



## PRIORITIES FOR RAISING YOUTH INNOVATION THINKING IN UZBEKISTAN

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**Annotation:** in this article today our country is going through a difficult stage of socio-economic reforms. The effective use of scientific and technological achievements in solving such complex socio-economic problems becomes relevant. The transition to a new stage of development of science requires the training of strong intellectual personnel by young researchers: energetic, active, innovative thinking, competitive, striving to constantly increase the level of their development, professional mobility, a sense of responsibility and creative potential occupy a priority in their activities.

**Keywords:** innovation activities, innovation ideas, innovation thinking, innovation technology, innovation behavior.

Today, a young scientist should be not only a specialist with professional knowledge, skills, but also a person whose scientific activity helps to overcome existing stereotypes, develop innovative ideas, effectively and in a new way solve the urgent tasks of his city, region, country. A common feature that unites scientists of various specialties and scientific directions, determines the measure of their interest, performance, enthusiasm, perseverance in achieving the goal, the effectiveness of their activities, is currently innovative activity. However, in the analysis of modern scientific literature, we have witnessed that the concept of innovative activity in relation to most young scientists has not yet been absorbed.

In this process, combining the innovative activity of a young scientist with an integrated system of professional and personal education will help to achieve our intended goal of learning. Because first, such a paradigmatic approach allows the scientist to develop purposefully in science. Secondly, active work on the basis of innovative thinking provides him with creative, independent (or in cooperation with other scientists) innovative ideas, the development of innovative projects, the creation of innovative products that meet the current needs of society. Thirdly, innovative thinking clearly manifests itself in youth-specific mobility, initiative, in the search for specific approaches to the topic under study, research methods, means of financial support for their projects and methods for their implementation in the market of related products. We believe that it is correct to evaluate innovation activity as a special education that serves as a focus on the interests, abilities, responsibilities of young scientists, their research and the achievement of new results that can be applied in different types of production. Because it is there that there are five interrelated - motivational, cognitive, emotional, volitional, operational-activities in the structure of youth-specific innovative activities. For Example, Sh.As Kubaeva rightly noted, " in innovative thinking, semantic elements are in a state of play, while the process of intellectual play is carried out subject to grammatical, stylistic and logical rules (norms). This increases creative intellectuality in thinking, creating the basis for the creation of innovative ideas. In our opinion, when creative intellectual activity forms a component of a social sphere of



production or process, continuous material and technical and spiritual-intellectual progress takes place in society"<sup>6</sup>.

The components, composition and criteria for the formation of the innovative activity of a young scientist are indicators reflecting the degree of its rise. Motivational component broad scientific and educational motivation: active life pose; conscious constant interest in technological innovations; motivation of creative activity, overcoming difficulties in professional activity through self-improvement and self-realization in scientific activity, the search for ways to improve it; consists of a psychological orientation to innovative activity.

On the basis of the formative motivators of the socio-psychological activity of the individual, firstly, ensuring the predominance of motives for achieving success over the reasons for failure; secondly, innovation serves to form rational needs and reasons for self-expression in scientific activity.

And the cognitive component of knowledge about innovative technologies is an understanding of the goals of innovations in terms of solving current scientific problems, knowledge of modern innovations in the field of scientific specialization, the formation of a broad worldview that allows combining knowledge on an interdisciplinary basis, bringing divergent, creative, theoretical, practical, intuitive thinking to a sufficient level of development, flexibility of, prognostic and serves to form the ability to critically analyze the results of one's own innovation. Therefore, " thinking, which is the basis for innovative thinking, is divergent thinking, writes Sh.T.Kubaeva. Psychologists note that this thinking has a teranic disposition, at the same time images, concepts, their content are analyzed, compared in different semantic (ideal, spiritual) directions, parallel thinking occurs in the creator, methods and means of solving problems are tested in different options, used, as a result, a new or unexpected idea, approach arises. Therefore, we can also define divergent thinking as constructive thinking"<sup>7</sup>.

Important features of innovative technologies, the formation of knowledge about innovative activity, the level of development of various types and features of thinking and thinking that make up the intellectual potential of the personality of a young scientist; the ability to see the problem in everyday life; helps to raise the ability to set big promising goals.

