European International Journal of Pedagogics

TYPE Original Research
PAGE NO. 18-22
DOI 10.55640/eijp-05-11-04

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# Distinctive Features Of Inclusive Professional Innovative Activity

Subanova Barno Qodirali kizi

Institute for Retraining and Advanced Training of Adaptive Physical Education and Sports Specialists Head of the Department of Adaptive Physical Education and Sports Management Doctor of Philosophy (PhD) in Pedagogical Sciences, Associate Professor, Uzbekistan

OPEN ACCESS

SUBMITED 10 September 2025
ACCEPTED 01 October 2025
PUBLISHED 05 November 2025
VOLUME Vol.05 Issue11 2025

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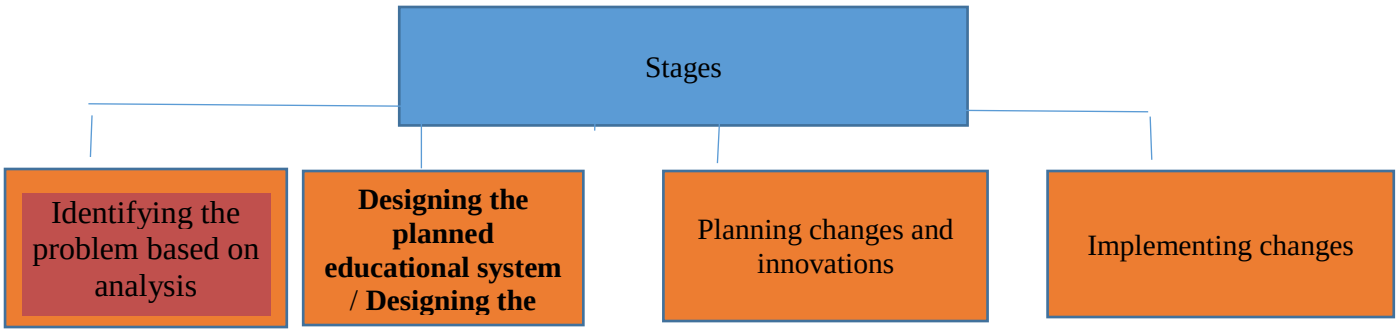
**Abstract:** In the article, various approaches to the analysis of the structure of the innovative activity of the pedagogue in education, the internal logic of innovation, a dynamic system that is legitimately developed in relation to time and represents its interaction with the environment, effective self-awareness that characterizes creative individuality, in addition, other factors of the individual's innovative activity are highlighted.

**Keywords:** Inclusive, Innovative, intellectual, combination, Acmeological approach, Creative approach, Reflexive approach, Humanistic axiology, subjective, individual, talent, creative ability.

**Introduction:** Innovative activity is an activity aimed at solving complex problems that arise as a result of new social demands not matching traditional norms, or new emerging ideas denying existing ideas. Various approaches exist in analyzing the structure of a pedagogue's innovative activity in education. For example, innovative activity is carried out in 4 stages, namely:

1. At the preparatory stage, the problem is identified based on analysis;
2. It designs the planned educational system;
3. It plans changes and innovations;
4. It implements the changes




## Stages of inclusive professional innovative activity

Innovation is a dynamic system that develops legally both in terms of internal logic and time, and expresses its interaction with the environment.

The socio-pedagogical necessity of an innovative approach to education in the current globalization processes is measured by the following:

1. The improvement of the educational process in the system of continuing education, particularly in higher education institutions, through studying advanced foreign experiences, and using innovative approaches and information technologies in education, driven by scientific and technical progress and socio-economic renewal;

2. The creation and practical implementation of effective organizational forms and technologies for student-centered teaching that serve to develop the level of knowledge, intellectual potential, social activity, and creative skills in young students;

3. The necessity of developing the professional-innovative competence of the teacher in relation to mastering and implementing pedagogical innovations.

The stages of innovative processes in education can be seen as follows:

1. The stage of the birth of a new idea or the emergence of a concept of novelty.

2. The stage of invention, i.e., creating the novelty.

3. The stage of practical application of the created novelty.

4. The stage of disseminating the novelty, its wide implementation.

5. The stage of the novelty dominating a certain field.

6. The stage of the scope of the novelty's application narrowing through replacement based on a new alternative.

It is known that innovative readiness is the sum of qualities related to a specialist's search and implementation of new forms, methods, and means of teaching based on non-standard thinking and work procedures during the process of designing, implementing, and achieving a guaranteed result in the pedagogical process, relying on acquired professional knowledge, skills, and competencies [1].

