



Models For The Formation Of The Innovation Potential Of Young People In The Current Period

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ABSTRACT

Raising innovative thinking in the youth worldview is done by finding solutions to their innovation potential. The innovation potential of youth is that it is a collection of renewable resources that can be used and applied to achieve a specific goal or result. He relies on the idea of human potential. Reflect the unity of what a person's potential has achieved and is possible, the existence of hidden, not yet manifested abilities in the relevant spheres of life.

KEYWORDS

Innovative thinking, models, pedagogic technologies, innovative potential, knowledge, quality of education, scientific research.

INTRODUCTION

The innovation potential of young people is an indispensable personal feature that reflects the totality of innovative knowledge, skills and relationships that are carried out in the process of scientific and practical work, as well as the opportunities and reserve abilities to apply

them in educational and future professional activities in the conditions of innovative economic changes. The innovation potential of young people includes two components: clear and hidden. It is precisely determined by the knowledge and skills of potential young people

in the field of innovative activity, as well as the innovative experiences they receive during their educational and educational and professional activities. Hidden potential is represented by the development of their innovative thinking. In this process, priority is given to encourage young people to acquire innovative knowledge and skills, to introduce them into innovative activities, to increase innovative work skills, as well as to raise a number of personal qualities.

The model of the formation of the innovation potential of young people in them is a pedagogical system aimed at the development of knowledge, skills and experience in the field of innovation, innovative thinking and abilities, as well as personal qualities. In this model, organizational approaches to the identification of educational goals, selection and structuring of the semantic content of teaching and pedagogical interaction of professors and students, the creation of forms, methods and teaching aids, as well as monitoring and evaluation of its results are important. The integrity of this model is ensured by four components, such as goal setting, logical-semantic, active, evaluative and effective activity. The model is carried out in stages on the basis of such approaches as evoked, motivational-modeling, evristik of the formation of the innovation potential of young people.

Materials And Methods

The pedagogical conditions for the successful implementation of the model of formation of the innovation potential of young people include:

- 1) To create an atmosphere of innovation saturation in the national education system;
- 2) To broaden the directions of formation of innovative thinking in the educational process through the development of

pedagogical technologies aimed at a person who fully meets the level of intellectual, intellectual and social development in the educational process;

- 3) To design individual training for each generation representative taking into account skills, professional inclinations, extracurricular interests and life experience to realize innovation potential.

Further upgrade of the national education system based on innovative thinking is one of the pressing issues. Because education is a strategic institution of the state, within its framework, young people are formed not only by professionalism, but also by civil position. If we do not want to face a crisis, if we want to preserve our national culture and mentality, then we must set out to train professional specialists on a large scale. Innovation is created precisely by individuals with creative, innovative thinking .

The radical reforms in the national education system carried out during the transition to a market economy and the change in socio-economic conditions for the active functioning of this sector associated with them will put new requirements on the structure and content of educational activities of universities. Currently, the economic situation of educational institutions is characterized by the lack of funds necessary for their full modernization.

Innovation processes in education are objects by nature, correspond to the basic nature and forms of development of man and society, determine their humanistic nature. These processes ensure stability of development and their continuity.

An important aspect of innovation pedagogy is its desire to create a conducive environment for teaching. The dynamics of development of innovative processes in education depends on socio-political and socio-economic conditions,

as well as factors. These processes are the main source and mechanism of the development of the humanistic tradition in pedagogy, harmonizing the goals of education on a personal, social and state scale: the more favorable conditions are created for the personal, professional development and self-awareness of the reader, the more quickly the specialist who serves for the benefit of society will succeed.

The social meaning of the innovative educational environment is an indicator of creating favorable conditions for the training of a specialist, which is a guarantee of the historical future of society and state development.

Today, the main directions of the development of the innovative educational environment are: the mutual convergence and convergence of its external and internal components; the impact of the social factor on the development of the innovative environment; ensuring the ever-increasing dependence of the dynamics of the development of the innovative environment on the information and technological component; the development of research; it is important to regularly take into account the personal, social and national requirements of the structure, organization and content of professional training of university specialists, to promote the commercialization of innovative ideas (pragmatism); to ensure the priority of educational work carried out with students in the process of professional training.

Innovation changes the whole system of human relations with the outside world and with itself. Innovation is the openness of ideas and views of different nature, which, above all, differ from their point of view. The novelty is to feed the past, the present and the future with an open look. The paradox of such innovation is that it effectively solves modern problems on the basis of a traditional and innovative

approach. While innovation looks to the future, in many ways it relies on the ideas of the past. The main features of the innovative approach will be: "anticipation of pleasure", "cooperation" and "joint creativity".