A positive attitude towards innovation leads to the following results:

- satisfaction with the research work carried out;
- positive emotions associated with the process of carrying out scientific research, thirst for discoveries, etc.

Initiative, independence, perseverance, taking responsibility, organization, discipline, perseverance in achieving the goal and bringing it to the end, the ability to achieve a new scientific result and overcome external and internal obstacles in the introduction of innovations, endurance and perseverance in the case of initial misunderstanding, rejection of new ideas contrary to traditional views, readiness to enter a new job in case of denial, having the ability to take risks is a priority.

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<sup>6</sup> Kubaeva Sh.T. Game and innovation thinking (ontological and gnoseological analysis). Abstract of the dissertation of the doctor of philosophy in Philosophy (PhD). - Samarkand 2019. -P.22.

<sup>7</sup> Kubaeva Sh.T. Game and innovation thinking (ontological and gnoseological analysis). Abstract of the dissertation of the doctor of philosophy in Philosophy (PhD). - Samarkand 2019. -P.20.





The level of development of the will of a young scientist is characterized by: the ability to search and critically evaluate innovative ideas of the operational and activity component; sufficient development of professional competencies in the field of knowledge of modern information and communication technologies that allow the development of necessary professional skills, research skills, experience, scientific specialization, methodological culture, development of innovative projects.

Indicators of the effectiveness of the scientific activity of young scientists are determined by their active participation in competitions, innovation conventions, scientific exhibitions, orders for grants, personal and collective scientific achievements, participation in conferences of various levels, the number of publications, the availability of patents, etc.

Based on the criteria, factors and indicators selected above, we have compiled a special diagnostic program for the study of the innovative activity of young scientists, which includes the following diagnostic tools:

- 1) drawing up questionnaires for studying the problems and indicators of effectiveness of the scientific activity of young scientists;
- 2) development of a method for diagnosing motivators of socio-psychological activity of the individual;
- 3) Improving the method of diagnosing the motivation for Creative Achievement;
- 4) develop a way to diagnose motivation for success and fear of failure to succeed;
- 5) improving the method of diagnosing motivational and pedagogical preferences;
- 6) creation of a methodology for the rapid diagnosis of creative and Innovative Competitiveness;
- 7) improving the methodology for determining the method of mastering information;
- 8) creation of a methodology for psychological assessment of the organizational abilities of an individual in a team;
- 9) improving the diagnostic method of using information and communication technologies in scientific and professional activities;
- 10) development of monitoring of the regular Organization of conversations of young scientists with scientific leaders and young scientists;
- 11) an analysis of the results of the scientific activity of young scientists is also determined through evaluation criteria and indicators published and covering the parameters of inventive activity.

At present, the articles of students and young scientists published in national and foreign analytical journals, patents and other documents on intellectual property, the dynamics of the protection of their dissertations, their mobility indicators, the extent to which they are involved in work in scientific communities, research centers are also important in assessing the level of their innovative thinking. Therefore, today "attracting young people to scientific and technical research, on the first hand, encourages the children of our nation to engage in World Science, Technology, in which they are interested in intellectual research; on the second hand, local innovative developments will cost our economy inexpensively, it will be possible to tirelessly improve them, modernize them; on the third hand, it will be possible to The most important thing is that innovation allows the country to continue its modernization boldly, and innovation comes in the form of modernization, and modernization, in turn, in the form of innovation. Innovation and



modernization are harmonious in solving the issues of socio-economic development, although there are cosubstantial phenomena"<sup>8</sup>.

