ISSN: 2053-3578 I.F. 12.34

EFFECTIVE MECHANISMS FOR DEVELOPING INNOVATIVE THINKING IN YOUTH

Alimov Akmalbek Abdumazhidovich
Head of the Department for Education of Youth in the Military-Patriotic Spirit, Improving Their Legal Literacy and Assisting in the Prevention of Crime and Delinquency Among Youth of the Agency for Youth Affairs of the Republic of Uzbekistan

Abstract. *The article provides scientifically substantiated effective mechanisms for developing innovative thinking in young people. In the education systems of developed countries, special attention is paid to improving the quality of education and adequate participation in international assessment processes. The social order of society in the education system for the formation of the younger generation as «human capital» requires a pragmatic approach to the phenomenon of innovative thinking and the development of a scientifically based system for solving this socio-economic and political problem.*

Keywords: *innovation, youth, education system, phenomenon of thinking, innovative thinking, socio-economic, political problem.*

Today, the comprehensive definition of the concept includes innovative thinking, its formation and development within the framework of education and training of the younger generation. Nobel Prize winner, academician A. A. Ginzburg believes that the main engine of the economy is innovatively thinking people [1, pp. 25-26]. Studying this concept as a psychological phenomenon and relying on the socio-psychological approach, E. A. Petrova and I. V. Tarasova defined it as follows: “before understanding the problematic meanings arising from a certain state of social practice, it is necessary to study the mental dynamic process of progressive movement in order to create new meanings that do not reflect it in objective reality, to know them in all respects, and then to realize this objective reality” [1, pp. 5-6]. E.A. Kirolicha defines it as follows: «When the sphere of thinking develops, it leads to new results, and its characteristics are systematic thinking, intuitive thinking, self-development, self-organization, foresight, the ability to see the positive» [3, pp. 62-69]. Students are engaged in extracurricular activities, study academic subjects, study elective courses, carry out individual projects, engage in systematic, organized research, communicative-dialogical and discussion

ISSN: 2053-3578 I.F. 12.34

activities; By participating in such activities as game modeling and modeling individual and team competitive situations, students expand their knowledge and develop research skills that go beyond science. All this contributes to the development of cooperation between students, the formation of leadership qualities, the development of psychological resistance to stressful situations, the emergence of the ability to find a compromise between their own interests and the interests of others in order to achieve a common collective goal. Extracurricular activities should be supplemented by organizing meetings with people professionally working in innovative enterprises, students attending competitions, exhibitions, and events of social significance. This also has a positive effect on the intellectual activity of students and helps to increase their abilities [4, pp. 17-31]. For students, innovative thinking plays an important role in the formation and development of their future life skills. Therefore, it is necessary to teach and educate students at the school level regarding the elements that make up innovative thinking.

As everything becomes more modern, approaches to organizing the educational process in higher professional education are changing radically [5, pp. 89-96]. These changes are associated with the introduction of a multi-level education system, the creation of a single educational space, the transition to a federal state educational standard, and the implementation of a financial approach. In the modern era of development, the role of the teacher is increasing significantly. Now they need to choose the optimal teaching strategy and use modern educational technologies [6, pp. 101-104]. In the scientific works of various authors, the concept of «interactivity» is considered from two points of view. Firstly, it should be carried out as a full-fledged interaction of students with the teacher, with each other and with the educational environment, and secondly, through the interaction of subjects of the educational process with the information environment [7, pp. 12-18]. The ability of subjects of the educational process to interact with each other, exchange information, make joint decisions, model situations, evaluate the actions of others and their own largely affects the development of business potential for problem solving [8, p. 53-55]. There is a certain amount of duplicity in the knowledge obtained with the help of interactive technologies. On the one hand, it is information about the surrounding world that the student acquires in the course of his/her activity. On the other hand, it helps the teacher to create situations that use interactive technologies in their work.

A good knowledge of a foreign language is one of the key competencies of a graduate of a modern technical university. The rapid development of digital technologies accelerates the

ISSN: 2053-3578 I.F. 12.34

process of globalization, making English the leading language of international communication. International cooperation in the field of science and production cannot be realized without the creation of a single communicative space, which should be based not only on grammatical norms and knowledge of specialized foreign dictionaries, but also on linguistic and cultural competence, which largely determines the effectiveness of intercultural communication. Successful development of communicative competence of students of engineering and technical specialties requires solving a number of problems, some of which are related to the specifics of the non-humanitarian higher education system.

