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## THE PRACTICE OF ORGANIZING RESEARCH ON THE BASIS OF PSYCHOLOGICAL AND PEDAGOGICAL SUPPORT OF THE PROFESSIONAL GROWTH OF FUTURE TEACHERS

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**The purpose** of the article is to present the Ukrainian-Uzbek experience in the problems of forming psychological readiness for innovative activity, a favorable organizational and innovative environment, and motivational competence. To achieve the goal, the following research methods were used: generalization, comparison; systematization to reveal the problems of implementation of the experience of joint psychological-pedagogical research of educational institutions of Ukraine-Uzbekistan. **The results.** The article substantiates the ways of solving the problems of forming psychological readiness for innovative activities, a favorable organizational and innovative environment, motivational competence of students of preschool education at the master's (second) level of education. The information from the literary sources of the outlined areas of research is summarized. The main methodological, organizational and key psychological problems of the development of innovative activity within the framework of Ukrainian-Uzbek cooperation are highlighted. It is about the fact that the problem of forming psychological readiness for innovative activity has found its complement in scientific developments and practical application both in Ukraine and in Uzbekistan in various directions of psychological and pedagogical science and spheres of professional activity. Thus, further studies of the mentioned problem are being implemented in the field of professional activity of teachers of preschool educational organizations, under the scientific leadership of V. Chudakova (Ukraine), carried out by researchers on the basis of Puchon University in Tashkent (Uzbekistan, Korea), in the direction of "Management of educational institutions". **Conclusions.** In the modern conditions of Ukraine and the Republic of Uzbekistan, the objective regularity is innovative transformations. This requires fundamental improvement of the institutional and organizational and legal foundations of state administration in the field of organizing the development and implementation of innovative ideas and technologies. The task of forming readiness for innovative activity among pedagogical and managerial personnel becomes necessary and mandatory, which



is an important step towards the quality of professional activity. Joint projects of Ukraine and Uzbekistan open up prospects for further study of psychological and pedagogical problems of formation of readiness for innovative activity, in improving the system of training/increasing the qualifications of managers and teachers, "expert-trainers".

**Key words:** *joint experience of Ukraine-Uzbekistan, innovative activity, formation of psychological readiness for innovative activity.*

## ПРАКТИКА ОРГАНІЗАЦІЇ ДОСЛІДЖЕНЬ З ОСНОВ ПСИХОЛОГО-ПЕДАГОГІЧНОГО СУПРОВОДУ ПРОФЕСІЙНОГО ЗРОСТАННЯ МАЙБУТНІХ ПЕДАГОГІВ

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**Мета** статті – представлення українсько-узбецького досвіду з проблем формування психологічної готовності до інноваційної діяльності, сприятливого організаційно-інноваційного середовища, мотиваційної компетентності. Для досягнення поставленої мети використано такі **методи дослідження:** узагальнення, порівняння; систематизація для розкриття проблематики реалізації досвіду спільних психолого-педагогічних досліджень освітніх закладів України-Узбекистану. **Результати.** У статті обґрунтовуються шляхи вирішення проблем формування психологічної готовності до інноваційної діяльності, сприятливого організаційно-інноваційного середовища, мотиваційної компетентності здобувачів дошкільної освіти магістерського (другого) рівня освіти. Узагальнено інформацію з літературних джерел окреслених напрямків досліджень. Висвітлено основні методичні, організаційні та ключові психологічні проблеми розвитку інноваційної діяльності у межах україно-узбецької співпраці. Йдеться про те, що проблема формування психологічної готовності до інноваційної діяльності знайшла своє доповнення у наукових доробках та практиці застосування як в Україні, так і в Узбекистані у різних напрямках психологічної і педагогічної науки, та сферах професійної діяльності. Так, подальші дослідження зазначеної проблеми реалізуються у сфері професійної діяльності педагогів дошкільних освітніх організацій, під науковим керівництвом В. Чудакової (Україна), що здійснюються дослідниками на базі Університету Пучон в Ташкенті (Узбекистан, Корея), за напрямом «Менеджмент освітніх установ». **Висновки.** У сучасних умовах України і Республіки Узбекистан *об'єктивною закономірністю є інноваційні перетворення.* Це вимагає докорінного вдосконалення інституційних та організаційно-правових засад державного управління у сфері організації розробки та впровадження



інноваційних ідей та технологій. Необхідною і обов'язковою стає завдання сформованості у педагогічних і керівних кадрів готовності до інноваційної діяльності, що є важливим кроком до якості професійної діяльності. Спільні проекти України та Узбекистану відкривають перспективи подальшого вивчення психолого-педагогічних проблем формування готовності до інноваційної діяльності, в удосконаленні системи підготовки/підвищення кваліфікації управлінців і педагогів, «експертів-тренерів».

