

§1.4. THE MOST IMPORTANT DIRECTIONS OF THE ORGANIZATION OF EDUCATION BASED ON STRATEGIC THINKING AND CREATIVE MANAGEMENT IN HIGHER EDUCATION

In today's conditions of fierce competition and economic globalisation, issues such as the quality of training of personnel in the higher education system, their potential and increasing competitiveness are becoming acute problems. On top of this, without limiting the opinions that the level of training of personnel in the higher education system of our country has been recognized in the international arena, we should not stop and raise our work in this direction to a new level in order to further increase its quality. These issues are of great importance as a result of the situation in the labor market in relation to the personnel with higher education, measures to be taken to restore the innovative economy as a result of international globalisation processes.

In the process of managing the educational system, "creating the digital industry of the future" - requires the launch of digital transformation of the country by increasing the level of human capital development, rapid digital transformation in education. At the same time, research-based approach should be actively used in the educational process, with which it is possible to develop students' skills in scientific research and to formulate their creative abilities and creative thinking[1].

Development of management system in higher education system, wide use of corporate governance techniques, modernization of material and technical base, effective use of information and communication technologies opportunities in educational process, introduction of distance education, integration of educational institutions at regional and international level, development of international cooperation in the field of Education, the increasing number of sources of funding as well as the introduction of international standards requirements for the management of the quality of education are promising areas for the development of the system.

Today, experts in the field of human factor management have embarked on the study of the areas of production management, the interaction of human with computer, the design of new concepts, methods of teaching, production of consumer goods, security systems and others.

Currently, the world education system and the development of theoretical bases and methodological tools for creative thinking and the search for new technical thinking have emerged in the production. This shows that the development of the scientific foundations of technical creativity, the development of ways to implement the creative process, the teaching of the foundations of creativity, the creation of favorable conditions for creativity in scientific, design and design and technological organizations, enterprises and universities have become an urgent need.

Acceleration of scientific and technical progress by a wide range of methods by increasing the number of workers and Scientific Assistant Personnel-does not meet today's goals. It is necessary to have the means to activate creative thinking in order to accelerate the process of mastering new knowledge by creating highly effective technologies on the basis of inventions. A distinctive feature of these tools is the connection between the logic of scientific discovery (invention) and the fact that cases accompanied by the passage of official logic and the ascent to a higher level of knowledge are not always compatible.

The study of the evristic techniques and methods of creative thinking faollashtiri approaches success, as well as the development of the creative abilities of the individual. Mastering the methods of Creative Management, the theory of creativity, new technical solutions izlash and methods will help to understand the social significance of creativity,

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its social necessity, to reveal their creative potential more fully. Therefore, it is interesting to consider the issues of formation of collective consciousness of the team, the organization of joint events.

Modern trends in the development of management give rise to new requirements for the manager. Previously, it was customary for managers to strive for concrete execution, a good leader was considered a person who knew how to carry out the orders or instructions of higher authorities, standards, and was in accordance with the accepted types of conduct. Currently, the head of an educational institution should have such abilities as self-confidence, the implementation of strategic plans.

Self-confidence is a good virtue, but it can manifest itself in different ways. Differentiation: independence in execution; independence in purposeful development; independence limited by a certain concentration of proactive self-sufficiency, business behavior; independence of experience; independence of search.

Today, the concept of a creative manager or manager of a research and strategic type is born in the society.

What is its distinctive feature? Each manager will demonstrate shaxsiyat characteristics in his work. But there is always something in common, which is determined by the nature of the activity and the conditions for its implementation.

The modern condition of management is the need to create new ideas, conduct research and make strategic decisions.

This need is realized in various forms: the organization of management, the methodology for the development of management decisions, the restructuring of the institution, the formation of capital, etc. But one of the consequences of understanding this need is the emergence of managers who can be called these creative managers. Their feature is to focus on an innovative approach in the evaluation of external and internal situations, the development of strategic management decisions in conditions of uncertainty and competition.

