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DEVELOPING A STRATEGIC APPROACH TO PROFESSIONAL DEVELOPMENT INNOVATION ACTIVITY OF THE REPUBLIC OF UZBEKISTAN

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Abstract: The activity of the professional education system in the current socio-economic conditions is focused on the features that have developed in the existing scientific and educational space, while professional educational institutions master the mechanisms of survival and sustainable development. The ways of development of these educational institutions are different, but all of them are focused on innovative development. A decisive factor determining the innovative development of the professional education system is the strategy of integrating training and upbringing. The professional school is a center of science, culture and education, whose educational activities are based on the concentration of innovative potential.

Key words: innovative development strategy, global trends, higher education, international cooperation in education, university.

"Science-innovation" is an absolute element of obtaining a good education, high-quality training of specialists, as well as improving the financial and economic situation of an educational institution. The efficient economy of the developed countries of the modern world is largely a consequence of the attention paid to the problem of introducing scientific achievements into the market economy. The education system is designed to ensure a sufficiently high quality level of graduates, especially in the frame work of the professional education system. What determines the depth and quality of such training should be the innovation process, which in its content is a complex, mutually influencing and mutually enriching process. This will make it possible to orient the modern system of professional education not so much on educational activities, but on a high-tech technologically sustained system of training and retraining of specialists. From the standpoint of socio-economic development, it is the vocational school that is the center of science, culture and education. The formation of innovation policy should contribute to the development of the concept of integration of training and upbringing in the professional education system, the implementation of which will contribute to the organization and promotion of innovative activities in the professional sector. educational institutions and their integration into the scientific and technical space. Educational activity in the professional education system is based on the concentration of the innovative potential of professional educational institutions combined in the system, therefore, both strategic and tactical guidelines of higher education institutions are built on a scientific and innovative foundation. The formed strategy and tactics for the development of educational institutions of any level, taking into account and based on their innovative potential, will allow at all stages of the innovation cycle to strengthen their competitive advantages and occupy their niche in the conditions of the formation of the mechanism of innovative development, that is, to predict the needs in the volumes and forms of educational services, training of modern highly qualified specialists. The activity of the professional education system in the current socio-economic conditions is quite seriously focused on the features that have developed in the existing scientific and educational space, while professional educational institutions master the mechanisms of survival and sustainable development. The ways of development of these educational institutions are different, but the idea and strategic guidelines are largely similar, as they are focused on innovative development. The most active professional educational institutions have already adopted the standards of the new socio-economic system, found innovative approaches to the organization of scientific and

educational activities.[1]. The comprehensive experience of modern professional education management accumulated in the world and Russian practice already allows us to move on to its systematization and analysis. The modern approach to the reform of the professional education system consists in the need to integrate training and upbringing (adequate to the current management conditions), since the wealth of modern states is determined not only by natural and technological parameters, but primarily by human capital, and the formation of a socially oriented, competent specialist becomes the most important task of the country's socio-economic development. The organizational features and essence of professional education and upbringing lies in the fact that it should serve to meet the needs of the individual in intellectual, cultural and moral development, as well as to meet the socio-economic needs of society, whose scientific, technical and social progress is unthinkable without comprehensively educated and professionally trained, competitive specialists at all levels. Therefore, professional educational institutions should act as a link that ensures the interaction of education and production. It should be emphasized that the improvement of innovation activities in a professional educational institution should be based on: on the search and development of new theoretical and methodological approaches to modern concepts of training specialists. One of the decisive factors determining the innovative component in the development of the professional education system is the strategy of integrating training and education and determining on its basis the innovative mission of a professional educational institution, reflecting the main directions of development in the field of educational, educational, scientific, innovative activities. Innovative activity should permeate all levels of integration of education and upbringing, involving all employees of an educational institution, students, postgraduates, and doctoral students in educational, educational, scientific, and innovative activities. Thus, in today's conditions, it becomes necessary to develop theoretical and practical foundations for the integration of training and upbringing, which contributes to the training of not only a competent specialist, but also a socially oriented individual.

