

## MANAGEMENT OF INNOVATIVE PROCESS IN EDUCATIONAL INSTITUTION

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### ABSTRACT

One of the leading tendencies of management of innovative processes in educational institutions is transfer of pedagogical collective from "a neutral state" in a zone of the increased motivation. Performance of this task demands from the head of educational institution of mastering algorithm innovative activity of teachers, definition of the purposes and prospects of development of concrete educational institution. In this article features of the control system based on four-level management are considered (strategic, tactical, operative, self-government), the control system from the point of view of interrelation of the functioning components of system is characterized, and criteria of system effectiveness of management are defined. The author opened cyclic nature of management of process, based on organic unity of school collective, essence of the purposes and the solved tasks. In article the short review of literature concerning management of innovative processes is provided in educational institution, didactic and psychological bases of management are allocated with them. The special attention is paid to the characteristic of new social and educational functions of school which demand use of modern approaches to the solution of the complex tasks set for an education system.

**Keywords:** management, original decisions, problem, strategy, self-education, skills of research, motivation, professional knowledge, management of creativity, imagination, communication.

### INTRODUCTION

The domestic management science during the modern period endures a peculiar stage of intensive development and updating. It results on many, both internal, and to the external reasons: implementation of reforms in society, transition to the market relations, criticism of authoritative methods of management, search of national model of management, etc. It is possible to distinguish the following from the factors influencing productivity of administrative activity of the head of school: studying of pedagogical collective, division and labor co-operation of heads of innovative educational institution, rational organization of a personal labor of the head, self-assessment of productivity of organizational and pedagogical activity. The concept of management of innovative educational institution can be submitted in the form of theoretical model of the system containing a set of the leading ideas defining the main lines of system of this management, major factors providing its construction and functioning.

Distinctive features of a control system are: four-level management (strategic, tactical, quick, self-government); focus on development of activity of educational institution and pedagogical collective; realization of the principle of feedback providing the necessary level of control of real results; openness, self-reproducibility of model. Management process represents the complete is information open system. The main functional components of a control system of innovative educational institution are: the activity purpose accepted by the subject of management, subjective model of significant conditions, the program of performing actions,

system of criteria of achievement of the purpose, control and an assessment of real results, the decision on correction of a control system.

All components of administrative process, being information educations, are dialectically interconnected and receive the substantial and functional definiteness only in structure of a complete control system. The control system of innovative educational institution is connected with definition of ways (methods) of influence on collective, on certain employees and trained. Proceeding from the purposes of administrative influence by the substantial principle, all applied methods can be divided into three groups: psychology and pedagogical, organizational and administrative, economic.

Innovative process - complex activities for creation, development, use and distribution of the modern or modernized innovations (theories, techniques, technologies, etc.). It is process of transformation of scientific knowledge to an innovation, process of consecutive transformation of idea into a product, technology or service; process the motivated, purposeful, conscious, setting as the purpose transfer of an education system to a new qualitative state, to the development mode. The orientations, rates, efficiency of innovative processes depend on the social and economic environment in which they function and develop, and also from quality of management. The control system in modern science is treated as set of the human, material, technical, information, standard and legal and other components connected among themselves so that thanks to it all complex of functions of management is realized.

Management of innovative activity - process difficult, multipurpose, including various set of actions, among which: statement of strategic and tactical targets, the analysis of environment taking into account uncertainty and risk, the analysis of infrastructure and opportunities of establishment, diagnostics of really current situation, forecasting of future condition of establishment, search of sources of creative ideas and their financing, formation of an innovative portfolio, strategic and operational planning, management of scientific and methodical development, improvement of organizational structures, the analysis and an assessment of efficiency of innovations, development of strategy and tactics of innovative marketing, diversification and risk management, etc. But as the main directions and problems of innovative management, in our opinion, it is necessary to consider: development and implementation of uniform innovative policy; definition of system of strategy, projects, programs; resource providing and control of the course of innovative activity; preparation and training of teachers; formation of target collectives, the groups which are carrying out the solution of innovative projects, creation of the innovative environment. The management of innovative processes assumes a combination of standards and eccentricity of combinations, flexibility and originality of ways of action, proceeding from a concrete situation. In innovative management ready recipes aren't present and can't be. But he teaches how, knowing receptions, methods, and ways of the solution of these or those tasks, to achieve notable success in development of the organization.

