

ORGANIZATION AND MANAGEMENT OF INNOVATION PROCESSES IN GENERAL SECONDARY EDUCATION INSTITUTIONS

Kazimov Jamshidxon Shamahiddinovich

2-nd base doctor's degree at the Institute of retraining and
professional development of the public education system named after A.Avloniy
Tashkent, UZBEKISTAN

ABSTRACT

The innovation, teaching technologies, models, inputs and recommendations of the article should be based on the requirements and content of the general secondary education standard, based on modern scientific methodology and the theory of teaching and research methods, and the effectiveness of innovative processes and the practical significance of objective approach in determining the effectiveness of the study is scientifically justified.

Keywords: Five key stages of interconnected innovation processes, stage of diagnostic stage, educational stage and final outcome.

INTRODUCTION, LITERATURE REVIEW AND DISCUSSION

Ensuring the effectiveness of educational processes in all forms, organized as a complex pedagogical system in general education institutions, is largely dependent on objective assessment of effectiveness and effectiveness of innovation processes.

Because the innovation, teaching technologies, models, inputs and recommendations of the educational process should be based on the requirements and content of the general secondary education standard, based on modern scientific methodology and the theory of teaching and research methods, and the objective approach to evaluating the effectiveness of the process is practical importance.

So, what factors should be taken into account in organizing and managing innovative process in general secondary education?

Innovative educational processes in modern socio-economic conditions are aimed at improving the effectiveness of the educational process in accordance with the curriculum, editions, textbooks, teaching and learning technologies developed in accordance with the state educational standards for general secondary education.

In our opinion, the establishment of five key interdependencies (analytical, preparatory, diagnostic, educational and final), interconnected with the innovation processes created to increase the effectiveness of educational and training processes, is the effectiveness of the educational process in general secondary education as a holistic pedagogical system providing services.

In the first step, which is an analytical step, the condition, condition and condition of the subject (teaching and learning process) applied to the novelty, as well as the needs, perspectives and interests of subjects (teachers and trainers), innovations and innovation activities, the

decision will be made based on its findings. During the decision-making process, there are options for local, general, or systematic implementation of innovation.

The second stage, called the final stage, aims at identifying objectives, goals and outcomes of innovation processes, identifying objects, evaluating the criteria and indicators of their results, developing monitoring and evaluation of teaching technologies, collecting information, processing methods and tools are selected.

The third stage, known as the diagnostics of innovation process organization, is assessed by experts, which evaluates the effectiveness of the up-to-date news and compliance with the selected object during the preparatory phase.

It is important to take into account the following factors that influence the efficiency of innovation processes in the assessment process by experts:

- the importance of the innovations made to ensure the effectiveness of the teaching and learning process;
- the correspondence of the proposed innovation to the object to be applied to the existing conditions;
- necessity of innovation processes corresponds to the needs, psychophysiological features and interests of subjects;
- compliance with the content, goals and objectives of general secondary education;
- relevance of news in the context of a modern socio-economic situation;
- consideration of lack of educational and scientific-methodological support;
- the unique features of the object and the interests and capabilities of the subjects.

In the fourth stage, the level of interest, capacities, and initial level of subjects to the proposed innovation is determined and selected according to these results. The forms of implementation of the selected objects are defined, in which it is desirable to designate a group(class) with a narrower object, with a lower incentive, ability and initial concept, with a narrower object and a lower object.

At the final stage of the innovation process, which is envisaged to be implemented at the final stage, the relevance of the innovation to the selected object, which is critical to increasing the effectiveness of teaching and learning processes, will be evaluated based on evaluation criteria developed during the preparatory process, depending on the subordination of subjects.

One of the peculiarities of organizing innovation processes is the need to introduce an integrated approach to the implementation of teaching and learning processes.

In our opinion, the introduction of an integrated approach to the organization of innovation processes at general secondary education institutions serves to ensure productivity based on the interdependence and interdependence of the educational process, taking into account external factors that have a continuous impact.

In addition, the introduction of an integrative approach to innovation processes will help identify the novelty's uniqueness, ie the suitability of applying a comprehensive educational process to all forms of educational process.

Thus, an integrative approach will allow analyzing the integrative features of innovation processes, which will play a practical role in forming an innovative process as an integrated structure.