Creative training concentration is often wary of problems with such a complex formula. However, the concepts "creative activity", "creative abilities", "creative education" are widely used today and have a very clear and very important practical meaning. In many countries, particularly in the UK, some business schools offer special training for managers on the Creative Management Program [2].

It is known for a long time that education creates the opportunity for a specialist to succeed in his future professional activity. In the process of education, the necessary knowledge and skills, a professional attitude, a set of readiness for certain types of activity and its role structure are formed. Education determines the level of development of certain abilities and even corrects and shapes the individuality or individual characteristics of a specialist.

Education can be different in its types, content, forms, duration, goals, methods. We do not make a classification of education as general or degrading here, but we must admit that this is a very useful issue in understanding the modern trends of education development. A different task is set before us - to reveal the educational content of this type, which is the most relevant and promising today of the modern manager and determines the potential of modern research.

These types of education are systematic, creative, promising, continuous, fundamental and practical, focused on the quality of activity. Each of these requires a special search. It unites all other species, unites them to the very important, positive characteristics of the professional formation and development of the manager.

Creative education is an education aimed at developing a person's creative abilities, strengthening the attitude to innovation in his professional consciousness, including analyzing the problems and options of activity.

This education encourages self-reflection, reality, individuality and self-knowledge, a change in thinking and an increase in knowledge.

Creative education is a kind of normative (executive) education, based on reproduction, mainly pragmatic, "knowledge of experience". Creative education is aimed at tasking the development of the art of Management, which is born and manifested in certain conditions of education.

Creative education from the point of view of designing development problems and their solution options. Unexpected changes in the economic situation in the processes of technological progress and time compounding, which complicate the socio-psychological structure of the lifestyle, and ensuring the success of a modern person in the terrible storms of life, radical changes in the way of urbanization, information explosion, competitive struggle with technical means of various purposes, should be the main thing in the activities of

The modern leader must become a researcher, initiative, inspiring, increasingly creative person. In Japan, for example, it is not surprising that the leader is considered not a boss, but a teacher, a teacher, and the people to whom he leads are perceived by him as followers, and not subordinates. It has a deep meaning and reveals the development trends of modern management. Only a creative person can be guided, but in the process of modern education it is necessary to become such a creative person, only to be ready for a certain activity. It is not necessary to create conditions for the formation of creative management, since the concept of creative management is a complex and multifaceted system (1.1-see picture).

The leader must be trained as a creator who is able to see, recognize, understand and solve "modern problems". But on what basis should be taught? Do we direct the learning process to the position of the manager as always today? What can be done and modified to the extent that it meets the requirements of effective, creative and perspective management in modern education? Here are a number of questions that characterize the problem of the creative education of the manager [1].

In advance of such a problem, we would like to note that this is not only a problem of higher education, but also a content and cross-functional nature that is common to all types of Education. In the second, complementary and qualification education system, the formation of professional consciousness, even if it is not at least significant, large, is carried out not from the "blank sheet", but on the basis of some established conservative attitude, negative habits and "violation" of pragmatic skills. It should be remembered that creative management is always more difficult, relying on the collective creativity of the group. Wherever Creative Management takes place-in the university or in production, in the process of self-education or in practice, creative education begins.

The practice of forming strategic thinking shows that success in many respects depends on the methodology. The methodology can be different. It is deliberately chosen and built according to the experience of the leader, his positions, the set of knowledge, the possibilities of using the appropriate techniques and methods and the conditions for obtaining the necessary information [3].

1.Methodology is a set of laws, principles and initial ideas, methods, tools and methods of strategic thinking. In the methodology of thinking, the components of strategic thinking find their practical expression as follows:

- formation of working hypotheses (purpose and initial idea);
- choosing the appropriate approach:

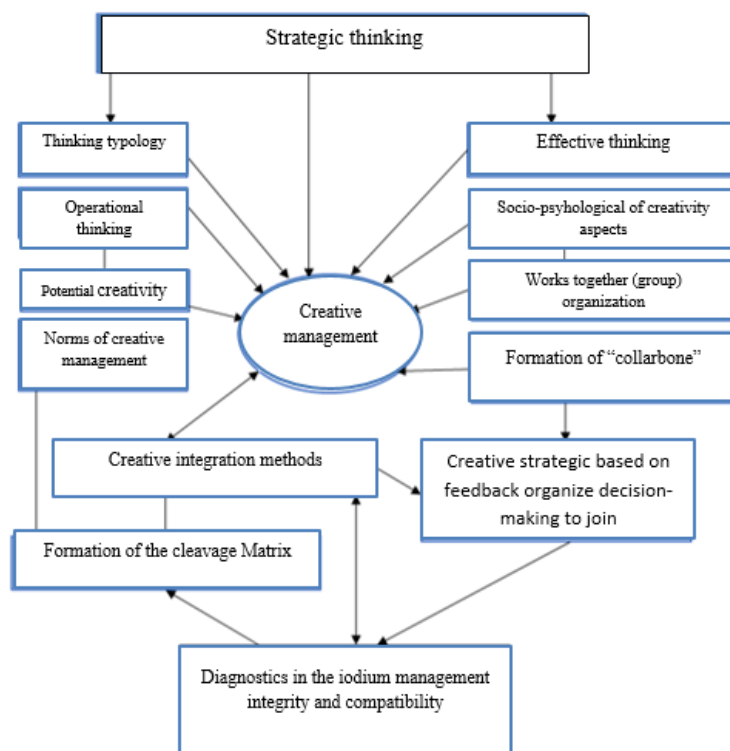


Fig. 1.1. The concept of Creative Management

- take into account the printsips that concretize the approach (logical expressions and methods of constructing concepts);
- selection of the necessary and most effective means and methods;
- selection and use (faktology).

In any case, there is a clear or hidden initial idea, this rule accordingly reflects the leader's attitude to practice and reality. By this criterion, it is possible to distinguish a methodology that follows from the materialistic foundations of all phenomena of reality.

The ability of a manager and a manager is manifested in his bright personality and a broad outlook and strategic thinking, which is not peculiar to others. Executive and managerial skills are evident in his work.

Our skills that affect a person are carried out with the power of self-confidence, in everyday life we always try to influence the behavior of people around us in every possible way.

Artistic methods of management are universal, that is, from public speaking to the level of individual relations are suitable for use in different situations. The success of any verbal connection always depends on what is interrelated.

Approaches to the formation of logical thinking are also different. Their diversity can be ordered by considering the classification by the criteria of the correlation between the essence of events. Each of the approaches involves establishing certain relationships

with parts, elements between events or their essence. This is exactly what allows you to understand the phenomenon and formulate a scientific idea about it.

But every logical thinking process can manage a certain class of subordinates, a real concession to finding and identifying these subordinates. By this criterion, the following can be distinguished:

- mechanical approach, which is defined in socio-economic systems and recognizes working relations with official documents, this is mainly functional relations;
- an organic approach that takes into account the natural causal relationship of processes that make the most of the full use of the potential of employees and the company;
- dialectical approach based on contacts created as a result of the development of scientific and technical progress.

Approaches can be divided into holistic, systemic, situational, concomitant criteria. They differ in the completeness of the consideration of factors and relations, as well as in the evaluation of integrity functionality and scientific value. Each idea, strategy, concept can be built on a certain logical basis.

Modern society lives in an information space, in which the volume of information received and needed exceeds human capabilities. The exit from such a situation can only be seen when using a certain system of knowledge formation. And here comes to the aid of the knowledge of logic, that the process of mastering the world by man is transformed from unconscious into consciousness, tiradi

The basis of strategic thinking is logic, therefore, a manager who intuitively thinks and acts without any application of logic and its basic laws will be deprived of the opportunity to succeed in the work experience. There must always be an element of consistency in management decision making. In this regard, in order to facilitate our understanding of the strategic thinking system, it is worthwhile to consider its basic concepts and laws in different ways.

Logic as an integral part of philosophy develops in its development. Thinking also changes in accordance with the development of education and the intensification of market relations, from the beginning of the twentieth century, logic has finally become the basis of European thinking and can be divided into its two directions (formal and symbolic logic).