Approaches to innovative activity:

• **Humanistic Axiology** - Axiology views humans as the highest value and the sole purpose of social progress. The axiological approach to innovative activity signifies a person's dedication to the process of creating novelty, and the complex of pedagogical values created by them.

• **Acmeological Approach** - Acmeology (acme) is a Greek term meaning highest point, sharp, flourishing, mature, or the best (newest) period.

• **Creative Approach** - The term appeared in the USA in the 1960s. It signifies the individual's quality and ability to create new concepts and acquire new skills.

• **Reflexive Approach** - (Latin reflexio – turning back) is considered the process by which a subject gains knowledge of their own (internal) psychic feelings and states.

V.A. Slastenin uses an acmeological approach when structuring the teacher's innovative activity.

Acmeology (acme) is a Greek term meaning highest point, sharp, flourishing, mature, or the best period.

V.A. Slastenin substantiated the subjective and objective factors of acmeology that lead to high professionalism and a long creative life for the specialist. Objective factors include the quality of the education received, while subjective factors include a person's talent and ability, their responsibility in effectively solving production tasks, and their approach to specialists. The following are indicated as factors for achieving high professionalism: signs of talent; teachability; ability; talent; conditions of family upbringing; educational institution; own behavior.

Acmeology is considered from a scientific perspective in relation to professionalism and creativity. The following categories are differentiated:

- ✓ creative individuality;
- ✓ the process of one's own growth and improvement;

✓ creative experience as the realization of one's potential.

✓ The creative individuality of a teacher consists of the following:

✓ intellectual-creative initiative;

✓ intellectual ability—the breadth and depth of knowledge;

✓ vigilance towards contradictions, a critical approach to creation, and the inherent ability to struggle for creativity;

✓ thirst for information, a feeling for the unconventionality and novelty in problems, professionalism, and a craving for knowledge (N.V. Vishnekova) [3].

Effective self-awareness, which characterizes creative individuality, encompasses the following: the ability to understand the uniqueness of one's personality based on comparison with others; a collection of creative self-images and representations; the integrity and harmony of individual creative characteristics, inner unity; the dynamic and continuous process of the individual's development and their formation as a creator; the person's ability to manifest themselves and their readiness to carry out specific tasks; the ability to dedicate oneself as a creator and to understand one's place in personal and social situations (V.A. Slastenin).

The acmeological approach in the analysis of the structure of innovative activity allows for the discovery of the laws of personality development in a teacher's ascent to the peaks of professional mastery.

Innovative education is education that creates the possibility of forming qualities and skills in the learner related to creating new ideas, norms, and rules, and naturally accepting advanced ideas, norms, and rules created by other individuals. The concept "Innovative education" was first used at the "Club of Rome" in 1979.

The technologies used in the innovative education process are called innovative educational technologies or educational innovations.

Educational innovations are forms, methods, and technologies applied in the education sector or the learning process with the aim of solving an existing problem based on a new approach, guaranteeing a significantly more effective result than before.

The innovative process in the education sector is the novelty and change in the educational concept, curricula, methods and techniques, and methods of upbringing and teaching. At the heart of innovative processes in the education sector lie two important problems of pedagogy in the true sense of the word: the problem of studying, generalizing, and popularizing advanced pedagogical experiences, and the problem of introducing the achievements of pedagogical sciences into practice. Therefore, the subject of innovation and the composition, mechanism of innovative processes must be within the framework of a set of interrelated processes. Precisely, inclusive innovative activity not only creates the basis for competitiveness among higher education institutions in the service market but also practically reveals the growth of a professor-teacher's professional mastery and their creative pursuit. That is why innovative activity is continuously linked to the scientific-methodological activity of teachers and the creative activity of students in the learning process.

For organizing a teacher's inclusive innovative activity in an educational institution, an "Inclusive innovative environment" must be formed. This means a creative, sincere, friendly atmosphere in the pedagogical team and generally in the educational institution, where the pedagogical teacher can feel free, and internal motivation and material-spiritual interest in the team are high. In that environment, the pedagogical teacher is directed toward creative thinking and striving. As a result, changes occur in the innovative process—the introduction of novelty and conditions—ensuring the successful transition of the system to new conditions and indicators [4].

Innovative activity has been recognized by the countries of the world as the most important priority area. That is, it is true that one of the most crucial factors for accelerating social progress and socio-economic development is the implementation of an effective innovation policy, the introduction of new, advanced technologies based on the achievements of scientific and technical progress, new forms of labor organization and management, and the results of major inventions.

