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Approaches to the Development of National Intellectual Potential and their Characteristics

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Abstract

This article analyzes the fact that views on the development of national intellectual potential can be studied in three different approaches, namely economic, political and socio-cultural approaches. Economists have analyzed national intellectual potential from the perspective of intellectual potential of enterprises, intellectual resources, human capital, intellectual capital, innovation activities, their assessment, development and economic benefits. Politically, the development of national intellectual potential is considered an important factor in the development of the country. The political approach highlights the important role of the state in the development of national intellectual potential through education, science and innovation policies and their legal basis. According to the socio-cultural approach, the development of national intellectual potential is based on the education system, spirituality, moral values, enlightenment, and social institutions formed in society, and attention is paid to the importance of forming intellectual culture. A single comprehensive approach is proposed to develop national intellectual potential, combining economic, political, and socio-cultural approaches.

Keywords: National intellectual potential, economic approach, political approach, socio-cultural approach, intellectual culture.

Introduction

With the development of the knowledge economy, increasing attention is being paid to the study, assessment, and development of the intellectual potential of individuals, enterprises, organizations, and society as a whole. The fact that intellectual potential is studied in psychology, sociology, economics, political science, and philosophy, depending on the subject matter, also testifies to the relevance of this topic. The study of intellectual potential within various disciplines has led to the emergence of economic, political, and sociocultural approaches. Within these approaches, issues of education, scientific research, innovation, training, human capital, intellectual capital, and the formation, use, and assessment of intellectual resources are given greater attention in some approaches and less attention in others, or are ignored altogether. The result is an explanation and description of the holistic social system from various perspectives. Clarifying these approaches and analyzing their characteristics allows for a holistic understanding of a country's intellectual potential.

The economic approach aims to develop human capital, enhance the intellectual potential of enterprises, and generate economic profit. The political approach emphasizes the need for government to develop education, support science, and stimulate innovation to achieve strategic goals. The state is considered to play a key role in the development of intellectual potential due to its extensive capacity to develop programs, pass laws and regulations, legally protect intellectual property, and provide substantive support for innovation. This article analyzes economic, political, and sociocultural approaches to developing national intellectual potential, revealing their specific characteristics.

An economic approach to the development of intellectual potential

Economists study intellectual potential, intellectual capital, intellectual resources, their formation, use and evaluation in their interactions. Economists also highlight various aspects of national intellectual potential. For example, intellectual capital and its development are the subject of research by John Kenneth Galbraith, Thomas Stewart (Stewart, Thomas A., 1997), Funda Bahar Kaya, Gonca Guzel Sahin, Poyraz Gurson (Funda Bahar Kaya, Gonca Guzel Sahin, Poyraz Gurson 2010), Altinok Taner (Altinok, Taner 2005), and the monographs of P.M. Tsibulev, V.P.Chebotarev, V.G. Zinov, Yu. Sweeney (Цибульов и др. 2005) and articles by A.O. Zyuzya (Зюзя А.О. 2021) analyze scientific approaches and methods for assessing intellectual capital, intellectual property, and intellectual potential. N. Muminov’s study (Muminov 2021, 27) analyzes the place of intellectual potential in the innovative development of the economy.

Discussing the economic approach to intellectual potential, it should first be noted that in the context of the knowledge economy, concepts such as “intellectual potential”, “intellectual capital”, “human capital”, “intellectual labor” and “innovation activity” often used to assess the performance of enterprises and organizations, are analyzed in close interconnection. The primary approach is based on the profit and performance of enterprises and organizations. National intellectual potential is also considered as the sum of the intellectual potential of all enterprises and organizations in the country and their personnel. The economic approach to national intellectual potential is associated with the division of an organization’s capital into three types: material, financial, and intellectual. While the dominant view during the industrialization period was that material and financial assets determined the success of organizations, in the era of the innovative knowledge economy, the view that intellectual capital ensures organizational success is gaining priority. According to this approach, “organizations typically conduct their business using three types of capital:

1. physical capital (plants, equipment, consumables, etc.);
2. financial capital (cash, investments, loans, etc.);
3. intellectual capital (knowledge, experience, skills, etc.)” (Funda Bahar Kaya, Gonca Guzel Sahin, Poyraz Gurson 2010, 154).

