

**ENHANCING WOMEN'S INTELLECTUAL CAPITAL: 21ST CENTURY GLOBAL
TRENDS AND INNOVATIVE APPROACHES**

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Abstract: This article analyzes political, social, and educational programs aimed at enhancing the intellectual potential of women in countries around the world. It highlights effective mechanisms implemented by developed countries to attract women to higher education, support them in STEM fields, expand their participation in scientific activities, and develop leadership skills. It also highlights the importance of creating an inclusive educational environment for women in developing countries and developing opportunities for using distance learning. The results of the analysis confirm that enhancing the intellectual potential of women is a decisive factor in the socio-economic development of society.

Keywords: Women's education, intellectual potential, gender equality, STEM, scientific activity, women's leadership, education policy, innovative programs, inclusive education, international experience.

Introduction. In the process of globalization, the development of human capital has become one of the priority tasks of every country. In particular, increasing the intellectual potential of women, ensuring their broad involvement in education, innovation, and scientific research is an important factor for the sustainable development of society. International organizations such as the UN, UNESCO, and the World Bank emphasize that investments in women's education bring high social returns. Various state policies, educational programs, and innovative projects are being implemented in this direction in countries around the world. This article provides a scientific analysis of the work being done to improve the intellectual potential of women based on world experience. Many developed countries pay special attention to providing women with high qualifications and professional skills by creating equal educational opportunities for them. Scandinavian countries (Sweden, Norway, Finland) have the most advanced systems for ensuring gender equality. In these countries: free higher education, state scholarships during the study period, additional support for students who are mothers significantly increase the participation of women in higher education. In Canada and Australia, there are special grants and scholarships for women in the STEM (science, technology, engineering, mathematics) field, which were introduced to increase the activity of women in the scientific field.

In many countries of the world, supporting women's scientific activities has risen to the level of state policy.

In the **USA**, annual federal grants are allocated through the Women in STEM program, and special laboratories are established at universities aimed at increasing the number of female researchers.

One of the most important legal mechanisms in the US education system, it prohibits gender-based discrimination against women and girls in all educational institutions. As a result, women make up 57% of the total number of students in higher education, the number of women studying in STEM fields is increasing annually, and women's participation in scientific grants and research programs has significantly expanded. Leadership centers and professional training programs have been developed to prepare women for leadership positions. There are many initiatives in the US that guide women in leadership, innovation, and entrepreneurship: In particular, Women's Leadership Programs (Harvard, Stanford, MIT), National Women's Leadership Forum, Women in Business Initiatives. These programs provide women with the

opportunity to think strategically, manage, create innovative projects, and build networks. The US government offers loans, business grants, tax breaks, business plan and management training to female entrepreneurs. This encourages women and leads to a stronger contribution of women to the development of society.

In **Germany**, a system of doctoral and postdoctoral grants and funding for scientific trips has been introduced for female scientists.

There are gender-specific grants and scholarships, one of which is “For Women in Science” (UNESCO / L’Oréal Germany). This program is designed to support young female scientists in Germany, especially postdocs and first-year doctoral students. Selection criteria: the applicant’s scientific achievements, the plan, the originality of the research project and its feasibility. Type of funding: award, i.e. no work is required, not a scholarship, so the candidate must have a job contract or scholarship worth at least 50%. Amount: the award is approximately €25,000. Another advantage of this is that researchers with children are also given priority (“applications of researchers with children are strongly encouraged”).

There is also the Forschungsstipendien-Kurzstipendien program in Germany, which provides researchers (doctoral students, young scientists) with a scholarship to conduct research in Germany for 1–6 months. This program covers travel expenses and health insurance costs, and sometimes a one-time grant. The candidate is required to have support from a project supervisor or higher education institution in Germany.

In **Japan**, flexible work schedules and financial mechanisms have been created for female researchers to continue their scientific activities during maternity leave. As a result, the share of women in scientific activity is increasing significantly in these countries.

Japan has set a strategic goal of increasing the proportion of women in higher education and research institutions. The main goals are: to increase the proportion of female professors in universities; to attract women to STEM fields; to create a work environment suitable for family circumstances in scientific institutions.

Special grants and scholarships are allocated for female researchers. In particular, JSPS (Japan Society for the Promotion of Science) Grants. JSPS provides scholarships for doctoral students and postdocs in all scientific fields. Although they are not officially intended only for women, the policy of encouraging women is strong: There are universities that have introduced quotas for female candidates; There is a possibility of extending the scholarship in connection with pregnancy and childbirth; Flexibility in working hours is applied for researchers with family responsibilities.

Special grants are allocated for women at the university level. This is observed in many large universities. For example, Tokyo University, Kyoto University, Osaka University, Tohoku University, and Kyushu University provide women with: postdoc start-up grants, funds to open a research laboratory, and additional funds for scientific trips.

World experience shows that improving the intellectual potential of women is not limited to education alone, but is more effective through professional development and leadership support.

In the UK, the Women in Leadership program is actively working to develop women's leadership. This program is aimed at increasing the share of women in management.

South Korea organizes free bootcamps and trainings in information and communication technologies to actively involve women in the IT and digital economy sectors.

In Singapore, incubation centers and startup funds have been established in partnership with the public and private sectors to train women in entrepreneurship.

Creating a favorable educational environment is also important in increasing women's intellectual potential.

In developing countries, women are increasingly able to study through distance learning platforms and online universities.

In India, Indonesia, and African countries, state programs to train women in literacy and improve their vocational skills have increased women's competitiveness in the labor market.

The analysis shows that the following approaches to improving women's potential are yielding high results:

- financial support from the state;
- ensuring gender equality in education and science;
- encouraging women in STEM fields;
- using distance learning and online resources;
- programs to develop leadership skills.

The integrated use of these factors serves to increase the intellectual and social potential of women.

Conclusion. World experience shows that increasing the intellectual potential of women directly affects the economic, social and cultural development of society. Policies and programs implemented in developed countries create ample opportunities for women to receive education, enter scientific activities, and become competitive personnel. Financial incentives, innovative educational technologies, support in STEM areas, and programs aimed at developing leadership are highly effective. Adapting these experiences to regional conditions will further enhance the potential of women, increase their activity and influence in society.

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