Analysis of reporting documents on the organization of innovative activities of young scientists (in this case, the criteria and mechanisms for identifying talented young people used by the university) is characterized by the following; principles of working with talented young people at the University, New Directions and forms of work with talented young scientists; the results of regular monitoring of the dynamics of the development of gifted students throughout the entire period of study, participation of students in Olympiads in various disciplines, benefits for winners and prize-winners of student competitions, the number of students and young scientists who have advanced training abroad, methods of stimulating the innovative activity of talented young scientists - benefits, materials and intangible incentives; methods; the main programs of material support for young scientists are: contests, grants, awards; the presence of assistance programs for solving housing problems of scientific youth; materials of sociological research, questionnaires, the number of young scientists participating in various projects at the state level, including International; the number of students and young scientists participating in various scientific programs and projects; the number of students and young; analysis of the scientific society of students, the Council of young scientists, etc., in the life of a scientific and educational institution, taking into account the quantity and quality of scientific products developed by young scientists - the quality of work is assessed by diplomas, high Awards at competitions, Olympiads, exhibitions, prizes received, diplomas, registered patents, the presence of winning applications.

The first group of factors that stimulate the innovation activity of young scientists are objective environmental factors. These include: the innovative policy of organizations, universities, institutions; the type and nature of scientific or production activities; the financial condition of the enterprise, organization, University; motivational relations of young scientists; features of specific scientific and pedagogical research, the qualification composition of the team, the presence of scientific degrees and scientific titles among young scientists, the nature of the tasks that The second group is subjective factors. These include: gender, age; personal qualities (important for research, interest in career growth, high professionalism, attention to innovation); knowledge of foreign languages and information and communication technologies.

The factors influencing the development of innovative activity of young scientists can also be divided into general in science and education by the state, society and politics, as well as a global level, in which an educational institution, organization, enterprise is determined at the micro level. In the course of the study, we substantiated a number of conditions created for the development of innovative activities of young scientists, which also included:

1) strengthening measures for state support for young scientists by expanding socio-political, economic and organizational-managerial circles (including on a regional scale) forms of work with young scientists;

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<sup>8</sup> Абдуллаева И.Ғ. Миллий тараққиётнинг янги босқичида иқтисодий ва инновацион тафаккур уйғунлиги. Фалсафа фанлари бўйича фалсафа доктори (PhD) диссертацияси автореферати. Самарқанд-2019. -Б.17.





2) an increase in the number and types of scientific events (including competitive ones) that stimulate the innovative activity of young scientists and allow them to demonstrate their scientific achievements;

3) to form the interest of young scientists in innovative research activities;

4) increasing the level of development of information and communication competence of young scientists;

5) improving the forms and methods of work on the involvement of young people in science, starting from school and adolescence;

6) organizational support and support for young scientists and students in the development and presentation of innovative projects, writing applications for grant competitions and implementing research projects; preparation and publication of research results;

7) establish a close connection between all structures involved in working with young scientists;

8) development of professional relations, international cooperation and increasing the academic mobility of young scientists, creation of inter-university professional networks;

9) to promote the professional growth of young scientists, to improve and further develop existing forms of professional development, to provide their activities with information and advice;

10) information support of the activities of young scientists of the University, region, country, creation and support of sites of councils of young scientists are among them. These conditions formed the basis of our model of conditions created for the development of innovative activities of young scientists proposed by us.

In our study, we paid special attention to the study of the issues of the availability of modern information and communication technologies by young scientists and the degree of their use in scientific activity. For this, the questionnaire method was used. According to the survey, 85% of respondents found that "it is no longer possible to do this without ICT tools and spare no effort to learn how to use them as a tool for professional scientific activity." 72% of young scientists agreed that "the use of information and communication technologies helps to increase the effectiveness of scientific research."

Correlation analysis between the indicators of social activity of young scientists on the internet and some indicators of their professional achievements (timely defense of a dissertation, the number of publications, participation in grant competitions) showed a stable connection of scientific efficiency with high communication activity on the internet.

Active communication activities on the internet do not always correspond to established scientific achievements. The concept of the conditions for the development of innovative activities of young scientists (at the regional level) proposed by us is based on the implementation of the principle of continuity of various stages of the scientific development of a young scientist, which makes it possible to track their growth from student times to doctoral degrees. Such a merger can be carried out only as a result of the joint activities of the Departments of certain universities responsible for working with young scientists, that is, the student scientific society, the Research Council, the Council of young scientists, the educational department and scientific departments.

