

# Innovation Is an Important Factor of University Development

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**Annation:** The term “innovation” can be found everywhere in both translated and local literature. Many authors define concepts such as “innovation”, “innovation” and “invention”, although they have different meanings.

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Within the framework of higher education, the topical issue of commercialization of new knowledge and technologies and the identification of factors hindering this process will be considered. At present, ways to overcome these negative trends have been proposed in order to more effectively manage innovation, which is one of the key factors in the development of the university individually and as a whole country.

Many scholars agree that the 21st century is a time of innovation, rapid change, and the transition to a radically new economic model.

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In 1912, the Austrian economist J. Schumpeter began to use the term "innovation", meaning changes to introduce and use in industry new types of consumer goods, new means of production, markets and forms of organization [5]. By this definition, innovation is a simultaneous manifestation of two worlds: the world of technology and the world of business. Since something new is only on the plane of knowledge and technology, it is nothing more than an invention. And if the business is involved in change, that is, if the creation process continues in the implementation process, they move into the category of news. In other words, innovation is an invention introduced into the real economy sector.

There are many definitions of the concept of “innovation”. Their commonality can be divided into two categories. The first involves definitions, in which innovation is seen as a static result of the introduction of something new into practice. For example, the definition of S. Silkin and L. Pachikova, in their opinion, innovation is the result of research, and then they explain that a discovery or project becomes a novelty only when it is used to achieve economic efficiency. [3].

The second category consists of definitions, the authors of which are: A. Prigogin, A. Titov, S. Valdaytsev, I. Zavlin, F. Jansen, J. Schumpeter and others. The term “innovation” refers to the dynamic nature of the process, i.e., the concept of “innovation”. For example, A. Titov understands innovation as a process that brings scientific thought to the stage of practical application and begins to bring economic benefits [4]. J. Schumpeter considers innovation to be change, which in turn represents the transition of an object from one state to another. A. Prigogine explains the concept that "innovation is the process of transition of a system from one state to another" [2].

According to the existing definitions, the following main criteria that distinguish the concept of "innovation" can be distinguished:

- scientific and technical innovation, ie some technical solutions that are applied for the first time in various fields of economic activity and have a scientific basis;

- commercial efficiency, i.e. innovation is “accepted” by the market, i.e. it meets certain needs (needs / requirements) of consumers.

Education and science have been developing independently in our country for a long time. Due to the return of the latter to higher education, education will be not only educational and pedagogical, but also scientific and cognitive in nature. This shows that in the learning process, students should be imparted not only scientific knowledge, but also a methodology for obtaining and applying it, which will develop in them the ability for continuous self-education and professional growth. At present, this is the most relevant, because the life cycle of knowledge and technology is very short, so there should be a process of constant updating them. Based on this, the education system in the innovative economy can rightly be considered the most important source of development of the Russian Federation. But it needs to be qualitatively changed so that it can become a competitive advantage and contribute to the efficient and rapid transition of our country to an innovative path, rather than as a negative factor hindering the whole process.

The whole system of higher education should be innovative by definition. To do this, first of all, it should be aimed at the formation of basic professional skills of the individual, the acquisition of interdisciplinary knowledge, skills and abilities, and secondly, to meet the needs of society in training qualified and highly qualified personnel. Science and modern production. The most important role in this is assigned to modern educational technologies, which are “designed to ensure the transition from stress-enhancing education to education that removes unreasonable mental stress; from education organized on the principle of “hard to read - easy to fight” to education that brings joy to both the process itself and its outcome; from education based on social methods of encouragement and punishment, to educating free citizens with high personal motivation ”[1].

-Support the formation of basic departments of leading universities in academic institutions and industrial laboratories in universities.

- Allocation of competitive funds for the purchase of scientific equipment for higher education institutions.

-Assignment of grants for research to young scientists and teachers.

-Develop a special program to support youth research groups and student design bureaus at universities (with the involvement of leading scientists from academic and industrial research institutes).

-Creation and support of joint scientific-educational structures, universities and inter-university complexes, scientific, educational and production centers.

-Develop the activities of scientific and educational centers at universities, including in cooperation with international organizations

Thus, the university has a great responsibility to nurture a new generation of professionals who have mastered certain innovative competencies in the educational process, and this applies to all graduates with higher education, not to students of a particular specialty. educational institution, regardless of educational profile. Only in this case, the society being formed will begin to speak one language, and only then will it be possible to talk about the possibility of building an innovative economy for the whole country.

All this allows us to conclude that the modern university should develop as an innovative system, in which the knowledge gained from the fundamental sector of science flows into the real sphere of production.

The two main concepts of an innovation system are “innovation activity” and “innovation infrastructure”.

Implementation of innovative activities within the framework of the innovative development strategy of the University will be possible only through the formation of the necessary innovative infrastructure on the basis of the university. It must create a trinity space: production - science - education, with the market at its center. In one complex, each factor, with its own development, stimulates the development of the rest. Thus, the demands of changing the production technology required by the market will inevitably lead to scientific research.

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