The theoretical and methodological foundations of the competence-based approach to education are still in the process of formation and cannot affect the effectiveness of its implementation, since the process of transition to competence "must be based on a developed psychological and pedagogical theory or complex of theories" [9, p. 25]. Currently, there is no single definition of the concepts of "competence" and "competency". Researchers argue that knowledge, skills and qualifications should not be compared. The concept of competence combines not only cognitive and operational-technological components, but also motivational, aesthetic, social and behavioral ones. It includes learning outcomes (knowledge and skills), a system of value orientations, habits, etc., so the central aspect of competence is the ability to perform any activity, both familiar and new, based on the organic unity of knowledge, skills, experience and relationships. Competence is the ability to apply knowledge, skills, relationships and experience in familiar and unfamiliar work situations. In a number of works, the terms «competence» and «competence» are used as synonyms [10, p. 210]. Another problem associated with the implementation of the competency-based approach is the lack of a generally accepted system for assessing the level of competence development. Electronic tests adopted in many universities cannot fully solve this problem, since they do not take into account the holistic nature of competence, which combines cognitive, executive and personal parameters. In addition, as a result of observing the process of implementing competence in a specific problem situation, an expert assessment is proposed according to pre-developed criteria for tests. In this case, the objectivity of the assessment is ensured by the accuracy of the developed criteria [10, pp. 64-65].

Thus, the introduction of a competency-based approach in a non-linguistic university leads to an increased role of humanities disciplines, which contributes to the formation of general cultural competencies, the importance of which is determined by the new model of a technical university graduate. In accordance with the requirements of an innovative economy,

ISSN: 2053-3578 I.F. 12.34

a future engineer must be an enterprising, creative person, able to easily adapt to the changing conditions of the modern world. The psychological and pedagogical theory of competency-based education is currently at the stage of forming a conceptual apparatus, defining a list of basic competencies, testing methods for forming competencies, and developing relevant educational and methodological complexes. Changing the main goal of higher education entails the need to change the educational environment and change the worldview of all participants in the educational process. Innovative industries occupy an increasingly larger share of global production. The development and commercialization of new high technologies is becoming an integral part of the economy of any country claiming to be an advanced state. Among other conditions for activating and achieving success in the transition to an innovative path of development of industry and the economy as a whole, an important factor is the presence of a large number of specialists capable of new creative work in various fields, as well as qualified consumers who effectively use innovations not only in their professional fields [11, pp. 42-56]. Thus, the task of mass training of young people for innovative activities, especially in the natural sciences and technical fields, remains very relevant today [12, pp. 70-73].

Innovative activity has a complex structure. It is an inseparable result of many branched processes, and all their aspects should be considered together. However, its core is a unique innovative thinking that "serves" all stages of development and implementation of innovations, ensures their quality and effective practical application. This type of thinking rarely occurs naturally. It is usually formed over a long period of time in a comfortable environment that stimulates thought processes, therefore, it is necessary to prepare young people for innovative activity and form the corresponding thinking as early as possible, starting from school [13, pp. 3-15]. The concept of "innovative thinking", along with the terms "innovative activity", "innovation", has recently become quite common in various sources [14, pp. 3-16]. However, oddly enough, most publications, even when they include it in the title, do not include an explanation of its essence. This is typical and, as a rule, refers to a person's ability to carry out innovative activity [11, p. 54]. But this ability includes not only mental operations, but also such personal qualities as initiative, critical thinking, a tendency to reflection, etc., motivation for innovation, etc. The worldview of each person and society as a whole is formed as a result of their assimilation of information about the nature of the world and the nature of their interaction with it. A person receives this information in the form of certain knowledge about the surrounding world and the rules of behavior in it in the process of training and education. For thousands of years, the education system has solved a very narrow problem of increasing

the literacy of the rural population with very low efficiency. In general, the population has become illiterate and ignorant [15, pp. 129-138]. By abandoning the monopoly of schools and focusing on direct teaching by teachers, one can focus on self-education through experimentation and observation of objects. In general, abandoning the monopoly of schools and universities allows not only to achieve real education (personal assimilation of culture), but also to develop self-awareness and responsibility of people, including social responsibility. Scientific research on this topic is partially covered in the scientific research of G.K. Masharipova [16, pp. 13-14; 17, pp. 336-338; 18, 210 p.; 19, pp. 242-247; 20, pp. 812-816].

