

Theoretische und psychologische interpretation der konzepte der innovation und der innovativen tätigkeit

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Zusammenfassung: Der Innovationsbegriff wurde in mehreren Evolutionsstufen entwickelt und als wissenschaftlich-philosophischer Begriff durch den deutschen Philosophen Christian Wolff (1679-1754) durch sein Werk „Logik, oder vernünftige Beispiele menschlicher Rüstungen“. Ihm zufolge ist die Entwicklung nur dann gewährleistet, wenn die Wissensgebiete alle Bereiche der Gesellschaft umfassen, wissenschaftliche Erkenntnisse angewendet werden [1]. Gleichzeitig ist die Ausrichtung der Studierenden auf innovative Tätigkeiten ein Entwicklungs- und Umsetzungsfaktor. Die Ausrichtung der Studenten auf innovative Aktivitäten ist eine der Aufgaben auf staatlicher Ebene, und in Artikel 3 des Gesetzes der Republik Usbekistan ist „Über innovative Aktivitäten“ eine neue Entwicklung, die in Umlauf gebracht oder für den persönlichen Bedarf verwendet werden kann deren Anwendung in der Praxis große sozioökonomische Vorteile erzielen wird.

Schlüsselwörter: Methode, Theorie, Praxis, Person, Schule, Universität, Unterricht, Aufgaben, Aspekt, Psychologie, Pädagogik, Wissen, Demonstrationen, Fach, Schüler, Experiment, Bildung, Fertigkeiten.

The oretical and psychological interpretation of the concepts of innovation and innovative activity

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Abstract: The concept of innovation was developed during a number of evolutionary stages, and the concept of innovation as a scientific and philosophical concept was introduced in the history of science by the German philosopher Christian Wolff (1679-1754) through his work “Logic, or Reasonable Examples of Human Armor”.

According to him, development will be ensured only if the fields of knowledge cover all spheres of society, scientific discoveries will be applied [1]. At the same time, the orientation of students to innovative activities is a developing and implementing factor. Orientation of students to innovative activities is one of the tasks at the state level, and in Article 3 of the Law of the Republic of Uzbekistan “On Innovative Activity” is a new development that can be put into circulation or used for personal needs, the application of which in practice will achieve great socio-economic benefits.

Keywords: Method, theory, practice, person, school, university, lesson, tasks, aspect, psychologist, pedagogic, knowledge, means of demonstration, subject, students, experiment, education, skills.

A number of methodological principles will need to be followed in preparing students for innovative activities. These are: the step-by-step principle; the principle of individuality; structural principle; the principle of professional vitality; principle of unity of theory and practice. In determining the socio-psychological aspects of the orientation of students to innovative activities, the psychological impact of the accumulated knowledge and identified laws on the basis of experimental and empirical research in psychology in order to ensure personal maturity using it as a means of demonstration, it is necessary to consider the art of skillfully influencing the subject of education.

Given that the essence of the concept of technology means "skill", "art" and "education", in educational practice it is effective to prepare students for innovative activities, taking into account individual-psychological characteristics [2].

The process of social and cultural transformation taking place in the world in the second half of the twentieth century and the beginning of the twenty-first century had a direct impact on the development of society. As a result, the issue of education and upbringing has become more relevant in terms of the fact that it is the core of the

spiritual life of society, the provider of production. SOVID-19 pandemic in the late second decade of the XXI century, which posed a direct threat to human life along with the production process, spiritual creativity, education, and science require the solution of new and previously unknown tasks.

As a result, the issue of engaging in innovative activities has become even more relevant means the introduction of a new element into the existing system, improving its performance or facilitating the use of an existing object and its practical application, the degree of suitability for consumption[3]Innovation (innovation) to ensure efficiency. If we ensure that students are focused on innovative activities, based on their specialization, in the new Uzbekistan, along with the modernization of material and intangible production, the future development of the lifestyle of members of society will be ensured.