Inclusive innovative activity is an activity whose ultimate result consists of creating new types or improving existing types of products, services, organization of production, management form, and technologies. It includes the processes of creating, mastering, and widely introducing innovations.

The inclusive innovative process is a fundamental and obligatory condition for ensuring the competitiveness of manufacturing and higher education institutions, gaining and maintaining their position in the global arena, increasing productivity, and ultimately enhancing the effectiveness of the higher education institution, the sector, and the economy as a whole. Managing innovations, in turn, involves applying the core management functions—organizing, standardizing, planning, coordinating, controlling, and regulating—to

the innovative process or activity. Rapid implementation of innovations primarily necessitates the comprehensive modernization of the activities of existing higher education institutions. Inclusive innovative entrepreneurship involves finding new rationalizing directions and allocating resources beneficially, mastering new combinations of production, capturing new markets, and creating new products [2].

Currently, the operations of educational institutions in the education sector are rising to a transnational level under the direct and indirect influence of economic liberalization and globalization factors. It is impossible for these tendencies not to alter the educational process in the education sector and not lead it to a fundamentally new level and horizon of development.

Any modern higher education institution requires the presence of three specific components: factors, resources (means), and technologies. Only with the existence of these three components can the educational process begin, and specialists and educational services for which there is a clear market demand can be organized.

The three components necessary for the provision of the educational process must meet a number of requirements:

- ✓ The necessary volume of academic hours, meaning not only the organization of the educational process but also its quantitative expression, which allows for the future increase of the educational volume;
- ✓ The appropriate quality of the service factors, resources, and technologies, meaning their optimal condition for use in the educational process;
- ✓ Unity of time and place – the simultaneous presence of all components in a limited location, enabling their use in the educational process.

The presence of an individual or group of individuals (authorized persons) responsible for and entitled to use the factors, resources, and technologies of educational services is essential. There must be a coordinating center with the necessary full authority to make management decisions regarding the degree of component participation in the educational process. The coordinating center relies on the innovative potential of the higher education institution, and the innovative potential of the higher education institution, in turn, depends on the organization's openness to novelty. This, in turn, is a complex indicator dependent on the following factors: personal-psychological, internal or structural, and external. Furthermore, factors hindering and promoting the implementation of inclusive innovative activity in organizational-managerial and socio-psychological spheres can be distinguished[2].

In the present day, the volume of research dedicated to studying the impact of positive and negative factors when assessing the expected effectiveness of innovative projects implemented in the higher education system is extremely small. Scientific research conducted on this issue shows that the effectiveness of innovative projects is dependent on project management. Based on this, we determined the effectiveness by forming a successful project team. An effective innovative team must understand its time-limited task and be entirely responsible for its execution. The team must develop clear criteria for teamwork. This similarity is primarily determined by the project goal. Teamwork should be externally directed. Focusing on the final result of the project helps the team maintain its resilience without being dangerously detached from the organization’s broad strategy. Finally, possessing diverse skills is characteristic of a successful innovative team. The team’s diversity is its strength. It grows stronger based on the integration of personnel qualifications in executing tasks. The team must be able to think creatively, constructively, and collaboratively.

It must be ready to share ideas and information, work together to solve problems, and adapt to changing circumstances. The team must be able to communicate effectively. The creator of innovations has always been an individual (person). In this case, we must consider the psychology of the individual from the perspective of their capability for innovation. Therefore, the main problem of innovation psychology is the theoretical and experimental justification of the mechanisms, forms, and methods of psychologically studying an individual's creative potential, and providing psychological comfort for effective innovative activity. We can assume that the talent for innovative activity or the ability for creativity is an innate trait possessed only by certain people. Furthermore, other factors also influence an individual's innovative activity. For example, the following correlation is emphasized in innovation psychology: workers with less experience who are oriented towards new things are slower compared to more experienced workers. Concluding from what has been mentioned, I would like to emphasize that the simultaneous combination of characteristics inherent to a creator-innovator is observed only in a very small number of representatives compared to homogenous, professional, demographic, gender-age, educational, national-cultural, or confessional-ethnic creative groups. Typically, the proportion of such creators in the total number of the group is up to 10-12 percent.

Furthermore, managing such employees is often not easy, and problems arise when working with them. Innovation is a social phenomenon. It finds its expression within society, and collaborative activity is necessary for its emergence.

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