The process of innovative development in the integration of education and training has two main components - the implementation of innovative projects and the development of innovative potential. The concreteness of the approach to the problem under study requires the accuracy of the conceptual framework that defines the essence and mechanisms of innovative development. Let's start with the basic definition of "innovation". We adhere to the well-established professional communication understanding of innovation, or innovation, as a realized innovation, regardless of the scope of application. [2].

The innovation itself, i.e. scientific, scientific and technical development, invention, becomes an innovation, as a rule, in the form of a product, service, method, technology. Consequently, the innovation cycle is preceded by research, development or design work, design methods, and technologies. Their results basically create the groundwork on which innovative activity begins, in our case, the activity of integrating training and upbringing in a particular professional educational institution. The question arises: is the idea itself an innovation? In our opinion, no. An idea can be innovative or, more precisely, potentially innovative when there is a firm belief that, after passing through the stages of the innovation cycle, it will materialize into an innovation, i.e. a product. At the same time, it is possible that in some cases the idea itself may already be an innovation. It is important to note that by analogy with the concept of "organization", innovation also refers to the process of implementing an innovation. In the broadest sense innovation is synonymous with successful development of social, economic, educational, educational, managerial and other spheres based on various innovations. [3].

The creation of an innovative product and the idea are to a certain extent interrelated, but, in essence, independent cycles of innovative development. By innovative development of the integration of education and upbringing, we mean, first of all, a chain of implemented innovations in the implementation of this process. Any innovative development is not only the main innovation process, but also the development of a system of factors and conditions necessary for its implementation, i.e., innovation potential. Actually, the innovation potential represents the core of the entire potential, organically entering into each of its parts. Of course, there are more complex dialectical connections

between parts of the overall potential, but one thing is indisputable: innovation potential determines, as it were, the final part of the educational cycle and its real capabilities, which significantly affects the final result. As a basis for assessing the state of innovation potential, it is necessary to take the opportunities available to professional educational institutions for their own innovative activities in the integration of training and education, mainly related to their innovation infrastructure. The strategic resource of this process is an innovative culture.

Of course, our interest in developing cooperation with higher education institutions in the Russian Federation is determined not only by the past, but also by future trends. Like Russia, Uzbekistan has set a course for innovative development. In the Decree of the President of the Republic of Uzbekistan Shavkat Mirziyoyev "On approval of the strategy of innovative development of the Republic of Uzbekistan for 2019-2021", one of the main goals of society and the state is called "development of human capital as the main factor determining the level of competitiveness of the country on the world stage and its innovative progress". The Republic of Uzbekistan has great human resources.

The size of the population, its age and professional qualifications make it possible to move forward confidently. In the context of putting the economy and social sphere on an innovative track, we are talking about increasing the efficiency of using human potential by significantly improving the quality of education at all its levels, and rationalizing the organization of professional training of personnel. And the reforms launched in Uzbekistan in the field of education, which provide for the development and strengthening of all its stages from preschool to postgraduate, are aimed at solving these problems in a relatively short time. [4]. Practical steps to fully enroll young children in preвоспитательно-school educational institutions, transfer general education schools to an eleven-year period of study, improve the quality of selection of applicants to universities, and improve the level of higher education – this is not a complete list of measures taken to ensure the implementation of human development tasks. As is obvious, man is and always will be the main productive force of society. But in the second half of the twentieth century, fundamental changes began to occur in the ratio of subjective and objective factors of production. A typical example is the driving forces of economic growth in Japan and the newly industrialized countries of Southeast Asia, China and India. The experience of these countries shows that in modern conditions " the emphasis is shifting from material resources in the direction of time and people; from resource consumption to resource creation. The role of human capital, i.e. the stock of abilities, knowledge, skills and motivations embodied in a person, is increasing "[5].

