

**CONFLICTS OF COLLISION OF VIEWS OF THE MODERN STATE,  
MANIFESTING IN INNOVATIVE PERSONALITY**

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*Annotation: The conditions, causes, and some outcomes of the impact of information technology on the development of an inventive personality are discussed in this be obtained through professionalization. An innovative personality is defined by the related attributes from the perspective of society, which expects manifestations of a certain content and direction from it. In order to analyze the crisis situation, it is vital to shift from subject-oriented technologies to personality-oriented technologies, which require special attention and merit not only but also not only the development of new educational rules, techniques, and methods that are important in the preparation of a specialist, but rather an orientation toward the formation of certain new personality traits. article. Certain specific variables that contribute to the development of a creative personality are recognized, as well as the political implications of this phenomenon. One of the most significant obstacles to the development of an inventive personality is the lack of a theoretical model with core attributes that can.*

*Keywords: globalization, humanization, innovative personality, innovation, intellectual initiative, information technology, communological orientation, innovation motivation, synergetic style of thinking, sociocentrism.*

**КОНФЛИКТЫ СТОЛКНОВЕНИЯ ВЗГЛЯДОВ СОВРЕМЕННОГО  
ГОСУДАРСТВА, ПРОЯВЛЯЮЩИЕСЯ В ИННОВАЦИОННОЙ  
ЛИЧНОСТИ**

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*Аннотация: Обсуждаются условия, причины и некоторые результаты воздействия информационных технологий на развитие изобретательской личности в рамках этой профессионализации. Инновационная личность определяется соответствующими атрибутами с точки зрения общества, которое ожидает от нее проявлений определенного содержания и направленности. Для анализа кризисной ситуации необходим переход от предметно-ориентированных технологий к личностно-ориентированным технологиям, которые требуют особого внимания и заслуживают не только, но и не только разработки новых педагогических правил, приемов и методов, имеющих важное значение в подготовке специалиста, а направленность на формирование тех или иных новых черт личности. Признаются определенные специфические переменные, способствующие развитию творческой личности, а также политические последствия этого явления. Одним из наиболее значительных препятствий на пути развития изобретательской личности является отсутствие теоретической модели с основными атрибутами, которая могла бы это сделать.*

*Ключевые слова: глобализация, гуманизация, инновационная личность, инновация, интеллектуальная инициатива, информационные технологии, коммунологическая направленность, инновационная мотивация, синергетический стиль мышления, социоцентризм.*



## INNOVATSION SHAXSDA NAMOYON BO'LGAN ZAMONAVIY DAVLAT QARASHLARINING TO'QNASHUVI

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*Xulosa: Ushbu kasbiylashtirish doirasida axborot texnologiyalarining ixtirochi shaxsning rivojlanishiga ta'sirining shartlari, sabablari va ayrim natijalari ko'rib chiqiladi. Innovatsion shaxs jamiyat nuqtai nazaridan tegishli sifatlar bilan belgilanadi, undan ma'lum mazmun va yo'nalishning namoyon bo'lishini kutadi. Inqirozli vaziyatni tahlil qilish uchun mavzuga yo'naltirilgan texnologiyalardan shaxsiyatga yo'naltirilgan texnologiyalarga o'tish kerak, ular alohida e'tibor talab qiladi va nafaqat, balki nafaqat yangi pedagogik qoidalarni ishlab chiqishga, o'qitishda muhim ahamiyatga ega bo'lgan texnika va usullarni ishlab chiqishga loyiqdir. Mutaxassisning, ammo shaxsiyatning ma'lum yangi xususiyatlarini shakllantirishga e'tibor. Ijodiy shaxsning rivojlanishiga hissa qo'shadigan muayyan o'ziga xos o'zgaruvchilar, shuningdek, ushbu hodisaning siyosiy oqibatlarini tan olinadi. Ixtirochi shaxsni rivojlantirish yo'lidagi eng muhim to'siqlardan biri bu buni amalga oshirishga qodir bo'lgan asosiy atributlarga ega bo'lgan nazariy modelning yo'qligi.*

*Kalit so'zlar: globallashuv, insonparvarlik, innovatsion shaxs, innovatsiya, intellektual tashabbus, axborot texnologiyalari, kommunologik yo'nalish, innovatsion motivatsiya, fikrlashning sinergetik uslubi, sotsotsentrizm.*