Intellectual capital is the value of an organization’s knowledge - the sum of its knowledge, skills, experience, and information - that influences its current and future success and determines its level of success relative to other firms. An organization’s ability and potential to create existing and future intellectual capital is called intellectual potential. As researcher A.O. Zyuzya emphasizes: “...the presence of intellectual capital should be considered the basis for the formation and effective use of an enterprise’s intellectual potential, since when interpreting potential as “hidden opportunities”, “development opportunities” etc., the presence of intellectual capital and the intellectual resources (human, innovative, informational, scientific, organizational and managerial, etc.) necessary for its existence are the sources of intellectual capital and intellectual potential, in which these hidden opportunities are embodied and materialized. Competencies are formed and developed on the basis of existing capital. At the same time, capital receives an impetus for development from the potential inherent in it, but not yet fully utilized” (Зюзя 2021, 77). Although it is difficult to distinguish between the concepts of intellectual potential and

intellectual capital, one can agree with this author. The term intellectual capital was first used in 1969 by John Kenneth Galbraith. When Galbraith spoke about individual intellectual property, he drew attention to the concept of intellectual capital. In June 1991, in Thomas Stewart's article "Intellectual Power", intellectual capital was described as a source of competitive advantage for management and as the totality of employees' knowledge. Stewart defines intellectual capital as intellectual material that can be used to create wealth, that is, knowledge, intellectual property, and experience (Stewart, Thomas A., 1997). "Although intellectual capital has always existed, it was recognized as a critical asset only a few years ago. In 1994, Fortune magazine published several articles based on research conducted at that time in the United States and Scandinavia. These articles contributed to raising awareness of intellectual capital in major areas of American business" (Funda Bahar Kaya, Gonca Guzel Sahin, Poyraz Gurson 2010, 154).
Intellectual capital is defined by Hugh McDonald as knowledge that can be used to create additional advantages within an organization, the totality of people's knowledge within a firm that provides a competitive advantage, while Klein and Prusak view it as intellectual material that is formalized, acquired, and activated to produce a more valuable asset (Funda Bahar Kaya, Gonca Guzel Sahin, Poyraz Gurson 2010, 154). Ukrainian researcher A.O. Zyuzya emphasizes: "The intellectual capital system is interconnected with the economic potential, labor potential, resource potential, information potential, innovative potential, and other similar potentials of an entrepreneurial entity. Therefore, methods for assessing various forms of potential can be compatible with each other and can be considered in connection with assessing intellectual potential" (Зюзя 2021, 77). Thus, intellectual capital consists of the knowledge, skills and experience of employees working at an enterprise. Methods for assessing it exist, and the development of intellectual capital positively influences the future development of the enterprise. Researcher Altinok emphasizes the need to distinguish between intellectual assets, intellectual property, and intellectual capital.
He formulates it as follows:
1. Intellectual asset: this is knowledge that creates value (licensed patents, practical know-how).
2. Intellectual property: this is knowledge with legal property rights (patents, trademarks, copyrights, trade secrets).
3. Intellectual capital: this is knowledge with the potential to create value (knowledge generated by employees, processes, and customers)" (Altinok, Taner 2005, 265).

Different researchers classify the composition of intellectual capital differently, but given their common features, it can be said that intellectual capital includes: human capital, organizational capital, and customer capital. "The elements of intellectual capital can be expressed mathematically as follows:
Intellectual Capital = Human Capital + Organizational Capital + Customer Capital" (Funda Bahar Kaya, Gonca Guzel Sahin, Poyraz Gurson 2010, 155).
Human capital occupies a key position within intellectual capital, serving as a source of innovation and organizational development. Human capital has several characteristics: first, since an organization hires an employee, it cannot fully own them and their knowledge, but it utilizes them and their knowledge when hiring. Second, if a company invests in human capital, its value increases. Third, if a company more actively utilizes its employees' knowledge and their employees possess more useful knowledge, this stimulates the growth of human capital. Fourth, the growth of human capital is also linked to the stable functioning of the company's organizational structures and the degree to which its management, production, customer, and partner cultures are developed, as well as the use of internal expertise. "Organizational capital is the sum of all elements institutionalized in the methods and policies that exist

