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THE FOUNDATION OF THE THIRD RENAISSANCE: MODERN PEDAGOGICAL EDUCATION TRANSFORMATION AND STRATEGIC PARADIGMS

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Abstract

This article examines the conceptual foundations of radically reforming the pedagogical education system in building the foundation of the Third Renaissance in New Uzbekistan. The differences between the traditional educational format and modern digital-cognitive pedagogy, the competency profile of future teachers, and the practical mechanisms of transforming education are analyzed from a scientific-pedagogical perspective.

Keywords: Third Renaissance, pedagogical education, cognitive transformation, digital pedagogy, student-centered learning, STEAM approach, intellectual potential, digital mentor, educational paradigm, Jadid pedagogy, soft skills.

Introduction

Looking back at history, great Renaissances emerged through the flourishing of science, culture, and thought. Today, the idea of the “Third Renaissance” put forward by the President of Uzbekistan, Shavkat Mirziyoyev, has become the strategic direction of the country’s development. However, any era of awakening primarily requires the renewal of the education system and a deep transformation of pedagogical thought. This article highlights the substantive changes in modern

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pedagogical education, its strategic paradigms, and its role as the foundation of the “Third Renaissance.”

A Renaissance is not merely an increase in macroeconomic indicators, a growth in gross domestic product, or the erection of magnificent skyscrapers and modern infrastructure. Historical experience shows that material advancement has always been the result of a spiritual and intellectual awakening, not its cause. A true Renaissance is, first and foremost, a conceptual shift in human capital — that is, a revolution of thought. This implies that society abandons archaic frameworks and dogmas to perceive the world through a new, scientific, rational, and critical lens.

Today’s world is characterized by a rapidly changing, irregular era of digital transformations — the VUCA world (Volatility, Uncertainty, Complexity, Ambiguity). Under such conditions, pedagogy based on the traditional principle of “knowledge-skills-abilities” is partially losing its effectiveness. In the new pedagogical paradigm, the teacher manifests not as a mere provider of information, but as a facilitator, mentor, and trendsetter.

The foundation of the “Third Renaissance” primarily envisions the formation of an individual who is creative, a critical thinker, adaptable to changes, and ready for lifelong learning. Therefore, the transformation of pedagogical education is being implemented in the following directions:

- 1. Renewal of content and methods** —STEM, STEAM, problem-based learning, project-based teaching.
- 2. Digital pedagogical competencies** — artificial intelligence, online platforms, gamification.
- 3. Student-centered learning** — supporting the individual development trajectory of each learner.

In today’s intense era as the first quarter of the 21st century comes to a close (2026), humanity is living under unprecedented cognitive pressure. The volume of information is now increasing in a geometric progression within hours, rather

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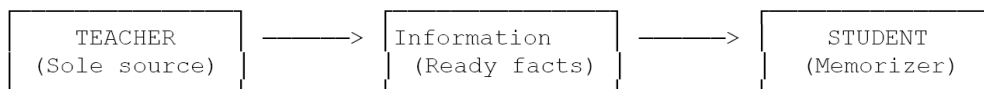
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than years. Most importantly, Artificial Intelligence (AI) and generative neural networks have ceased to be mere assistive technologies and have become the fundamental core of our daily lives and educational system. Today, neural networks can find and systematize any fact, formula, or historical data within seconds. Under these circumstances, the pedagogical education system has completely lost its traditional monopoly — namely, its status as the “sole and sacred source of information delivery.”

