

**ENHANCING THE POTENTIAL OF CREATIVE-THINKING YOUTH IN THE
MODERN WORLD THROUGH INTERDISCIPLINARY INTEGRATION**

**ПОВЫШЕНИЕ ПОТЕНЦИАЛА КРЕАТИВНО МЫСЛЯЩЕЙ МОЛОДЕЖИ В
СОВРЕМЕННОМ МИРЕ ПОСРЕДСТВОМ МЕЖДИСЦИПЛИНАРНОЙ
ИНТЕГРАЦИИ**

Rashidova Madina Raxmatovna

doctoral student of Samarkand

Agro innovations and Research University

rashidovamadina35@gmail.com

telephone number: + 99890 502 42 94

Рашидова Мадина Рахматовна

докторант Самаркандского института

агроинноваций и исследований

Abstract: This article explores the role of interdisciplinary integration in enhancing the creative potential of youth in the modern world. As global challenges become increasingly complex and interconnected, traditional, approaches to education and skill development are proving insufficient. This study argues that fostering creativity—a key competency for future success—requires the deliberate dismantling of boundaries between discrete fields of knowledge. The abstract examines the theoretical foundations of interdisciplinary integration, its practical implementation mechanisms, and its measurable impact on creative capacity. The analysis posits that an integrated approach across science, technology, engineering, arts, and mathematics, among other fields, is essential for cognitive and innovative abilities. Key findings indicate that interdisciplinary integration significantly develops cognitive flexibility, enabling young people to perceive problems from multiple perspectives and generate non-standard solutions. Fosters innovative problem-solving by equipping youth with hybrid methodologies to tackle real-world challenges. Enhances systemic thinking, allowing for a holistic understanding of complex phenomena and their interconnected components.

Keywords: Interdisciplinary Integration, Creativity, Youth Potential, Modern Education, Cognitive Flexibility, Innovative Thinking.

Аннотация. Данная статья исследует ключевую роль междисциплинарной интеграции в повышении творческого потенциала молодежи в современном мире. По мере того как глобальные проблемы становятся все более сложными и взаимосвязанными, традиционные, изолированные подходы к образованию и развитию навыков оказываются недостаточными. В данном исследовании утверждается, что для развития креативности — ключевой компетенции для будущего успеха — необходимо целенаправленно устранять границы между отдельными областями знаний. В статье рассматриваются теоретические основы междисциплинарной интеграции, механизмы ее практической реализации и измеримое влияние на творческие способности. Анализ предполагает, что интегрированный подход, охватывающий науку, технологии, инженерию, искусство и математику, а также другие области, развитие основных когнитивных и инновационных способностей. Ключевые выводы указывают на то, что междисциплинарная интеграция существенно.

Развивает когнитивную гибкость, позволяя молодым людям воспринимать проблемы с различных точек зрения и генерировать нестандартные решения.

Ключевые слова: Междисциплинарная интеграция, Креативность, Потенциал молодежи, Современное образование, Когнитивная гибкость, Инновационное мышление.

In the modern world, while professional modernization is taking place, inter-sectoral integration is also increasing. On the one hand, this has an impact on the quality indicators in the labor market, and on the other hand, it is creating inter-sectoral integration. On the other hand, what is the professional potential of a person?

Does he have “professional universal” skills!?! Is he suitable for the process of intersectoral coordination? Putting such questions into the foreground creates a shortage of intellectually capable personnel in the labor market. Because, despite the fact that there are many “universities” in the world that train specialists in their field, there is a clear shortage of personnel with the necessary skills (for example, in Uzbekistan). Therefore, we need to look at training personnel not in a local context, but on a regional, global scale.

If we do not approach the problem in this way, it will be difficult for the professional potential of the emerging young generation to adapt to the demands of the times. The fact is that professional potential is the highest level of preparation for any environment, which becomes universal in the labor market, regulating the relationship between employer and applicant. So, we have only one way: to achieve the development of society by cultivating patriotic personnel with a high-quality and modern worldview. To achieve this goal, the most optimal option is to implement a philosophical approach to the problem. More precisely, unless we unite everything, whether production or processing, in the concept of a social state, it will be difficult for us to achieve the highest goal. Because, as our head of state rightly emphasized, “We need to prepare a generation that will master modern knowledge and technologies.