**Ключові слова:** спільний досвід Україна-Узбекистан, інноваційна діяльність, формування психологічної готовності до інноваційної діяльності.

**Introduction.** The relevance of issues related to innovative activities of both educational institutions and their personnel. In particular, the scientific activity of universities of Uzbekistan is aimed at improving the quality of training of future teachers and heads of educational institutions. The focus on innovation, which is prescribed in state documents, is a priority. The joint Ukraine-Uzbekistan project aims to reasonably determine the training of a person capable of living in a rapidly changing globalized world, therefore future specialists need the ability to make non-standard solutions, must be ready to work in conditions of rapid changes, high technologies, etc. This problem remains relevant in Ukraine as well. Common interests in research became the basis for organizing joint work.

**The purpose** of the article is to present the Ukrainian-Uzbek experience of organizing scientific research on solving the problems of psychological readiness for innovative activity, a favorable organizational and innovative environment, and the motivational competence of future teachers-managers.

As you know, any innovations initiated at the management level can be doomed to inefficiency if the performers (staff) entrusted with their implementation will perceive them as of little significance, useful and necessary. That is why in innovation processes a significant place is given to personnel potential, human resources – personnel of educational organizations, because the success of innovative transformations depends on their activity, responsibility for their own competence. Thus, the development of each personality of the staff of educational organizations is a key operating condition in the renewal and reformation of innovative processes, and it is precisely to them that new, special, increased requirements are being made today.

It should be noted that in order to solve the outlined problems, the research of such aspects in the professional activity of teachers, in particular preschool educational organizations, as the formation of psychological readiness for innovative activities, the peculiarities of the formation of a favorable organizational and innovative environment and the formation of motivational competence, which require

further psychological pedagogical research. In the article, we draw attention to the experience of organizing research activities of master's (second) level higher education students in Ukraine and Uzbekistan.

Theoretical justification of the problem. In the implementation of innovative transformations, their support at all levels plays an important role: from the state authorities to the performers of innovative activities. For example, legislative and regulatory initiatives for the implementation of Uzbekistan's innovation policy are adopted with the aim of strengthening the country's image; its transformation into one that dynamically develops a market economy with a corresponding share of intellectual contribution to society. One of the many examples that shows real steps and concrete actions for the implementation of innovative development is the legislative and regulatory framework of the innovation policy of the advanced countries of the world at the highest state level.

Thus, the legislation on innovative activity was adopted on the basis of the Constitution of the Republic of Uzbekistan, the Laws of the Republic aim educators to work in the mode of innovation and to form readiness for innovative activity in future specialists. Analysis of the main provisions of the Law "On Innovative Activity" (2020) allows us to state that the main directions of state policy in the field of innovative activity are: ensuring legal regulation of innovative development; state support and stimulation of subjects of innovative activity; organization of training, retraining and advanced training of personnel in the field of innovative activity. It is an important document that defines and ensures the implementation of the main directions of innovative development. The Republic of Uzbekistan has a "State Program for the Development of the National Innovation System", which is approved by the President of the Republic of Uzbekistan for a period of five years. The document lays down the basic foundations of the formation of personnel for innovative activities, which is carried out by relevant ministries, departments and other organizations through training, training, retraining and advanced training of employees in the field of innovative activities (Presidential Decree, 2018).



In Ukraine, for example, *the Law of Ukraine "On Innovative Activities"* defines the legal, economic and organizational principles of state regulation of innovative activities in Ukraine. The Law specifies the main goal of innovation policy, defines the main principles, in particular, Article 6 formulates specific ways of innovative activity, which indicates the creation of a legal framework to support innovation (Law of Ukraine "On Innovative Activity", 2022).