EVOLUTIONARY TRANSFORMATION OF THE EDUCATIONAL PARADIGM

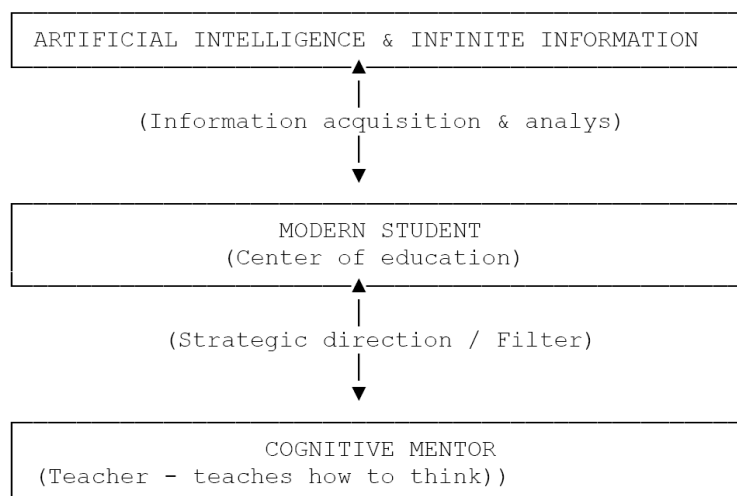
EVOLUTIONARY TRANSFORMATION OF THE EDUCATIONAL PARADIGM

1. TRADITIONAL MODEL (20TH CENTURY): “INFORMATION MONOPOLY”



* Characteristics: Knowledge transmission is linear in nature; the student is passive.

2. NEW RENAISSANCE MODEL (2026+): “COGNITIVE MENTORSHIP”



* Characteristics: The student is at the center; the teacher is not an information provider but a strategic navigator who shapes thinking algorithms.

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In the old model, the student stood at the very end of the information chain, and their role was merely to receive it. In the new model of the 2026 reality, however, the student interacts directly with global information and Artificial Intelligence. Here, the teacher's (mentor's) task is not to provide information, but to teach how to filter and analyze the knowledge acquired by the student, and most importantly, how to think correctly.

We still cannot intellectually elevate the digital generation of the 21st century (Generation Alpha) using the "conveyor-belt education" model created for the needs of the industrialization era of the last century. Pedagogical methodology oriented toward the mere mechanical memorization of facts, copying ready-made information without processing it, and answering based on rigid templates has completely collapsed today.

Thinking paradigm: Computers memorize better and calculate faster than humanity. If we continue to emphasize only memorization in education, we will raise "schematic individuals" who can only follow orders and cannot compete with Artificial Intelligence. The 21st-century child is not a storage warehouse for information, but a strategic creator who analyzes it and generates new value.

It is precisely at this point that the true essence of New Renaissance pedagogy manifests: it is an evolutionary and philosophical path from being a mere "Information Provider" teacher to becoming a "Cognitive Mentor" who teaches how to think.

The function of the modern teacher is not to teach the student "What to think?" (facts), but "How to think?" (methodology). The educator is no longer a ruler standing above the classroom, but must become a strategic partner capable of properly navigating the student through the endless ocean of information, shaping their capacity for critical analysis, creativity, emotional intelligence, and immunity against fake news.

The modern pedagogical higher education system cannot limit itself to mere cosmetic reforms (updating textbooks or renovating buildings). The system must

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change its fundamental philosophy and rely on the following three strategic pillars:

1. Anthropocentric Approach: Individual cognitive trajectory and neuropedagogy. The Marxist-industrial dogma in the traditional educational system stating that “The teacher is the sole center and authority of the lesson” has completely lost its value. While the industrial era required training uniform workers for factories, the Third Renaissance era demands creative and universal individuals. Now, the student/learner and their personal cognitive capabilities stand at the center of the educational architecture.

Neuropedagogical Shift: Future educators are abandoning the view of the classroom as a holistic and uniform mass (the classical classroom). Breakthroughs in neurobiology and cognitive psychology demonstrate that every human brain perceives information at different speeds and through different sensory channels (visual, auditory, kinesthetic).

Therefore, the educator of the new era must be able to design an Individual Cognitive Trajectory (Personalized Learning Path) for each student. In this approach, the student’s talent is awakened not through punishment or coercion, but by assigning differential (tiered) tasks tailored to their interests.

2. Digital and Hybrid Pedagogy: The symbiosis of artificial intelligence and big data. Today, in 2026, Artificial Intelligence and generative neural networks have rapidly penetrated the educational environment. New Renaissance pedagogy is based on the principle of integrating technologies as a cognitive partner (Co-pilot), rather than fearing or banning them. Neural networks are not the teacher's rival, but their closest assistant, liberating them from routine paperwork and mechanical grading.

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The transformation of pedagogical higher education curricula must urgently encompass the following new directions:

- **Learning Analytics:** Utilizing “Big Data” technologies to analyze students' activity on platforms and their course mastery time, thereby forecasting their future academic outcomes or psychological burnout levels in advance.

