

Social-Psychological Features of Directing Students to Innovative Activity

Shukurova O'giloy Umarovna

Head of the Department of Psychology, Gulistan State University, Doctor of Philosophy in Psychology (PhD), u-u-shukurova@gmail.com

Arifov Akramkhan Sobirjon's son

A teacher of the Department of Psychology

Abstract

The article presents ideas about the technology of directing students to innovative activity and the structure of innovative activity. The content of the concepts that are common for the creation of conception to the formation of students' innovative competence was determined, the structure of this competence, the stages and conditions necessary for its formation were considered.

Keywords: *innovative activity, innovative competence, competence, potential formation, improvement, development, socio-cultural structure, reform.*

INTRODUCTION

Today, innovative activity being of the most important significance for the development of the world's countries, is considered a leading factor in maintaining a single economic and cultural space, providing a comfortable life for citizens.

Ensuring the prospect of the Republic of Uzbekistan is related to the introduction of innovations in science and education, improvement of the manufacturing process and organizing students' innovative activities of higher education institutions corresponding to it. Therefore, preparing students to create innovations and developing a concept in the field of specialization is a strategic task. This issue is also reflected in the Decree of the President of the Republic of Uzbekistan "On measures to radically reform and raise the state youth policy in the Republic of Uzbekistan" of June 30, 2020, No. UP-6017 □1□.

MATERIALS AND METHODS

The concept of preparing young people for innovative activities defines the regional features of national education policy implementation, the general ideological and methodological basis of further improvement of the normative-legal, programmatic-organizational and methodological documents that define the strategy and tactics of working with students who implement innovative activities. The main rules of the concept will be the basis of defining new specific features of the activity, formation of an inter-structural cooperation strategy to ensure the formation of the student's innovative competence. For this, if the main attention in higher education institutions is focused on forming the level of confidence in the results of conscious actions in students, the meaningfulness of the stage of entering into innovative activities is ensured and in addition to the students' striving for innovation, making inventions, develop creative abilities, it is required to form a level of confidence in the result of their conscious actions. Methods of classification, description,

comparison, complex and functional analysis were used to clarify the research topic.

RESULTS AND DISCUSSION

The relevance of ensuring the formation of the student's innovative competence is expressed at the regional level, taking into account the ethno psychological factors, including the appearance of the hypostasis of ethnic feeling, concern, support and care. □5□.

Formation of innovative ability holders, coordination of innovative activities carried out at the level of educational institutions with the state and regional education policy, training of carriers of various levels provided by the current and future personnel, management and labor teams of educational organizations of the region is "filling" existing innovations in the context of modern trends in the development of education.

It is important to ensure the quality of education of students during their educational activities, promoting new ideas, providing personal and professional preparation for the introduction of new developments. Exactly that personal-professional quality ensures their mobility.

In order to systematize the preparation of students for innovative activities in higher education institutions, developing a concept, defining its purpose, taking into account the demands and needs of the national, regional and world labor market, it should be determined that, along with the formation of qualities considered important for students to successfully engage in innovative activities, it is necessary to ensure cooperation with laboratory and production associations.

The main content of the conception is the law of formation of student's innovative competence in the continuous education space. The external laws of the formation of student's innovative competence in the higher education system include the following: the process of forming the student's innovative competence

depends on the influence of various factors that facilitate or hinder this process.

The internal laws of the formation of student's innovative competence in the higher education system: the formation of the student's innovative abilities in the space of higher education is carried out by the coordinated actions of subsystems aimed at identifying, supporting and continuing innovations in the educational system; the effectiveness of forming the student's innovative competence is related to the nature of the educational process, and is closely related to the integrity and continuity of this process in various structures of the educational system.

The following factors have an active influence on the formation of the student's innovative competence: increasing the dynamics of socio-economic processes, provision preparation for innovative activities based on the requirements of the national, regional and world economy, increasing influence of production on educational development, privatization of economic processes, informatization of production, increasing conflicts between government - business - science - personnel training - civil society institutions, increasing the role and importance of the human factor in managing society at different levels (country - region - local systems).

There are different approaches, in the development of the concept formation of students' innovative competence, their implementation makes it possible to consider the formation of innovative competence of students as an integral whole process.

Based on the above, we present the following principles of directing students to innovative activities:

- the principle of continuity, which determines the continuous nature of education. This principle remains an important principle for the system and for the participation of the subject in the continuous process of educational

activity. Competence for engaging in innovative activities is formed in a student's personality, and this is reflected in students' determination of their educational directions at the stage of higher education. At the stage of additional professional education, this principle envisages that the pedagogue turns any life situation into an education for himself. Continuity envisages the combination of at least three types of educational activities: formal, informal and informal;

- the content-structural principle, this principle determines the priority of the content of professional education over the organizational forms of formation. It makes it possible to ensure individual activity;

- the principle of multi-level and additionality of professional education programs, this principle defines the existence of many steps and levels of additional professional education along with professional education;

- the principle of mobility of professional education programs, this principle implies the possibility of the subject changing his professional activity at one or another stage of his life path or receiving additional professional education in parallel;

- the principle of individualization of educational objectives and programs. It is intended to ensure the cognitive activity of the learner.