The analysis of the regulatory framework shows that at the current stage of the development of society both in Ukraine and Uzbekistan, positive transformations are taking place, the characteristic features of which are the modernization of the processes of introducing psychological, pedagogical, social models for the development of personnel potential and competitiveness of pedagogical workers.

#### **Review of the literature on the problem.**

The analysis of the literature shows the interest of scientists in the issues of implementation of innovation processes, in particular, scientists studied the following issues: the essence and terminological characteristics of the concept of "innovation" as a science of methodology, regularities and organization of innovative activity (K. Angelovsky, F. Brunswick, L. Burkova, L. Vashchenko, L. Danylenko, I. Ermakov, N. Klokar, O. Kozlova, V. Kremin, V. Molyako, D. Muhamedova, I. Osadchyi, N. Fedorova, B. Chyzhevskiy, Yu. Shvalb, R. Yusufbekova and etc.); Peculiarities of scientific-methodical support for innovation expertise and innovative activity (L. Burkova, L. Danylenko, N. Fedorova, Yu. Shvalb, B. Chyzhevskiy, V. Chudakova, etc.); peculiarities of creative and innovative activity (K. Angelovskiy, I. Bekh, I. Voronyuk, O. Kozlova, N. Klokar, V. Molyako, V. Chudakova); scientific approaches to the formation of psychological readiness for managerial activities (O. Bondarchuk, V. Ivkin, L. Karamushka, O. Fil, V. Chudakova, etc.).

Attention should be paid to the problem of research by V. Chudakov, in particular, *"Formation of psychological readiness of the personnel of educational organizations for innovative activities"*, which is considered from the point of view of the methodology of a holistic neoplasm practically from 2008 to the present. As part of the scientific search, the following was carried out:

– study and analysis of the concept of "the genesis of the development of the science of innovation" and its structure (innovations → innovations → innovations → innovation process → innovation activity) (Chudakova, 2016),

– study and analysis of the essence of concepts and terms of the construct "formation of psychological readiness for innovative activity" as a psychological and pedagogical phenomenon through "readiness" → "activity" → "readiness for activity" → "psychological readiness for professional activity" → "psychological readiness for innovative activity" (Chudakova, 2016).

– "innovativeness" as an integral indicator and the author's methods of its assessment were investigated. Peculiarities of the use and implementation of the examination of "innovativeness of the individual", with the help of the author's questionnaire-questionnaire "Express diagnosis of innovativeness" (Chudakova, 2016), 1677 respondents took part in its validation,

– a structural-functional model and a vector model of the joint study of conditions, factors and factors of "innovativeness" of the staff of educational organizations are proposed (Chudakova, 2016).

– the content was updated and the features of the implementation of the "psychological-organizational technology of forming the readiness of the personnel of educational organizations for innovative activities" ("Technology") and two models of its implementation were highlighted (Chudakova, 2016, 2017). In turn, each of the models consists of a complex of components, among which informational-semantic, diagnostic-interpretive, prognostic, corrective-developmental are mandatory.

This experience is pedagogically expedient and is implemented in master's programs for the preparation of master's (second) educational level applicants in both Ukraine and Uzbekistan.

Results and discussions. Analysis of the literature and results of scientific research, advanced psychological and pedagogical experience shows that scientists pay attention to the problem of introducing innovations into pedagogical practice in socially significant developments of different countries. In particular, we will try to outline in this article the experience of research and higher educational institutions of Ukraine and Uzbekistan, which work closely to improve the quality of training of higher education applicants in the fields of psychology and pedagogy. For example, *psychological sciences*, specialty 19.00.10 – organizational psychology, economic psychology. Research topic: "Formation of psychological readiness of personnel of educational organizations for innovative activity" (Chudakova V., 2008–2016) and "Formation of psychological competences of a competitive personality in the conditions





of innovative activity of the organization" (Chudakova V., 2016–2023). In recent years, the personnel of educational organizations of both Uzbekistan and Ukraine took part in the mentioned studies: managers, psychologists, teachers of secondary schools, scientific and pedagogical workers of higher education institutions and instructors of industrial training in companies, corporations, enterprises, etc., in the inter-course period and as part of professional development courses (including international internship). The results of their implementation are presented in more than 300 publications printed in professional publications of both countries.

