

Pedagogical factors in the formation of innovative abilities in young graduates with visual impairments

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Abstract: This article deals with the pedagogical factors of the formation of innovative abilities in visually impaired graduates and the formation of innovative abilities of young people.

Keywords: Graduates with visual impairments, educator, innovator ability, education, innovation, leadership ability, intellectual education, society, physical disability, educational institutions

We all know that the role of education is very important for the growing young generation to find its place in the society. In order for young people to take their rightful place in society, it depends first of all on their upbringing in the family, as well as on the knowledge, skills and qualifications they have acquired in the educational institution.

"Through extensive application of innovative methods in education, it is possible to discover a generation with deep thinking and deep worldview. After all, innovative processes can also be consciously managed. Innovation is, first of all, a function of managing the process of natural and artificial changes. Therefore, the innovative process in education means the process of managing changes in education."

We would like to emphasize that the formation of innovation ability in young people is carried out through education and training. In particular, the role of boarding schools in which they study is extremely high in the formation of innovative abilities of graduating young people with vision problems, and graduating young people of this category will have to acquire the necessary life skills from the educational institution. For this purpose, all pedagogues should help each graduating youth in a practical way to bring out their unique innovative ability by directly dealing with them.

It is necessary to perform the following tasks in the formation of innovative ability of visually impaired graduates:

1. Development of specific skills that help the formation of leadership skills in young graduates;
2. To study the achievements of active young people who have their place in society;
3. Organization of training sessions with effective use of educational technologies that create innovation ability;
4. Develop specific tasks for regular engagement with disorganized shy youth.

"Innovative activity is continuous work on the basis of innovations, which are formed and improved over a long period of time. Innovative activity has a positive effect on the activity of the pedagogue. That's why innovator-pedagogues should widely spread their innovative activities in today's education system and use them in classes by creating interactive methods.

Innovative pedagogues should first of all make an effort to create innovative young people. for this, modern pedagogical technologies effectively use various methods of teaching and implement self-confidence, independent thinking and teamwork skills in young people through a pedagogical psychological way.

"Intellectual education plays an important role in increasing the innovative potential of young people. It is known that intellectual education is a set of educational methods aimed at increasing mental potential, imparting knowledge and spiritual development of an individual. In this case, the systematic,

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purposeful indirect and direct influence of the teacher on the learner serves as a factor in the formation and development of intellectual potential."

It would not be wrong to say that the ability of graduating young people with physical disabilities to find their place in society, to learn independent professions, to be able to have a good relationship with the people around them, first of all, depends on the upbringing of the young people. For this purpose, we think that it is necessary to practically help the young graduates with vision problems to find their place in life, so that they can work in an equal spirit with healthy children. First of all, pedagogues of specialized educational institutions for children with physical and mental disabilities should start systematic work with graduating youth. For this, we can practically influence the rise of positive qualities in them by purposefully organizing seminars, trainings, round talks, meetings, science-related intellectual games and other similar spiritual-educational psychological events that help in the emergence of innovative abilities in young graduates. If we do not pay attention to the processes of correcting the physical defects of the graduating youth and do not perform practical tasks for the formation of their abilities, I think that we will not be able to achieve any results in this work.

In this regard, we can achieve certain goals and results by establishing mutual cooperation between non-governmental and non-profit public associations, parents and educational institutions. In our opinion, youth leaders working in general secondary education institutions should constantly inform the graduating youth about the social projects and auditions that are being implemented for the youth through the regional departments of the relevant youth agency. In this regard, we think that it is appropriate to implement beneficial programs for young graduates with physical disabilities in the implementation of youth programs. Therefore, the attention of educational institutions and youth organizations is extremely necessary for every graduating young person to take his place in life.

In conclusion, the social activity of young people is very important in any changes taking place in the society. In this regard, if we, pedagogues, can carry out education purposefully, I believe that we will help every young person to find his place in the future.

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