



CHALLENGES OF THE MARKET IN THE TRANSFORMATION OF INNOVATIVE AND EDUCATIONAL METHODS FOR THE FORMATION OF THE LABOR AREA OF YOUTH

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ABOUT ARTICLE

Key words: Innovative thinking, innovativeness of education, Soft skills, innovative and competitive skills of youth, non-traditional educational technologies, two-dimensional education, four-dimensional education, meta-learning.

Abstract: The article highlights the issues of the relevance of the transformation of two-dimensional education into four-dimensional to increase the demand for the quality of educational services in the formation of highly professional university graduates.

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INTRODUCTION

Globalization, penetrating into all spheres of society, today has the character of an intensive response to the challenges of society, economic and social policy in the adequacy of the reforms carried out in the country. Thus, the digital transformation of the communication and organizational functions of agents of economic relations requires a transformation in the educational process of the formation of labor potential, in particular young people, who provide the qualitative components of the requirements of the labor market. In addition, the postulate of "sustainable development", according to the UN, includes goals in the following areas: sustainable development of cities and villages; reducing the level of inequality between people; providing the entire population of the world with clean water; broad industrialization, development of innovations and wide infrastructure; elimination of poverty; combating climate change; preservation of the environment, etc. And the younger generation of professionals should be prepared to deal with these kinds of problems.

THE MAIN FINDINGS AND RESULTS

In this regard, education programs should include modern key features, such as educational flexibility; a harmonious combination of various educational goals; developing ways to adapt and modify learning practices; providing professional development. The relevance of the knowledge economy as an innovative educational system is gaining universal recognition, forms and ensures the accelerated growth of all spheres of the country's economy, which is confirmed by practice in many economically developed countries, when the growth of national wealth depends more on education,

creative potential and creativity of personnel, than from the availability of natural resources. Consequently, the value of higher professional education and the requirements for it are growing all over the world.

The presence of wave-like development trends in the economy is a proven fact. In addition to large cycles, explained by the introduction of innovations, there are medium and small cycles in the economy. And it is precisely to small cycles that a vital component of the development of the qualitative characteristics of labor potential can be attributed - this is the systemic development of soft skills (soft skills). The low level of development of these skills not only slows down the decision-making process, which reduces the speed of response to the factors of the organization's environment, where a trained specialist implements his knowledge and skills, but is also a weakness in the SWOT analysis of the system and principles of the educational process of individual higher educational institutions that stand its priority strategy.

Today in Uzbekistan, the introduction of modern innovative ideas, developments and technologies is given the status of a quality source of a fast and high-quality breakthrough of society and achieving the level of developed countries of the world economy.

In support of this, the "Strategy for the Development of New Uzbekistan for 2022–2026" was adopted, in which the quality of education acquires a special status.

Thus, among other priorities identified in the Development Strategy for 2022-2026, one can single out a key goal for the country - an increase in GDP per capita by 1.6 times in the next five years, and per capita income by 2030 to 4,000 US dollars per by ensuring consistently high growth rates in all sectors of the economy, which should create prerequisites for Uzbekistan to enter the category of "states with an upper-middle income".

So, let's give a definition and characteristics of soft skills. "Soft skills" are the necessary "over-professional" or components of the main professional skills, without which a qualified specialist will not be able to fully realize himself, working in a group of people, getting into certain life non-standard situations related to his activities. In this category, individual features, according to our study, acquire the following significance:

- integration into a working group or society;
- professional self-realization;
- self-actualization.

In the course of our study, the usefulness of 15 innovative-competitive, universal, organizational skills (Soft skills) that are not received in the process of studying at universities was determined.

The survey involved university graduates with more than 3 years of work experience and employers-owners of small businesses in the manufacturing sector, services, catering and restaurants, private health clinics and trade. Respondents were asked to provide a retrospective assessment of the three main strengths and weaknesses in terms of skill development from the tertiary stage of the program, manifestation in the workplace, and employer expectations. The significance of the listed Hard skills and Soft skills was assessed on a 10-point scale with increasing importance.

During the consultations, the heads of small enterprises expressed their opinion that in order to establish sustainable business development based on the development of new products or a new quality of services, they need specialists: with creative thinking skills (7.8 points), organizational and business skills (6.4 points), marketing and market value management skills (6.6 points), with a scientific degree (3 points), information technology skills (10 points), product management skills (9.8 points), research skills and the development of new methods (here opinions differ for the

manufacturing sector - 7.2 points and in the service sector, catering, health and trade - 8.25 points), analytical thinking skills (8 points), skills for quickly learning new knowledge, professional mobility (9.25 points), communication skills (the ability to introduce new ideas and methods to the audience) (9.25 points), media skills (7.25 points), initiative and innovation skills (8 points), personal time (9 points), communication skills with foreign partners (for the manufacturing sector - 10 points and in other service sectors - 7.8 points). The diagram drawn up based on the results of the survey clearly shows the relevance of the formation of increased demand from small businesses for a group of skills - Soft skills.

Of course, the listed skills may be due to innate characteristics, or forced acquired experience, but such a circumstance is ineffective and unstable, since they are used on a whim, haphazardly and sometimes have a long time lag for effective manifestation. That is, a young specialist with 3-4 years of work experience has only 46% of the usefulness for the organization in which he operates.

