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Development of Students' Innovative Activity on the Basis of A Value-Based Approach in Higher Education Institutions (on the Example of Karakalpak Applied Art)

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Abstract: This study aims to evaluate the impact of national cultural heritage and museum resources on developing innovative competencies among future teachers. Utilizing a theoretical-methodological analysis of pedagogical literature alongside a four-stage process model, the research integrated artifacts from the I.V. Savitsky State Museum of Art into the higher education curriculum. The results demonstrate that incorporating traditional applied arts systematically enhances students' creative, cognitive, and procedural capacities for pedagogical innovation. Ultimately, embedding national values within modern teacher training fosters critical thinking and offers an effective framework for preparing highly qualified, adaptable educators.

Keywords: Higher Education, Innovative Activity, Pedagogical Heritage, National Values, Teacher Training, Museum Resources, Cultural Heritage, Applied Art, Cognitive Development, Professional Competence.

1. Introduction

1.1 Background to the Study

Humanity's spiritual and moral perfection is extraordinarily broad, multifaceted, and profound, encompassing numerous spheres. Among these, a person's worldview occupies the primary position [1].

A system of philosophical, political, scientific, legal, religious, moral, aesthetic, and other views and representations regarding the world and its changes and development. It is an integrated, generalized body of knowledge about the world. Once scientific knowledge is integrated and evaluated within a worldview, it serves practical orientation in social and natural reality [2].

A crucial aspect and necessary condition for spiritual growth. No individual or representative of a nation can remain independently stable without high political consciousness, knowledge, and culture. Political culture incorporates the political and ideological maturity of individuals who embody honesty, purity, consistency, and foresight; it also encompasses initiative, high morality, strong will, politeness, alertness, and vision [3]

Researching theoretical and practical approaches to effectively utilizing pedagogical heritage, expanding student opportunities, and developing them intellectually and

morally within higher education requires creating a system for developing cognitive activities [4].

In the fifth priority direction of the **Development Strategy of New Uzbekistan for 2022–2026**, titled *"Ensuring Spiritual Development and Elevating the Sphere to a New Level,"* the *"Deep study and promotion of the rich heritage of our great ancestors"* is set as a priority goal (Goal 73). Consequently, opportunities for students to study these values are expanding [5].

Today, preparing highly qualified, well-rounded, skilled young specialists with a broad worldview and deep technical knowledge is one of the most critical tasks in production. A modern university needs professionally knowledgeable, independently thinking students who are psychologically and technologically ready to implement humanistic values [6].

Combining our ancient traditions and enduring values with the achievements of modern science is proving to be a primary duty of today's educated youth. Developing a national communication culture by building knowledge, skills, and competencies in students' minds is essential [7].

1.1.2 Statement of the Problem

As supported by field study, public sector productivity in the 21st century is an era of high intellectual potential, driven by an increasing volume and speed of information distribution and reception that requires the continuous development of new technologies. This potential is largely determined by the quality of higher education in a country [8].

1.1.3 Objectives of the Study

To create new institutional mechanisms in education, update the content and structure of education, develop practical orientations and foundations of educational programs, and establish conditions to satisfy the quality education needs of citizens, society, and the labor market through lifelong learning content [9].

1. **The Innovative Process:** A sequence of stages that translates an idea into a tangible result.
2. **Potential:** A collection of various resources required to carry out innovative activity.

Innovation is the result of creative labor in the form of a developed product or an advanced technological process. It serves as a significant intersection of theory and practice, representing an action system of a social subject aimed at improving the quality of socio-cultural objects. A creative teacher who recognizes the need for change in professional activities strives to create novelty through radical innovations based on modernization, rationalization, or modification. An innovative process relies on three structural components: an idea, its development process, and obtaining new results [10].

To engage in professional innovative activity, a teacher must possess appropriate motivation, knowledge of innovative processes, the ability to design pedagogical interactions, and the skills not only to apply specific technologies but also to improve them.

The desire to perform educational and professional actions beyond existing stereotypes or standard templates; the drive to experience creative challenges and joy in solving professional problems; satisfaction from solutions found; and curiosity as a leading motive [11].

The specific capability to use information flexibly and rapidly across various scenarios.

- a) *Intellectual sphere:* Flexibility, fluency, elegance, non-standard thinking, originality.
- b) *Emotional sphere:* Empathy and self-awareness.
- c) *Motivational sphere:* Focus on independently searching for problem solutions.
- d) *Practical sphere:* Communicative and intellectual abilities, capacity to collaborate in unprecedented situations.

- e) *Self-management sphere*: Reflection during the creative process, controlling thoughts, directing thought processes correctly, and independently creating conditions for creative activity.