within an organization, from information technology to databases to records and various documents, from management philosophy to organizational culture, from financial affairs to patents" (Altinok, Taner 2005, 267). Organizational capital manifests itself as an infrastructure that manages, supports, directs, internally regulates, and performs many other functions, including the company's intellectual capital.

"Customer capital represents the value of an organization's relationships with customers, suppliers, and the rest of society, as well as people's loyalty to the organization" (Funda Bahar Kaya, Gonca Guzel Sahin, Poyraz Gurson 2010, 159). Elements of customer capital include brands, organizational image, customer loyalty, business factors, distribution channels, business partnerships, licensing agreements, quality agreements, franchising agreements, and customer satisfaction. Companies invest in customer capital just as they do in human capital, and reap the benefits. For each of these three intangible assets that make up intellectual capital, there are three metrics: growth and innovation, efficiency, and sustainability. Another feature of the economic approach is that the intellectual potential of organizations is explained through its connection to their innovative potential.

An organization's innovative potential undoubtedly stems from its intellectual potential, meaning that intellectual potential serves as the source and foundation of innovation. N. Muminov, analyzing the role of intellectual potential in the innovative development of the economy, defines intellectual potential as "the ability of a system (state, region, enterprise, organization, etc.) to find unique solutions to achieve important results in science, technology, and the spiritual and moral sphere" (Muminov, 2021, 27). With this definition, the author expresses the initial potential of an entity's intellectual and scientific abilities. This allows us to understand a number of characteristics of intellectual potential. Firstly, an entity's intellectual potential allows us to determine the prospects for its future development. Secondly, intellectual potential is an integral part of the life of a society that constantly introduces innovation. Regardless of the field of activity, it manifests itself as an integral part of the activities of an individual, a team, and organizations. Thirdly, intellectual potential must be materially and spiritually stimulated. As the author noted, "Accelerated development of national intellectual potential and the production of intellectual products can only be achieved with appropriate support from the material component of production" (Muminov, 2021, 27). Conversely, without material and spiritual incentives, national intellectual potential will not develop. Fourth, the development of national intellectual potential ensures economic development and increased well-being. Increasing national intellectual potential will ensure structural changes in the economy, enhance the ability to organize high-tech production, and enable the population to transition from low-income agriculture to industry and the service sector. As a result, new industrial sectors and types of services will develop. This process will also lead to improved product quality, reduced production costs, and increased well-being. Fifth, considering intellectual potential as a source of innovation also requires the development of scientifically, spiritually, and morally mature individuals who meet the needs of an innovative economy.

In the economic approach, an enterprise's intellectual potential is considered part of its intellectual resources and is distinct from intellectual capital. In this case, an enterprise's intellectual potential is viewed as a source that enables the growth of intellectual capital. Intellectual capital is considered an intangible asset of the enterprise and has a value that generates income and profit. An enterprise's intellectual potential is not only the ability to maintain its material and organizational status, but also the ability to comprehensively develop it and improve its management system. In this case, it is considered in the context of the "management - personnel – assets" system. If the time it takes to transform intellectual potential into intellectual capital is extended, an innovation lag occurs. This leads to a slowdown in the development of the enterprise and even the country. “The role and place of intellectual potential in innovation systems are determined by internal (intangible, demand, utility, efficiency, productivity, profitability, viability, competitiveness, and the potential for sale and use as intangible assets) and external factors” (Muminov 2021, 28). Science serves as the foundation for an enterprise’s innovative development, as well as its needs. The desire of enterprises to generate additional revenue based on new knowledge motivates them to turn to scientific research. Enterprises that have chosen an innovation-driven development path not limit themselves to practical research that generates quick profits but also closely monitor innovations in fundamental research. “Research conducted in the European Union has shown that companies partially utilizing intellectual capital generate an average profit of 14%, while those using it more actively generate 39%, and those viewing intellectual capital as the basis for strategic development generate 61%” (Muminov 2021, 27).