Introduction. Globalization has resulted in a spontaneous, rapid migration of humanity along the so-called information route of progress, with several contradicting socio-economic, ethno-political, cultural, and national repercussions. The latest information technologies, whose widespread use has resulted in unparalleled informatization of society, play the leading role among them. Informatization of social processes has resulted in a global information breakthrough in the formation of individual consciousness, affecting nearly all socioeconomic strata and age groups in modern society, independent of mindset, level of education, or place of residence. Modernization and further development of Uzbekistan implies: firstly, overcoming the backlog from the leading countries, secondly and decisively, the need for innovation in all spheres of society. Innovations for our country are the main form of transformation of theoretical knowledge into material well-being and constitute a key element in the characteristics of development and the main indicator of the competitiveness of an enterprise, region, country as a whole. As sociological studies show, the economic growth of developed countries over the past decades is largely determined by innovations in leading industries. In Uzbekistan, all attempts to switch to an innovative development path have not been successful in all directions due to the lack of an innovation subject, that is, a person with innovative qualities, innovative thinking. So, the formation of such a person becomes the key to success for the further development of the country [1 P. 136-141].

### Main part

Innovativeness, or the ability to work with breakthrough ideas and be the first to see and apply them, has lately been identified as one of a person's psychological qualities. The psychology of innovation has arisen as a distinct field of study dedicated to the psychological examination of the mechanisms that contribute to the birth of new ideas. This is a projection of the innovation process and inventions onto the human psyche: how they are presented, how innovative ideas appear, how they are executed, how a person copes with problems in putting them into practice, and how he views innovation and the innovation process [2 P.21-70].

Innovation and creativity are psychological terms that describe the process of conceiving, developing, and putting new ideas into practice. They are in close proximity, but they are still distinct entities. A person's ability to create something new, to generate ideas, is referred to as creativity. And innovativeness is defined as the ability to deal with the unfamiliar, to bring ideas to fruition, as well as a person's competence and productivity at all phases of the innovation process. People with

a high level of innovation are not usually extremely creative, and creative people often find it challenging to interact with other people's creative ideas. To some extent, this may be influenced by jealousy or even envy for others. [3 P. 7–19].

Numerous definitions and descriptions of innovativeness are presented in the scientific literature. It can be analyzed from three sides. Firstly, it is the ability of a person to be ahead, to snatch out the most potentially interesting ideas. Secondly, a set of psychological factors that increase the likelihood that a person will be an innovator. Thirdly, innovativeness can be understood as the ability to successfully and quickly understand new ideas and technologies.

The scientific literature presents different types of innovation. It is possible to single out sensory innovation associated with the desire of a person to enjoy interaction with objects or phenomena of the outside world. This can also be shown in behavior: for example, a person with a high level of sensory innovation may like risk, extreme sports, unusual travel.

The second type of innovation - cognitive innovation - the desire to acquire new knowledge, find new patterns in the functioning of the new; the need to understand new scientific directions and modern technologies.

They also share innate and realized innovation. Congenital innovativeness is characteristic of a person in any situation; it largely determines his innovative behavior. Realized innovativeness is manifested in a person in specific behavioral acts. That is, in the first case, we are talking about the inner world, character, hereditary factors, and in the second case, about the real actions of a person and the behavioral acts he has carried out.

there are several well-known models. One of them appeared within the framework of the theory of diffusion of innovations. It highlights innovators who are sensitive to the new and ready to take risks for it. There are people who are less effective in interacting with the new, less prone to risky decisions, but still able to interact with innovations. [4, p. 34–42].

Another theory, authored by Michael Kerton, is called adaptation-innovation. He developed a special questionnaire-scale that can be used to divide people into innovators and adaptors. Those who, according to this questionnaire, turn out to be an innovator, have personal characteristics that help a person to be ahead, take risks, be sensitive to new things, and look for new ideas. People who, according to their personal characteristics, are at the other end of the scale, can be conservative, not very sensitive to the new, do not want to take risks for it, prefer the established state of affairs.

Above, we talked about individual innovation, although organizations and teams can have this characteristic. Organizational innovation is understood as the potential of an organization in the sense of the birth and implementation of innovations, which may be in demand and realized in it, or never manifest itself. In an organization, this potential is determined by a number of factors, including leadership, personal characteristics of managers and specialists, and their innovative qualities. An important role is played by the general psychological climate in the organization and its structural characteristics: whether it is rigid or, on the contrary, dynamic, how much such a structure promotes or counteracts innovations [5, p. 318]. Organizational innovation is influenced by the management style of the organization, as well as the level of acceptable risk in its functioning. Some organizations do not want to take risks and prefer a calm and stable business. And in others, such as venture capital companies, risk is the basis of their activity: they are engaged in investing money in something that may not and most likely will not bring results. But still there is a small percentage of the probability that the money will be invested in a truly breakthrough project that will pay off all the losses on other projects. Modern innovative views on the educational process, trying to get rid of the traditional «volume of transferred knowledge», are rational movements leading to the construction of a new concept of education. The addition to the previously sufficient triad of *zun* (knowledge, abilities, skills) of new categories, such as: competencies, the ability to find knowledge, navigate in an unknown reality, are significant productive results of the search for a new paradigm of education. but this