There is no doubt that natural and technical sciences and specialized sciences are the main factors in preparing such specialists. But are these sciences alone enough to educate the new generation as mature individuals who pursue the interests of the people and society, the nation and the state, see themselves as equals in the interests of the country, and feel their involvement in reforms and social responsibility? Of course not. We were brought up under the influence of the generation of our parents, who honestly worked for the interests of the state and society and responded “yes” to all social calls and invitations in this regard. We all know that the role and importance of the social sciences system played a great role in their formation as such a generation” [1; 232-b.].

The conclusion is that today we need to raise not only a generation that has mastered modern sciences, but also a generation that is conscientious, honest, and has faith. If we do not respond to reality in this way, that is, if we think that “all needs can be satisfied through material security,” we will first lose our identity, our national spiritual values that have been passed down from generation to generation, and as a result, the materialistic mood will prevail, and instead of kindness, conscience, and faith, interest will prevail. This, of course, means degradation for society. We must understand that in the process of informationization, the human factor will recede, and the natural need for artificial intelligence will increase.

As a result, the number of jobs for educated, unskilled personnel will decrease; their place in the “labor market” will be lost, regardless of their social class; and the position of artificial intelligence (for example, a robot servant) that does not have emotions will increase. So, there is only one way forward - we need to work on expanding the team of young people who think

creatively, have the ability to develop their professional potential in accordance with modern requirements, are responsible, and understand the sense of involvement in the fate of the Motherland. There is no other alternative. Especially countries like Uzbekistan, where the main layer of the population is young people, are faced with more responsible approaches. For example, what percentage of the world labor market is occupied by specialists currently being trained in higher education in Uzbekistan? How are their professional skills and potential assessed? Are they entering the labor market as professionals who are loyal to their profession and have a healthy national mentality? If we say that such questions remain open, this is also true.

During the years of independence, due to objective and subjective reasons, we followed a policy aimed at satisfying the domestic labor market by forming one-sided standards, albeit of poor quality, due to a long period of "stagnation in education." As a result, a generation of "graduates" with low intellectual potential was formed. Most of them lacked modern knowledge and loyalty to national values, and a cosmopolitan character was established, who would not give in to anyone for the sake of their own interests.

Today's society is waiting for a generation that has mastered several areas perfectly and has a healthy social image. Of course, a lot of pragmatic work is being done under the leadership of the state reformer. In particular, the strategy of entering higher education through preschool and school education is accepted as the most correct way, and work is being done to consistently develop it. But we will not be mistaken if we say that there are many problems, and there are enough urgent issues waiting to be solved. For example, the solution of tasks such as directing young people to science, creating conditions aimed at developing their skills in working with modern technologies, strengthening methodological support, introducing a mechanism for putting theoretical knowledge into practice, and other similar tasks remains open. At this point, the question arises: "What is the real situation in the social environment of our country?" Because this question allows us to understand the essence of the problem. If we look at the comparative statistics for the last six years, the general indicator for preschool education, general secondary school, and higher education was as follows:

– the level of coverage of our country's youth in preschool education did not exceed 27 percent until 2016. Today, this indicator has been increased to 72%. This is the technical side of the issue, and the system of methodological services for the covered youth was in an even more deplorable state [2].

As Sh.T.Mirziyoyev rightly noted: "Over the next 20 years, the number of state-owned preschool educational institutions decreased by 45 percent;

– educational programs for the social, personal, emotional, speech, mathematical, psycho-physiological, physical, and creative development of the child were not introduced in kindergartens, in short, kindergartens; instead of fulfilling the functions of an educational institution, have become an institution that looks after the child while parents are at work." [3] From this it can be seen that the unhealthy material and spiritual environment that has formed in the first place that forms the creative abilities of young people has destroyed many talents that could serve social development.

– The conditions or methodological support in general secondary school education were less than satisfactory. In particular, as a result of low monthly salaries, lack of legal guarantees for the status of teachers, and the lack of a system of socio-moral support for teachers, problems took deep root in schools, turning them into places that provided poor-quality education for years.

