

EFFECTIVE METHODS AND TECHNOLOGIES FOR FORMING INNOVATIVE THINKING IN THE WORLDVIEW OF YOUNG PEOPLE

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Abstract

This article discusses effective methods, technologies, and models for forming innovative thinking in the worldview of young people, as well as important views and approaches to the need to revolutionize the minds of young people today and humanize their worldview.

Keyword: Modern innovative thinking, youth worldview, innovative thinking, philosophical category, society, person, human life, concept, education and upbringing.

Introduction

In the field of education, the development of innovative thinking in young people is characterized by a high level of embodiment of a person's scientific and educational potential. Potential is understood as a latent potential in a person that has the ability to become a reality under certain conditions. The transformation of potential into reality is carried out in connection with the rational activation of potential and hard work to achieve a specific goal. The category of activation has a two-way character and, on the one hand, reflects the goal-oriented behavior of the educator, and on the other hand, the activity of the applicant. In other words, the forms of manifestation of a person's potential are manifested not only through the level of self-awareness, but also as a specific result of the educational process, the activity of people based on mutual creative cooperation. In this regard, identifying and defining the priority aspects of the development of a person's innovative thinking potential is of great theoretical and methodological importance. Therefore, at the heart of any socio-philosophical concept is the rational activity of a particular person, which forms the phenomenon of "innovative thinking" and reflects his creative imagination.

In general, the effective use of innovative thinking in the education and upbringing of young people is closely related to: firstly, the current desire for innovation in the world education system, secondly, meeting the needs and interests of young people by introducing innovations into every aspect of education, and thirdly, since the development of educational services at various levels has taken the form of a continuous process, it is important to carry out fundamental reforms, fundamental innovations in the national education system, and solve their theoretical and practical problems. Solving such issues has led to the emergence of innovative thinking in the education system. In addition, innovations implemented by individuals with innovative thinking qualities serve fundamental changes in the socio-cultural life of society.

Indeed, the objectification of an innovative worldview in society is achieved through the development of education that is appropriate to the times. Innovative and modern education, in turn, creates the basis for young people to demonstrate their intellectual abilities, rationally evaluate them, and further expand their opportunities for intellectual labor. The rise of creative activity to the level of activity that leads to changes in human thinking and living conditions is manifested in a way that depends on the subjective and objective conditions and factors for innovation.

Experience shows that the components of the phenomenon of "innovative thinking" are an important methodological basis for expanding its creative capabilities, determining the multifaceted priority areas for the creation of new material and spiritual values, new strategic goals, knowledge, methods, reserves. Taken separately, these components consist of the following aspects of the innovative thinking of an individual: the introduction of new material and spiritual value norms into the life and production of society, the further expansion of the intellect based on rational and technological areas, the further improvement of the creative activity of the individual, who is a subject of social relations, primarily aimed at the acquisition of intellectual knowledge, abilities and skills, etc.

Based on these priority features of educational activity, it can be said that the problem of forming innovative thinking in a subject encompasses a number of scientific and educational problems and defines a number of important conceptual rules. These require the development of specific technological issues for the formation of an individual's innovative thinking. These include: the formation of a scientific and methodological basis for innovative thinking and a new system of ideas; the development of new methods and tools that ensure the connection of the components of education and individual innovative thinking, special attention to the formation of innovative thinking in a higher educational institution; technological and methodological factors that influence the identification of individual characteristics in the implementation of innovative thinking, etc. The above-mentioned conceptual rules imply that the process of forming an individual's innovative thinking requires a dialectical relationship between the educator and the subject of education. Therefore, innovative thinking is understood as the ability of society and the individual to freely and creatively create innovations based on the laws of inheritance. In other words, innovative thinking is a set of knowledge and skills that imply the assimilation and application of innovations in various areas of human intellectual activity. From this it follows that the main place in the structure of innovative thinking is occupied by knowledge, practical activity, emotions and creative activity aimed at understanding innovations, its development is determined by the content of rational and irrational human needs for creating innovations.

Innovative thinking is an interdisciplinary, integrated concept, the components of which are knowledge, professionalism, creativity, intellectual culture, unique memory and thinking in the perception of innovation, the effectiveness of management skills, and other similar structures. The formation of innovative thinking has become one of the most urgent problems in the current conditions of modernization of education and has objectively become a condition for socio-cultural development. Innovative activity is formed on the basis of innovative thinking. Innovative activity, in turn, serves to improve this area by creating innovations in the education

system and applying the achieved results in practice. Through such a process, a person forms a new attitude to the education system and enters into such an attitude through the fundamental essence and becomes increasingly active. Innovative activity indicates the creation of certain innovations in any area of society. Therefore, innovative activity requires a creative, that is, creative approach. Therefore, creativity is a condition for the development of any innovative activity.

