

Innovation Management in an Educational Organization

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Abstract

This article deals with the issues of innovation management in a general education institution. Creating the necessary conditions for the implementation of the set goals and objectives aimed at introducing innovative processes in the educational process of educational institutions.

Keywords: education, management, innovation, innovation process, innovation policy, innovation activity, learning technology.



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Introduction

Currently, the field of education is becoming a priority, and the content of education is one of the factors of economic and social progress of society, which undoubtedly indicates that education should be focused on ensuring individual self-determination, creating conditions for its self-realization both in personal and professional terms. Education is aimed at providing an adequate level of the general and professional culture of each individual, the intellectual development of the individual, his professional qualifications and competence to the world community.

Today's world means, first of all, the humanization and democratization of interpersonal relations. These are new forms of communication, new forms of contacts between people and fostering a tolerant attitude towards other peoples. The pedagogical problem is fraught with the universal in the sense that it has a universal character and is of common value for all peoples of the world.

Education as a sphere of dissemination of fundamental and applied scientific knowledge about nature, society, and culture has the following reproduction cycle: knowledge and culture of past eras - real living knowledge - the embodiment of knowledge and culture in reality and their rooting in real life. With the passage of time, the present and future, together with the knowledge stored in them, in their carriers turns into the past, which must be mastered by descendants.

A society that is in constant development makes new demands on people, sets new tasks for them, and through education often finds the right solutions to problems related to the trends and contradictions of the twenty-first century. Among the most important requirements of modern society for a person are:

- learnability, i.e. the ability of a person to constantly improve the level of knowledge, to master new types of activities, including professional ones;
- intellectual and physical development that ensures success in mastering new technologies and maintaining health;
- creativity, i.e. the ability to think and act creatively not only in the educational process, but also in future professional activities;
- spirituality, patriotism, humanity and tolerance.

The state of modern education is characterized by a change in pedagogical paradigms. New systems, technologies, and approaches appearing in modern education give rise to a new psychological and pedagogical attitude to the learning process, which is called innovative.

Main part

The word "innovation" comes from Latin and means "update, novelty, change". Innovations bring mostly positive results. Innovation processes – innovation, introduction of new content and new methods that have different properties associated with changing semantic guidelines. First of all, innovation processes contribute to improving students education, developing their personality, strengthening their physical health, and creating a favorable psychological climate for innovation activities.

At the present stage, innovative ideas in education can solve the problems of quality education. The practice of many teachers work on the basis of innovative pedagogical approaches has shown the success of this process.

Innovation often refers to changes within the system. In the pedagogical interpretation and in the most general sense, innovations mean innovations that contribute to improving the development of the educational process and achieving high results in this area. However, it is worth noting that innovations can sometimes also cause the opposite set of circumstances and lead to deterioration of the system.

It is very important to understand that the essence lies not in the innovations themselves, but in what results they show. Many scientists argue that by borrowing the term, we failed to understand its true meaning. To denote innovations, i.e. replacing something with something else, more improved, new, there is a normative English word "novation".

Innovative activity in pedagogy is a separate method of cognition, with the help of which, in natural or artificially created conditions that are controlled and controlled, an educational phenomenon is investigated, a new way of solving a pedagogical problem or problem is predicted.

In order for the educational industry to develop effectively, new ideas, new technologies of training and upbringing, and proper management of the institution are needed. All this requires testing in innovation activities, which must either prove the feasibility and effectiveness of implementing the proposed idea, or refute it. However, innovation is not a fashion, and it cannot be applied in practice without proper scientific justification.

A well-organized innovation activity should be constantly in a state of scientific search and be capable of predictive assessment of the situation in order to timely recognize the problem, lag, or, on the contrary, the progressive course of events, so that it is possible to improve existing innovative technologies or, at least, maintain the state at a certain level. For this purpose, it is necessary to process a lot of scientific and methodological literature on the problems to be solved. Thanks to the implementation of innovative ideas, it is possible to systematize and classify scientific information, conduct a thorough analysis, where the most progressive ideas will be identified, which should be generalized, compared with mass and promising pedagogical experience, existing concepts or current directions for improving the educational process.

