

Die rolle der wichtigsten motivationen bei innovativen aktivitäten von studierenden

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Zusammenfassung: Der Artikel diskutiert die Vorbereitung von Studierenden auf innovative Tätigkeiten, den sozialpsychologischen Aspekt der Ausbildung entsprechend den modernen Anforderungen der Region und des globalen Arbeitsmarktes.

Ansätze zur Vorbereitung von Studierenden auf innovative Tätigkeiten werden systematisch analysiert, basierend auf ihren Ergebnissen werden methodischer Ansatz, theoretischer, psychologischer Ansatz, Handlungsansätze berücksichtigt.

Schlüsselwörter: innovative Aktivität, neue Idee, Erfindung, Wissen, Einkommen, Bildung, innovativ, lebenslang, Studium, Aktivität, Bildung, Persönlichkeitsbildung, Entwicklung, institutionelle Phase, Managementphase, technische Phase, innovative Kompetenz.

The role of main motivations in student innovative activities

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Abstract: The article discusses the preparation of students for innovative activities, the socio-psychological aspect of training in accordance with the modern requirements of the region and the global labor market.

Approaches to the preparation of students for innovative activities are systematically analyzed, based on their results are considered methodological approach, theoretical, psychological approach, action approaches.

Keywords: innovative activity, new idea, invention, knowledge, income, education, innovative, lifelong, study, activity, formation, personality formation, development, institutional stage, management stage, technical stage, innovative competence.

The idea of "Experimental learning" remains a priority in the world to bridge the gap between science and education and production (practice). As a result, there is a growing demand for the development of innovative activities. At the beginning of

the XXI century, the intensification of development in the world and in our country has raised the issue of ensuring the effectiveness of professional activity. This process, in turn, requires adherence to the concept of "Lifelong learning" and ensuring that graduates of higher education institutions are focused on innovative activities.

The growing demand for new specialties in the labor market, the application of scientific and technical achievements in production, the culture of relations between producers and consumers require an innovative approach to the professional activity of professionals, which is an important part of the socio-innovative structure.

Activities in the field of psychology and its types, in the world's leading research centers for the study of various aspects of psychophenomena expressed in public life, including the National China Association Wushu (China); Diaconia University of Applied Sciences and Institution of Martial Arts Kodokan (Japan), Federation of Martial Arts Taikwondo (South Korea); Sofia University in Bolgary (Bulgaria), University of Social Psychology (Poland), Hamburg University in Germany (Federal Republic of Germany); Research is being conducted at the Moscow State University named after MV Lomonosov (Russian Federation).

Innovative activity requires a cognitive approach, in which the specialist acquires a variety of knowledge and experience related to professional activity and applies their best aspects (acceptance of certain elements) in the framework of his activity. This topic has an economic, cultural and psychological content, and to date, a number of studies on the innovative activities of enterprises, educational institutions have been conducted. However, the issue of orienting students of higher education institutions to innovative activities has not been studied from a socio-psychological point of view. In order to engage in innovative activities, a person must have certain qualities (openness, readiness for pluralism of professional and social relations, aspiration for cooperation, mobility, communication, socio-psychological competence, etc.). Targeted use of the achievements of psychology in ensuring the socio-economic development of our country is becoming a requirement of the times.

Preparing students for innovative activities is a socio-psychological aspect of training in accordance with the modern requirements of the region and the world labor market. Although there is no separate scientific research on this topic, the issue of innovation and innovative culture has been studied in the work of psychologists, educators and philosophers.

In particular, Uzbek scientists EG Gozиеv, GB Shoumarov, VM Karimova, BR Kadyrov, NS Safoev, RS Samarov, DG Mukhamedova, B.M. Umarov, Z.T.Nishonova, Sh.H.Abdullaeva studied internal and external factors influencing the professional development of students.

The issue of innovative activity in different periods was discussed by scientists from the Commonwealth of Independent States and foreign countries Y.Peng, ASWaterman, J.Turner, S.Stryker, J.Edmondson, M.Bingham, M.Rokeach, C.R.Rogers, J.R.Nuttin, G.Hofstede, E.V.Galajinskiy, V.I.Dolgova, E.F.Zeer, A.A.Orlov, L.S.Podymova, N.L.Podgoretskaya, V.A.Fedorov, T.N.Ishchenko, R.M.Lobatskaya, B.K.Lisin, C.B.Malanov and others on the study of individual qualities, which are the basis for innovative activities.