Conclusion.

There are three levels of intellectual abilities: competence, talent and wisdom. In the first case, competent specialists in a certain field of activity know better what they know, their specific knowledge is permeated with various connections between individual concepts, and new knowledge is quickly connected with previous knowledge in various ways. They are better able to use what they know, and are also able to quickly separate important information from unimportant.

References:

1. Gazizullin F.G. Problems of modernization and transition to an innovative economy / F.G. Gazizullin, N.F. Gazizullin, T.N. Gazizullin // Eurasian international scientific and analytical journal: problems of modern economy. - 2012. - No. 3 (43). - Pp. 25-26.

2. Koroleva E.A. Project-research activities of students as a means of formation and development of innovative thinking - a generator of innovations / E.A. Koroleva // Research work of schoolchildren. - 2010. - No. 1. - Pp. 5-6.

3. Petrova E.A., Tarasova I.V. Innovative thinking: the path to success of the leader / E.A. Petrova, I.V. Tarasova // Career success: formation of personnel potential / Proceedings of the III International Conference (Yaroslavl, October 24-26, 2014). - Yaroslavl: Publishing House of Pastukhov Academy, 2014. - Pp. 62-69.

4. Usoltsev A.P. Formation of innovative thinking of schoolchildren in the educational process / A.P. Usoltsev, T.N. Shamalo // Education and Science. - 2014. - No. 4. - Pp. 17-31.

5. Vetrov Yu.P., Igropulo I.F. Psychological and pedagogical training of university teachers for the use of interactive learning methods // Higher education in Russia. 2012. No. 5. - Pp. 89-96.

6. Gavronskaya Yu. Interactivity and interactive learning // Higher education in Russia. 2008. No. 7. - Pp. 101-104.

7. Klarin, M. V. Interactive learning as a tool for acquiring new experience // Pedagogy. 2000. No. 7. - Pp. 12-18.

8. Khaibulaev M.Kh., Radzhabaliev G.P. Experience in organizing interactive learning for future teachers // Proceedings of the scientific online conference «News of scientific thought», section «Pedagogy». 2013. - Pp. 53-55.

9. Verbitsky A.A. Competence-based approach: problems and conditions for implementation // Innovative projects and programs in education. 2009.

10. Competence-based approach in the educational process: monograph / A.E. Fedorov, S.E. Metelev, A.A. Soloviev, E.V. Shlyakova. - Omsk, 2012. - P.210.

11. Kazachikhina M.V. Formation of the attitude towards innovative activity among teachers // Education and Science. 2011. No. 2. - Pp. 42-56.

12. Ponomareva O.N. Innovative education as a determining factor in the growth of the potential of modern society // Pedagogical education in Russia. 2011. No. 4. - Pp. 70-73.

13. Zeer E.F., Symanyuk E.E. Competence-based approach as a factor in the implementation of innovative education // Education and Science. 2011. No. 8. - Pp. 3-15.

14. Belyakova E.G., Degtyarev S.N. Assessment of the meaning-forming potential of the innovative educational process // Education and Science. 2011. No. 3. - Pp. 3-16.

15. Baksansky O.E., Dergacheva EA The convergent paradigm of modern education // Actual problems of social and humanitarian research in economics and management: Mater. III All-Russian. Conf.: in 2 t. - Bryansk: BSTU, 2017. - T.1. - Pp.129-138.

16. Masharipova G.K. The scientific heritage of the scholars of Khorazm Mamun Academy who made great inventions of the Middle Age. Europaische Fachhochschule. European applied sciences # 9. - Pp. 13-14.

17. Masharipova G.K., Ergashova Sh.The View Of Eastern Thinkers On Youth Education. International Conference on Research Innovations in Multidisciplinary Sciences. Mart 6th-7th. New York USA. 2021. - Pp. 336-338.

18. Masharipova G.K. Great discoveries of the Middle Ages - the contribution of Khorezm mathematicians to the development of science. Monograph. - Tashkent: Navruz, 2021. - 210 p.

19.Masharipova G.K. Main Research Areas Of Scientists Of The Khorazm Academy Of Ma'muna. American Journal of Advanced Scientific Research, 2024. - Pp. 242-247.

ISSN: 2053-3578 I.F. 12.34

20. Masharipova G.K. Actual problems of teaching the subject «Religious Studies». Academic research in educational sciences. NUU Conference 2. - Pp. 812-816.