The theory of thought, its foundation was conceived in the V century BC until Socrates. He called mayevtika a science that deals with logical thinking, the creation of ideas, the analysis of situations and the methods of organizing discussions. Famous ancient Greek philosophers Plato and Aristotle were the scouts and followers of Socrates.

Socratic method

The great thinkers of Ancient Greece, who made an incomparable contribution to world civilization, among them the name of Socrates (469-399.)- teacher and citizen, not the creator of the famous Athenian School of philosophy and rhetoric. The basis of Socratic teaching, which in fact did not write anything, is known only from the works of many of its students: Plato, Antisthenes, Euclid, later - Aristotle.

Plato respected his master so much that in all his philosophical conversations he brought him out as a protagonist. Socrates formulated extremely complex tasks of cognition: know yourself and learn the art of living. He gave definitions to such moral concepts as courage, justice. Socrates called his research in the field of thought management "Maytika" by comparing the complexity and responsibility with the art of the idea. He justified the critical attitude towards dogmatic statements called "Socratic irony". As we learn about the problems of communication with people, Socrates has proved that communication develops in direct contact and is always the art of truth izlash, reasoning and proof.

Socrates has repeatedly demonstrated his skills in conducting disputes and dialogues. His method of conducting the dialogue was based on his ability to build a chain of logical conclusions in this way, so that his opponent would have to agree with any evidence at any stage of the dialogue, that is, in each part of the logical construction of Socrates would be answered yes. In these disputes, Socrates, convincing his opponent, could prove the correctness of his opinion, both on his own and on the opposite side, but he always stressed that any skill, if it is not based on justice and kindness, is not wisdom, is cunning. In modern rhetoric, in the art of persuasion, the method of conducting this dialogue is called the Socratic method and is widely known.

Modern physiology has found an interesting confirmation that the methods of Socrates and his schoolchildren are rational. It turns out that the opponent, who is ready for discussion and is very cautious, even aggressive, agrees with Socrates absolutely clear thoughts at the beginning of the conversation, calms down, the excitement subsides, the heartbeat is normalized, the Will is weakened, like the ability to argue at a clear glance with the truth. As a result, Socrates' skillfully structured logical concession prevailed [1].

The art of Management recommends another method of dialogue, more precisely, a way to convince your opponent of the correctness and rationality of the names of your proposals. This technique can be conditionally called a three-stage method, since the dialogue model often consists of three parts, in the first part of the dialogue (the first round) you briefly describe the essence of the problem or agree on the situation. For example, with the evidence of your leader, so his positive reactions come out (Socratic method!).

In the second stage, you can focus on solving the problem, thinking, including admiration for yourself and a few other situations. And in the third stage, when the opponent himself understands that the mentioned option is the best, you need to agree with him.

When this method is used by the leader, it is also effective in different situations. For example, he must achieve the realization of important, but not popular events in the team.

You can meet with the leaders of the structural divisions, prepare the appropriate order and force the team to take the necessary measures, but you can not avoid hidden feelings of opposition and direct criticism. But you can go the other way: invite two or three leading experts who listen to the opinion of the team and teach them to prepare a solution to the problem that has arisen in a certain way, experienced and respected specialists (which are especially stressed). It is necessary to agree with the expert's assessment of the importance of the problem and the initial options for its solution. Having re-assembled, you listened to the suggestions of specialists, and basically approved, and entered into the main correction on your own in a reasonable way. In this case, the second stage is very difficult from an industrial point of view, but it is always easier to convince two or three people than the whole team.

And finally, the third stage is a meeting, in which a specialist who leads the group will report on the work done, and after discussion and criticism (to the address, of course the speaker!), The leader will add to his opinion.

Without sufficient grounds for your position and rationality of the proposed option, attempts to achieve what you want without first adapting the opponent to the comfortable tone of the conversation will rarely give a positive result. The sphere of dialogue communication is very wide - from the usual conversations of two people, from the father and son, the leader and the subordinate, to scientific discussions and diplomatic polemics. Often, a solo conversation between the heads of state "can successfully solve the most difficult problems than long-term diplomatic negotiations [6].

