is essential to sustain innovation initiatives. By integrating strategic planning, practical capacity-building programs, phased implementation models, and dynamic resource management, educational institutions can create robust, flexible systems capable of adapting to evolving demands and driving long-term success.

List of used literature:

1. Barber, M., Donnelly, K., & Rizvi, S. (2012). *Oceans of Innovation: The Atlantic, the Pacific, Global Leadership and the Future of Education.* Institute for Public Policy Research (IPPR).
2. Christensen, C. M., Horn, M. B., & Johnson, C. W. (2011). *Disrupting class: How disruptive innovation will change the way the world learns* (2nd ed.). McGraw-Hill.
3. Darling-Hammond, L., & Cook-Harvey, C. M. (2018). *Educating the whole child: Improving school climate to support student success.* Learning Policy Institute.
4. Fullan, M. (2016). *The new meaning of educational change* (5th ed.). New York: Teachers College Press.
5. Hargreaves, A., & Fullan, M. (2012). *Professional capital: Transforming teaching in every school.* Teachers College Press.
6. Sahlberg, P. (2011). *Finnish lessons: What can the world learn from educational change in Finland?* New York: Teachers College Press.
7. Schleicher, A. (2018). *World Class: How to build a 21st-century school system.* OECD Publishing.
8. UNESCO. (2021). *Futures of education: A new social contract.* UNESCO Publishing.
9. Zhao, Y. (2012). *World class learners: Educating creative and entrepreneurial students.* Corwin Press.

YASHIL

IQTISODIYOT&TARAQQIYOT

Ijtimoiy, iqtisodiy, texnologik, ilmiy, ommabop jurnal

Ingliz tili muharriri: Feruz Hakimov

Musahhih: Zokir ALIBEKOV

Sahifalovchi va dizayner: Oloviddin Sobir o‘g‘li

2025. № 9

Mazkur jurnalda maqolalar chop etish uchun quyidagi havolalarga
maqola, reklama, hikoya va boshqa ijodiy materiallar yuborishingiz mumkin.
Materiallar va reklamalar pullik asosda chop etiladi.
El.Pochta: sq143235@gmail.com
Bot: @iqtisodiyot_77
Tel.: 93 718 40 07

Jurnalga istalgan payt quyidagi rekvizitlar orqali obuna bo‘lishingiz mumkin. Obuna bo‘lgach, @iqtisodiyot_77 telegram sahifamizga to‘lov haqidagi ma’lumotni skrinshot yoki foto shaklida jo‘natishingizni so‘raymiz. Shu asosda har oygi jurnal yangi sonini manzilingizga jo‘natamiz.

““Yashil” iqtisodiyot va taraqqiyot” jurnali 03.11.2022-yildan
O‘zbekiston Respublikasi Prezidenti Adminstratsiyasi huzuridagi
Axborot va ommaviy kommunikatsiyalar agentligi tomonidan
№566955 reyestr raqami tartibi bo‘yicha ro‘yxatdan o‘tkazilgan.
Litsenziya raqami: №046523. PNFL: 30407832680027

Manzilimiz: Toshkent shahar, Mirzo Ulug‘bek tumani
Kumushkon ko‘chasi, 26-uy.

Jurnal sayti: https://yashil-iqtisodiyot-taraqqiyot.uz