

THE ESSENCE AND STRUCTURE OF INNOVATIVE THINKING OF A PERSON

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**Abstract.** *This article is dedicated to the that the nature of innovative thinking is associated with the fact that it expands the scope of the application of previously acquired knowledge, shows the subjective point of view of the child – how he sees and perceives an educational task or problem. An example of a pedagogical technique that stimulates a student to subjectively comprehend existing knowledge can be a creatively asked question. Innovative thinking has a complex structure that includes characteristic features, the link between which is the focus on activity. This fact is of great importance in the context of the implementation of educational standards and the national program for the development of 'Education', since, in accordance with them, the educational process should be aimed not only at the formation of knowledge among students, but also practical skills and abilities to apply this knowledge.*

**Keywords:** *Innovative, thinking, complex, structure, formation, knowledge, educational, standards.*

Innovations are not only new technologies or products, but also new ideas, views on things that have value for society as a whole. The source of innovation is a person who, following current trends, is able to act flexibly, solve complex problems, design, and eventually create something new, original and meaningful, i.e. has innovative thinking, which is a way of actively relating a person to the surrounding reality, expressed in the search for independent solutions to various problems and tasks. It is based on the process of searching for information, ways, ways, opportunities, alternative solutions to achieve the set goal, which becomes the basis for generating ideas to create a unique product as a result of activity.

The so-called 'traditional' form of education focuses students' activities on finding solutions to certain educational tasks or situations in which a number of options are already provided correct answers. The main goal of the child is to understand the implied.

The task is to solve the algorithm and get the expected correct answer. Innovative thinking, on the other hand, has a distinctive feature, which is pointed out by the domestic researcher D.B. Bogoyavlenskaya. By such a sign, she understands 'the emergence of a new method of solving educational tasks, which was not intended and could not have been'. The key point here is a certain contrast between the traditional solution method (according to an algorithm, a given plan) and the innovative one, which provides insight, the search for non-standard solutions.

This point of view reflects one of the main problems in the search for ways and means of forming innovative thinking – understanding the essence of the very concept of ‘innovative thinking’. The latest psychological and pedagogical dictionary defines innovative thinking as ‘a way of actively relating to the surrounding reality, expressed in the search for an independent solution to educational and cognitive problems and tasks arising in the educational process’. On the one hand, this definition highlights an important substantive feature of innovative thinking – an independent search for a new way to solve the difficulties that have arisen, on the other hand, does not show its other important features and does not reflect the variety of theoretical approaches to understanding this term.

From the point of view of A.P. Usoltsev and T.N. Shamalo, innovative thinking is aimed at organizing certain types of activities and should, accordingly, be characterized through these types of activities. The authors describe innovative thinking as creative, scientific, theoretical, socially positive, constructive, pragmatic and transformative. All these characteristic properties of innovative thinking are interconnected and represent a system, the absence of an element of which leads to the loss of the innovative nature of thinking.

The nature of innovative thinking is associated with the fact that it expands the scope of the application of previously acquired knowledge, shows the subjective point of view of the child – how he sees and perceives an educational task or problem. An example of a pedagogical technique that stimulates a student to subjectively comprehend existing knowledge can be a creatively asked question.

At the same time, the process of forming innovative thinking cannot be based solely on the subjective nature of the student's interpretation of the acquired knowledge, on the creative perception of the child. This process is based on current modern scientific theories. For example, according to the research of A.P. Usoltsev, ‘the invention of a new energy source is possible only on the basis of modern physical knowledge and technology’. Accordingly, the child's solution of cognitive tasks and questions should be based on general scientific facts. Here there is a very important line between innovative thinking and subjectivism (delusion). Innovative thinking does not deny the scientific picture of the world, but is based on it.

Therefore, the simple desire of a younger student to insist on his opinion, which cannot be confirmed, does not apply to innovation. In addition to being scientific, the characteristic features of innovative thinking are its constructiveness, creativity, and pragmatism. The constructive nature of innovative thinking, in terms of A.P. Usoltseva and T.N. Shamalo, implies the ability to formulate the purpose of activity, organize activities in accordance with this goal; plan your actions; analyze their results and correct mistakes if necessary.

The creative nature of innovative thinking is due to the fact that it is aimed at solving the problems that have arisen and finding a more rational solution to them, allowing a person to save his own time, effort, labor, and resources. The ability to



assess the practical benefits of applying new knowledge, the pragmatic nature of innovative thinking determines how to implement your plans in practice.

Thus, innovative thinking has a complex structure that includes characteristic features, the link between which is the focus on activity. This fact is of great importance in the context of the implementation of educational standards and the national program for the development of 'Education', since, in accordance with them, the educational process should be aimed not only at the formation of knowledge among students, but also practical skills and abilities to apply this knowledge.

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