In the course of studying the conditions of development of young scientists and methods of stimulating innovation activity, we have achieved the following scientific



results: a holistic concept of the development of innovative activity of young scientists has been developed, in which there is an author's approach to determining the concept of innovative activity, the distribution of its components, conditions, principles, forms. Therefore, in our research, we proposed methods for the development of innovative thinking, a system of criteria and indicators characterizing the innovative activity of a young scientist.

Diagnostic tools have been developed and successfully tested, allowing to comprehensively study the features of the innovative activity of young scientists; several complementary conceptual models are substantiated (the model of the conditions for the development of the innovative activity of young scientists; this is the model of cooperation of university departments that meets work with young scientists and administrators who can represent the

Based on the empirical data obtained in our study, a generalized portrait of a modern competitive young scientist is compiled. The practical significance of the study lies in the fact that the diagnostic tools developed by the authors of the project, the concept of the development of innovative activities and the support of research activities of young scientists, as well as the conditions and methods of stimulating innovative activities of young scientists in the field of scientific activity, the creation of methodological materials for The activities of councils of young scientists, student scientific societies, specialists in Youth Affairs, scientific departments of universities can be used in the process of involving young people in science, determining scientific potential and improving the activities of researchers, Young Doctors of science.

Today, the development of the country is associated with the formation of the necessary incentive for innovative activity among young people, a positive attitude towards innovations and readiness for these innovations. The transition to an innovative economy poses the problem of considering the existing approaches to working with young people and creating new technologies for the formation of their innovative behavior. The introduction of an innovative lifestyle into the usual sphere of youth life can give much more successful results than other groups of generations, since young people are very sensitive to everything that arises in the political, economic and social spheres of the country's life, are a layer of creative intellectual energy and readiness for social activity.

The formation of innovative behavior of young people is influenced, on the one hand, by an objective factor-changing objective and subjective conditions that mediate the inclusion of young people in the social structure of society, which depends both on the formation of the behavior of the younger generation and on the level of development of the social structure. On the other hand, the factors of social development reflected in the minds of young people also seriously affect their needs, interests, stereotypes, values in their behavior programs. At the same time, only the younger generation is able to overcome stereotypes of behavior based on a new system of value orientations. For this, young people have all the objective conditions: the creative nature of thinking and activity, high social and economic mobility, psychological flexibility, the desire to put into practice a new system of values, openness to the adoption of new unconventional knowledge, etc.

The task of society and the state is to ensure the freedom of activity to all segments of the population, including young people, the creation of equal opportunities for the realization of their capabilities, the development of their abilities. Depending on the age of





the young person, the goals, objectives, composition, forms and methods of working with them are changing. The inclusion of young people in social relationships is not done by itself. For successful socialization, each representative of the younger generation must correctly understand and empathize with others, perform selfless good deeds, make independent decisions and rationally plan the conduct of responsible actions, and also have competence skills in social relations. Because it is the family, society, small groups, individual and state that are the subjects of innovative responsible behavior regulation. Cooperation in all areas that lead to innovation progress is taking a new level.

In the vast majority of cases, young people themselves determine their life path, but the effectiveness of such a choice is largely determined by the presence of social proposals for socio-pedagogical support of the family, society, state and youth, taking into account the peculiarities of their development in ontogenesis.

At the stage of innovative development of society, it is required to carry out the social function of education associated with the formation of the necessary social relations that are most favorable for the development of each individual.

The formation and development of a specific model of innovative behavior among young people is a component of the overall success of the state. That is, as a means of implementing innovations, innovative behavior becomes a special value that allows you to lay the foundation for new standards of life. The mechanisms for the formation of the innovation pose of young people are parliamentarism and project activities, allowing young people to actively participate in the development and implementation of socially significant projects. Innovative mechanisms are based on the creation of a special creative environment, the creation of youth's own personal space.

From the point of view of social and pedagogical science, the personal value of educating socially responsible and innovative behavior lies in the desire to satisfy the interests and needs of young people. And its social significance is clearly manifested in the need to preserve and develop the ideals and values of society. The influence of the state on innovative activity is manifested mainly in the regulation of initiative actions of citizens, recognition of the pedagogical, social, economic and civic impact of social initiatives.