## **LITERATURE REVIEW**

In recent years in pedagogical innovates introduction and distribution of the best practices began to be considered as types of innovative processes. The important place is allocated for studying of life cycle of innovative processes; classification of innovations, sources of ideas of innovative pedagogics, importance of standard legal support of innovations is staticized. The analysis of scientific publications shows that ensuring innovative activity in education

assumes research of group of the questions including identification of the sociocultural and moral and spiritual factors determining need for expansion of innovative activity, for new social type of the educational institution producing and realizing pedagogical innovations in practice of teaching and educational activity; development of methodical recommendations about the transfer of scientific innovations to mass practice. The modern management science develops very intensively, fast rates, it represents synthesis of theoretical development and judgment of the conclusions drawn from long-term practical activities.

Questions of pedagogical innovation, search of optimum methods of training and education of younger generation in the conditions of transition to the adapted school, an accurate definition of the concepts connected with formation of new field of knowledge – pedagogical innovations, gained broad development in works of pedagogies K. Angelovski, E. M. Rogers, V. S. Lazarev, M. A. Moiseyev, M. M. Potashnik, T.I. Shamoma, etc. The most important professional and personal characteristics of the teacher inclined to creative activity found reflection in G. G. Vorobyov, S. V. Elkanov, V. I. Juravlev, V. I. Zagvyazinsky, N. K. Krupskaya, A. S. Makarenko and N.D.Nikandrova's works.

Didactic and psychological bases of management educational and innovative processes became a subject of detailed research Yu.K. Babansky, V. S. Lazarev, M. M. Potashnik, P. I. Tretyakov, T. I. Shamova, R.Kh.Shakurova, etc.

## **METHODOLOGY**

For the solution of objectives according to the purpose and logic of research the complex of theoretical and empirical methods of research was used. Theoretical methods: the genetic interdisciplinary analysis and synthesis of information on the problem of research provided in domestic and foreign scientific sources on philosophy, pedagogics, sociology, methodology, didactics, management. And also design and analysis of results of skilled and search work.

Empirical methods: the stating and forming experiments, the analysis of documents, mathematico-statistical and qualitative methods of processing of results. Researches of innovative processes in education revealed a number of teoretiko-methodological problems: a ratio of traditions and innovations, the contents and stages of an innovative cycle, the relation to innovations of different subjects of education, management of innovations, training, the bases for criteria of an assessment new in education, etc. These problems need judgment already of other level – methodological. Justification of methodological fundamentals of pedagogical innovations not less actually, than creation of the innovations. The pedagogical innovations is the special direction of methodological researches.

To develop scientific providing educational innovations we will need a support on already available methodological base. For this purpose pertinently to use the scientific device relating to methodology of the general pedagogics. What is the pedagogics methodology? In works of philosophers, methodologists, teachers, on it the account are available various understanding. Activity essence of innovations in education and need of their display in the form of the doctrine make the demand to understanding of methodology of pedagogical innovations as organic unity of two components: doctrine and activity.

The methodology of pedagogical innovations is system of the knowledge and activity relating to the bases and structure of the doctrine about creation, development and application of pedagogical innovations. So, the system of knowledge and the activity corresponding to them

which study falls within the scope of methodology of pedagogical innovations, explain, prove pedagogical innovations, its own principles, regularities, a conceptual framework, means, limits of applicability and other scientific attributes, characteristic for theoretical doctrines.

The pedagogical innovations and its methodological device can be effective means of the analysis, justification and design of modernization of education. Scientific ensuring this global innovative process needs development. Many innovations, such as educational standards of the general secondary education, new structure of school, profile training, etc. aren't worked in innovative and pedagogical sense yet, there is no integrity and systemacity in processes of development and application of the declared innovations. The need for new theoretical judgment of essence of management of innovative processes for educational institution, development of the pedagogical conditions providing the continuous innovative movement grows. Also those innovative processes need special training - teachers are important, administrators, the managers of education competent of the sphere of pedagogical innovations.