Russian Federation from European and American scientists, U.Van Lith [4], H.Hoppe[5], Lemons[6], S.G.L.Won, M.A.Evans, C.Carey, C.G.Schnittka[7], From scientists of the Russian Federation L.A.Ivanova[8], T.B.Bekova[10], A.A.Orlov[11], A.I.Nikolaev [9], L.A.Kholodkova [21], from Uzbek scientists D.G. Muhammedova [22], G.G.Azizova [11], A.I.Saitqosimov [12] Such scholars have conducted a number of studies in political management, industry, and education. In the implementation of the characteristics of innovative activity it, [11] can be divided into the following types, although the target installation is the core of innovative activity:

- creation or adaptation of innovation as an innovative activity;

creation of conditions for the purpose of creation of innovations, ie activity as the provider of innovative activity.

In both characteristics, the product of the activity is the defining criterion, which directly combines the formation and development of innovative potential.

In ensuring that students are focused on innovative activities (in the education system), it should be borne in mind that innovation is divided into two groups.

According to economist V.Yu. Kalachev, innovations in the education system have the convenience of grouping, systematization of data.

Therefore, in order to direct students to innovative activities in the educational environment, it must first be implemented within the framework of basic vocational education programs.

Second, it can be determined by the innovative potential of the higher education institution. Although the characteristics of innovation in the first group are relatively popular, they incorporate more pedagogical content in the training of future professionals.

The second is related to the management of marketing, logistics, information resources and faculty activities of the higher education institution.

Therefore, the characteristics of the second group are more complex. Because the financial mechanism, the mechanism of payment, the mechanism of formation of educational complexes, the mechanism of continuous improvement of the educational process are expressed in the management.

The formation and development of innovations arises from the internal needs of the education system, starting with the experimental fielding of local ideas and projects and the introduction of the results into the whole education.

In doing so, it analyzed innovation processes over a specific historical period of time and took a structural approach to the issue, identifying the need for innovation to ensure educational content and technology, and implementing a series of theoretical models based on a systematic structural approach in three stages. He noted that innovative processes in the modernization of education affect the content of education and the upbringing of young people. The innovation process management system is the creative component and provides the order of development. O ensure the innovative development of the education system, management must also meet the requirements. Analyzes show that innovation is not just about the style and content of teaching. [13].

According to S.Y. Kaplan, such an approach cannot change the lifestyle of the learner and the educator. In this case, the relationship between science and practice, as well as the socio-cultural environment and other customer institutions, the social distance between them should be close.

Sh.T.Kubaeva studied innovative thinking from a philosophical point of view and focused on the development of new ideas, concepts and projects as a priority activity argues that there is reason to define thinking not simply as general but as innovative thinking [14]. In our opinion, the ontological study of innovative thinking should take into account the age characteristics of the subject of thinking and the influence of ethno cultural environment, because in the psychological basis of innovative activity voluntary association of images, symbols, meanings, sentences, their mutual semantic impact is integrated and is considered a determinant of perception in the emergence of new images and imaginations. J.Baer points out that in practice, a creative approach is a prerequisite for protecting the interests of individuals and organizations in the performance of non-standard tasks or decision-making [15]. This feature will need to be taken into account in the practice of ensuring that students are focused on innovative activities. I.Abdullaeva considers the harmony of economic and innovative thinking in the new stage of development from a socio-philosophical point of view studied; the author believes that the regulation of innovative research should be regulated on the basis of certain norms. Because the next stage of innovative knowledge is related to production technologies [23]. If the next stage is called capital of material resources and capital of natural resources, their construction, lease or lease requires the regulation of such legal relations as "Subject-Subject" and "Subject-Object".

In this case, the socio-psychological mechanisms are directly involved and ensure the content of the relationship (effective, ineffective). The researcher, on the other hand, took a philosophical approach to the issue, ignoring the involvement of private components.

He studied the criteria of innovative thinking, innovative creativity, innovative activity and innovative initiative A. Saitkasimov to coordinate the introduction of innovations in society, and to adapt the results to the practice of public policy "Establishment of Innovation Research Centers" for its success. According to him, it is necessary to introduce a cluster system in the higher education system, to establish schools, kindergartens, technoparks at universities, and to commercialize the developed products[12].

The concept of innovation includes components that perform three interrelated functions: dynamic stabilization, renewal and improvement, which are interrelated ensures the development of socio-psychological relations such as "Human-Human", "Human-Social Group", "Human-Production Process-Professional Efficiency".