Researchers recommend assessing the intellectual potential, intellectual capital, human capital, and innovative potential of companies and organizations to identify and address deficiencies and expand opportunities aimed at achieving economic development goals. They recommend using quantitative and qualitative indicators, analogy (comparison with other companies), and integrated approaches to assessing intellectual potential. In short, the economic approach considers national intellectual potential as a resource for economic development in a post-industrial society and knowledge economy. It includes the costs of forming, developing, and effectively using intellectual potential, as well as the realization of benefits and their evaluation. More attention is paid to the return on entrepreneurial investment in education, science, and innovation, as well as improving production efficiency. Human capital, scientific and technological progress, and innovation are considered from the perspective that the intellectual potential of organizations is a factor in economic development, and that the intellectual potential of organizations is a source of economic profit and efficiency. The development of national intellectual potential is interpreted as an attractive investment factor, contributing to the growth and competitiveness of the gross domestic product. It is recognized that lifelong learning is becoming increasingly important in a knowledge economy, where skills must be constantly developed. High levels of investment in research and education, and their close connection with enterprises, are believed to contribute to the growth of a country’s intellectual production, and initiatives are being undertaken to invest in human capital. Government support for start-ups, patents, and technology transfer mechanisms is believed to directly influence the transformation of intellectual potential into economic value.

Political approach to the development of national intellectual potential

Proponents of a political approach to developing national intellectual potential believe that the state plays a key role in the formation, mobilization, and management of intellectual resources. The development of national intellectual potential is viewed as a factor in strengthening technological, scientific, economic, and political sovereignty, developing all spheres of society, achieving economic competitiveness in foreign economic relations, realizing geopolitical opportunities, and ensuring national security. From this perspective, special attention is paid to strategic planning for the development of national intellectual potential.

State policy is implemented and institutional frameworks are created based on these views. To develop, manage, and coordinate efforts in this area, an education system and research institutions, beginning with ministries and agencies, are organized, and the state supports the development of innovation ecosystems. National strategies and programs in science, technology, and education are developed. Since the first years of Uzbekistan's independence, a political approach has been a priority in developing national intellectual potential. For example, the preservation of free secondary general education, the implementation of the National Program for Personnel Training in 1997, and the attention paid to the education and intellectual development of young people in many speeches and works of the First President of Uzbekistan Islam Karimov can be considered evidence of the priority of the political approach. The adoption in recent years of the Law "On Education", the Law "On Science and Scientific Activity", the Law "On Innovation Activity", the "Development Strategy of the New Uzbekistan for 2022-2026" and the "Uzbekistan – 2030" Strategy, which defines the goals for the development of education, scientific research and innovation, the "National Program for the Development of School Education in 2022-2026", the "Concept for the Development of the Higher Education System of the Republic of Uzbekistan until 2030", the "Concept for the Development of Science until 2030", the "Strategy for Innovative Development of the Republic of Uzbekistan for 2022-2026"", as well as the "Digital Uzbekistan – 2030" Strategy, demonstrates that a political approach to the development of national intellectual potential remains a priority. In countries where a political approach to the development of national intellectual potential is a priority, significant funds are allocated from the state budget for education, scientific research, technical and technological development and innovation. Startups, scientific clusters, venture capital funds, and other important components of the innovation ecosystem will be developed. Priority is given to assessing national intellectual potential indicators based on investment in scientists, engineers, scientific publications, patents, and scientific research.