It is expedient to empirically substantiate the socio-psychological aspects of the functional-structural aspect of a set of valuable personal qualities such as openness, field of understanding, creativity, tolerance to innovations, which must be expressed in students to successfully engage in innovative activities.

The concept of innovation has been developed over the course of a number of evolutionary stages and introduced by H. Wolf as a scientific and philosophical concept, "Innovative activity is a process of continuous personal and professional development of a future specialist, the introduction of the results of scientific and technological achievements in production practice, taking responsibility for it under the influence of external factors - professional activity and personal aspirations."

B. Verspagen, N.N. Batryumova, I.V. Karzanova, W. Miller and others have studied the concept of innovative activity and its structure in the context of "production and development". As a result, several models of the concept of

innovative activity have emerged. B. Verspagen, N.N. Batryumova, I.V. Karzanova, W. Miller and others have studied the concept of innovative activity and its structure in the context of "production and development". As a result, several models of the concept of innovative activity have emerged. Uzbek scientists Sh.S.Kushakov, D.G.Muhammedova, A.I.Saitkasimov, Sh.T.Kubaeva, I.G.Abdullaeva, G.G.Azizova, Sh.A.Karaboev and N.M.Babaeva The advantages of innovative approaches in various areas of management, production and education, a number of studies on the procedure for achieving effective results. Their work is based on the relevance of innovation in the development of the individual and the life of society, performing such functions as resource-orienting, goal-setting, improvement. The primary meaning of the concept of innovative activity is the introduction of some new elements into one system, which S. Nartova-Bochaver showed that this process occurs as a result of the transmission of stable norms and patterns. Researcher G.K. Bakhodirova writes, "Innovation means the transition from traditional to non-traditional."

V.P. Zinchenko focuses on the formation of the student's personality in directing students to innovative activities, linking it with his spiritual maturity, creative ability and understanding of the social nature of his actions. According to the scientist, the main task of modern science and education is to "help the student to develop self-esteem." Conducting psychological enlightenment work in accordance with the principles of gradual, individual, systematic, professional-life, unity of theory and practice in directing students to innovative activities gives positive results.

Theoretical and psychological concepts of the study of innovative activity are compared, and the researcher believes that the practical aspect of this issue has a special meaning for the development of the individual, the production process and society, rather than theoretical significance. The innovative aspect of any innovation is important with three levels of indicators: -increased (incremental innovations), radical technical changes (radical innovations), technology innovations (technology system changes).

In preparing students for innovative activities, taking into account their educational orientation, it is advisable to divide innovations into the following groups: adding a new element to the existing cultural complex, introducing a previously non-existent method in their specialty, improving the efficiency of existing methods, etc. In the practice of higher education we teach our students to promote innovative ideas in the interests of professional activity, to apply them in practice, evaluate them on the basis of effectiveness and introduce them into production: “Student - Innovative idea - Scientific theory (doctrine, concept) – Practice (laboratory) –Reflection-Production = Result of innovative activity ” By following such a complex system of professional relations, the relationship between higher education and practice (social distance (futuromaidan)), i.e. the experimental platform and production, is ensured. Because innovations determine the prospects of professional activity, there is an enrichment of practice through theory. Therefore, educating the owners of innovative activities is a socio-psychological factor involved in ensuring the development of New Uzbekistan. In the higher education system, an innovative approach cannot be required without preparing students for innovative activities. Because innovative practice is constantly evolving and changing, and in the process of professional development, along with its parallel development, it also forms a set of innovative needs and requirements in society. Therefore, it is necessary to take into account the influence of internal and external factors in order to study the professional development of students, more precisely, their orientation to innovative activities. Internal and external factors can be cited as the main sources of innovation: unexpected success or failure; the desire to bridge the gap between the real situation and the desired situation; unmet satisfaction of personal needs, ie the need to be respected and recognized by others; changes in attitudes towards himself and his profession as a result of improving the value system; assimilation of new knowledge; achieving economic interest and b.