Characterized by knowledge of conceptual pedagogical models of learning and education [12].

2. Materials and Methods

Analysis of scientific approaches and international experience shows that a country's socio-economic development and international competitiveness are grounded in a well-developed innovative infrastructure. Innovations can be defined as a set of technological, scientific, organizational, and financial measures aimed at commercializing accumulated technologies, knowledge, and equipment. Investing in the development of innovations is an integral part of this process. The main objective is introducing novelties, shaping them into innovations, or achieving positive practical results. In higher education, raising future teachers' innovative activities to new levels anchored in the spiritual achievements of national traditions is a key priority for building the foundation of New Uzbekistan.

3. Results and Discussion

Direct interaction with artworks, studying them, showing interest, paying attention to the creator's lifestyle and working methods, understanding historical styles and movements, and recognizing famous artists' works at a glance play a major role in developing students' innovative activities. Using reproductions, slide presentations, and photographs of famous works during and after classes yields excellent results [13]. Visiting exhibition halls and museum galleries is equally effective, as studying each artwork inspires new ideas. Located in the Republic of Karakalpakstan, the I.V. Savitsky State Museum of Art serves as a vital resource for students, pupils, and fine art teachers. Over its 40+ years of operation, it has enabled specialists, artists, and art enthusiasts to enrich their knowledge by studying exhibits, learning about authors' lives and historical contexts, exploring art genres and techniques, and using its rich library collection. The museum collection includes Karakalpak national applied art, handicrafts, archaeology, and fine arts. When incorporating museum materials into university curricula, selection should follow these guidelines [14].

- Knowledge of local history, cultural monuments, and architectural objects of artistic value.
 - Awareness of research and cultural activities in local museums and their branches.
 - Understanding local artistic crafts and the production techniques of folk masters (wood carving, bone and stone carving, embroidery, ceramics, jewelry, etc.).
 - Awareness of local institutions training professional personnel for applied arts.
 - Ability to characterize the contemporary artistic and cultural state of a city or region.
 - Skill in identifying differences between local cultural monuments and broader national monuments [15].
1. **Stage 1:** Focuses on forming professional knowledge, skills, and qualifications necessary to meet qualification requirements through museum sources, requiring mastery of **at least two** components of innovative activity.
 2. **Stage 2:** Focuses on acquiring skills through museum materials and thoroughly mastering **at least three** components of innovative activity.
 3. **Stage 3:** Focuses on critical self-analysis, finding non-standard solutions, mastering and applying pedagogical novelties, utilizing scientific/methodological literature, and leveraging modern educational technologies, while mastering **at least four** methodological activities.

4. **Stage 4:** Involves understanding the core essence of acquired knowledge and skills, innovatively enhancing professional competencies, and developing/conducting non-standard lessons using modern pedagogical technologies.

Recommendations

Based on the findings, the following recommendations are proposed:

- Develop and implement theoretical and pedagogical models that integrate national values with innovative educational practices.
- Create electronic learning resources, including digital handbooks on Karakalpak national applied art, to support independent and classroom learning.
- Establish a repository of innovative pedagogical technologies and teaching materials related to folk applied arts.
- Regularly update educational databases with recent scientific and technological developments and incorporate them into teacher education curricula.
- Strengthen practical training in technological processes, decorative design, spatial visualization, and architectural-design skills to enhance future teachers' professional competencies.
- Conduct further empirical studies to assess the long-term impact of value-based innovative education on teacher performance and student learning outcomes.

The implementation of these recommendations will contribute to preparing culturally competent, innovative, and professionally skilled teachers capable of integrating national heritage with the requirements of modern education.

4. Conclusion

This study examined the development of future teachers' innovative activities through the integration of national values, with particular emphasis on Karakalpak national applied art. The findings indicate that incorporating cultural heritage into teacher education enhances students' creative thinking, professional competence, and readiness to apply innovative teaching approaches. The results further demonstrate that combining traditional artistic values with modern educational technologies creates an effective learning environment that supports innovation while preserving national identity.

The study identified several essential conditions for strengthening value-based innovative education, including the development of theoretical models, digital educational resources, and pedagogical methodologies that integrate folk applied art with contemporary instructional technologies. These elements contribute to improving both the quality of teacher preparation and students' practical skills in design, ornamentation, and technology-related activities.

Although the study provides valuable insights, its findings are limited to the educational context examined and the selected aspects of Karakalpak national applied art. Future research should evaluate the effectiveness of the proposed approaches across different educational institutions and cultural settings using larger samples and longitudinal research designs.

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