It should be noted that the problem of forming psychological readiness for innovative activity found its continuation in the dissertation works of researchers of Ukraine and Uzbekistan, in various directions of psychological and pedagogical science and spheres of professional activity. Thus, further investigations of the above-mentioned problem *are being implemented in the field of professional activities of teachers of preschool educational organizations*, which are carried out on the basis of Puchon University in Tashkent (Republic of Uzbekistan, Korea) under the educational direction 70110103 "Management of educational institutions".

Within the framework of pedagogical *science*, research is carried out in the field of professional activity of *teachers of preschool educational organizations*, on the following topics: "Formation of psychological readiness for innovative activities of teachers of preschool educational organizations" (researcher Sh. Nurdavaltova, Puchon University in Tashkent, Republic of Uzbekistan, Korea); "Features of the formation of a favorable organizational and innovative environment of a preschool educational organization" (researcher I. Niyazmetov, Puchon University in Tashkent, Republic of Uzbekistan, Korea); "Features of the formation of motivational competence of teachers of preschool educational organizations" (researcher U. Juraeva, Puchon University in Tashkent, Republic of Uzbekistan, Korea).

It should be noted that the relevance of the mentioned problems and their insufficient theoretical, methodological and practical development is defined as the subject of our scientific search, therefore, the management of research activities takes place within the framework of the scientific school of V. Chudakova (Ukraine).

An important step towards full-fledged research is the planning of specific steps in the execution of work, that is, at the initial stage of research organization, the devel-

opment of logic (algorithm), specification of the specified steps, substantiation and design of the scientific and methodological apparatus of scientific research is studied and carried out. Our task is to outline those general approaches that will allow us to identify the invariant elements of any work, as well as to show how these elements function in research that reveals the interaction of the educational institution and the social environment, the individual and the team, the teacher and the student, the person and culture, personality formation and development in various educational systems.

As you know, any pedagogical research involves the definition of the categorical apparatus, as well as the main indicators of the quality of master's research. In fact, each of the selected methodological parameters (characteristics) puts the future specialist in front of the need to answer the questions (Table 1).

Table 1  
**The issue of determining the content of methodological characteristics of scientific research**

Methodological parameters	Question
Problem	What should be learned from what was not learned before?
Topic	How to call it?
The urgency of the problem	Why and why study?
Object of study	What is considered?
Subject of study	How is the object viewed? What relations, aspects and functions characteristic of it does the researcher single out for study? What does the researcher intend to gain new knowledge about?
The aim of the study	What is the expected result?
Objectives of the study	What should be done for this?
Research hypothesis	What do we see that others did not see?
They defend themselves	What needs to be protected?
Novelty	What results were obtained for the first time?
Meaning for science	What changes have been made to science?
Value for practice	What can be changed in practice thanks to the research results?



As we can see, the questions are difficult, but important for solving the chosen problem. Students of higher education should look for answers, and mastering the discipline "Methodology of scientific research" helps in this, where master's students are included in active search work, gain experience working with scientific sources, learn to analyze and forecast. The competences declared in the educational program include not only a complex of research, but also professional ones, including such a quality as readiness for innovative activities.

It should be emphasized that the leading role is played by the scientific director, who organizes consulting work, provides appropriate advice in a timely manner, and adjusts the activities of applicants.

Conclusions. Innovation in education reflects a complex and long-term process influenced by many factors. A special role in the process of implementation of innovations is acutely assigned to *the problem of evaluating their effectiveness*, for this purpose, the development of diagnostic knowledge and skills, the development of special and objective measurement methods is needed. There is a problem of choosing various indicators and criteria for evaluating the results of the introduction of innovations. There is a need to determine the conditions, factors, regularities and mechanisms that affect innovative activity in the organization and ensure its effectiveness (Chudakova, 2022). Identifying problems: "formation of psychological readiness for innovative activity", "features of formation of a favorable organizational and innovative environment", "features of formation of motivational competence" open prospects for further exploration of the research.

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