The formation of innovative behavior implies adherence to the principle of personal freedom, the implementation of which means:

- orientation of socially responsible activities to the satisfaction of the needs and interests of a particular person (group) ;
- ensuring the social significance of the innovation of the individual (group) in his own eyes and in the eyes of others;
- regularity and systemic nature of socio-pedagogical assessment of the achieved results;
- self-improvement for each entrepreneur, providing opportunities for a personal career.

The formation of innovative behavior by the state involves adherence to the principle of freedom, which reflects the natural interdependence of Social Policy and the state of the economy. The implementation of this principle means:

- absence of bureaucratic barriers between initiators (initiative groups) and public institutions;



- readiness of state bodies to interact with public associations operating within the framework of the law, regardless of ideological or political platforms;
- creation of local resource centers and development funds that provide civil society institutions with the necessary resources on a competitive basis;
- Organization of counseling, an open system for improving the professional qualifications of teachers in the public sector, conducting training seminars for civil servants working with public associations;
- development and distribution of a system of social orders, placement of grants on a competitive basis, announcement of a competition of social projects.

Compliance by the state with the principle of openness, reflecting the law of the formation of innovative behavior, includes:

- active participation of civil society institutions in the adoption and correction of government decisions;
- maintaining independence in determining the content, forms, methods, means of managing social development;
- establishing inter-sectoral cooperation;
- using the capabilities of the media to create a positive image of social initiative activities.

The leading function of self-education and the formation of a group of innovative behavior is the ability to carry out socially significant changes based on creativity, volitional efforts and the assimilation of the wealth of material and spiritual culture manifested in communication.

The leading task of the formation of innovative youth behavior by the institutions of society is the integration of society as a whole, manifested in the creation of conditions for the joint activities of young people aimed at satisfying the needs of the individual (group), strengthening and disseminating the values, tasks and norms of the functioning of a free and equal society.

The leading function of state institutions consists in regulation and provides for the process of forming a normalized nature, taking into account the presence of clearly defined rules, conditions and conditions.

Based on the above-mentioned functions of self-education, educational initiative in Group, Public and state institutions, we can imagine the main tasks of the formation of innovative behavior by social educational institutions as follows.

1) to achieve the integration of the three sectors (inter-sectoral social partnership) to support social initiative activities;

2) formation of innovation sensitive environment:

The fact of the implementation of innovative behavior is sociality, that is, a special place in this process is occupied by taking into account the opinion of other people. Therefore, the age inherent in innovative behavior will have to break the system of contradictions, difficulties and established relationships. In order for you to have new





successes, you will have to adequately defend your ideas and rely on the support of friends, sponsors in their promotion.

Innovative behavior is a two-way phenomenon. On the one hand, this is a means of transforming society, on the other, the process of constant development of interaction, the degree of its formation.

For the successful manifestation of innovative qualities, young people should focus on constant creative self-development, see and quickly use the capabilities of other members of the group, the desire to objectively assess oneself and others, the ability to find constructive solutions to conflict situations, be ready for a positive perception of perspective and positive tolerance.

The formation of innovative and socially responsible behavior includes:

- formation of a personal intellectual resource that ensures the development of a socio-responsible lifestyle of young people, ensuring the predominance of innovative values as an effective tool for realizing their potential;
- formation of family resources aimed at creating conditions for intellectual, creative activity;
- introduction of innovative social and educational technologies into the educational environment, which ensures the development of social values;
- analysis of the innovation and educational needs of the regions.

Well, firstly, the specificity of the phenomenon of innovation, on its basis, will be focused, firstly, on innovation, which means that it will be directed to the future of culture, and secondly, it will reflect the present of culture as a socio-cultural phenomenon. Secondly, it is formed by the means of interaction of creative-theoretical and subject-practical activities of the subject of innovation. Thirdly, innovation is considered as the main source of dialectical development of activity. Fourth, innovation is a complex socio-cultural phenomenon, it requires a definition, justification, derived from the pose of its time. Fifth, innovation as a socio-cultural phenomenon embodies all the trends of culture today, and as a phenomenon oriented to innovation, it brings with it the future of culture. Sixth, innovation is defined as a socio-cultural model of objectification of the new post industrial stage of development.

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