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Innovative interpretations aimed at developing the knowledge of young people of new Uzbekistan.

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Abstract: In the article, along with the correct orientation of young people in order to prepare competitive personnel in the conditions of the market economy, the use of innovations in the educational process, as well as the "hard" qualification ("hard" qualification, which has been given special emphasis in education "skills") are being replaced by "soft", "adaptive" qualifications ("softskills"), which are gaining priority in the process of globalization, automation, robotization, digitization, based on scientific and pedagogical reasons

Key words: market economy, quality of specialist training, Innovation process, "soft", "adaptive" skills ("soft skills"), "hard" skills ("hard skills"), professional education, pedagogy, knowledge, qualification, competences.

In the conditions of the market economy, the issues of competitive products, techniques and technologies, as well as personnel training are of particular importance. Under these conditions, only qualified specialists can become active participants in the labor market. This necessity puts the task of improving the quality and effectiveness of training of qualified junior specialists before educational institutions and lyceums. The solution to this problem directly depends on the level of pedagogic personnel working in lyceums and vocational colleges, the educational process, in particular, the effective organization of the professional education process that forms professional skills and qualifications of students.

Today, an important document defining the main directions of the future development of Uzbekistan, the new development strategy of Uzbekistan for 2022-2026, was adopted. The adoption of this strategy is the realization of the desire of our people to build a free and prosperous, powerful New Uzbekistan, to create all opportunities for every citizen to develop their potential, to create a healthy, educated and morally mature in order to educate the next generation, to form a strong economy that has become an important link of global production, to guarantee justice, rule of law, security and stability [2]. On the basis of the strategy, huge changes are being made in all sectors and industries. In this regard, to inculcate good values and traditions in the life of society, in particular, to raise the spiritual-intellectual potential of our people, especially the young generation, their thinking and worldview, and to educate a well-rounded person who lives with love and loyalty to the Motherland and its people. Emphasis is placed on developing critical thinking and independent work

Today, the superiority of the integrated and non-standard approach in the formation of professional competencies of the personnel being trained all over the world is clearly visible. According to authoritative international experts, the traditional approach to training professional personnel is not effective enough, and in this regard, it is the main task of today's pedagogy to determine the role and importance of professional and personal competencies, the level of determinants of knowledge and skills in relation to the demands and needs of the changing labor market. is being rejected [1]. Especially in the process of determining future competencies, experts are faced with the difficult task of in-depth analysis of adequacy and interference situations, forming a list of dominant competencies of priority importance, and

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clearly defining the indicators that create the abilities and talents of young people based on an innovative approach [3] .

It should be recognized that the International Commission on Education set four priority goals for education in the 21st century - the period of scientific and technical development: learning to live, to understand, to learn [4]. and learning to live, understand, and perform together. At the moment, influential international experts in the field of education6 suggest the harmonious introduction of two types of skills into the educational process. These are: "Hard skills" - professional qualifications and "Soft skills" - (English "soft", "flexible" qualifications) universal competencies [5]. "Hard skills" - as a set of knowledge that can be defined and measured (skills for typing on a computer, skills for driving a car, speaking English, mathematical knowledge, skills for using computer programs), "soft skills" are defined as flexible, flexible skills (creativity, teamwork, emotional stability, etc.) that do not have a clear and common measurement unit.