The purposefulness of innovation activity is determined by:

- objective needs of the society in updating the work of the institution;
- a social order identified by educational management bodies as a result of a scientific forecast;
- real conditions and opportunities in this period of its development;
- the interests of managers and teachers – those who will organize and conduct innovative activities.

Along with all aspects, it is important to note that innovation activity is a process that develops in certain stages and allows an institution to move to a higher level of development in creating, developing, mastering, using and distributing innovations (new methods, technologies, programs).

Any innovation process is probabilistic, and not all of its consequences can be predicted. Timely detection and correction of many errors and omissions at the project or model level will help to draw up an analytical justification and an innovative program or model of innovative work of an educational institution.

The goals and objectives of innovation are based on a thorough analysis of the current situation

in an educational institution, on the one hand, and on forecasts of its development, on the other.

The selected goals and objectives of innovation should be agreed and approved by the majority of the teaching staff, they should also be realistic, adapted to new conditions, increase the level of motivation and incentive, and provide control. When managing innovation processes in a modern educational institution (taking into account the forecast of final results), the main part of these actions is discussed collectively. The largest innovation activities should be developed using the group method.

Management of innovative activities in an educational institution is carried out in accordance with progressive trends in the innovative educational process, taking into account the objective capabilities of teachers, the level of their professional and methodological competence, readiness to master, implement and develop innovations that are in demand by modern educational practice.

The analysis of the problems of innovation in pedagogical activity inevitably puts forward the task of evaluating and developing theoretical foundations for the formation of innovative activity of managers. This task has a deep socio-pedagogical meaning, since the success of transformations in the education system and the prospects for the development of an educational institution depend on its solution.

In this regard, a progressive manager understands the importance of innovative processes for developing the competitiveness of an educational organization.

One of the trends in the development of innovative technologies is also the inclusion of not only the cognitive, but also the emotional and personal sphere of a person in the educational process.

Training managers for innovation is effective if it is developed in adequate educational forms and solves two interrelated tasks: the formation of innovative readiness for the perception of innovation and training the ability to act in a new way.

At this point in time, an increasing number of managers are involved in the process of finding and implementing innovations in management, but they face many challenges along the way. One of the problems is the lack of preparation of managers themselves for the introduction of innovations. After all, they are faced with a huge number of all possible forms, techniques, and technologies. And how to choose among this variety what will really work.

Let us define the concept of "readiness of heads of general education institutions to carry out innovative activities". As V. P. Larina notes, it should be adequate to the structure of readiness of the head of a general education institution to carry out innovative activities (to manage innovative activities) [5].

Training of heads of educational organizations to manage innovative activities is the task of institutions of additional education (advanced training). However, at present, this system is aimed only at training individual managers to manage innovation activities. This is primarily due to the lack of relevant programs in the system of professional development that contribute to the training of all heads of educational institutions.

Also, the manager faces the problem of preparing the team for the introduction of innovations, since a number of teachers who are used to working in the old-fashioned way do not want innovations. This phenomenon can be called pedagogical conservatism. During the resistance phase, it is possible for subordinates to show irritation, and they may experience depression associated with a sense of the inevitability of change. The manager needs to establish "feedback"

with the team, listen more, and support those who hesitate. But sometimes a sharp collision can also be appropriate, up to the categorical: "do or leave" [8].

Another aspect of the problem of introducing innovations in educational organizations is the lack of proper funding. Regular monetary resources should be used for updates and additions, but for now they are only used for darning holes.

Management of the development of a new system can be effective only when the use of modern educational technologies, innovative methods of teaching and learning, the formation of appropriate organizational structures and forms, the development of new economic mechanisms for its financing, and the development of organizational forms cannot be solved in isolation [7].