Innovation is explained by the fact that the concept of self-preservation and the existence of self-development mechanism meets this dialectical criterion-this is a system that meets the basic laws of dialectics, works and develops in accordance with these laws and forms the basis of its internal consistency. However, this in general does not mean that the concepts of innovation in the past can be repeated in the previous form. The object of historical development is the direction in which it develops and its conditions sometimes necessitate the possibility of applying the ideas of the past. The emergence of innovations is associated with the establishment of a new paradigm and relationship with the goals and principles of the national education system of young people, the formation of a new system of social values that opens historical perspectives for each individual and society as a whole. Innovation activity is a process that develops in thinking through the content of new knowledge and the understanding of the generation of innovations. On this basis, we can create a model of innovative thinking as a process (an action to create innovation in the form of a qualitatively new product of thinking), which leads to the emergence of an object, an innovation on the basis of a sub-consciousness for the real world. This process is based on the study of the mental model, which is associated with a coherent, holistic analysis of the problem situation, a peculiar analogy that forms the perception of the world in itself, processing and storing information and determining the person in it himself. The epistemological side of the rational model is as follows: the rational model is a reflection in the contemplation of the world or part of it that surrounds us. This is reflected in knowledge in the form of information about the object and

the exchange of energy. The formation of a rational model takes place by transferring a certain energy of this subject of knowledge to various forms of information in the process of its formation. A rational model is a sub-fact of a person, based on some kind of integrity or part of an object of reality. In the process of reflection of mental models as a sub-reality, new ideas can be formed, structures, schemes, models that differ from analogues that occur in the object world.

RESULT AND DISCUSSION

Innovative thinking creates mental models that are still unknown to humanity. This process creates absolutely new sub-realities, which are determined by the possibility of producing them and recognizing them in practice.

The emergence of innovative mental models is due to a number of factors, such as:

- Dissatisfaction with traditional approaches, the need to update outdated paradigms, the desire to radically change the goals in education;
- The need to apply non-standard approaches to the formation of a system of education and training that will reveal the main meanings of personal, social, professional and national life to young people;
- The need to constantly improve the level of professionalism and skills of young people;
- Availability of systematic and continuous access to information by the subject in the process of developing the problem under study;
- Motivation for Education, Initiative and creativity are new, that is, the development of things that did not exist before, etc.
- Innovation, as a rule, is an unconventional idea - it occurs in the form of an image of future changes, which are then carried out in theoretical stages. Creativity can also

have a reconstructive character that does not affect the basic printouts of the system. However, such creativity "passes" depending on innovation. Innovative thinking is to elevate the objectektiv reality (including in a collective way) izlash, personal and social status by the subject.

The development of innovative thinking is carried out by a radical reform of the educational process, which serves to determine the need to ensure the quality of education services of a competitor. In this situation, the need arises to update the forms, methods and techniques of educational activities that ensure the accounting of the rapidly changing socio-economic processes of modern social development in the activities of educational institutions. The main task of the present day is to take advantage of the modern framework of the formation of young people's compartments with innovation-oriented professionalism and high economic thinking, to provide them with the opportunity to adapt their creative activities to the constantly growing demands.

The formation of innovation potential takes place through the activities of young people, which are oriented in a social, psychological and social way, through the development of innovative knowledge, skills and skills necessary for the implementation of educational and future professional activities. The mechanism for the formation of innovation potential is the desire of young people to continue their future professional activity in the conditions of innovative changes and the formation of sufficient knowledge, skills and abilities to independently solve the problems of innovation that arise in scientific and practical activities. "Innovation is a multifaceted, socio-economic process in essence. This process has a constant dynamic feature and never stops. Continuity is its most important feature. At the moment, this process does not exclude the fact that it is also

considered as a social Real reality by relative separation of a certain period interval. Innovation is not a process that can be deducted within the framework of a particular country, region. Scientific and technical thinking can be viewed as the initial stage of innovation. Only a person with scientific thinking and skills will be able to create a new technology."

The modern world is characterized by the emergence of economic systems, in which competitive advantages are provided not by resources and cheap labor, but by knowledge, knowledge and innovation. Such economic systems form the basis of an innovative society. The concept of innovation includes the creation and distribution of innovations, as well as the corresponding changes in the way of activity and thought. Innovative thinking is understood as a new way of thinking within the framework of scientific and technical progress and innovative processes in society, including education. The need for a person's ability to adapt in a modern innovative society is associated with the process of developing educational reproductive thinkingtirishga (knowledge-based approach), creating innovative, effective, creative thinkingurni (competence-based approach) and the transition to pedagogical innovationtirishga.