The first time that the concept of "soft skills" entered scientific circulation as a subject (object) of research was connected with the reforms in the process of training the personnel of the US Army in 1959-1972. Professor David McClelland, a psychologist who led research on the formation of personal and combat competencies of soldiers, the author of the theory of needs, who developed a new methodology for evaluating apperceptive tests on subjects, was the first to use "soft" (soft) competencies and their applies the concept of evaluation. Until the 21st century, the education system mainly focused on giving young people "hard skills". That is, mastering a specific profession, fully mastering its secrets is the main factor that determines whether a person is a mature specialist. The pedagogy of the 21st century points out that these qualities are not enough in the modern world, and now it is necessary to act on the basis of the need to develop thinking, create a creative space, environment, a creative person, and create a creative product. In the research presented by international experts, it is reflected in such directions as increasing the competitiveness and creative competence of middle-level specialists in the labor market, improving the mechanisms for creating methodological support for the formation of "soft" competencies in the design of the professional education process. [9]. In their reports, a number of prestigious research centers recognize the need to direct and modernize the content of modern professional education to the formation of "soft" competencies, create an innovative educational environment based on competencies, and develop non-standard thinking and creativity in young people. For example, the "Career Services" center established at Harvard University in the USA listed non-standard way of thinking as criteria for determining the professional competence of a qualified specialist, and creative abilities were listed as important factors at the Business School of Nan'yang Technological University in Singapore.

Studying the microstructure of innovative processes, scientists developed the concept of "lifetime (period)" of innovation, they put forward the idea that innovation is a process that passes over time. By this time, in the scientific literature, innovative processes are divided into the following stages:

1. The stage of emergence of a new idea or new concept. It is conventionally called the stage of innovation arising from the results of fundamental and practical scientific investigations (or those that appear suddenly).
2. Time of discovery, i.e. creation of innovation in the form of a realized object, material or spiritual product.
3. A practical view of the created innovation is found, and its improvement is carried out through additional work. This phase culminates in achieving robust performance from innovation. After that, the independent existence of the innovation begins, and the innovation

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process moves to the next stage. This stage takes place only on the condition of acceptance of the news.

4. The spread of innovation in a field ends with its diffusion (joining) to other fields and its widespread application.

5. Dominance of innovation in a field, in particular, innovation loses its novelty and ceases to exist as innovation. This stage ends with the emergence of a new effective innovation or its replacement by a more effective one.

6. The range of innovation will be reduced and it will be replaced by a more productive one [5].

The innovation process is related to re-examination of the situation and its significance from the obsolete to a different qualitative state. The totality (totality) of a single-level series of innovations constitutes an innovative whole. In the period of innovative activity, news, innovations literally enter the educational process. Therefore, the introduction of innovations in the educational system into pedagogical processes is carried out in four stages:

1. Determination of the problem based on analysis;
2. Implementation of changes;
3. Change and innovation planning;
4. Designing the intended educational system.

The above-mentioned innovative process is successively replaced by a new stage over time, expressed in simplified forms of its development. However, a clear innovation process includes these stages and shows that their sequence and interrelationships do not always have to be followed.

Pedagogical innovations are grouped in the works of most pedagogic scientists as follows: Innovations in the content of education according to the object of innovation; innovations in the technology of education and training; innovations in the management system of educational institutions; is divided into innovations in the educational environment. According to the nature of the origin, it is divided into external and internal innovations. At the same time, external innovations are accepted and implemented according to the orders or instructions of a higher organization. The introduction of internal innovations into the pedagogical system occurs as a result of pedagogical reflections on practice. Innovation considers the introduction of the technological education process as a complex and purposeful process of innovation creation and implementation, its purpose is to satisfy human needs and demands with new tools, and its effectiveness is to provide methods and systems that provide regular and vital innovation with a certain quality. leads to change[8].

The pedagogue's effective use of innovations mainly depends on the pedagogue's professional training and personal experience. Inadequate personal preparation of the teacher, narrowness of his ideas about the news and personal opportunities can be manifested in not realizing the educational problem.

Thus, pedagogical innovation requires us to understand not tools, methods, methods, technology, etc., but their creation, mastery and implementation, evaluation and management. The use of innovations in the educational process depends on the one hand on the objective needs of pedagogical practice, which consists in the need for continuous improvement of the educational process, and on the other hand, the effectiveness of their use depends on the subjective qualities of pedagogues, their use of pedagogical innovations shows that it depends on the level of awareness of the need for a lens.

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