



**ВЕСТНИК  
ИНТЕГРАТИВНОЙ  
ПСИХОЛОГИИ**





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# ВЕСТНИК ИНТЕГРАТИВНОЙ ПСИХОЛОГИИ

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**Выписка из решения Президиума Международной академии  
психологических наук (протокол № 10 от 5 декабря 2023г.)**

г. Ярославль 05.12.2023 г.

**Слушали:** Об организации издательских проектов в 2024 году

**Постановили:** В соответствии с Уставом МАПН:

1. В целях развития МАПН и интеграции психологов на Евразийском уровне организовать выпуск журнала МАПН «Вестник интегративной психологии» в марте, мае и ноябре 2024 года в Бухаре

2. Куратором выпуска назначить члена президиума, академика МАПН, доктора психологических наук, профессора Баратова Ш.Р.

**Президент МАПН,**

**доктор психологических наук, профессор**



**В. В. Козлов**

**IMPROVING THE METHODS OF STUDENT YOUTH ORIENTATION TO  
SCIENTIFIC AND INNOVATIVE ACTIVITIES**

**Nazarov A. M.**  
(*Bukhara State University*)

**Аннотация.** В статье представлена научно-аналитическая информация о психологических методах развития научной и инновационной активности молодежи. Кроме того, изучено влияние социальных, педагогических, экономических и психологических факторов, обеспечивающих эффективность научной и инновационной деятельности молодежи, а также механизмы направления этой деятельности в нужное русло.

**Ключевые слова и понятия:** инновация, методология, механизм, индивидуальный, компонентный, адекватный, компетентность, адаптация, способность, психоаналитический, феномен, стратегия, стресс, эмоция, когнитивный, эмоциональный, поведенческий, адаптивный, экстремальный, психотерапия, стереотип, патологический, агрессия, реабилитация, психокоррекция.

**Annotation.** The article provides scientific and analytical information on the psychological methods of developing the scientific and innovative activities of young people. In addition, the influence of social, pedagogical, economic, and psychological factors that ensure the effectiveness of scientific and innovative activities in youth has been studied, as well as the mechanisms for directing this activity in the right direction.

**Keywords:** innovation, methodology, mechanism, individual, component, adequate, competence, adaptation, ability, psychoanalytic, phenomenon, strategy, stress, emotion, cognitive, emotional, behavioral, adaptive, extreme, psychotherapy, stereotype, pathological, aggression, rehabilitation, psychocorrection.

In this regard, defining the leading directions of improving scientific and innovative activity, especially in higher education institutions, identifying the process of training highly skilled personnel capable of independent thinking from a quality perspective, and promoting empirical research aimed at developing scientific-innovative activity among youth based on advanced modern educational technologies are becoming increasingly important trends.

Scientific and innovative activities are an integral part of human civilization, considered as the most important path for societal progress. It represents a unique form of individual activity in realizing their needs, interests, and goals in interaction with the external world. The development of new ideas and projects aimed at achieving the most important strategic goals of the country in disseminating global society and promoting scientific-innovative processes is one of the most important issues.

Today, directing youth towards scientific and innovative activities is considered crucial. Empirical research into a person's existing opportunities, individual characteristics, and creative and cognitive processes can be carried out to find solutions to these issues

Innovation involves introducing a new organizational method into any process. The concept of innovation emerged in the XIX century in scientific-practical research. The modern direction of the concept of "innovation" emerged in the works of the Austrian and American economist J.Schumpeter at the beginning of the XX century, in the analysis of "innovation combinations" and the changes in economic areas. The

renowned economist J.Schumpeter is considered one of the first scholars to use this term scientifically in the field of economics in the 1900s.

The concept of "innovation" clearly defines its essence. According to the "Uzbekistan National Encyclopedia," innovation encompasses the following content and concepts: "Innovation (Eng. "innovations" - the introduction of novelty, innovation) - 1) funds allocated to the economy to ensure the transformation of technical and technological generations; 2) novelties in fields such as technology, technology, management, and labor, based on scientific-technical achievements and practical experience, as well as their application in various fields and areas".