Another feature of the policy approach is the analysis of the demographic situation in education, i.e., the age structure, qualitative and quantitative characteristics of the population. Funding for the education system in public policy, the level of public participation in scientific and educational activities, the level of education, literacy, and professional training of the population, the quality of education, and equal opportunities for knowledge acquisition - all these aspects are taken into account in public policy when developing national development strategies. For example, one of the Sustainable Development Goals, adopted by the UN General Assembly in 2015 and scheduled for implementation by 2030, is dedicated to education. The Sustainable Development Goals set the target of "Quality education" (The Sustainable Development Goals …) in the field of education. The UN recommended that member states develop targets that each country must meet to achieve the Sustainable Development Goals. In the political approach, the state uses policy methods and means to finance fundamental and applied research through public, private, and international investments. By developing cooperation in the "science-university-enterprise" format, it regulates the implementation of scientific and technological achievements in education and industry, encourages technology transfer and the commercialization of academic research. The state creates research centers and technology parks to popularize knowledge and stimulate the commercialization of developments. Startups and innovative projects are supported through grants, incubators, and accelerators.

Proponents of the political approach argue that protecting intellectual property rights and stimulating innovation will provide legal and financial support for inventors and innovators. For example, O. Okyulov asserted: "Intellectual property rights in civil law regulate the achievements of scientific and technological development, the use of the results of human creative activity and its goals, the protection of absolute rights and extremely broad social relations" (Оқюлов О. 2005, 3). That is, the protection of intellectual property rights, which serves to create conditions for the development of national intellectual potential, serves to strengthen the legal foundations that stimulate creativity and invention. Russian researcher M.G.

Ivanova emphasizes: “The history of the development of intellectual property rights has proven that ideas can acquire the character of a commodity only under certain conditions, primarily as objects of state protection” (Иванова 2007, 61). An effective policy that protects intellectual property, encourages creativity, freedom of thought, and promotes scientific openness is considered conducive to intellectual development. Conversely, censorship, political instability, or low investment in education, research, and innovation can stifle intellectual development, while a lack of intellectual property protection can also hinder the development of intellectual potential.

The policy approach to developing national intellectual potential involves increasing the role of government agencies in ensuring nationwide access to digital infrastructure - that is, the internet, computers, and digital platforms - as well as training citizens in information technology, such as the use of e-services and programming. Authorities support the use of e-governance methods in public administration. Transparency and citizen participation are encouraged through the development of e-government and open data.

Proponents of a policy approach to national intellectual potential also often emphasize the issue of intellectual migration. While some believe that assessing the migration of “intellectual” people as harmful to the state is outdated and one-sided (Expert: “Aqllilar” migratsiyasi...), many believe that retaining intellectuals in the country is beneficial, and that the state should play a key role in this. Since, as Z.A. Kadirova and S.S. Gazieva emphasize, “The outflow of highly qualified personnel from donor countries creates the basis for a slowdown in economic growth” (Кадирова, Газиева 2024, 11). Therefore, to prevent the departure of intellectuals from the country, they advocate for their employment, increasing state budget allocations for the development of scientific achievements and intellectual potential, attracting domestic and foreign investment, creating high salaries, research grants, career advancement opportunities, housing programs, tax breaks, and other favorable conditions for specialists who have previously emigrated abroad and returned. In turn, the political approach also highly values international cooperation in the country’s intellectual development, and it is believed that the state should play a leading role in this. They advocate for the encouragement of student and scholarly exchanges, joint foreign research, participation in international projects, and cooperation with global institutions for joint innovation. They highly value participation in international rankings and indicators that assess the quality of education in the country, the development of human potential, and enhancing the country’s reputation. Such actions as the use of international experience (PISA, TIMSS, PIRLS) in assessing the knowledge of students and teachers, the development of human capital, the improvement of the Human Development Index, the inclusion of 10 higher education institutions in Uzbekistan in the “Top 1000” ranking of the most prestigious higher education institutions in the world (Uzbekistan 2030 Strategy), and inclusion among the top 50 countries in the Global Innovation Index by 2030 (Мирзиёев 2021, 134) are the result of a political approach. Monitoring and assessing various components of national intellectual potential at various levels, monitoring the results of intellectual activity and scientific policy, and the adoption of long-term development strategies are considered important.

