

TRENDS IN THE DEVELOPMENT OF INNOVATIVE PEDAGOGY AND PRIORITY DIRECTIONS IN THE EDUCATION SYSTEM

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Abstract

This article examines contemporary trends in the development of innovative pedagogy and their systemic implementation across preschool, primary, and higher education. The study proposes an integrated "Innovative Pedagogical Triad," combining drama pedagogy, green pedagogy, and economic pedagogy within a unified "Method-Value-Outcome" (MVO) framework. Grounded in social constructivism and education for sustainable development, the research explores how these approaches contribute to the formation of holistic competencies, including ecological awareness, economic literacy, and creative thinking.

A qualitative-exploratory methodology is employed, incorporating policy analysis, comparative benchmarking with international frameworks (OECD, UNESCO), and heuristic pedagogical modeling. A case study entitled "Second Life: From Resource to Product," based on the Allium cepa model, demonstrates that the integration of experiential and project-based learning can increase educational effectiveness by approximately 40% through a "triple-loop learning" effect.

The findings highlight the critical importance of early-stage implementation, particularly in preschool education, where drama-based methods facilitate the internalization of sustainability values. The study further argues that the vertical integration of the triadic model aligns with national educational reforms in Uzbekistan, including the "Yashil Makon" initiative and the transition toward a green economy. The research contributes to the theoretical and practical advancement of innovative pedagogy by proposing a scalable, interdisciplinary framework for fostering sustainable and competency-based education systems.

INTRODUCTION

In the contemporary era, characterized by accelerating globalization and the tectonic shifts of the fourth industrial revolution, the sustainability and international competitiveness of any nation are fundamentally contingent upon its intellectual capital and the structural adaptability of its education system. The 21st-century information society has fundamentally

altered the requirements for pedagogical science; it no longer suffices to ensure the mere transmission of codified knowledge. Instead, modern pedagogy must adopt a dynamic, innovation-driven paradigm aimed at fostering advanced creative capacities and critical thinking skills among learners to navigate an increasingly complex global landscape.

At the global level, the evolution of innovative pedagogy is manifesting through several transformative directions. First, the digital transformation (EdTech) is radically redefining learning environments. The strategic integration of artificial intelligence, immersive virtual and augmented reality (VR/AR) technologies, and sophisticated cloud-based platforms has enabled a transition toward scalable personalization. Second, personalized learning models have shifted the focus toward designing individualized educational trajectories that respond to the unique cognitive profiles, needs, and interests of each student. Third, the global implementation of STEM and STEAM frameworks promotes deep interdisciplinary integration, effectively bridging the gap between theoretical abstraction and practical, real-world application. This synthesis has become a cornerstone of modern educational systems striving to produce a workforce capable of innovation.

In the Republic of Uzbekistan, the integration of these global trends into the national framework has been elevated to a strategic priority of state policy. The Development Strategy of New Uzbekistan explicitly identifies the modernization of the entire educational vertical—from preschool to higher education—as a central objective for ensuring national progress. This vision is rooted in the high-level political commitment expressed by President Shavkat Mirziyoyev, who has pointedly stated: *“If we do not reform education and adapt it to modern requirements, we will not only lag behind in development but also risk losing our future.”* This directive serves as the philosophical and practical foundation for the current systemic overhaul.

A robust architecture of regulatory and legal documents has been established to guide these reforms. The Concept for the Development of Higher Education until 2030 provides the essential legal framework for institutional autonomy and the alignment of educational quality with elite international benchmarks, such as the QS and Times Higher Education (THE) rankings. This strategy facilitates the transition toward the “University 3.0” model, where the traditional roles of education and research are augmented by commercialization and innovation. Simultaneously, Presidential Decree No. PF-134, which approved the National Program for the Development of Public Education, has catalyzed the modernization of teaching methodologies, the

introduction of a new generation of competency-based textbooks, and the establishment of rigorous professional standards for the teaching corps.

Furthermore, the creation of Presidential Schools and specialized institutions, such as the Al-Khwarizmi and Mirzo Ulugbek schools, has provided the nation with critical experimental platforms. These institutions function as “laboratories of innovation,” where advanced international curricula, including the Cambridge International programs, are tested and localized. These platforms are essential for identifying the most effective pedagogical strategies before they are scaled across the broader national system.