Innovation is not just any kind of novelty but is seen as a factor that significantly enhances the efficiency of existing systems. Innovations differ from discoveries in that the concept of innovation and its practical applications are explained with the following terms:

Innovative activity - represents a complex of scientific, technological, organizational, financial, and commercial measures aimed at commercializing accumulated knowledge, technology, and equipment.

The innovation process consists of complex structures and systems of regulations, regulations for innovation processes, their functions, development regulations, mechanisms, and implementation technologies, forming the basis of the educational process at higher educational institutions based on the achievements of modern psychology and pedagogy.

Research results by psychological scientists indicate that if today's youth have confidence in themselves, have a high level of self-development resulting from their actions, especially when they develop their activities as a result of their actions, and particularly when they encounter failure, evaluate themselves negatively, feel negative emotional states, such young people seek ways, methods, and forms of self-understanding unique to themselves.

The psychological conditions of directing youth towards scientific and innovative activities include the following:

- Actively promoting the process of learning the fundamentals of science and innovation;
- Exploring modern and new methods to enhance youths' interest in scientific and innovative activities;
- Facilitating self-development and the process of self-understanding;

American psychologist N.Rogers conducted research on the socio-psychological aspects of relationships, introducing novelty into interpersonal relationships, the types of individuals participating in this process, their attitudes towards novelty, the level of preparedness for understanding novelty, and the classification of socio-psychological relationships with an innovative character among certain personality types.

The psychological aspect of introducing novelty was developed by American scholar K. Rogers. He examined the classification of participants in the process of introducing novelty, their attitudes towards novelty, and their ability to understand it.

Research by Russian psychologist V.A.Petrovsky identified unexpected and mismatched states during youth activity. This leads to a new level of understanding and solving life problems, as well as becoming evident in creative and active forms of entrepreneurship and cognitive processes.

Innovative social technologies are methods aimed at implementing initiatives that contribute to the creation and adaptation of innovations in society, involving the utilization of material and other resources in society to address various changes in social life. It is worth emphasizing that the primary goal of innovation in the social sphere is to

address socio-psychological issues in modern society. Innovative activity in social relations necessitates finding new, more effective, and affordable methods to address societal problems.

Renowned scholars F. Budzinski and L. Shols have identified the following forms of innovative activity in their research:

1. Research. This stage identifies significant problems that need to be addressed through innovative activity, analyzes potential solutions, and develops effective methods for solving these problems. The search and selection of the most promising innovative goals, as well as evaluating their viability, are also carried out.

2. Development. Young people take steps to create their innovative ideas, projects, or models. In this phase, technology or software is developed in detail, then specialists are consulted to assess its effectiveness, reliability, and adaptability.

3. Implementation. The process of implementing innovative activity involves testing innovations, meaning, it is understood as carrying out innovation in a short time frame on a single object. Testing innovations in various fields is carried out purposefully as an agreed experiment to create new experiences or search activities.

Modern educational development has brought forward a new direction - innovative activity. The term "innovative education" and the research associated with it emerged in Western Europe and the USA in the 1960s. One of the important aspects of modern education is considered to be the acquisition of an innovative character by pedagogical activity. The issue of achieving an innovative character in pedagogical activity has been seriously studied since the 1960s in developed foreign countries.

Innovative education refers to the education that creates new ideas, values, rules, and the ability to naturally accept other people's innovative ideas, values, and rules, as well as shaping skills. Technologies used in the process of innovative education are called innovative education technologies or educational innovations.

The concept of "Innovative education" was first used in 1979 at the "Rim Club". Educational innovations are classified into several types. Innovations come in various forms. The following are considered the main forms of innovations:

- New ideas;
- Clear objectives for changing systems or activity directions;
- Non-traditional approaches;
- Unconventional initiatives;
- Creative work methods.

Just as in other fields, there are also opinions on activities related to "novelty", "innovation", and their essence in education. If an activity is short-term and has features of a simple system, and only serves to change certain elements of the system, it is called innovation. On the other hand, if the activity is carried out based on a certain conceptual framework, and the result contributes to the development of a specific system or fundamentally changes it, it is called innovation. Scientific literature pays special attention to the distinction between the concepts of "novelty" (innovation, novelty) and "innovation" (innovation introduction).