The political approach defines national intellectual potential from the perspective of national security as an integral part of national power and geopolitical influence, protecting national interests. It links the development of talent with the strengthening of security, sovereignty, and resilience to international competition. For example, S. Otamuratov, in his monograph “Globalization and National-Spiritual Security”, points out that the first of the main factors in transforming national-spiritual security into a national idea is “the development of national intelligence, outpacing the impact of modern globalization on our national spirituality" (Отамуратов 2015, 399). Another factor is "the strengthening of intellectual activity in protecting national spirituality from the negative influence of globalization, liberating their psyche from the feeling of "passive" observation and indifference" (Отамуратов 2015, 437). This suggests that intellectuals play a vital role in ensuring national and spiritual security, and that ensuring national and spiritual security is a crucial factor in strengthening political sovereignty. This also highlights the shortcomings and challenges of the political approach, such as the availability of talented personnel but the lack of conditions for their development, bureaucracy, the exodus of intellectuals, insufficient funding for science, and ineffective governance. To develop intellectuals, more inclusive, transparent, and dynamic education, science, and innovation systems are needed.

Sociocultural approach to the development of national intellectual potential

The sociocultural approach views national intellectual potential as rooted in the cultural, moral, and historical foundations of the nation. This approach views national intellectual potential as a combination of knowledge, values, ideals, and creative abilities inherent in the nation in its cultural and social integrity, as well as the knowledge, skills, and qualifications of the population. For example, H. Shaykhova writes: "...Intellectual potential manifests itself in all aspects of social life and human activity. This process manifests itself through spiritual maturity, knowledge, creative pursuits, education and upbringing, ideological maturity, responsibility, and selflessness" (Шайхова, 2011, 10). In her monograph, "Intellectual Potential — a Criterion of Development", this author substantiates the importance of a healthy lifestyle, education, spirituality, moral values, enlightenment, family, and society in the development of intellectual potential. As the author rightly emphasizes, intellectual potential is not only the result of education, but also the result of historical experience, spiritual values, as well as guidelines and ideals. Therefore, the sociocultural approach focuses on values such as interest, critical thinking, openness to new ideas, and intellectual freedom. The importance of developing a social worldview through the social and human sciences in developing national intellectual potential is emphasized. Societies that value freedom of thought, scientific research, and creativity are considered capable of generating strong intellectual potential. The development of cultural ties and social capital is studied in relation to the development of national intellectual potential.

Education, healthcare, and social protection are viewed as investments that will serve to enhance national efficiency in the future and build human capital. For example, B.Sh. Usmonov, M.K. Kadyrov and J.D. Eltazarov in their popular scientific treatise "The Role of Education and Science in the Formation of Human Capital" define human capital as a "socio-economic, political-philosophical concept (term)". (Усмонов, Қодиров, Элтазаров 2015, 13). The article analyzes the essence of human capital, the connection between world civilizations and forms of human capital, and the place and role of education, science, and innovation in the formation of human capital. According to the authors, an innovative economy creates a demand for human capital capable of continuously improving its knowledge, quickly and efficiently mastering new ideas, new technical developments, and economic solutions, new methods of management and public administration, adapting them to the conditions of its workplace (Усмонов, Қодиров, Элтазаров 2015, 39). Thus, to develop national intellectual potential, it is necessary to develop ecosystems that stimulate entrepreneurship and creativity, create and implement innovative ideas, and form an intellectual culture that is important in a knowledge-based economy. Researcher J.A.Kurbanov defines intellectual culture as follows: "Human intellectual culture is the ability to set goals and objectives for one's epistemological activity, to plan, and to create diverse intellectual values, relying on one's intellectual abilities" (Қурбонов 2019, 6–7). This definition implies that human epistemological activity, the creation and realization of spiritual values, and intellectual labor are the fundamental characteristics of intellectual culture.