It is important to establish innovation processes as a set of interrelated, interconnected components, the interconnectedness, interconnection and peculiarities of the constituent parts, and the aggregate set of factors that need to be taken into account when organizing innovative processes.

Considering the integrative features of innovation processes, it is necessary to have a systemic nature of the organization and management of the innovation process, taking into account the multifaceted nature of its constituent parts and their interconnection and interconnection, which in turn identifies the need for a systematic approach.

Based on the study of sources and the above-mentioned approaches in the organization and management of pedagogical processes, it can be argued that, based on the results of the analysis, it sets out a number of requirements, including the novelty of inspected innovations and innovations to the effectiveness of implementing these approaches in the organization and management of innovative processes. Hence, in forming a complex, multilevel process of innovation processes at general secondary education, the following features should be considered as features of innovative activity:

- Dedication – is the process of development, process of innovation processes and the effectiveness and effectiveness of step-by-step implementation of innovations;
- Periodicity of innovation processes is confirmed by the purposeful development of initial concepts, skills and qualifications of subjects;
- The extent to which the innovation process is based on the current educational standards, the greater the degree of innovation from traditional methods, the higher the potential for change and the degree of reliability, the greater the amount of quality changes.
- The emergence of conflict of interest in inclusive processes – the introduction of voluntary innovation changes the processes of interaction and relationships traditionally occurring in the educational process, and can create discrepancies, depending on the complexity of the subjects;
 - The importance of innovation processes – innovation processes allow objective assessment of subjects' relationships with news, as they change the internal relations in the course of education. The necessity to introduce modern educational technologies in the process, which in turn is the ability to describe innovative teaching methods;
 - The relevance of efficiency to the situation – the effective organization of innovative processes is directly related to the current situation, as well as the level of initial training and the individual capacity of the subjects of the educational process;
 - Structural of innovation processes – the need to identify the main points of acquaintance with the present situation and objective assessment, study and analysis of innovations, introduction in innovation and practice;
 - The opportunity to formulate educational strategies for innovation processes – innovation curricula and effectiveness of innovative technology implementation will depend on the development of innovation processes and interests of subjects;
 - Innovation process on the basis of coordination with the goals and objectives of the pedagogical system aims and tasks of the educational process, social development of innovation processes determines the subjects' self-development, personal development prospects;

- The ability to diversify the innovation process by the interests and capabilities of the subject process- the creation of additional opportunities for some students in the learning process leads to the reduction of the capacity of other students

Teachers need to be prepared for this activity, which, in turn, should focus on explaining the role of one of the principal functions of the educational institution's principal to create a long-term strategic development plan for teachers to engage in creative or creative activities.

This, in turn, creates opportunities for teachers to expand the scope of their professional interests, which allows them to carry out Nevi's psychological and pedagogical and fundamental researches from studying methodological literature. Higher scientific and pedagogical training ensures efficiency of innovation activity.

The active participation of innovators in the processes will be a continuous development of the professional skills (ie increasing professional competence) and the catalyst for the improvement of the educational system, which will play an important role in the acceleration of these processes.

The importance of the above-mentioned attributes is defined by the fact that the managerial innovation is a flexible, self-sustaining mechanism for the new process as an integral part of socio-cultural and socio-psychological systems.

Factors leading to innovative activity are objective and subjective and define its main direction. Pedagogical conditions for the organization of innovation activities provide an opportunity to improve the development of innovation-oriented, science-based processes.

Innovations are the most important issues that are vital to the development of a broader multidisciplinary educational processes based on various initiatives and innovations. Innovative mechanisms of education development include:

Innovations are the most important things that are important to the development of a variety of educational and training processes, as well as the development of a broader multimedia environment. Innovative mechanisms of education development include:

- Creating a creative environment for innovation in all educational institutions and organizations, creating interest in initiatives and innovations in society;
- Creation of socio-cultural and material (economic) conditions for innovation approach to the adoption and implementation of various new things;
- Creation of inclusive education systems and mechanisms for their comprehensive support;
- integrating promising innovations and productive projects into real-life education systems and introducing innovative and experimental learning systems that are constantly pursuing innovation.

Therefore, the above-mentioned features identify the need for the development of clear-cut procedures and implementation of innovative processes in educational institutions to introduce innovations based on the organization of innovative processes in general secondary education, as a distinctive feature of innovative processes.

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