In this regard, the author distinguishes two important stages of innovative processes:

1. Generating goals that are visible as innovations (for example, the development of a specific product by a company or organization).

2. Scaling up innovations (developing innovative processes on a large scale). High education institutions have their unique approaches to organizing innovative processes. They include:



1) Gnostic-dynamic guidance (according to which educators deepen their knowledge, skills, and abilities to actively use pedagogical innovations, study types of innovations, their creation, practical application, as well as the experience of using advanced pedagogical (educational) innovations in foreign countries, considering local conditions, and exchanging experiences in actively using pedagogical innovations in their activities).

2) Individual activity-oriented guidance (in this case, educators achieve specific excellence in using pedagogical innovations in practical activities based on their individual capabilities, talents, and experiences).

3) Multisubject (dialogic) guidance (this guidance highlights the use of pedagogical innovations based on mutual collaboration, especially sharing experiences of many years of work, professional skills, and experiences of educators, as well as providing recommendations and guidance for the effective, purposeful, and continuous use of educational innovations).

4) Humanistic guidance (this guidance serves the purpose of highlighting the suitability of using pedagogical innovations based on the potential, desires, interests, knowledge, skills, and abilities of students).

5) Individual-creative guidance (according to which each educator organizes educational and upbringing processes based on creative work, taking into account the subject matter being studied, the nature of the educational material, as well as their own capabilities, competence, and work experience).

Innovative activity involves activities aimed at solving complex problems that arise due to the non-compliance of new social demands with traditional values or the rejection of existing goals in favor of emerging ones.

According to its nature, innovative activity consists of scientific research, practical work, experimentation, and the creation of works based on achievements in science and technology.

A pedagogue's innovative activity is characterized by the following:

- ✚ Readiness to adopt innovation.
- ✚ Acceptance of pedagogical innovations.
- ✚ Degree of innovation.
- ✚ Development of communicative skills.
- ✚ Creativity.

According to researcher M.Jumaniyozov, pedagogical innovative activity is evident based on the following criteria:

- Embracing the philosophy of creative activity.
- Embracing pedagogical research methods.
- Ability to create authoring concepts.
- Planning and conducting experiments.
- Utilizing experiences of other researcher-educators.
- Collaboration with colleagues.
- Sharing ideas and providing methodological support.
- Overcoming and neutralizing contradictions.
- Identifying and adapting innovations to their own context.

In terms of content and essence, innovations represent the dynamic system of introducing novelty into relations or processes. Introducing novelty as a system inherently indicates the continuous development of the relationship or process, first, its internal logic, and second, the specific and timely development of the introduced novelty and its mutual influence on the surroundings.

In any innovation, the concepts of “new” and “novelty” are of significant importance. Various relationships and processes manifest novelty in specific,



subjective, local, and conditional forms of goals. Specific novelty relates to changing one of the elements related to the subject or process, while subjective novelty expresses the necessity of renewing a certain object itself. Local novelty serves to describe the practical significance of the introduced novelty for a particular acquired object. Conditional novelty, on the other hand, serves to indicate the accumulation of certain elements ensuring complex, progressive innovation in relations, objects, or processes.

In conclusion, it is worth noting that for the development of scientific and innovative activities in youth, it was found that the development of necessary knowledge, skills, and abilities, emotional stability, superiority of motivation for success, sufficient development of emotional and creative qualities have a significant impact. Similarly, the success of scientific - innovative activity development is based on motivational, cognitive, operative, goal-directed, independent thinking, and communicative skills, which determine the ability to solve professional and various problems.

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## МЕТОДЫ ОБУЧЕНИЯ ДОШКОЛЬНИКОВ КОММУНИКАТИВНЫМ НАВЫКАМ И КУЛЬТУРЕ ОБЩЕНИЯ

**Норбошова М.**  
(г. Термез, Узбекистан)

**Аннотация.** В дошкольном возрасте большое значение имеет сопровождение обучения ребенка общению игровыми и народными формами устного творчества, коммуникативным этикетом, а также включение в образовательную деятельность элементов неформального общения, использование дидактических, творческих, сюжетно-ролевых игр, акцентируя внимание на том, что роль организатора общения в них выполняют дети, а не воспитатель. Значение игры для гармоничного формирования личности ребенка неопределимо. Игра-это способ самовыражения и самосовершенствования ребенка.