Stirlits method (transfer of thoughts)

Deeper creative management requires strategic decisions, which are often subject to structural changes, issues of restructuring the usual direction of education, and are accompanied by negative reactions of supporters of constantly defined, approved forms of work and methods. Resistance to management innovations can be expected not only from ordinary employees, but also from high-level managers who sometimes envy the creative ideas that belong to them. Even experienced professionals who know management methods and business polemics do not always succeed in defending their ideas, convincing their opponents that they are right, and sometimes they have to look for non-standards.

It is not easy to implement a technique that allows you to force and "push" your idea, your plan to a senior leader or team. Temporary solutions are commonly referred to as the "Stirlits method" or "the method of conveying an idea."

The purpose of this method is to remind you of your own idea among other variants of the game of chance and forget about it. If your leader is smart, he will immediately appreciate the logic of your thoughts, and then, thinking, will suggest this idea, will significantly determine and concretize it kengaytiradi. A person is more inclined to believe in strangers than in ideas born in his own head.

This method is intuitively known and used wonderfully by many intelligent employees: after repeated and subtle gestures, sighing and guessing doubts, the desired final phrase is pronounced: "Well, let's say, as my intelligent employee says."

2. Theory of activity. His representatives considered the basis of the development of society as the study of practical activities, transfer of experience, actions, operations. At the beginning of the 70-ies of the last century, the theory of thinking and the theory of activity United, which proved to be indispensable. According to the new concept, interaction, thinking and activity in general form a system of thought-activity. The core of the theory of thought and the first method used by the economy is formal logic.

The official logic is to study the idea in terms of its structure, shape. Aristotle is its founder (IV century BC). He discovered a specific form of the conclusion (sillogism) and formulated the Basic Laws of logic.

Aristotle's students called this new science "organon" - a tool for knowledge. The term "logic" ("word", "reason", "legality") appeared later; I. After Kant, this traditional logic began to be called official

The simplest category of official logic is this concept. It covers the idea of the obyek, as a rule, the concept is determined by adding the difference of species with a common character.

Judgment is an opinion that is confirmed or denied that it is a form of conclusion about anything.

Conclusion-this is a reflection of a certain thinking style, taking advantage of knowledge. After some initial knowledge, it is distinguished.

The most popular form of the conclusion is sillogism. According to him, if any property belongs to a particular class of objects, then this property belongs to any particular object belonging to this class. This is called an axiom of sillogism. Formal logic is characterized by a wide range of methods and methods of perception. The most important of them are Analysis and synthesis, induction and deduction, comparison, similarity, hypothesis, proof, some legalities of thinking. Let's look at them in more detail

Analysis is a method of cognition, which consists in dividing the whole into its components.

Synthesis is a method of combining individual parts into a single whole. The simplest is that the method of analysis is considered the most satisfying. This is an empirical method, the wrong analysis can turn the net into a mavhum case. To some extent, the shortcomings of the analysis in the formation of concepts are removed with

the help of synthesis. However, neither analysis nor synthesis reveals the internal contradictions of the object, and therefore does not reflect the Self-Movement, the development of the analyzed object. Therefore, this study cannot show the way to find out which metaphysical method begins. Induction and deduction also have similar disadvantages.

Induction is a method of cognition, based on the conclusion from concrete (private) to general.

Deduction is a method based on the conclusion from the general to the private (in particular).

The weakness of the induction is that it can not be used to form a solid basis for generality, since only part of the generality is considered. The weakness of the detachment is that it is not able to form a solid basis of the general basis.

Comparison plays an important role in formal logic - a method that determines the similarity or difference between events and processes. It is widely used in systematization and classification of concepts, since it allows us to associate something unknown with a certain, to express a new one through existing concepts and categories. However, the role of comparison in cognition can not be overestimated. As a rule, it is superficial and only reflects the initial steps of the study. At the same time, the comparison prepares the necessary conditions for drawing similarities.