- **Prompt Engineering for Educators:** The skill of teachers to send correct and effective queries to artificial intelligence, generating individualized lesson scenarios and interactive case studies within seconds.

- **Hybrid (Blended) Environment Design:** Synthesizing online and offline education in such a way that the student independently masters the theory at home with the help of a digital mentor, and comes to the classroom exclusively for practical analysis, debates, and collaborative projects (the Flipped Classroom method).

3. “From STEM to STEAM” and Transdisciplinarity: Restoring the holistic view of the world. For many years, schools and universities artificially separated knowledge into distinct disciplines: physics in one room, history in another, and art in an entirely different world. As a result, a fragmented, disjointed picture of the world formed in the minds of graduates. However, no global problem in real life (such as an ecological crisis, economic downturn, or cyber threats) can be resolved through the rules of a single discipline alone.

New Renaissance pedagogy promotes Transdisciplinarity (high interdisciplinary integration) and the STEAM (Science, Technology, Engineering, Art, Mathematics) concept.

- The addition of the “A” (Art - Art, philosophy, aesthetics, linguistics) component to the STEM (exact and natural sciences) system is of strategic importance. While exact sciences shape technique and logic, the arts and

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humanities provide creativity, ethics, and critical thinking (the humanitarian filter).

Historical Succession: The great figures of the First and Second Eastern Renaissances - such as Al-Khwarizmi, Al-Biruni, Ibn Sina, or Mirzo Ulugh Beg - were not narrow specialists. They were simultaneously mathematicians, astronomers, philosophers, and poets. A modern educator must shape precisely this kind of conceptual synthesis in the student - turning them into a universal intellect capable of grasping a holistic, global, and systemic view of the world. From a philosophical-pedagogical perspective, today's educational system is experiencing a crisis of a global "paradigm shift," to use Thomas Kuhn's phrase. On one side stands the Prussian traditional educational model created for the needs of the 19th — 20th century industrial revolution, which was adapted to train uniform, order-following workers for factories and assembly lines. On the other side, the digital, cognitive, asymmetric, and high-tech demands of the Third Renaissance are emerging.

To better visualize the intellectual and professional profile of the Third Renaissance educator and to understand the institutional contradictions within the system, we analyze the conceptual differences between these two opposing pedagogical platforms based on fundamental criteria (see Table 1):

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Table 1. Conceptual comparative analysis matrix

Analysis Criterion	Traditional Pedagogy (Conservative)	New Renaissance Pedagogy
Teacher's Role in the System	The sole and absolute source of information (Dictator). The teacher is the only authority in the classroom ("Sage on the stage"). They transmit knowledge via a monological method, and questioning their opinion is forbidden.	Navigator, facilitator, cognitive mentor, and guide. The teacher is a partner and a strategic leader ("Guide on the side"). They teach the student how to navigate correctly through the endless flow of information and filter out fakes.
Strategic Educational Goal	Memorizing ready-made topics from the curriculum and passing exams. "Memorize and vomit" principle. The goal is to fill the memory with factual figures and ensure paper-based performance indicators (ratings).	Shaping skills of critical thinking, creativity, and lifelong learning. Recognizing that the "half-life of knowledge" has significantly shortened, the focus is on instilling the methodology of "how to learn" (Metacognition) rather than "what to learn."
Methodology and Tools	Lectures, mechanical repetition, and rigid standardized tests. Standardized tests aimed at passive consumption that merely test memory. Uniformity and silence (passive obedience) are required in the classroom.	Case studies, project-based learning (PBL), gamification, and heuristic debates. An active learning environment. Students create collaborative solutions (projects) for real-life and production problems, and participate in simulations.
Assessment Philosophy and Environment	Punishing errors and pressuring through ratings. An error is considered a negative indicator, a fault, and a crime. This approach triggers stress, fear of taking risks, and a pursuit of "false success" (cheating, copying) in the student.	Formative (developmental) assessment and a "Growth Mindset." According to Carol Dweck's theory, an error is not an object of punishment, but the most valuable laboratory for growth and learning. Assessment is focused on comparing the student's progress with their own past performance.

