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## PEDAGOGICAL AND PSYCHOLOGICAL APPROACHES TO DEVELOPING STUDENTS' INNOVATIVE COMPETENCE

**Annotation.** The article examines the pedagogical and psychological foundations for developing students' innovative competence. The study identifies the structural components of innovative competence: creative thinking, problem-solving ability, and adaptability to technological and social innovations. Additionally, pedagogical and psychological factors-motivation, internal initiative, personal responsibility, and group interaction-are shown to play a crucial role in fostering innovative potential. The findings indicate that high levels of innovative competence among students are reinforced through pedagogical approaches, mentoring, a creative environment, and psychological support. Furthermore, developing innovative competence contributes not only to personal and professional growth but also enhances the quality of the educational process.

**Key words:** students, innovative competence, pedagogical-psychological approach, creativity, motivation, problem-solving, innovative potential

**Аннотация.** В статье рассматриваются педагогические и психологические основы формирования инновационной компетентности студентов. В исследовании выделяются структурные компоненты инновационной компетентности: творческое мышление, способность к решению проблем и адаптивность к технологическим и социальным инновациям. Кроме того, показано, что педагогические и психологические факторы - мотивация, внутренняя инициатива, личная ответственность и групповое взаимодействие - играют ключевую роль в развитии инновационного потенциала. Результаты исследования показывают, что высокий уровень инновационной компетентности студентов усиливается за счет педагогических подходов, наставничества, творческой среды и психологической поддержки. Более того, развитие инновационной компетентности способствует не только личностному и профессиональному росту, но и повышает качество образовательного процесса.

**Ключевые слова:** студенты, инновационная компетентность, педагогико-психологический подход, креативность, мотивация, решение проблем, инновационный потенциал.

**Introduction.** In the contemporary world, the rapid development of science and technology highlights the importance of fostering students' innovative potential as one of the most pressing tasks of education. Innovative competence is defined as the ability to generate new ideas, apply existing knowledge and experience in novel contexts, solve problems effectively, and adapt to technological and social innovations. From this perspective, developing innovative competence in students not only ensures their personal and professional growth but also contributes to improving the overall quality of the educational process and advancing the scientific and technological development of modern society.

Pedagogical and psychological approaches play a crucial role in the development of innovative competence. Studies show that students' motivation, internal initiative, personal responsibility, and group communication skills are key factors in fostering innovative potential. At the same time, pedagogical strategies-mentoring, creating a creative environment, and providing support in projects and practical activities-actively engage students in scientific and innovative work.

Therefore, studying the development of innovative competence in students is of strategic importance not only for enhancing individual creative and intellectual abilities but also for effectively organizing the educational process and fostering the next generation of scientific innovators. Based on the ideas outlined in the introduction, this study focuses on analyzing the structural components

of innovative competence, methods for its development, and the pedagogical-psychological conditions that support it.

**Literature Review.** The issue of developing innovative competence in students has been investigated in pedagogy and psychology for many years. Foreign researchers, including A. Bandura, emphasize the central role of students' intrinsic motivation and self-regulation in fostering innovative potential. Within the framework of social learning theory, Bandura highlights the importance of observation, experience, and mentoring in developing students' creative and innovative approaches. Similarly, R. Sternberg and J. Kaufman show that innovative competence is closely linked with an individual's creative thinking, problem-solving skills, and analytical approach. Sternberg's Triarchic Theory of Intelligence emphasizes the interconnection of creative, analytical, and practical thinking, revealing the complex psychological nature of developing innovative potential in students.

Russian scholars have also paid special attention to this issue. L. S. Vygotsky, through the concept of the “zone of proximal development,” highlighted the importance of pedagogical and social factors in students' acquisition of new knowledge and skills. Similarly, A. N. Leontiev's activity theory explains the psychological foundations of linking innovative and scientific work with personal motivation, goals, and interests. Russian researchers G. V. Kostyuk and N. F. Talyzina emphasize the importance of practical pedagogical methods-projects, laboratory work, and group activities-in developing students' creative and innovative potential.

Moreover, contemporary studies, including works by E. Torrens and O. M. Khotamqulova, identify the structural elements of innovative competence in students: creative thinking, adaptability to technological and social innovations, and problem-solving skills. Their findings demonstrate that pedagogical and psychological support, intrinsic motivation, personal initiative, and a creative environment are decisive factors in developing students' innovative potential.