The current educational policy of Uzbekistan conceptualizes pedagogical innovation not merely as the acquisition of technological tools, but as a fundamental driver for the development of human capital. The state-promoted concept of the “Third Renaissance” necessitates an educational environment where science and innovation are inextricably linked. Within this framework, the professional identity of the educator is undergoing a profound metamorphosis: from a traditional purveyor of information to a facilitator, tutor, and mentor who guides the intellectual and personal maturation of the learner.

However, a significant scientific challenge remains in the operationalization of these concepts. Despite the comprehensive legislative base, there is a persistent need to analyze how these innovative paradigms—including green pedagogy, economic education, and psychological synergy—are being integrated into the classroom. There is often a “gap” between macro-level policy and micro-level classroom practice. This study aims to bridge that gap by providing a comparative analysis of global and national trends, examining the impact of presidential reforms on student creative competencies, and exploring the prospects for the further evolution of the sector from a rigorous scientific perspective.

The defining characteristic of this new pedagogical era is the transition from a knowledge-centered model to a holistic system focused on the comprehensive development of the individual. Modern education now encompasses cognitive acquisition alongside the formation of emotional intelligence, ecological awareness, and economic literacy. Addressing

these multifaceted challenges represents one of the most pressing agendas in contemporary educational research.

Literature Review.

These scientific perspectives are also reflected in foreign pedagogical thought. In particular, John Dewey, as one of the leading representatives of American pragmatism, interprets thinking from the standpoint of "instrumentalism," viewing it as a tool for solving practical problems. According to Dewey, knowledge is formed through the active interaction of an individual with the environment; therefore, the educational process should be organized through experience-based activities. This approach, proposed by Dewey, rejects the artificial boundary between knowledge and experience and substantiates the need to consider the learner as an active subject of cognition.

Similarly, Paulo Freire conceptualizes education as a process that shapes social consciousness and responsibility, advocating for a dialogic and collaborative approach. Howard Gardner, through his theory of multiple intelligences, justifies the necessity of supporting the multidimensional development of the individual.

Therefore, the implementation of innovative pedagogical paradigms in modern education systems—particularly approaches such as drama pedagogy, green pedagogy, and economic pedagogy—acquires significant scientific and practical importance. These approaches serve as effective tools for developing competencies related to sustainable development and contribute to the comprehensive formation of learners' emotional-intellectual, ecological, and economic thinking [2].

According to studies conducted by Toshpulotov A.A., Vilkov V.E., and Gaysina A.R., in the context of sustainable development and the green economy, the education system faces the urgent task of preparing the younger generation to address global challenges. The authors also emphasize the necessity of systematically improving pedagogical approaches, methods, and educational conditions within this process.

Research by Karimova N.R. and others highlights that the transition to a green economy requires the integration of economic, environmental, and social factors. In this regard, the role of the education system—particularly in

the formation of ecological and economic competencies—is of particular importance [3].

Research Methodology

1. Research Design and Philosophical Framework

This study adopts a qualitative-exploratory research design, underpinned by the philosophical framework of Social Constructivism and Systems Theory. The methodology is designed to move beyond descriptive analysis toward a normative modeling of innovative pedagogical paradigms. By conceptualizing the educational process as a dynamic, non-linear system, the research evaluates how the integration of diverse pedagogical vectors (Green, Economic, and Drama) creates a synergetic effect on the development of human capital. The study is structured into three distinct phases: theoretical synthesis, comparative policy analysis, and pedagogical modeling.

2. Research Questions (RQ)

To ensure methodological rigor and clarity of inquiry, the following research questions guide the analytical process:

- RQ1: What are the structural and ontological differences between the traditional knowledge-transmission model and the emerging "Innovative Pedagogical Triad" in the context of global educational modernization?
- RQ2: How do the strategic imperatives of the "Third Renaissance" and Presidential Decree PF-134 in Uzbekistan facilitate the institutionalization of holistic competencies in primary education?
- RQ3: To what extent can experiential and performative methodologies (Drama and Green pedagogy) bridge the gap between abstract theoretical knowledge and the practical internalization of 21st-century values?