As a result, the question arises of how to solve the actual problem of motivating students and future graduates in an effort not only to acquire specialized skills, but also to form a full range of skills, knowledge, and competencies that have their own innovativeness.

Friendliness, sociability, activity, etc. such characteristics are insufficient today. Since irreversible negative processes are taking place in the world around us, such as: energy and water shortages, steady population growth, the lack of water and natural resources is even more acute, the ubiquity of the development of environmental and natural problems, forced pandemic conditions associated with the spread of viral infections and etc. These new challenges have surfaced in recent events such as the global economic downturn following the 2020 pandemic. These are trends and risks that we could not have predicted before, will continue to interact with each other and develop in the most unexpected and unpredictable directions. Accordingly, young people need training to help them adapt to such diverse circumstances. It can be argued that education should become a powerful tool for ensuring the survival of mankind, but for those competencies that are needed to solve these problems.

In Uzbekistan, the introduction of modern innovative ideas, developments and technologies is identified as one of the main sources for ensuring a quick and high-quality breakthrough for the country and joining the ranks of developed countries in the world economy.

At the present stage, changes are revealed in the ratio of the role and importance of individual elements of the labor potential quality system (for example, the place of education in the general qualitative characteristics of labor potential). The education industry determines technological progress, as spending on education increases the stock of human capital, ensures human development and, as a result, improves the ability of the economy to generate new ideas, providing a comparative advantage in innovative technologies.

For the effective training of specialists, the search and creation of non-traditional technological social and pedagogical solutions, the use of ideas and fundamentally new "high" technologies that provide a multiple increase in the efficiency of pedagogical and educational work are of decisive importance. To move to a truly innovative education, a number of conditions must be met:

- update its content on the basis of knowledge from the world's information resources;
- use the principle of "benchmarking" - to identify the best domestic and foreign analogues of educational programs, focus on them;
- Reconsider the personnel management system.

Innovative education can only be provided by a higher educational institution whose teachers and staff are actively engaged in innovative activities themselves.

Today in Uzbekistan, a special place in innovation discoveries in most regions of the world is occupied by higher educational institutions de-tion.

In order to maximize the accumulated regional innovation potential of the republic, it is necessary to ensure the transfer of economically productive knowledge from the regional sphere of science and education to the sphere of regional production.

The system of retraining and advanced training lagging behind the real needs of teachers does not allow for the modernization and formation of a personnel corps capable of providing the modern content of the educational process and working in promising educational technologies. The most attractive career option for a teacher is associated with the prospect of appointment to administrative positions. However, effective mechanisms for the rotation of managerial personnel in the education system have not been developed.

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The well-known two-dimensional education based on the development of Hard skills and Soft skills is becoming insufficient today. More relevant for personalized personal education of the 21st century is the so-called "four-dimensional education". Particularly attractive is what we believe to be the most productive approach to choosing a learning model such as Meta-learning - "the process by which students become aware of and increasingly control the habits of perception, exploration, learning and growth that they have learned." The most simplified definition is given by John Biggs (1985) - meta-learning is a method that allows you to "be aware and control your learning." Thus, four-dimensional education covers such aspects of it as knowledge, skills (hard and soft), the formation of personal qualities and the strategy of meta-learning.

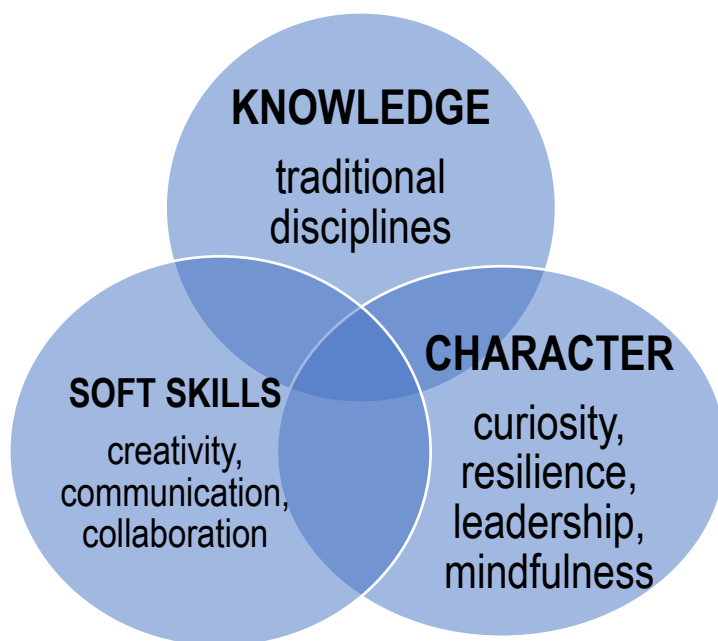


Fig 1. The principles of Meta-learning are a mindset for development.

The use of the Meta-learning model should be based on subject utility: practicality, intelligence (studying the subject improves the ability to perform complex intellectual activities), emotionality (serves as a source of motivation).

Thus, it can be argued that today this method can help meet the requirements for the process of education in universities in the process of developing innovative soft skills in combination with basic professional knowledge and skills that help a young modern specialist to successfully cope with various life circumstances in any typical traditional as well as risk conditions and situations.

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