Recall that in developed countries with a high level of income, "almost 60% of the population in the age group from 18 to 23 years old study in various types of higher education institutions, and since 1980 this figure has increased more than 1.5 times, and in Japan it has reached almost 100%. At the same time, in middle – income countries, only about 20% of this age group is enrolled in higher education, and in low-income countries-only 6%" [6]. At the new stage of development of Uzbekistan, a course has been taken to increase the coverage of higher education for young people of student age. Along with the increase in admission to existing universities, new higher education institutions are being created in the most relevant specialties for the republic, including in cooperation with foreign universities. Branches of the capital's leading universities are opening in remote regions. Almost every visit of the head of state Shavkat Mirziyoyev abroad, in addition to agreements in the field of economy, has among its results a solid package of specific agreements on cooperation in joint educational programs, as we see from recent trips to India, France, as well as to the United States, South Korea and China. [7]. The global trend towards higher education coverage is one of the reasons for the transition of most developed countries to a multi-level education system. "In addition to the transfer of purely professional skills, obtaining higher education increases the self-esteem of the graduate, transfers to him a significant part of the cultural and social standards of society. Therefore, many universities in third world countries, as well as open universities, institutes of a number of European countries, and many provincial universities in the United States perform the following functions: first of all, this particular function. Sociologists say that some American women are trained as an art critic, psychologist, and teacher, meaning not to earn money in the public or private sector, but to create

psychological comfort, optimal conditions for raising children in the family, and also considering education as a way to enrich their inner world. And in the future, this trend is likely to continue to increase"[8]. Of course, it's not just universities that are a place for acquiring knowledge and vital information. Educational institutions of other levels, research institutes, industrial enterprises, management bodies, cultural organizations also disseminate new knowledge in their profile. However, in the center of this activity is the university as the only social institution where the reproduction of the intellectual elite takes place, which then works in other branches of knowledge production. It is no coincidence that universities are commonly called the "thinking heads" of modern society. But a natural question arises: can a single university, at the current rate of updating ideas and technologies, meet the requirements of the time? At Samarkand University, we believe that a constructive answer to this question implies active participation of our team in international contacts, if you like, immersion in the global educational space. Following this conclusion, we are seeking to expand joint educational programs, including those involving the invitation of foreign scientists for short-term scientific and pedagogical activities. And we have especially great reserves for strengthening cooperation with Russian universities. The higher the efficiency of human potential, the higher the "knowledge intensity" of the members of this society, primarily participants in public production. "Science has become a universal tool for solving urgent problems of humanity. The development of science in individual countries and the scientific potential created by it began to determine their socio-economic level, role and place in the world. In modern society, special training of professional researchers becomes a matter of extreme importance, since it is the number of scientific personnel that determines the scientific potential of the country and turns out to be one of the factors of socio-economic development of the state" [9]. Uzbekistan has an extensive system of scientific institutions. And the most dynamic part of this system is university science. Its advantage is that the study of nature and society in universities is carried out in unity with the training of scientists and specialists. Together with our colleagues from Russia and other countries, we are looking for ways and creating mechanisms to fully use the opportunities of universities in translating our economy into a strategy of innovative growth. Summing up, we can say that the political course that has been carried out in Uzbekistan in recent years is aimed at ensuring the country's sustainable development first of all, on the basis of a radical improvement in the quality of education of the population, reaching a completely different level of human potential of society than before.[10]This is a difficult task, but the consistency and perseverance with which work is being carried out to implement the strategic programs adopted in our country is encouraging. And one last thing. A comparison of the substance of the strategic programs adopted in Uzbekistan with the national projects implemented in the Russian Federation shows that there are much more points of contact than differences. I believe that this is natural, since our peoples have simultaneously embarked on the path of sovereign development, pursue similar goals, and act in similar ways. Consequently, the cooperation of our countries in the field of higher education will allow not only to combine forces, but also to get a synergistic effect.

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