2. RESEARCH METHODOLOGY

The formation of innovative thinking is one of the main tasks of the state in the field of education and economy today. At the same time, in our opinion, sometimes innovative discoveries are made without relying on humanistic ideas. This causes many problems in society from a spiritual and moral point of view. Therefore, timely identification of the main obstacles to the formation of innovative thinking and finding ways to overcome them is an urgent problem. In this regard, he emphasizes that "Innovation is a reality related to the introduction and implementation of scientific innovations, which is inseparable from spiritual research, because the objective laws of spiritual development require us to strive for and enjoy innovation. Innovation satisfies this need." Therefore, a legitimate question arises: what measures should be taken to make innovations an integral part of national identity and one of the foundations of education? M. Mamardashvili's theory of "three worlds" shows that only in the Cartesian world can one create suitable conditions for the creative development of innovative thinking. The Cartesian space is the conditions for creative and intellectual self-expression that have been formed over centuries and determine the value of the knowledge accumulated by a person.

At the current stage of development of society, it is impossible to form an innovative space without taking into account the specific features of national education. Ignoring the ideas of economic humanism leads to the fact that the stimulating function of the innovative process is reduced to the level of material incentives alone. On the other hand, the complete subordination of innovative thinking to the market and practical interests contradicts the classical foundations of the theory of Plato and Aristotle that only non-material knowledge can be higher, fundamental. The formation of abstract thinking, ignoring the algorithmic and heuristic approach to solving economic problems, hinders the formation of innovative thinking in the worldview of young people. Therefore, taking into account the possibilities of social and humanitarian sciences, especially philosophical thinking, in developing effective methods and technologies for the formation of innovative thinking in the worldview of young people is an urgent problem.

A person's innovative thinking can manifest itself in both logical and creative forms. Logical thinking is characterized by step-by-step reasoning and adherence to the basic laws of logic. Creative thinking is carried out by abandoning old methods and traditional approaches in the process of scientific research, questioning existing knowledge. There are no strict procedures or rules in creative thinking. Innovative thinking is a rational violation of these approaches. Because it creates unique creative examples based on a unique practical approach. Therefore, in order for society to progress, special attention should be paid, first of all, to innovative



development and the promotion of innovative thinking. Innovative thinking is a form of thinking that deeply penetrates the essence of things and phenomena in existence. Such a form of thinking is necessary for any specialist today. The reason is that innovative thinking helps a person find new, unique solutions to professional problems. People who think in such an innovative, creative way are considered highly talented. A person with an innovative mindset makes fewer mistakes throughout his life. Because he makes the right decision in any situation. After all, "Innovative thinking is a special type of thinking. It can be divided into general, philosophical thinking and specific, scientific and technical thinking styles."¹.

Today, the formation of innovative thinking in the worldview of young people is becoming an important requirement. Only a certain part of the people in the world are considered to have innovative thinking. Losing these innovative thinkers is tantamount to voluntarily abandoning the further development of the country. In our opinion, today's education needs mutually integrated programs developed on the basis of rational and innovative ideas, the development goals of which are based on national values. It depends on what goals and to what extent the education system is harmoniously organized. After all, generations that have learned the essence of the laws of nature and human society, in which human dignity and honor are realized, strive for harmony of space and time, adhere to the commonality of interests, and are brought up with scientific logic and sound thinking will be able to create a stable and prosperous social lifestyle. Society, however, must have a system in place to create opportunities to realize such values.

It is very important for the owner of innovative thinking to directly feel the help of others in the search, development and implementation of new ideas, and this gives him ample opportunity to develop his innovative abilities. Innovative thinking is not based on traditional logic. After all, nothing new comes from old knowledge. In logical changes, only a modification (combination) of new elements with minimal elements can be obtained. From this point of view, "...the rise of creative activity to the level of innovative activity leading to a change in thinking and lifestyle depends on the subjective (motive, need) and objective (social goal, order, stage of development, etc.) conditions and factors for innovation².

In innovative thinking, novelty is an important phenomenon. Because innovation always means a leap, an addition to new knowledge. A person acquires new knowledge only by overcoming an unexpected obstacle. At first, overcoming this obstacle seems completely impossible.

Such an obstacle always manifests itself in the form of a contradiction. Evolution does not give a person the ability to overcome contradictions in any natural way of thinking. Therefore, a person does not have the skills to resolve conflict situations. Such a situation is always new, for which a method of resolving the contradiction is developed each time. A person in such a situation often makes concessions, seeks to compromise.

Traditional methods of providing education in the current era are not able to form general and specific competencies, which would allow a graduate to be flexible in the labor market and

1 Xadjiev U.Sh. Yoshlarning tafakkurini shakllantirishda sharqona ma'naviy-axloqiy imperativlarning o'rni. Falsafa fanlari bo'yicha falsafa doktori (PhD) dissertatsiyasi avtoreferati. – Toshkent 2020. –B.15.

2 Kubaeva Sh.T. O'yin va innovatsion tafakkur (ontologik va gnoseologik tahlil). Falsafa fanlari bo'yicha falsafa doktori (PhD) dissertatsiyasi avtoreferati. – Samarqand 2019. – B. 17.



ready to continue his studies. That is why innovative thinking is formed in young people, if, firstly, he actively strives for study, implements the requirements of self-management to achieve life goals; secondly, the educational process reflects the full life cycle of professional activity³.