is not the result that lays the foundation for a new understanding of the educational process. innovative models built by improving the existing one, through the addition of new categories, concepts to the already created structure of the inherited paradigm of education, are not adequate to the changes in the world as a whole that we observe at the turn of the millennium [6, p. 920]. These models do not affect the foundations of the pedagogical paradigm of education, not noticing that in today's changed world, to give knowledge, to teach already discovered by predecessors, to a well-known scientific community, means dooming trained specialists to an eternal lag behind the actual novelty in science, technology, and art. Modern society is characterized by the development of technological progress and an increase in the total knowledge of mankind, which explains the growing need for people who are able not only to coexist with the environment, but also to master this environment, navigate the new information space. The ability to independently obtain, organize and apply the necessary knowledge in a particular situation becomes the most significant. On the other hand, scientific and technological progress, which made a revolution in the material culture of society, gave it a qualitatively different look and markedly changed the life of every person. However, if the material side of people's lives has changed under the influence of the development of science and technology, then the spiritual world has not been affected to the same extent. There was a need for the humanization of relations between people, the disclosure of their spiritual and creative potential. The changes taking place in modern society have caused changes in the philosophy of education, bringing to the fore the ideas of the inherent value of the human personality, self-development and self-education, have led to the emergence of a new picture of the world, where a person appears as the highest value of social life. The humanistic orientation of education has changed the targets, putting the student's personality with his needs, needs and interests, freedom and creativity, individuality and initiative in the center of attention. The formation of a special type of intellectual behavior of students, associated with the desire and ability to independently navigate in various fields of knowledge, has acquired paramount importance. Therefore, in pedagogical theory and practice, the search continues for ways to increase the efficiency of the educational process, enrich the intellectual capabilities of schoolchildren, and form the ability for self-learning and self-improvement [7, p.413].

There are several different types of innovation. They can be divided into incremental and radical. Incremental innovations are partial, local changes that do not lead to dramatic changes. Radical innovations usually change things a lot. They are akin to revolutions in various spheres of human life. Therefore, the success criteria for incremental and radical innovations can be quite different. After all, if something changes radically, then at some stages of these changes there may be failures and failures. And this does not diminish the role and significance of these radical changes. Several decades ago, mobile phones appeared, and this greatly changed our lives [8, p. 134-142]. In many ways, this has become a radical innovation, at least in terms of the development of communication technologies. But we still remember that in the early years the quality of mobile communication was not very good, the network coverage was not everywhere, the phones themselves could work poorly, they were rather bulky and not very convenient. Can this be considered a successful innovation or not? Of course, this is a successful innovation in the sense of radicalism, because there was a new direction for the development of communication, a new dimension within which people could connect with each other. On the other hand, a stable connection did not appear immediately, at first there were many mistakes and failures. Therefore, from this point of view, this innovation at the initial stages can be considered unsuccessful [9].

Today, the Internet is a significant factor in promoting global innovation: it serves as a facilitator and amplifier of innovation processes in many ways, and it generates the modern high-tech environment in which inventions are born and propagated. If a person was looking for fresh ideas fifty years ago, he had two options: look for the same innovative people or go to the library and look for knowledge on the topic of his choice. In only a few minutes, you can find nearly any information on the



Internet. This allows anyone who wants to dive headfirst into any original ideas to do so, and it opens up several possibilities for the use of innovative human abilities and the realization of both their own and others' ideas. [10, p. 165-170].

#### Conclusion

The innovative development of the country focuses the education system on the formation of a holistic personality, brought up on the basis of modern world and national culture. It is clear that the model of education of the XXI century. in solving the problems of innovative development, the country must undergo a radical transformation and focus not on the reproduction of the past, but on the production of the future. The modern education system was unable to satisfy the ever-increasing demand of society for education, which has become a conservative mechanism for the reproduction of old values, unable to effectively contribute to the formation of a culture of innovative development. "Under the current conditions, more than ever, it is necessary to act proactively." The meaning of anticipatory education is to ensure that in the mind of a person who transforms the surrounding reality, an assessment of the expected consequences of his actions is constantly taking place. "For this, a significant increase in both the consciousness of each individual person and the total intellect of mankind is necessary" [11, p. 61-66].

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