The new conditions of human life demand an immediate transition to a new strategy of developing society based on the widespread use of scientific knowledge and high-performance technologies created on them. Therefore, the role of the educational system in the development of society has been increasing several times. Therefore, today, all issues related to the creation and sale of real estate objects remain directly related to the socio-economic potential of the country.

At present, competition between different countries for the quality ofualual resources, which forms the basis of any national

development, is becoming more and more. The main feature of the new paradigm of education is determined by the transition from the educational concept of acquisition of knowledge and skills necessary for activity under certain standard conditions to the educational concept of individual development, the constant formation of creative thinking and the transition to the system of development of abilities of young people. The main goal of such an approach to education is to awaken the creative abilities of a person and develop in him the innate creative potential, to increase his confidence in his own creative capacity and at the same time to bring into being new non-standard ideas that do not harm nature. In order to achieve such a goal, it is important for young people to have innovative thinking, mastering the methodology of effective creative activity in the educational process.

All this creates the need to conduct theoretical, methodological and practical research in the field of developing education, synthesize new educational technologies, develop common approaches and specific methods for the design and constructive application, study the methodology of innovative activity as part of the educational process and teach its fundamentals.

The radical changes taking place in our society have created real conditions for the democratization and reconstruction of the entire education and training system on the basis of humanism, the renewal of all aspects of the education system. The need to accelerate the processes of self-development in the modern educational system caused young people's interest in their personality. Today, young people are demanding innovation, the development and introduction of new educational content, the development of new educational technologies, the strengthening of their connection with science

and the ability to apply to international experience.

Innovation is a socio-cultural phenomenon, which, firstly, expresses the new foundation of culture, the future, and secondly, the current state of culture as a modern phenomenon. Therefore, innovation is a unique model of objectification of new ideas.

The phenomenon of innovation in modern society is of particular importance and is manifested as a model of objectiveization of a new post-industrial stage of socio-cultural development.

Innovation as an activity combines the creative-theoretical and object-practical type of the subject activity.

In modern society, there is an increasing demand for a socially active, independent decision-maker and a person who takes responsibility for their implementation. In accordance with these facts, the need for competitive specialists is objectively growing. Such qualities as competitiveness, professionalism and competence, creative specialist are now linked to vital and professional success. And personal and professional qualities can be achieved only by the owner of innovative thinking. From this point of view, the demand for social function of higher education institutions varies. The main issue is the organization of the educational component of the educational process, increasing the need for educators for knowledge in students. Our hypothesis is that in the near future the functional functions of HEIs will remain such and, accordingly, the prestige of universities will be established. Managers who can respond not only to the new but also to the latest knowledge as "yes" become "market savvy" professionals. The manager is not able to change his thinking style, while the practical initiative of the bunda may offer higher education is very important.

The university is able to modernize the educational and methodological provision of educational activities, the main thing is that it focuses its attention on the acquisition of knowledge for the whole life, and not on the accumulation of knowledge. Students should be taught to think and not everyone's thoughts.

CONCLUSION

The university must recruit reserves that have the maximum level develop individual thinking, independent negotiation skills of students. Because in innovative thinking without creative thinking, siljish does not happen. The process of upbringing is more complicated than education. In training, the desired result can not be achieved quickly. To do this, you will need time and sufficiently qualified techniques of several specialists. For the harmonization of education and upbringing in the educational process, a dialectical approach to the dynamics of knowledge is required. Growing knowledge does not mean adding them. Cultivation is said to ensure that the development of this knowledge, when new knowledge is mastered, passes to a new stage of development. Any teacher can give knowledge to the students, while teaching thinking, work collaboratively, only as a result of teamwork, the attitude towards work in the student is formed. As soon as the higher school accepts the Bologna agreement, it must fulfill its basic requirements and pay attention to educational importance. Of the fundamental competences of the eight groups of professionalism approved by the European Union, five are brought up as personal attributes: political and social competences associated with taking responsibility, participation in cooperation decision – making, non-violent resolution of conflicts; intercultural competences-competences that help to live in a polymadanian society; competences for the acquisition of written and oral communication languages; competences that control the

ability compartments. So innovation education this is the collaboration between educational, scientific-methodical and regulatory-administrative environments, supporting innovative approaches aimed at generating the potentials of the HEI. Innovation education is also said to be a collaborative learning process involving international cooperation, enhancing creativity, involving independent and mutually interested students.

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