

SOCIO-PSYCHOLOGICAL TECHNOLOGY FOR DIRECTING STUDENTS TO CONTINUOUS INNOVATIVE ACTIVITY

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Abstract: *the following article is the brightest evidence of how to navigate the students to innovate inventions without any stoppage. The author tells the integration of science and education with culture by pointing out the process of continuous study.*

Keywords: *integration, education, innovative, lifelong, study, activity.*

At a time when the integration of science and education in the world is accelerating, the idea of “Experimental learning” is recognized in the world community due to its information and educational environment. This, in turn, requires that students studying in higher education institutions learn innovation and, therefore, develop their individual qualities.

The sociocultural transformation at the end of the twentieth and in the beginning of the XXI century the world, including our country, requires training of personnel for production practice and adherence to the concept of lifelong learning (*Lifelong Learning*).

The introduction of scientific and technological achievements in practice, increasing consumer demand, education and improving the quality of life of people require innovative approaches to professional activities. The history of innovation is the goal of achieving new quality results. The result of this quality is education, training and production, taking into account the competitiveness of cultural and professional competencies, the demand and supply of consumers and producers as well. Ensuring the development of various areas of public life, it is directly related to the emergence of innovation and the development and implementation of innovative technologies in various professions. Innovative activity requires a cogitological approach (*lot. Cogitio - thinking, logos - teaching*). This involves the acquisition of various knowledge and experience related to the professional activities of a specialist, and the introduction of their best practices in their activities.

The development of innovation requires that a person possess certain qualities, which are personal qualities, allowing the subject to participate in the innovation process. Thus, the theoretical study of the socio-psychological foundations of preparing students for innovative activities becomes relevant.

In order to engage in innovative activity, a person must possess certain qualities (openness, willingness to pluralism of relations, cooperation, mobility in education, communication, psychological competence, etc.) [2].

Preparing students for innovation is a socio-psychological aspect of training to meet the needs of the modern labor market. However, in the absence of specific scientific research on this issue, the problem of innovation and innovative culture in the Republic of Uzbekistan is represented by *E.G. Goziev, G. B. Shumarov, V. M. Karimova, R. S. Samarov, D. G. Mukhamedova, B. X. Umarov, Z.T. Nishonova* [3].

The relevance and crisis (E. Erickson) of the phenomenological theory of personality in foreign sources (C. Rogers, A. Maslow), which can provide a theoretical basis for the continuous formation of a number of important personal and professional qualities in the process of teaching students, is studied.

In this regard, it is necessary to consider a number of conflicting approaches that exist in theoretical approaches. They are:

- **at the socio-psychological level:** the requirements of society for training, the willingness of manufacturers to accept innovations, the emphasis on ensuring the quality of innovators, the availability and use of resources for innovations, and not the attitude of students to innovators and innovation bearers, the lack of conceptual foundations for considering innovative enterprises;

- **at the scientific and psychological-pedagogical level:** using the skills of modern psychology and pedagogical sciences to develop students' innovative activity, to create an important methodology.

- **at the scientific and methodological level:** innovative knowledge and experience in applying innovative knowledge and skills to integrate students' knowledge in the application of standardized psychological techniques.

Controversial relationships require the following references to the problem of preparing students for innovation: - A socio-psychological approach to use innovation in the social and personal orientation of innovation.

To do this, at a methodological level based on the phenomenological theory of personality, i.e., on the basis of actualization of the subject's abilities, it is advisable to give students an idea of innovation and the ability to apply innovation in practice.

References

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