Cognitive Aspects of Paradigm Transformation:

1. Transition from "Monologue" to "Dialogue": The traditional system blocks the creativity centers in the student's brain by forcing them only to listen and memorize. New Renaissance pedagogy, however, turns the lesson into a space for question-and-answer, discussion, and testing unexpected hypotheses. In this

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environment, making a mistake becomes a legitimate right, which shapes intellectual courage (Intellectual Courage) in the student.

2. Scaffolding (Methodological Support) and Facilitation: The teacher of the new era does not simply read the text from the textbook (because the student can easily find it on their smartphone). When the student encounters a difficulty, the teacher does not provide a ready-made solution, but forces their brain to find an independent solution through heuristic questions (the Scaffolding principle).

3. The Battle Between “Fixed Mindset” (Fixed Mindset) and “Growth Mindset” (Growth Mindset): Through assessment, the old system branded children with labels like “you are not talented” or “your brain cannot handle mathematics.” New pedagogy, however, proves that any talent can be developed through hard work and the right methodology. The assessment system serves not to break the student, but to identify their weak points and correct their individual development plan.

Moving New Renaissance pedagogy from abstract slogans to real practice requires a radical structural reengineering of the higher pedagogical education system. Universities must cease to be mere institutions that hand out diplomas and instead become centers of educational innovation and cognitive research. To achieve this, it is necessary to implement the following three strategic steps without delay:

Pedagogical higher education institutions must completely abandon the ineffective practice of teaching instructional methodologies only on paper or in lecture halls. Just as a doctor practice on simulators before a surgical operation, a future teacher must test their professional skills in special laboratories before entering a real classroom.

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- **VR-Simulators (Virtual Reality Classrooms):** Students enter an artificially created classroom environment using VR glasses. Scenarios with different student psychotypes (a hyperactive child, a student uninterested in the lesson, an aggressive situation, or a child in need of inclusive education) are modeled in this virtual environment. The future educator practices how to make decisions in unexpected situations, time management, and capturing the audience's attention in a safe digital environment.

- **Neuropedagogical Analysis:** The study of child psychology must be elevated from old theories in dry textbooks to a neurobiological level. In laboratories, modern technologies (such as eye-tracking devices or EEG machines) are used to study how a child's brain activity changes when receiving information, and which method triggers the release of dopamine (pleasure) or cortisol (stress) hormones. This allows the teacher to gamify the lesson and design the curriculum according to the child's biological age.

The biggest mistake in an educational system is the mechanical, blind copying of the world's most advanced models (such as Finland's freedom or Singapore's meritocratic system). Every educational model stems from the cultural, economic, and social DNA of a specific society. We need a "Glocalization" (adapting global trends to national characteristics) approach.

Historical Succession and Integration:

We must synthesize Western project-based learning (PBL) and creative approaches with our great scientific heritage and, most importantly, the philosophy of Jadid schools. The "Usuli Jadid" (New Method) schools founded by Mahmudkhodja Behbudiy, Abdulla Avloniy, and Abdurauf Fitrat were essentially a perfect synthesis of Eastern and Western educational achievements - our first Renaissance pedagogy.

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Linking Ibn Sina's ideas on providing education to a child according to their age and nature with modern differential education, and Al-Biruni's experimental-heuristic methods with today's laboratory research, increases students' national pride and pedagogical motivation tenfold.

In today's world, 15 percent of a person's success is determined by their narrow professional knowledge (Hard skills), while 85 percent is driven by their personal and social skills (Soft skills). No matter how academically perfect a teacher knows their subject, if they cannot communicate with the audience, their knowledge is dead capital.

The following cognitive blocks must be deeply integrated into the pedagogical training curriculum:

- **Emotional Intelligence (EQ):** The teacher must manage their own emotions and, most importantly, be able to read the student's inner psychological state (through empathy) from their facial expressions, body language, and behavior. A teacher with high EQ creates an environment of trust and safety in the classroom, rather than fear.
- **Art of Communication and Conflict Resolution:** A modern teacher must establish proper communication not only with the student, but also with their parents, society, and the digital environment (social networks), and know the secrets of mitigating bullying and conflicts in the school environment at a professional level.
- **Stress Management (Psychological Immunity):** Pedagogy is one of the fields in the world that leads to the fastest psychological fatigue and professional burnout. Teaching future educators the techniques to navigate stressful situations, restore psychological resources, and self-motivate is a vital condition for ensuring the sustainability of educational quality.