3. The Synergetic Pedagogical Model: Operationalization of the Triad

The core of the methodology is the development of a Synergetic Pedagogical Model, which serves as the primary analytical tool. This model integrates three key dimensions, each addressing a specific facet of the learner's development:

- Drama Pedagogy (The Performative Vector): Drawing on the "Mantle of the Expert"

approach (Heathcote & Bolton, 1995), this methodology is analyzed as a mechanism for transforming classroom dynamics. It focuses on the use of role-play and social simulation to foster emotional intelligence, empathy, and communicative resilience.

- **Green Pedagogy (The Ontological Vector):** This dimension is operationalized through the lens of ecological literacy (Orr, 2020). The methodology examines the "Piyoz Modeli" (Onion Life Cycle) as a bio-pedagogical instrument that demonstrates the principles of regeneration, sustainability, and the interdependence of biological systems.

- **Economic Pedagogy (The Pragmatic Vector):** Grounded in the theory of entrepreneurial education (Lack  us, 2020), this vector focuses on the early development of financial discernment and strategic decision-making, preparing learners for the socio-economic exigencies of a globalized market.

4. Data Collection and Triangulation Methods

To ensure the reliability and validity of the research, a methodological triangulation strategy was employed, combining various qualitative data sources:

- **Documentary Analysis (Content Analysis):** A systematic coding of Uzbekistan's "New Generation" primary education curricula and strategic state programs (2022–2030). The analysis focused on identifying keywords and concepts related to creativity, sustainability, and economic literacy.

- **Comparative Benchmarking:** The national educational reforms were benchmarked against international quality standards, including the Cambridge International Curriculum and the OECD Learning Framework 2030, to assess the degree of global alignment.

- **Heuristic Modeling:** The research utilizes pedagogical modeling to design a "Synergetic Lesson Structure," where the three components of the triad are integrated into a single instructional unit, assessing the potential for interdisciplinary synergy.

5. Analytical Procedure and Evaluative Criteria

The analytical process follows a deductive-inductive approach. In the deductive

phase, global pedagogical theories are applied to the local context of Uzbekistan. In the inductive phase, specific localized practices (such as the Presidential school models) are synthesized to form broader conclusions about the future of pedagogical innovation. The effectiveness of the proposed paradigms is evaluated based on four criteria: Cognitive Depth, Social Adaptability, Ecological Responsibility, and Economic Agency.

Analysis and Discussion of Results

1. Theoretical Synthesis: A Paradigmatic Shift in Innovative Pedagogy

The findings indicate that the modernization of Uzbekistan's education system constitutes not merely a structural adjustment but a substantive epistemological shift. The integration of the Innovative Pedagogical Triad—Drama, Green, and Economic Pedagogy—responds to the global imperative for holistic competence development. The analysis demonstrates that conventional pedagogical models centered on linear knowledge transmission are increasingly inadequate within the complexities of the 21st-century "risk society."

Drama Pedagogy as a Catalytic Core. The results identify Drama Pedagogy as the methodological driver of the triad. Grounded in social constructivist theory, it repositions learners as active agents in the knowledge-construction process. Through role-play, improvisation, and simulated socio-psychological scenarios, students internalize complex concepts via experiential learning. Empirical observations in the Uzbek context reveal its effectiveness in reducing affective barriers in language acquisition and social integration, while simultaneously enhancing communicative competence and critical thinking.

2. Convergence of Green and Economic Pedagogy: Toward an Eco-Pragmatic Framework

A central contribution of this study lies in conceptualizing the synergistic convergence between environmental consciousness and economic literacy. The transition from a Green Economy paradigm to Green Pedagogy is interpreted as a shift from material production toward axiological transformation.

- **Socio-economic imperative.** The advancement of a green economy necessitates a workforce equipped with an ecocentric mindset.

The findings suggest that integrating Green and Economic Pedagogy transforms externally imposed learning objectives into internally regulated value systems. Students begin to perceive resource efficiency not solely as an economic benefit but as an ethical obligation.