Analogy is a method of cognition, based on the transfer of one or more properties from a given phenomenon to an unknown property. Analogy is a special case of induction, which plays an important role in the promotion of assumptions, the acquisition of new knowledge, the birth of new ideas and the formation of hypotheses. Analogy significantly facilitates the understanding of complex processes that are the basis of scientific modeling. Often the similarity determines the direction of further research and allows to correctly formulate the problem.

The problem is a clearly developed question or a set of questions that arise in the process of cognition. The problem is emptiness, difficulty in achieving the goal.

Statement of the problem is possible before the beginning of the study, during the study and after its completion. If the problems are structured before the beginning of the study, then such problems are clearly, if not, then they are called hidden. The methods of solving the problem can be known in advance or can be found in the process of work. Determining a fundamentally new solution to the problem is facilitated by problems in the form of antinomy.

Antinomy-dependence-resistance, in which the thesis and the antithesis are equally strong, relying equally on the same bases. The formation of the problem in the form of an antinomy allows to reflect the dependent development of both the real obyek and the knowledge about it. However, from the point of view of official logic, antinomy does not find a solution, since it denies its basic laws. The limitation of official logic is also indicated by the statement of the court of Appeal, contrary to practical experience.

Statement of the problem in the form of a paradox (antinomy, Aporia) the same sofism contributes to the birth of hypotheses.

Hypothesis is a method of cognition that consists in proposing a scientifically based assumption about possible causes or relationship of events and processes. The hypothesis arises when new facts appear that contradict the old theory.

Approaches by this criterion are divided mainly into approaches based on formal logical and informal logic. In the second case, a great role is given for the work of intuition, ambiguous essences, ambiguous concepts, emotional ideas and hypothetical conclusions. There are places where at least the initial idea should be based on informal logic. With the accumulation of knowledge, many rules will have an official and logical Form [4].

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As practice shows, the dialectical approach is the most effective, within it a materialistic attitude to reality and practice, a systematic bias of the generation of new ideas, and various Logical Foundations are well implemented [10].

The practical formula of the dialectic approach is manifested by the choice of the principles and methods of its implementation, as well as the combination of approaches that other should not deny it.

In the management system, the principles of a dialectical approach stand as the basis of strategic thinking. Printsips are a means of concretization of the approach. They create new ideas, strive for truth and have practical significance. The system of principles of dialectical approach includes;

1. Psychology, the principle of obyektivlik, which is highly manifested in the creation of a hypothesis, the evaluation of new ideas and results.

2. The principle of action and development. All new ideas and concepts they should be considered in terms of performance and change, quality, increased vitality, survival and adaptation to new conditions.

3. The principle of non-compliance is the most important principle of the dialectical approach. As the leading force of any change, it implies the search for new ideas on the basis of the resistance struggle. This includes an appropriate assessment of the alternative ravish, the positivity of counter-actions, new contacts and dependencies

4. It is a print of a scientific character that requires an explanation of events and a preliminary vision. A real scientific character is manifested in the ability to foresee and on this basis use the results of the creation of new ideas. A successful prediction is the highest level of strategic thinking effectiveness.

5. The practical importance of strategic thinking is the printsipi. This is the reality of any activity and is one of the most important principles of a dialectical approach.

6. Interaction printsipi. The dialectic approach is based on taking into account the variety of contacts, their consistency and multi-variability.

7. The principle of integrity (appearance). The system exists only within the framework of a certain integrity, it is necessary to see it, to discover it, to find the boundaries of any phenomenon.

8. Relativity printsip. It consists in understanding the stages, stages of constructing logical expressions and concepts, and izlash, comparative evaluation of the results, determining the conditions of their use and taking into account. The relativity print makes it possible to formulate the selection and evaluation criteria.

9. Genetic and historical accuracy printsip. Each phenomenon should be considered from the point of view of the origin of a new concept, the stages of existence, the chain of changes and historical trends [5].

So all the prints are connected to each other. Therefore, it is necessary not only to know them, but also to be able to use them together. interaction. In strategic thinking, it is necessary to regularly use the principles of the dialectical approach in the construction of new conceptions.