The solution to these problems is seen in creating an atmosphere of openness, awareness of all subjects of the educational process, which should lead to awareness of changes taking place from the outside, requiring significant changes within a single educational institution [6].

Main directions of activity of heads of educational organizations in the Republic of Uzbekistan:

- performs general management in accordance with the Charter and legislation of the Republic of Uzbekistan;
- provides systematic administrative, economic and educational work of the institution;
- defines the goals and objectives of the institution's development, strategy, and decisions on program work planning;
- defines the educational institution's management structure and staffing levels;
- performs recruitment, selection and placement of teaching staff;
- defines the job responsibilities of employees, creates conditions for their professional skills;
- manages the work of specialists and service personnel;
- performs general management of the organization's teaching staff;
- organizes quality control of students' knowledge, skills and abilities, their level of education and development;
- organizes work to strengthen the educational and material base, ensure its safety and effective use;
- participates in the work of self-government bodies, assists in the work of public formations;
- controls the management of office work and documentation, communicates the organization with various social partners.

In the process of transition of an educational institution to the mode of development, i.e. introduction of the innovation process, the following stages were distinguished:

1. Relevance, awareness of the need for future innovations, the presence of a kind of "ideological inspirer" of future innovations.
2. Forecasting – development of long-term changes in the educational process and the state of the management object.

3. Planning is the process of developing a plan of action and many different interrelated decisions related to the organization's innovative activities to achieve its innovative goals, as well as the most effective means of implementing this plan in specific conditions.
4. Forming a team. The team of ideological supporters of innovation from among the teaching staff is important.
5. Problem analysis is the definition of the main problem of teachers in the introduction of innovation today.
6. Defining specific management actions to implement the developed idea, i.e. drawing up a plan or implementation program.
7. The organizational function in innovation management is to establish permanent and temporary relationships between all departments and individual performers.
8. Tracking the first steps to implement innovations in order to correct subsequent management actions.
9. Regulation – monitoring the progress of innovation implementation, and in case of deviations, organizing measures to eliminate them immediately.
10. Coordination – ensuring consistency in the work of all parts of the innovation field, as well as maintaining, maintaining and improving the established links between them.
11. Motivation – stimulating teachers to innovate, their interest in the results of their work.
12. Control – checking the organization of the innovation process, the plan for creating and implementing an innovation.

The priority tasks of innovation activity and ensuring the quality of innovation and experimental activities are:

- involvement of an experienced research supervisor in the innovation process, who is able to lead the work in this direction and train the teaching staff in accordance with the scientific goals of innovation activity.
- formation of an innovative environment in kindergarten through the creation of a system of information and methodological support and practical implementation of innovations in the educational process;
- creating conditions for teachers to master a specific innovative technology. For example, mastering interactive technologies and the mechanism of their implementation in the educational process;
- creating conditions for introducing innovations in the system of work of each teacher.

When managing innovation activities, the manager takes into account the most frequently encountered difficulties in the work of teachers of his educational institution, in building a holistic pedagogical innovation process.

Joint discussion of the concept, choice of innovations, and an attempt to solve problems stimulates the innovation activity of the entire team.

Conclusion

An important role belongs to the creative self-realization of teachers, since creativity is a necessary personal quality that allows a person to realize himself in rapidly changing conditions

and navigate in an ever-expanding information field. Properly organized innovation activities can, in our opinion, expand the opportunities for creative implementation of teachers and, thus, prevent emotional burnout.

I would like to emphasize that such modeling of professional positions and professional relationships is possible only if mutual understanding, mutual interest, and a certain level of professional competence of the scientific supervisor, the head of the institution, and teachers are achieved.

Thus, it is safe to say that the introduction of innovations in the educational process is currently one of the most important responsibilities of managers. The difficulties that arise before the head, in one case or another will be, but you need to fight them and it will definitely be rewarded with the prestige and competitiveness of the educational organization.

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