The intellectual elite, intellectuals, educational systems, research institutes, and responsible government bodies play a key role in the development of intellectual culture. Therefore, proponents of the sociocultural approach advocate for enhancing the status of intellectuals and the intelligentsia, systemic reforms in education, equality and the adaptation of curricula to future skills needs, a focus on diversity and inclusivity, and a broadening of the range of approaches to problem solving. More attention is paid to the fact that the education system is institutional in its role in nurturing and developing talent. In their article, D.T. Narkulov, S.D. Narkulov, and F.S.Umarova analyzed the development of intellectual potential in the national and cultural development of Uzbekistan. They highlight numerous factors, including processes in education, scientific research and innovation, and public policy. They conclude that "National cultural development becomes a reality as a product of these broad and diverse factors" (Наркулов Д.Т., Наркулов С.Д., Умарова 2024, 22). Agreeing with the opinion of these scholars and generalizing the opinions of other similar scholars, it can be said that the cultural development of society occurs as a result of the intellectual activity of many people. Thus, to ensure cultural development within the sociocultural approach, it is considered necessary to address such objectives as preschool education, quality education, specialized education, equal access to higher education for all segments of the population, curriculum modernization, STEM (including natural sciences, technology, engineering, and mathematics), HASS (integrating the humanities and social sciences, as well as the arts), digital literacy, critical thinking, creativity, and problem solving, teacher training and support, improving the quality of teacher training to improve learning outcomes, creating specialized schools, Olympiads, grants, and mentoring programs, and identifying and nurturing talented individuals through grants and competitions. In turn, knowledge culture is promoted through the popularization of science, literature, and the arts, criticism of shortcomings in education, personnel training and deployment, scientific research, and the proposal of solutions to problems. The scientific community participates in the promotion of intellectual culture through the media, scientific conferences, and forums. Scientific activity and achievements are supported on television, in books, blogs, and other educational formats. In shaping intellectual culture, the state, public organizations, and the private sector must fulfill their responsibilities. Ordinary citizens, in turn, must strive for knowledge, understand the importance of scientific knowledge, technology, and innovation in ensuring the development and well-being of society, and recognize that intellectual culture is a vital need in a knowledge-based economy. Thus, the sociocultural approach views national intellectual potential as the result of historicity, morality, education, and culture.

Prevailing societal views on national intellectual potential reflect the nation's historical experience, the prevailing policy goals, and the country's economic structure. They also reflect how intellectual resources are identified, assessed, and mobilized, how a knowledge culture is formed in society, and how prospects for its further development are determined. Despite the high political commitment to developing national intellectual potential in Uzbekistan, economic and sociocultural approaches have not been widely adopted. For example, assessments of intellectual potential, intellectual capital, or human capital are virtually nonexistent in Uzbek enterprises; in other words, such assessment methods have not gained widespread acceptance among enterprises. Higher education institutions have begun to focus more on assessing their scientific potential. Although ideas and thoughts based on a sociocultural approach are being promoted, intellectual culture has not yet risen to the level of national culture. The main reason for this is that educated applicants are not valued when applying to universities, educated specialists are not valued when applying for jobs, and corruption and nepotism are widespread in government agencies.

Conclusion

In fact, the above approaches are mutually complementary and aimed at developing society in a knowledge-based economy. It is inappropriate to prioritize any one of the economic, political, or sociocultural approaches to developing national intellectual potential; in fact, these approaches complement each other. Therefore, it is advisable to view national intellectual potential as a multi-layered system consisting of the sum of society's members' abilities to assimilate existing knowledge, create and disseminate new knowledge, and apply it in practice. This necessitates a comprehensive approach to developing national intellectual potential. Increased attention must be paid to developing intellectual potential both at the level of public policy and in the activities of individual enterprises and in the development of individuals. This means assessing the overall intellectual potential of the country's population, enterprises, and organizations in the production, application, and dissemination of knowledge and innovation, and conducting extensive publicity and advocacy for knowledge. Because the development of national intellectual potential depends not only on the presence of intellectual individuals and the innovative activities of individual enterprises, but also on the creation of a culture in which intelligence, creativity and innovation can flourish and contribute to the good of society.

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