The literature review shows that developing innovative competence in students is a complex, multifaceted process closely linked with psychological and pedagogical factors. Additionally, the quality of the scientific and pedagogical environment, mentoring, and social support ensures active student engagement in innovative and scientific activities. Combining the findings of foreign and Russian researchers highlights the importance of developing psychological stability, creativity, intrinsic motivation, and social-interactive skills as part of an integrated approach to fostering innovative competence. Consequently, a comprehensive pedagogical-psychological approach is necessary to cultivate students' innovative potential effectively.

**Discussion.** The process of developing innovative competence in students is closely tied to complex psychological and pedagogical factors and cannot be limited solely to technical skills or knowledge. Research shows that students' creative thinking abilities, problem-solving strategies, intrinsic motivation, and psychological stability are central components of innovative potential. Foreign researchers, including R. Sternberg and J. Kaufman, emphasize the interconnection between creative and analytical thinking, linking innovative competence directly with high intellectual and creative abilities. Additionally, A. Bandura demonstrates the importance of observation, mentoring, and experiential learning in developing innovative approaches within social learning theory.

Russian scholars have also highlighted this topic. L. S. Vygotsky, through the concept of the “zone of proximal development,” revealed the role of pedagogical and social factors when students acquire new knowledge and skills. A. N. Leontiev's activity theory demonstrates that personal goals, motivation, and initiative are decisive for developing innovative potential. From this perspective, the quality of the pedagogical environment-mentoring, projects, and group work-is a key factor in fostering innovative competence in students.

Furthermore, contemporary studies, particularly by E. Torrens and O. M. Khotamqulova, define the structural components of students' innovative competence. They identify creative thinking, adaptability to technological and social innovations, and problem-solving skills as the main components. The findings show that in an environment with intrinsic motivation, personal initiative, and pedagogical-psychological support, innovative competence develops more effectively. Developing innovative competence is important not only for personal and professional growth but

also for enhancing the quality of the educational process and contributing to the advancement of modern science and technology.

The discussion demonstrates that developing innovative competence in students is a complex, multifaceted, and integrated process, closely linked with psychological stability, intrinsic motivation, creativity, problem-solving skills, and social-interactive competencies. Pedagogical strategies and a supportive environment serve as effective tools for fostering innovative potential. Integrating the research findings of foreign and Russian scholars confirms the necessity of a comprehensive system of psychological and pedagogical approaches in developing innovative competence. Consequently, a thorough study and practical application of the pedagogical-psychological foundations for fostering students' innovative potential is crucial for enhancing educational effectiveness and preparing youth for scientific and professional activities.

**Conclusion.** The study shows that developing students' innovative competence is a complex, multifaceted process closely linked with psychological and pedagogical factors. Innovative competence in students is determined by creative thinking abilities, problem-solving strategies, adaptability to technological and social innovations, intrinsic motivation, and psychological stability. Foreign researchers, including R. Sternberg, J. Kaufman, and A. Bandura, emphasize that students' creative and analytical thinking skills, personal initiative, and self-regulation are central to fostering innovative potential.

Russian scholars L. S. Vygotsky and A. N. Leontiev demonstrate the importance of pedagogical and social context, as well as personal motivation and goals, in developing innovative competence. From this perspective, pedagogical support, mentoring, group work, and a creative environment play a crucial role in effectively fostering innovative potential in students.

The literature review and research findings indicate that developing innovative competence in students is of strategic importance not only for personal and professional growth but also for improving the quality of education and contributing to the development of modern science and technology. Furthermore, implementing pedagogical-psychological approaches in an integrated system allows for the broad cultivation of creativity and innovative potential, ensuring students' future scientific and professional success.

As a result, this study serves to identify effective methods and pedagogical-psychological strategies for developing students' innovative competence and provides a strong scientific basis for the practical implementation of innovative approaches in the educational process.

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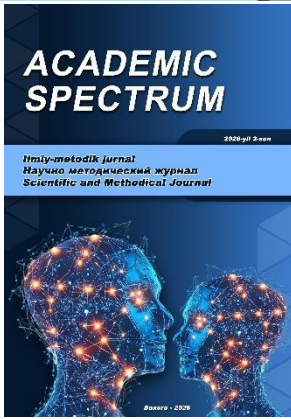
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## “ACADEMIC SPECTRUM”

### ILMIY METODIK JURNALI UCHUN MAQOLALARNI RASMIYLASHTIRISH TALABLARI

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