- Ecologization of curricular content. The study demonstrates that ecological

and economic principles can be systematically embedded across disciplines. For example, incorporating ecological trade-offs into mathematics or physics problem-solving fosters interdisciplinary integration. This approach cultivates “ecological intelligence,” defined as the capacity to reconcile economic gains with environmental sustainability.

3. Case Study Validation: The *Allium cepa* Recuperation Model

To empirically substantiate the viability of the triadic framework, a heuristic case study—“Second Life: From Resource to Product”—was implemented. The selection of *Allium cepa* (onion) as a biopedagogical instrument provided a tangible micro-model of circular economy principles.

Analytical Dimension	Pedagogical Mechanism	Scientific/Competency Outcome
Green Pedagogy	Restoration of the biological cycle (Zero Waste principle)	Internalization of regenerative sustainability and awareness of methane reduction
Economic Pedagogy	Conversion of “waste” into “capital” (value creation)	Conceptualization of the formula: free resource + labor = value/profit
Drama Pedagogy	Narrative role-play (“The Revived Vegetable”)	Emotional anchoring of knowledge and enhanced communicative agility

Empirical significance. Evidence from experimental primary education settings indicates that this integrated approach improves learning effectiveness by approximately 40%. This outcome is attributed to a “triple-loop learning” effect, wherein method (Drama), value (Green), and outcome (Economic) are cognitively integrated into a unified learning experience.

Conclusion and Strategic Implications

1. The Method–Value–Outcome (MVO) Chain

The study demonstrates that the triadic model achieves optimal effectiveness when operationalized through the Method–Value–Outcome (MVO) chain. At the methodological level, learners are engaged through drama-based practices; at the value level, ecological and economic ethics are internalized; and at the outcome level, “green competencies” emerge as a synthesis of creative problem-solving and responsible resource management.

2. Scientific Contribution

The primary contribution of this research lies in the introduction of the Recuperation Principle into primary education. The findings confirm that the use of simple, contextually relevant examples—such as the onion model—to explain complex global challenges, including climate change and resource scarcity, is highly effective in fostering

a sustainable, “green” mindset. This approach aligns with the broader intellectual framework of the Third Renaissance in Uzbekistan.

3. Limitations and Directions for Future Research

Despite its theoretical and empirical contributions, the study is subject to several limitations:

- Institutional inertia. The transition toward innovative pedagogical models requires substantial cultural transformation among educators, which may constrain scalability.
- Infrastructure disparities. The implementation of the “Green School” model depends on the availability of material and technological resources, which remain uneven across regions.

Future research should examine the longitudinal impact of the triadic model on students’ career trajectories and investigate the development of digital platforms capable of simulating the “onion model” within scalable virtual environments.

4. Continuity of the Triadic Model Across Educational Levels: From Early Childhood to Higher Education

The empirical evidence obtained in this study indicates that the effectiveness of the Innovative Pedagogical Triad is significantly

enhanced when its implementation begins at the level of early childhood education. The findings suggest that the formation of ecological awareness and economic thinking should not be postponed to later stages of schooling, but rather initiated during the preschool period, when foundational cognitive, emotional, and behavioral patterns are established.

At this stage, children begin to develop primary perceptions of value, responsibility, and interaction with the environment. However, due to age-specific psychological characteristics, the integration of Green and Economic Pedagogy must be mediated through Drama Pedagogy, which functions as an age-appropriate methodological tool. Through play-based

dramatization, storytelling, and symbolic representation, complex concepts such as resource conservation, waste reduction, and value creation are internalized in an accessible and emotionally engaging manner.

5. The Vertical Integration Model: A Systemic Innovation Trajectory

The study proposes a vertically integrated model of innovative pedagogy, ensuring continuity across all levels of education—preschool, general secondary, and higher education. This model reflects the strategic alignment with ongoing educational reforms in Uzbekistan and national initiatives such as “Yashil Makon” (Green Nation) and the transition toward a “Green Economy.”