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The strategic foundations of new pedagogical thinking can be expressed through several paradigms:

2.1. Humanistic Paradigm This paradigm is based on the student's dignity, freedom, and capacity for self-development. The educator aims to shape a sense of "I can do it" in the student and increase their intrinsic motivation.

2.2. Digital Pedagogy Paradigm A modern teacher must not only use digital tools but also individualize the learning process using artificial intelligence and improve educational quality based on Big Data. The "Third Renaissance" is an era where the creation and dissemination of knowledge blend with the Fourth Industrial Revolution.

2.3. Creative-Innovative Paradigm Creativity is the "heart" of the Third Renaissance. Within this paradigm, methods such as design thinking, critical thinking, and learning through trial and error occupy a central place in teacher preparation. Educational institutions are transforming into "creative laboratories."

2.4. Continuous Professional Development Paradigm The teacher's professional development system is shifting from a traditional five-year cycle to a continuous, micro-topic-based principle of "lifelong learning." Mentorship, coaching, and mutual learning through professional communities gain significant importance.

3. Barriers to Transformation and Overcoming Them There are a number of problems in applying the above paradigms into practice:

- Lack of infrastructure — insufficient modern laboratories and digital equipment;
- Psychological unreadiness of educators – fear of change, inability to step out of traditional roles;

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- Conservatism of the assessment system – tests and reproductive tasks do not encourage creativity.

Solutions:

1. Equipping educational institutions on the basis of public-private partnerships.
2. Introducing “digital minimum” standards in higher pedagogical education.
3. Developing assessment criteria that incorporate portfolios, projects, and collaborative work.

4. **“Third Renaissance” Educator: New Competencies.** A “ educator must possess the following competencies:

Competency Type	Description
Transdisciplinary knowledge	Ability to solve problems at the intersection of various disciplines
Digital fluency	Working with artificial intelligence, big data, and LMS systems
Emotional intelligence	Managing students' emotional states and empathy
Social design	Creating educational projects in cooperation with society
Adaptive management	Ability to alter the lesson process in real time

Without developing these competencies, the “Third Renaissance” may remain merely a slogan. The “Third Renaissance” is not only about economic and political achievements, but also about the renewal of human consciousness, thought, and most importantly – educational philosophy. Modern pedagogical education transformation is the foundation of this awakening. Humanism, digitalization, creativity, and continuous development must be deeply integrated into the teacher training system as core strategic paradigms. Only then will society achieve its most glorious goal – raising a generation with high intellectual potential and achieving a historical awakening.

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Under the conditions of building the foundation of the Third Renaissance, radically changing the approach to pedagogical education is not just another reform in the social sphere, but a matter of national security and strategic survival. In today's world reality, pedagogical education is not a narrow sector that merely supplies teachers for the labor market. It is, in essence, the highest strategic system that shapes the nation's intellectual gene pool and programs its future cognitive code. Whatever seed is sown in school and university classrooms today, the state and society will harvest that exact crop tomorrow in the economy, science, and geopolitics.

The primary factor in achieving this glorious goal is to sharply increase the social and intellectual prestige (status) of pedagogical universities. We must attract the most talented, creative, non-standard, and independent-thinking young elite of society into the educational system. The teaching profession must become the highest-paid, most prestigious, and intellectually most attractive field. If we can return the nation's brightest minds to pedagogy and equip them with modern world tools – namely, critical thinking methodology, neuropedagogical knowledge, artificial intelligence capabilities, and high emotional intelligence – the foundation of the Third Renaissance will turn from high-sounding slogans into a real and monumental reality.

The true power and stability of a state are measured not by the weapons standing at its borders or the cost of its defense systems, but by the breadth of thought, intellectual freedom, and depth of worldview of the educators teaching in the classrooms of that state. After all, the most powerful strategies, great discoveries, and invincible armies are formed, first and foremost, at the ordinary teacher's desk, in the upbringing they provide, and in the revolution of thought they awaken.

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