

## DEVELOPING STUDENTS' INNOVATIVE THINKING SKILLS

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As one of the areas of training specialists for professional activity in the developed higher education system of the world, a special place is occupied by the problems of preparing future teaching staff for innovation, fully demonstrating their innovative thinking skills, individual creative activity, intellectual potential development, concentration of knowledge reserves, skills and abilities acquired in the learning process for the successful solution of these tasks it causes the need to restructure the system of higher pedagogical education, clarify its goals and objectives, improving the content of the training of future teachers in accordance with the new requirements of the innovative system of higher education institutions.

In the new development strategy of Uzbekistan, the issues of introducing innovations into the education system, training personnel capable of introducing new thinking and innovations are identified as priorities. The head of State Sh.Mirziyoyev emphasizes the need to further improve the education system, introduce innovative and modern methods into it, "educate teachers of a new era, develop pedagogical science, create innovative educational technologies, and creative approaches." Today, the state social order the presence of certain contradictions between the introduction of ideas of pedagogical innovations that ensure the effectiveness of teaching in the educational process of pedagogical universities and the modern level of preparation for the professionally conditioned function of future teachers as pedagogical innovation creates the need to carry out the research topic.

Some problems of the innovative approach are considered by scientists and teachers of our country. This is reflected in the scientific research of A.Abdukodirov, N.Azizkhuzhayeva, Z.Azimova, G.Aljanova, U.Begimkulov, G.Boimurodova, R.Juraev, B.Jalalov, Sh.Mardonova, U.Inoyatov, J.Yuldosheva, N.Muslimova, A.Musurmanova, R.Mavlonova, M.Mirsolieva, M.Ochilov, B.Rakhimov, A.Rakhimova, N.Sayidakhmedova, E.Seithalilova, Sh.Shodmonova, N.Egamberdieva, A.Khalikova, F.Yuzlikayeva, D.Yunusova.

Currently, the historical, pedagogical, theoretical and methodological aspects of innovation processes are being studied by scientists and teachers of the Commonwealth of Independent States (CIS). In the works of such scientists as E.Artamonova, V.Boyko, N.Vasilyev, M.Weindorf-Sysoeva, L.Grebenkina, L.Illarionova, I.Isaev, B.Lazarev, B.Martirosyan, I.Maltseva, V.Moiseev, S.Novikov, V.Nechaev, L.Podimova, V.Slastenina, E.Silyaeva, V.Khutorsky, E.Shiyanova this problem is covered to one degree or another.

The research of Professor N.R. Yusufbekova on the issues of the emergence and development of pedagogical innovations as a theory and practice of introducing innovations into the Russian education system was carried out at a high scientific and methodological level. His indisputable merit was that he was the first to scientifically prove that pedagogical innovations have their own subject as an independent science.

Innovations in education in the experience of foreign research, innovative thinking, innovative activity, problems of designing learning technologies were considered by such researchers as Angela Stooft, Benjamin Bloom, Bryan R.Cole, Drapeau Patti, John Raven, Jacqueline S. In addition, they are reflected in the scientific works of such scientists as Merrienboer Jeroen, Shubra Mangal, Reenu Mohan, Lyle Spencer and others.

However, it should be noted separately that in the above-mentioned research works, pedagogical activities aimed at improving students' innovative thinking skills were not transformed into a single didactic system to accelerate the educational process.

The concept of "innovation" comes from Latin (English novus-new), which means "updating",

"mastering", "introducing some kind of innovation", "an approach in a new way or introducing a new one", "introducing innovations". In turn, the word "new" forms the main core of this concept. Usually, the concept of renewal is in many cases synonymous with the concept of changes in education. If this transformation is comprehensive and changes the entire education system, then this is explained by the concept of "reform". But it would be wrong to look at all the changes as a novelty. Because the novelty sets itself the goal of updating the tasks that were previously set from the very beginning.

Three manifestations of pedagogical innovations are distinguished:

1) innovation is a completely new and previously unknown education, ideas and actions. There are very few such completely new and original innovations;

2) The most common innovations include ideas and actions adapted, expanded or modified in form, which become particularly relevant in a given environment and at certain intervals;

3) pedagogical innovations arise from the re-emergence of pre-existing actions in connection with the re-setting of goals in changed conditions, because new conditions guarantee the success of certain positive ideas.

The peculiarity of the innovation process in the education system is that it undoubtedly introduces structural changes into the innovative socio-pedagogical environment.

We believe that concepts such as "Innovation" and "Innovation Process" are the product of thinking that develops among students of higher educational institutions with the support of scientific ideas, progressive views and ideas, process modifications occurring according to the logic of academic science, and thinking, imagination and understanding resulting from practical thinking, as well as improving the specifics of the formation and development of progressive views. mechanisms.

Let's focus in more detail on the essence of pedagogical innovation activity. Which is often compared to the introduction of innovations in industry or management. At the same time, a different concept is being strengthened in the consciousness of the pedagogical community.