The student's readiness for innovative activity was seen in his scientific research from the perspective of a more competent approach □3□.

Researcher L.M. Mitina □4□ proposed a number of criteria for determining the readiness of students to create innovations and prepare developments, in a word, to engage in innovative activities, in which:

- the student's understanding of economic and cultural importance in his innovative activity;

- to have the potential for creative activity;
- the presence of student's personal confidence in the result of the innovation;
- innovative activity and unity of personal purpose;
- student's willingness to overcome failures;
- positive assessment to the innovative activities during their previous experience;
- tendency to professional reflection.

It is also possible to use the indicated in psycho diagnostic activities, to select students in intensive courses organized to prepare them for innovative activities and in the selection of talented students

Психологик нуктаи-назаридан алоҳида талаба ва умуман талабалар жамоасининг инновацион фаолиятга шайлигида кузатиладиган ўзгаришларга унинг ахлоқий тайёрлиги, инновацион фаолият шартларини ижобий қабул қилиши, ушбу фаолиятни бошқаришда инсоний кадрларни марказда туриш усуллариинг ишлатиши ва ташқаридан янгиликларни қабул қилишга тайёр туриши ҳам таъсир кўрсатади.

From the psychological point of view, the observed changes in readiness of individual students and the student community as a whole for innovative activity are influenced by its moral readiness, positive acceptance of innovative activity conditions, the use of human values-centered methods in the management of these activities and readiness to receive external innovations. At the same time, it is necessary to take into account the influence level of ethnic reality.

Ethnic reality, this is considered a poly paradigmatic field of science, and it can be divided into universal and polyfunctional according to its characteristics. Ethnicity belongs to neither formational nor

civilizational paradigms. In the classical and traditional way of explanation, it can be described in the form of stable dynamic and static model. Because ethnicity, with the ethnic way of life, i.e., combining all the unique attractiveness with different "colors" and expressing uniqueness with a special logic. It embodies elements such as the norms that must be followed in social (including ethnic and professional relations), the hierarchy of relationships in space, the order of ethnic communication, the way of expressing ethnic honor and ethnic pride, ethnicity, ethnic unity and interests.

In this context, i.e. to understand the content and essence of innovative activity, the research of G. I. Gerasimov and L. V. Ilyukhina is of particular interest [2]. It shows the following criteria of innovation at the individual level:

- acceptance of innovation as a product of creative activity and a value (as a product of individual cognitive activity, as a result of labor kind);
- creation of a mechanism for implementing different approaches to innovations based on their importance for the development of education (in laboratory conditions, in manufacture);
- understanding that the relationships during the creation of innovations (in the form of creativity in manufacture) are a whole complex - in the form of activity;
- the transfer of this attitude to the organization of personal professional activity, etc.

Motivation is considered important in creating innovations, improving existing developments - ensuring that students are oriented towards innovative activities, and acts as a tool for existing knowledge and skills. Therefore, individual preparation of students for innovative activities should be the focus of attention in educational practice.

One of the reasons for the low orientation of students to innovative activities is the influence of the external environment on the student's attitude to innovative activities. According to the results of theoretical research, the level of orientation of students to innovative activity can be evaluated by the following criteria:

- the student is fully ready to engage in innovative activities;
- the student is not ready to engage in innovative activities;
- the student can engage in innovative activities after training;
- the student's readiness for innovative activities is at a low level. (the student will need to engage in innovative activities as a result of long-term directions, i.e. as a result of education and training, there is a need to engage in innovative activities).

In this process, innovative activity becomes important, it is expressed in the dynamics of creative activity, and it is manifested at the level of intellectual initiative. Innovative activity implies that the subject goes beyond the norms of activity (previously accepted, existing norms). Therefore, we put the block of personal qualities in the first place, and in the second place - professional qualities that appear after a series of orientations to innovative activities. The socio-psychological characteristics of criteria and indicators are taken into account when creating programs for preparing students to innovative activities.

However, it is necessary to take into account the students' functional status when engaging in innovative activities. Exactly the person, in order to show all the unique features that it embodies must have working ability, i.e., the ability to perform certain professional situations within a specified time (term).

CONCLUSION

Working ability is divided into mental (intellectual) and physical abilities. It is very important to engage in innovative activities for people with intellectual abilities. In directing students to innovative activities, it is advisable to establish the formation of innovative competence, taking into account their level of intellectual activity and ethno-psychological characteristics, to conduct reviews of scientific developments in higher education institutions in a sectorial manner and to involve students, for the purpose of centralization, it is recommended to adopt a program of working with students within the ministry.

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