3. ANALYSIS OF LITERATURE ON THE SUBJECT

The current stage of development of education is a priority in the search for something new in theory and practice. This process is associated with a number of dialectical processes. The incompatibility of traditional means and forms of education with the new trends in the development of education, the current socio-economic conditions of society's development creates a need for a number of objective innovative processes. Currently, the order of society's worldview towards education as a social attitude has changed: the upbringing of a creative, thoughtful, self-determined individual, the introduction of a self-management system that ensures the achievement of this goal, is taking priority. Therefore, special attention by the state to the introduction of innovative developments will lead to good results. With the transition of society to market relations, new goals were set for the vocational education system, and their solution was reflected in fundamental changes in the vocational education system.

In the current socio-economic situation, it is urgent to radically reform not only the content, but also the forms, interactive technologies of teaching in order to form a positive attitude towards education among young people. That is why today the development of new methods of education is becoming an urgent need. The possibilities of high-quality and effective use of the educational process, its continuous and innovative nature, the growth of social activity and activity of the younger generation have made them an important factor in improving the education system in various educational institutions. The concept of innovation in education is understood as the process of improving pedagogical interactive methods, a set of methods, techniques and educational literature. The innovative pedagogical process in society has become an integral part of the educational basis of any educational institution. Therefore, the innovative process is closely related to the extent to which young people are deeply involved in methodological and scientific activities.

At the present stage, the main task of a higher educational institution is to train specialists who are non-standard, creative and able to respond in a timely manner to the changes taking place in the world. Therefore, innovative methods of training are widely used in universities and institutes to prepare young people for future professional activities. Undoubtedly, the formation of a future professional specialist takes place in the university auditorium. Because it is precisely the educational process, which requires a lot of time, that depends on the specific teaching methods and the level of efficiency of the future graduate. The usual methods include the closeness of the relationship between the professor-teacher and the student, constant monitoring of the teacher's educational activities and control over the mastery of the

3 Формирование инновационного мышления и профессиональной ответственности в вузе : материалы Всероссийской научно-практической конференции, 18 марта 2009 г. / Сибирский гос. ун-т путей сообщения ; [отв. ред.: Постников П. М. и др.]. - Новосибирск : Сибирский гос. ун-т путей сообщения, 2009. – С. 421.

educational material. In other words, the usefulness of this combination depends on the correct fulfillment of several tasks by the teacher: clearly setting the goal in the curriculum and, as a result, giving the student a moral impetus; The transfer of information on a topic to students in oral form and its interpretation. In this process, the teacher also solves the task of methodological study of teaching aids and the study of students' knowledge. This form of teaching is receptive in nature.

In the directive model, the basis of the educational process in the case of learning is perceived as the transfer of knowledge due to its rational implementation, in which one-way communication, which plays the primary role of the information flow in the teacher's activity, prevails. Then, the widespread repetition of the acquired knowledge leads to a decrease in the student's interest in learning in the process of his activity. New information and pedagogical technologies, based on teaching methods, can radically change the position of the professor-teacher. These information and pedagogical technologies make him not only a carrier of knowledge, but also a leader and initiator of the student's independent creative work. That is why the development of the educational services market and the current stage of the era of information technologies force the effective use of modern interactive teaching programs that have an innovative foundation in practice. The interactive model means achieving independent understanding of the knowledge or information being transferred. In addition, the process of transferring knowledge or information is based on the principle of interaction between the professor-teacher and the student. This greatly increases the student's activity, the creative revision of the knowledge or information he has received. It should be noted that both models under consideration have both positive and negative sides. Thus, the main criteria of the directive learning model are: accuracy, veracity of the information given and said, which includes a large number of lectures; final control, possibly with independent work outside of high school hours, written work may be neglected. The main criteria of the interactive learning model are: informal discussion, the possibility of free presentation of the material, fewer lectures, more practical exercises, initiative of young scientists, the presence of group tasks requiring collective efforts, constant monitoring and preparation of written work throughout the semester.

It is not right to take as a basis any model that is currently in use in society. In order to achieve the effective quality of the educational process, it is positive to combine these two educational models. Also, in the conditions of market relations, one of the priority directions for a positive solution to the problems of training highly qualified and capable personnel is the principle of taking into account the spiritual and material interests of the younger generation. Therefore, professors and teachers are obliged to develop and implement in practice such methods and techniques that are aimed at developing the creative abilities of students and young people, their desire to learn. In this case, the pedagogical task of forming the personality and values of a citizen must be solved on the basis of new requirements, because the process of studying at a university leaves a deep mark on the life of every person. And therefore, the level of his knowledge acquisition and intelligence ultimately depends on how much each person (student) is involved in the educational process. In addition, the global informatization of modern society

has also led to a fundamental rethinking of the teaching methods traditionally used in the educational process and the higher education system.

CONCLUSIONS AND SUGGESTIONS

It is an important task to review and restructure the higher education system, moving from the traditional approach of providing knowledge for tomorrow to such teaching tools based on a constructive, operational vision. Progress in the implementation of this paradigm, which involves the introduction of modern pedagogical technologies in the higher education system, is increasingly becoming a priority today. After all, modern education must meet real needs and international standards.

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