Pedagogical innovation is a purposeful action, creativity and lifestyle carried out mainly by the teaching team. This is an initiative of teachers (new ideas, projects, plans, specific actions, etc.) aimed at the initiators themselves and those who want to participate in this initiative. This is an image of creativity and life of teachers, which clearly affects the current situation, implies a change in the minds of all participants in the process, and above all, its initiators.

Currently, pedagogical innovations are being improved and expanded. Such an increase will effectively affect the development of students' thinking and innovative activities in the future. Therefore, education in higher educational institutions should be based on the requirement of forming an innovative component in the pedagogical activity of a future teacher (student).

Advanced views on the concept of thinking, its content and essence, its role in the comprehensive formation and development of personality have been carefully studied by a number of scientists, whose names were given above, trying to shed light on its meaning, necessity and features. On this issue, a group of psychologists, educators, and philosophers, based on their capabilities, put forward their feedback.

Thus, it would be appropriate to say that "the concept of innovative thinking is a process that includes creative activities aimed at independent thinking, which provides practical assistance in finding new, original solutions to problems that previously had no solutions that need to be sought in order to find an opportunity." Innovative thinking implies not only the creation of a new creative product, but also effective thinking and its development when implemented in practice. Every student who sets a certain goal for himself and chooses ways to achieve it is to a certain extent based on his worldview, thinking, speculation, imagination and concepts, as well as needs representing personal or social interests, in which, together with his goal, desire, aspiration as a means of his volitional actions, interests and needs.

The adopted functional symbol representing the entire system of measures aimed at improving students' innovative thinking skills, as a result of which innovative thinking skills are formed based on the following groups of skills and competencies:

1. Gnostic skills are skills in the field of mastering methodological and psychological and pedagogical knowledge, which are then brought to a mobilizing readiness to solve innovative pedagogical tasks.

2. Constructive skills – skills in the field of planning the educational process in the implementation of innovative ideas, systematization of the content and composition of educational information.

3. Organizational skills - skills in the field of introducing students' innovative ideas into the educational process, organizing students' activities and their own activities, documenting the educational program, business correspondence skills, etc.

4. Communication skills - skills in the field of establishing a pedagogically appropriate and working attitude, interaction with the university administration on the development of innovations with students in order to introduce innovative experience in teaching with teaching teams to solve innovative problems.

5. Innovative skills - skills in the field of planning, development and direct implementation of pedagogical innovations in the educational process, conducting pedagogical tests, transferring innovative experience to new situations.

The basics of improving students' innovative thinking skills are reflected in the introduction of innovative ideas, projects, technologies and the development of their personality. These activities include:

- students' willingness to apply innovations;
- the ability of students to assimilate pedagogical innovations;
- the level of development of students' innovative abilities;
- development of students' communicative and cognitive abilities;
- students' creativity and acmeological approach.

One of the main signs of innovative thinking of students is their creative activity, creativity, critical views, cognition, curiosity and initiative, sociability. Students need to be creative with themselves, apply them in their work, and promote them among the teaching staff.

In our opinion, there are a number of obstacles in preparing students for activities aimed at improving the ability of innovative thinking, which include the following; firstly, the student goes beyond his usual activities and faces difficulties and obstacles; secondly, the reason for such obstacles is the lack of formation of their creative abilities; thirdly, insufficient acquisition of innovative thinking skills; fourthly; This can be seen as a lack of innovative thinking and a lack of a psychological approach to the fact that the new and unknown always causes fear and danger in people. The solution to such problems lies in the regular work of students on themselves, mastering the methods of teaching sciences, and having adequate psychological and pedagogical training. The active participation of students in this process and the acquisition of knowledge, skills and abilities allows them to develop innovative, logical, critical, intellectual, pedagogical, productive and independent thinking skills.

The system of preparing students to improve their innovative thinking skills is determined by the following features:

- improvement of students' innovative thinking skills, effective organization of individual and collective work with them;
- the positive use of a systematic approach in improving the skills of innovative thinking of students;
- a practical approach to the possibilities and conditions for achieving effectiveness in improving students' innovative thinking skills.

✓ Theoretical views on improving students' innovative thinking skills and their analysis revealed the following contradictions:

✓ insufficient orientation of students to adequately meet their demand for a new quality of improving the skill of innovative thinking, the presence of contradictions in this regard;

✓ insufficient scientific and methodological developments in this area aimed at improving the effectiveness of improving students' innovative thinking skills, contradictions between existing ones;

✓ The lack of systematization of an innovative approach to the process of activities aimed at improving the skills of innovative thinking of students.

In conclusion, it is important to note that innovative thinking is a high stage of innovative activity, during which students listen to each other's thoughts, support, look with confidence that the incoming novelty will find its place in an educational institution, allows them to see their own mistakes and try to correct them without becoming discouraged, facing difficulties, it requires understanding, research, and activity. Self-movement, education, and an attempt to work tirelessly on oneself are the main conditions for innovative thinking.

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