## RESULTS

Result of innovative activity - concrete changes in object of transformations, quality of educational, pedagogical and management activity. Pedagogical monitoring allows to carry out continuous evidence-based diagnostic-predictive supervision over a state, development of innovative process, quality of its management. The assessment of efficiency of activity of the teacher is reached through diagnostics of target, substantial and organizational and productive components of educational process as activity system. Thus skilled check of application of diagnostics showed that the main condition of functioning and development is joint activity of departments of education and heads, directors of studies and methodologists of educational institutions; head and teacher; teachers and children.

The technology of diagnosing developed by us and checked in skilled work includes a number of stages:

- the preparatory and organizational — preparation of questionnaires, questionnaires, schemes, descriptions of these or those parameters, tables of indicators; definition and discussion of the mechanism of carrying out diagnostics;
- the teacher's self-assessment - each teacher determines the level according to the picked-up criteria;
  - an assessment from administration, colleagues, parents and children;
  - data processing and their analysis; preparation of recommendations;
  - forming of the chart by results of diagnostics, defining, what issues in educational institution are resolved more safely and on what it is necessary to work profoundly and which have to be considered when determining the purposes and tasks; discussion on a pedagogical consultation of the obtained data. At a stage of introduction of innovations follows:

to have reserves of time and resources on a case of unexpected difficulties;  
to be ready to change strategy;  
regularly to inform employees on results of innovative activity.

At a stage of fixing of innovations it is necessary:

to consider questions of the subsequent training of employees (for work in new conditions);  
to carry out plans (on use of results of an innovation) taking into account an actual situation.

At an evaluation stage of results of innovative activity follows:

to conduct more in-depth studies;

to organize and keep in feedback with whom changes influence;  
to inform collective and interested persons on results of introduction of an innovation.

Thus, need of performance of above-mentioned actions at certain stages of innovative process will allow subjects of management to carry out effectively made administrative decisions for the purpose of successful introduction of innovations. The administration of educational institution in which work on introduction of innovations is actively conducted, can face several problems:

change of policy of financing of an education system;  
unwillingness of some employees to participate in this project;  
conservatism of skilled teachers, not persons interested to change the settled operating procedure;  
absence at employees of necessary preparation and qualification for work in new conditions;  
low innovative culture of teachers.

## CONCLUSIONS

Increase of general education level trained at general secondary school, satisfaction of the developing market demand for services of educational institutions possibly in the conditions of increase of objectivity of planning of social and economic activity of establishments of the general education (the primary general, main and secondary (full) general education), connection in system unity of the processes of the routine, advance and strategic planning providing to bodies of planning, management of general secondary school not only to eliminate and warn the appearing negative tendencies of structural and organizational, economic, educational and educational, financial, social character in the current period of time, but also to reach the planned (expected) reference points of productivity of development of educational institution, its regional educational network in the strategic period of time.

Development of various innovations, mechanical transfer of author's techniques and concepts from one educational system in another, for various reasons often doesn't justify themselves. The main reason for this situation - inadequacy of the introduced innovation to problems of the educational institution. The variety, ambiguity and complexity of the problems arising in the process of activity of educational institutions make constantly growing demands before management. Creation of conditions for development of educational institution, achievement by it, especially in the conditions of changes, competitive advantages promote reevaluation of views of the contents, a role and value of management of innovations. We are sure and in the work tried to show it that by the old, tested methods to operate innovative processes it is impossible. It as practice shows, leads up a blind alley, leads to disappointments. On the contrary, the thoughtful relation to the work, vision of the object of management, knowledge of its concrete mechanisms, an exit from a position of "the school supply manager" - the major requirements imposed to heads by modern practice of management, providing individual development of the educational institution and development of mechanisms of an optimum ratio and coexistence in educational institution of two accompanying modes: developments and functioning.

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