Therefore, the orientation of students to innovative activities is characterized by the following socio-psychological aspects, the application of which in practical psychological activities is expedient:

- Students are considered to be the carrier of innovative ideas, its creator and the subject of the consumer, the providers of the application of innovative knowledge in professional activities;
- The situations that arise during the life and study of students should ensure their competitiveness. That is, it is expedient to form their dominance during their studies in the higher education system by having a number of competencies for the implementation of innovative ideas;

Students should be open to positive evaluation or criticism of innovation. This, in turn, requires them to be creative in their personality, that is, the mobility of thinking, to be able to put forward completely new ideas, to justify their acceptability, and to take a critical approach to stereotypes. This requires them to be able to confidently demonstrate a certain pattern of behavior without harming anyone, which is a cultural aspect of innovative activity. While students are able to critically

evaluate their “I” image, they will have to make adequate assessments of themselves in changing life situations, which requires them to be reflexive.

The allocation of resources plays a special role in ensuring that students are focused on innovative activities. Some authors, when we mean a resource, which is mainly related to the economic factor, in our opinion, a resource is a psychological resource of human abilities, talents, personal qualities.

These include:

socio-cultural basis: incorporates legal, normative, professional technological, personal and professional aspects;

methodological basis: allows to scientifically substantiate the norms operating in the social environment, along with determining the scientific basis for the formation of the student's personality, the formation of competence on the basis of a value-based approach;

Theoretical basis: defines the idea, purpose of giving purposeful direction to students, substantiates the content of conceptual categories, taking into account ethnopsychological features;

nuclear framework: that students adhere to principles such as trust, empathy in the communication process (Based on the teachings of C.R. Rogers) [16] ensures that it is followed in a meaningful way.

Innovations today are classified as follows:

- analog innovation, ie innovation is based on the principles of classical methods, changes are made to some of its specific parts;
- combined innovation. This combines existing educational blocks to achieve a new approach;
- retro innovation, ie the re-application of methods that once existed and were not used;
- essential innovation, ie methods that exist but are not used in practice.

S.R. Yagolkovsky, who is deeply studying the psychology of innovation, points out that any innovation is directly related to any field of activity [17].

Therefore, the author of an innovation must understand that the application of his idea in practice is effective. For this, the level of professional orientation must be high, in educational practice, psychologists are required to pay attention to this issue [18].

Innovations in the field of education, management and production, preparation of students for innovative activities in the new Uzbekistan It is expressed in the form of relations such as "educational institution - society-production-producer-economic efficiency". Putting a new idea into practice requires improving existing approaches and methods. That is, modifying the existing cultural system in order to improve the production of certain elements or to increase the quality of the product - adding or subtracting. It is obvious that personal and professional talent is a determining factor. Therefore, it is important to ensure that educational institutions focus students on innovative activities. The educational institution will have to improve the learning process based on the requirements of the production, in which the management process is influenced by the following factors:

- implementation of directives adopted by the governing bodies;
- application of technological and scientific innovations in educational practice;
- Improving the theoretical foundations of specialty disciplines;
- study of customer requirements, b.

The implementation of innovations is a multidisciplinary type of activity, which has economic, political, cultural and psychological approaches. However, in the context of the research topic, ie in the context of directing students to innovative activities, it can be expressed as follows:

- definition of strategic tasks and their solution;
- monitoring of threats;
- study the structure and potential of the educational institution;
 - formation of a set of innovative proposals.

In this process, it is important to develop an overall strategy and monitor the logistics process. That's probably why, the PRO INNO Europe information project has been adopted in the European Union and is the basis of innovation policy.

Issues such as "innovation", "analytical policy", "knowledge policy", "development policy" are expressed, and the dominance of knowledge and ideas in ensuring the competitiveness of the economy is concentrated [19].

It is known from activity theory that ensuring the productivity of an activity is also directly related to motivation. At the same time, students' professional goals, values, interests and needs have a special impact.[20]. Therefore, in preparing students for professional activities, it is necessary to provide information about the economic, cultural, professional and practical significance of the innovative approach. Preparing students for innovative activities requires a comprehensive approach, in which the link between higher education and industry is important to ensure student engagement.

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