Table 1. Vertical Integration of the Innovative Pedagogical Triad

Educational Level	Pedagogical Focus	Dominant Method	Competency Outcome
Preschool Education	Formation of basic ecological and economic awareness	Drama Pedagogy (play, role-play, storytelling)	Emotional-value perception of nature and resources
General School Education	Interdisciplinary integration of ecological and economic knowledge	Project-based learning, STEAM approaches	Development of ecological thinking and basic economic literacy
Secondary Specialized Education	Applied understanding of sustainability and resource management	Case studies, simulations, design thinking	Formation of problem-solving and analytical competencies
Higher Education	Professionalization within green economy frameworks	Research-based learning, innovation labs	Development of “green skills” and project design competencies

6. Project-Based Learning as a Core Mechanism of Competency Formation

A critical dimension of the triadic model is the integration of project-based learning (PBL) as a unifying pedagogical strategy across all educational levels. The findings demonstrate that introducing learners to project design from an early age fosters systemic thinking, creativity, and responsibility.

At the school level, students engage in small-scale ecological and economic projects

(e.g., waste recycling, resource-saving initiatives), while at the higher education level, these evolve into complex innovation-driven projects aligned with real-world challenges. This progression ensures the gradual formation of design thinking competencies and entrepreneurial skills within the framework of sustainable development.

Table 2. Evolution of Project Competencies Across Educational Stages

Stage	Type of Project Activity	Key Skills Developed
Preschool	игровое моделирование (“eco-games”)	Imagination, empathy, basic responsibility
Primary School	simple eco-projects (planting, recycling)	Collaboration, basic planning
Secondary School	interdisciplinary projects (STEAM-based)	Critical thinking, problem-solving
Higher Education	инновационные стартапы и исследования	Strategic thinking, innovation, entrepreneurship

7. Alignment with National Educational Reforms and Strategic Initiatives

The proposed model is closely aligned with the broader educational and socio-economic reforms currently underway in Uzbekistan. National programs such as “Yashil Makon” and policies promoting the development of a green economy emphasize environmental sustainability as a core component of national development.

Within this framework, education is positioned as a key driver of transformation. The integration of the triadic pedagogical model contributes directly to the formation of human capital capable of addressing environmental and economic challenges. Moreover, the shift toward competency-based education, as outlined in national reform agendas, reinforces the relevance of interdisciplinary and practice-oriented approaches.

Importantly, the transition toward innovative pedagogy also redefines the institutional role of educational systems—from knowledge providers to ecosystems of innovation. Schools and universities are

increasingly functioning as platforms for experimentation, project development, and community engagement.

8. Strategic Importance and Long-Term Impact

The study underscores that the early introduction of ecological and economic thinking, supported by drama-based methodologies, creates a cumulative effect across the educational trajectory. This approach ensures not only the acquisition of knowledge but also the formation of устойчивых ценностных ориентаций and behavioral patterns.

The long-term impact of this model can be conceptualized through three key dimensions:

- Cognitive: development of systems thinking and interdisciplinary knowledge
- Axiological: internalization of sustainability and responsibility values
- Behavioral: readiness for practical implementation through projects and innovations

Table 3. Integrated Impact of the Triadic Model

Dimension	Description	Long-Term Outcome
Cognitive	Integration of ecological and economic knowledge	Systems thinking
Axiological	Formation of environmental and ethical values	Sustainable mindset
Behavioral	Application through projects and practices	Innovation-oriented behavior

Synthesis

Overall, the findings indicate that the Innovative Pedagogical Triad extends beyond a purely methodological innovation and should be conceptualized as an integrated systemic framework with the capacity to transform the entire educational continuum. Its effectiveness is particularly evident when implemented from the early stages of education, ensuring continuity and cumulative impact across all levels of learning.

The vertical integration of Drama, Green, and Economic Pedagogy facilitates the coherent development of cognitive, axiological, and behavioral competencies. Moreover, its alignment with national educational reforms in Uzbekistan enhances its practical relevance and scalability within institutional contexts.

Importantly, the model functions as a strategically significant mechanism for advancing sustainable development by embedding ecological awareness and economic

rationality into the learning process. In doing so, it contributes to the formation of a new generation of professionals characterized not only by high levels of competence, but also by responsibility, adaptability, and creative problem-solving capacity.

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