**Ключевые слова:** развития ребенка, дошкольный возраст, личность, общения, формирование, игра, народное творчества, коммуникативные навыки, этикет.

**Annotation.** The scientific article substantiates the role of communication in the formation of a preschooler's personality, ways of its realization, emotional closeness in the process of communication, the influence of the family environment and the environment of a preschool organization in the process of communication. As well as

- 210 **Козлова И. А. (Россия)**  
*Рэйки риохо в практической работе психолога*
- 213 **Козлов В.В. (г. Ярославль, Россия)**  
*Интегративные психотехнологии*
- 215 **Коллонтай Г.А. (г.Москва, Россия)**  
*Структура понятия благополучие сотрудника*
- 218 **Корсак Н.В. (Корсак-Гомель, Беларусь)**  
*Актуальные проблемы повышения квалификации и переподготовки кадров в системе дополнительного образования взрослых*
- 221 **Крутолевиц А.Н., Т.А. Асафова (Беларусь)** **ОСОБЕННОСТИ**  
*Академической мотивации студентов факультета иностранных языков*
- 225 **Курносова С.А., А.В. Константинов (г.Челябинск, Россия)**  
*Психологические условия карьерного консультирования студентов*
- 231 **Лизунков Владислав. (г.Томск, Россия)**  
*Психолого-педагогические технологии нейропедагогики в профессиональном становлении личности*
- 233 **Лупекина Е. А. (г. Гомель, Беларусь)**  
*Проблема эмоционального интеллекта подростков из неблагополучных семей*
- 236 **Маматова Н.Д. (г.Самарканд, Узбекистан)**  
*Анализ влияния межличностных отношений на стабильность семьи психологами нашей страны*
- 244 **Matveeva A.A. (Tashkent, Uzbekistan)**  
*Typology of social intelligence disorders in patients with paranoid schizophrenia*
- 248 **Matniyozova M.A. (Urganch, Uzbekistan)**  
*The importance of intellectual resources and leadership position during the student period*
- 253 **Махатова Н.И. (г.Карши, Узбекистан)**  
*Терминологическая характеристика и основные составляющие части гендерной теории*
- 256 **Меерсон А.-Л.С. (г.Москва, Россия)**  
*Фактор информационного стресса в образовательной среде и технологии его профиллактики*
- 260 **Musinoва R.Y., Qurbonova A.D. (Samarkand city, Uzbekistan)**  
*Psychological factors underlying criminal behavior*
- 263 **Мухамедова Ш.М. (г.Бухара, Узбекистан)**  
*Психосоциальная диагностика детско юношеских спортивных команд*
- 266 **Nazarov A. M. (Bukhara State University)**  
*Improving the methods of student youth orientation to scientific and innovative activities*
- 270 **Норбошова М. (г.Термез, Узбекистан)**  
*Методы обучения дошкольников коммуникативным навыкам и культуре общения*
- 274 **Нарбашева М.А (г.Термез, Узбекистан)**  
*Методы обучения дошкольников коммуникативным навыкам и культуре общения*
- 278 **Невзорова А.В. (г.Ярославль, Россия)**  
*Воспитание самостоятельности школьников с применением технологии развития критического мышления*
- 281 **Оспанбек Н. Б. магистр, тренер школы приемных родителей, старший научный сотрудник научно-методического отдела НАО ННПИБД «Өркен»**  
*Эмоциональное выгорание замещающих родителей как причина вторичного сиротства у детей*
- 286 **Останов Ш.Ш. (г.Бухара, Узбекистан)**  
*Детерминанты формирования творческих качеств у подростков с деструктивным поведением*
- 290 **Очилов Ш.Г. (г.Самарканд, Узбекистан)**  
*Факторы социально-психологического происхождения насилия и агрессии подростков по отношению к сверстникам*
- 298 **Павленко С.А. (Россия)**