In particular, paperwork has increased, and "class journal, class teacher folder, class teacher's journal, class teacher's educational work (hour) documents, student diary control, parent work notebook, lesson outline, annual plan, pedagogical hour, lesson analysis, science exhibitions, low-learners, plan and notebook for working with gaps, plan and notebook for

working with gifted students, student circulation notebooks, student control work notebook, methodological association documents, test bank, self-study folder, circle journal, circle work folder, micro-area work notebook, "Orasta qizlar" folder, filter notebook and urgent orders, reports, information" folder, etc. have become a constant work activity for the teacher [4].

Such shortcomings, which have been formed over the years, certainly did not go unnoticed. For example, 49.4% of applicants for higher education for the 2023-2024 academic year failed to score 56.7 points, while the exam results for the 2024-2025 academic year showed a slightly positive change compared to the previous year, namely 46.9%, but in both cases more than 50% of applicants did not reach 56.7 points [5]. The conclusion from this is that at least half of general secondary education graduates graduated from school with two grades.

The sad part of the matter is that as a result of the increased access to higher education for uneducated and unqualified young people (for example, an applicant with 56.7 points has the opportunity to enter a state university through an additional fee, while young people who have not scored any points are being accepted by private higher education institutions), in both cases, society is suffering from ignorance. Higher education. It is a place where professional skills are formed, where the knowledge acquired in the school environment is consolidated, and where the disciplines in a certain specialty are deepened. Unfortunately, it is difficult to say that the efforts aimed at reforming education in the early years of independence did not always follow the right strategy [6;283-284-b.]. Because the educational skills that were not given in preschool education bore fruit in the school environment. The scientific foundation that was not obtained at school led young people to higher education as low-level applicants. The sad part of the matter is that young people with weak scientific potential and an unsatisfactory level of mastery of sciences, when they enter higher education, encounter "professor-teachers" who still live in communist ideology, have weak faith (faithful to the ideas of atheism), and whose highest goal is to bribe students as much as possible, and no matter what I do, I will make them more greedy.[7] However, this environment is favorable to the "student," who is prone to bribery due to his ignorance. Indeed, the skill of teachers is the primary tool in guiding young people in the right direction. If the "teacher" himself needs education and upbringing, then you should know that great chaos will arise in society. Therefore, "it is necessary to create an environment consisting of a team of pedagogues and professors—teachers—actively supporting the processes of obtaining education, spiritual and educational maturity, and the formation of true values" [8].

In general, it can be said that all efforts aimed at supporting young people in our country and providing them with modern knowledge, skills, and qualifications are gradually changing and improving in quality. In particular, the Law of the Republic of Uzbekistan "On State Youth Policy," adopted in 2016, has become a constructive basis. The following norms set out in it are of particular importance.

That is, the determination of such directions as "to promote the spiritual, intellectual, physical, and moral development of young people; to provide open and high-quality education for young people; to educate young people in a spirit of patriotism, civic sense, tolerance, respect for laws, and national and universal values; to be able to resist harmful influences and trends; to have firm beliefs and views on life; and to raise the level of legal awareness and legal culture of young people" has created real opportunities for talented young people to show their potential.[9;11-13-b.]

Also, government resolutions, decrees, orders, and strategies aimed at the systematic development of the intellectual abilities of young people are being adopted. The goal of these legal norms is to form a team of creatively thinking young people and increase their creative potential.

In conclusion, the necessity to nurture creatively-minded youth for contemporary global challenges is fundamentally tied to the deliberate implementation of interdisciplinary integration. This paper has established that conventional, segmented approaches to learning and skill development fail to equip young minds with the synthetic, adaptive, and innovative capacities required in an increasingly complex world. Interdisciplinary integration, therefore, stands as a core structural reform in pedagogical and developmental strategy, not merely an optional enhancement.

The fusion of concepts, perspectives, and methods from disparate fields—such as the humanities, social sciences, natural sciences, and arts—directly cultivates intellectual agility, enhances holistic problem-framing, and enables the generation of unconventional solutions. This paradigm shift repositions learners as integrative thinkers and co-creators of knowledge. Consequently, a concerted effort from educational designers, community leaders, and organizational stakeholders is required to actively bridge disciplinary divides.[10;839-843-b.] This entails creating learning ecosystems built on collaborative, real-world projects, fostering spaces for cross-domain dialogue, and institutionally rewarding transdisciplinary competencies. Ultimately, championing interdisciplinary integration is essential for unleashing the innovative potential of youth, which serves as the cornerstone for meaningful cultural, social, and economic advancement in the modern era.

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