In the context of orienting students to innovative activities, it is necessary to take into account the specific socio-psychological features of their professional

development. In this way, the process of forming core competencies in educational practice will be carried out in parallel with education. V.L. Anoshkina and S.V. Rezvanov noted that education and knowledge are expressed on the basis of any innovation, and demand and need are the impetus for the creation of innovations. In fact, it was also necessary to take into account that knowledge and skills play an important role in this process. A similar point of view is expressed in the work of A.Y. Kosals, entitled "Social mechanism of innovation processes", in which the author mainly points out the strong level of influence of incentives.

Innovative activity involves the introduction of new norms, types of relationships, values. Norms and values determine the dynamics of social lifestyle. A subject's values are his or her interests, generalized stable perceptions about objects that are important to him or her. Man always acts out of his own values. Axiological foundations belong to the inner spiritual world of the subject, but are manifested in the activity, in his relations with others. The focus on innovative activities can be explained, on the one hand, by the desires and needs of students, and, on the other hand, by the absence of visible and hidden contradictions in their approach to innovation. Because motives and values are expressed in goal setting. Based on the results of the systematic analysis of approaches to the orientation of students to innovative activities, the following paradigms can be identified:

methodological approach (determines the basis for the formation of innovative student activities);

theoretical approach (substantiates the goals and content of the process of preparing students for innovative activities);

psychological approach (highlighting the features of the process of motivational preparation of students for innovative activities);

active approach (determines the methods and means of organizing the process of preparing students for innovative activities).

In directing students to innovative activities, it is necessary to pay attention to a number of socio-psychological indicators. These are: the expression of the civic

position in students; the student's knowledge of their position and value; the student's field of perception; the student's attitude toward others; the student's reflexive culture. If innovation is expressed as the main criterion of innovation, it is very important for the student who wants to join the process to determine the essence of the intended innovation, what is its level of innovation. The "Socio-psychological program for preparing students for innovative activities" was tested in practice, and the indicators of psychological readiness of students for innovative activities were analyzed from a socio-psychological point of view. In this process, a comparative-psychological analysis of the results of the socio-psychological survey was carried out. The results of the study showed that the actualization of the student's personality was relatively successful. 78% of respondents said they had made a choice many times in their lives; 2% that respondents have not yet made a choice; 3% of respondents found it difficult to answer. However, 17% of respondents indicated that they chose to grow as an individual. Questions aimed at studying the main motives for engaging in innovative activities were included, the results of which are given in Table 1.

An indicator of the main motives in engaging students in innovative activities

Table 1

For personal development and gaining the respect of those around you	60%
To achieve efficiency in professional activities and to simplify complex actions	60%
to be creative and enjoy the conversation of the creators	50%
In order to achieve a high result due to dissatisfaction with the result of his activity	30%
To get a high level of financial incentives and salary	30%
In order to get a valuable assessment of his professional activity in the future	10%
To strive to apply the theoretical knowledge acquired in practice	10%
To conduct research in order to make a discovery	10%
To strive for leadership	10%

To achieve high professional results	10%
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The results of the socio-psychological survey showed that not all students are equally interested in leadership. For example, 10% of respondents do not aim to gain leadership in the community by creating innovation, making discoveries, because they are socially active with practical assistance in various activities of classmates and the organization of educational activities in the student community. For them, the next stage of development is to achieve high results in the future in the field of professional activity. 10% of students have low motivation to apply their knowledge in higher education. In our opinion, this category of students wants to work in a related field in the future, instead of pursuing their own specialization, as 10% of respondents surveyed "Did you choose your profession based on your interests?"- "The desire to be a student led me in this direction," he said. The fact that 10% of the respondents in the study indicated that this motive was less important indicates that professional confidence in themselves has not been formed. Motivational readiness for innovation was moderate in 51% of respondents, while motivational readiness was low in 33% of respondents. In a system of socio-psychological relations such as knowledge-practice-specialist-society, these categories may occupy the lowest place. Only 16% of those surveyed reported a high level of readiness for innovation.

Analysis of the results obtained shows that more than half of the students participating in the study had a much higher rate of signs of psychological readiness for innovative activity.

Personal characteristics of students as a subject of innovative activity, such as communication, openness to innovation, creativity, tolerance, self-expression, responsibility were studied.

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