

ROLE OF INNOVATION IN SCHOOL DEVELOPMENT

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ABSTRACT

This article provides information on the systematic management of new innovative processes and a rational approach to the selection of ideas based on modern approaches to improving the school after a thorough analysis and improvement of the situation in secondary schools.

Keywords: Innovation, schools, education, management, leader, teacher, pedagogical, organization, mechanism, methods, technology and idea.

INTRODUCTION, LITERATURE REVIEW AND DISCUSSION

After the head comprehensively analyzed the situation in the school, determined what school results should be improved, he naturally has a need for a reasonable choice of ideas with which to do this in the best way [1]. The choice of ideas is inevitable because in order to achieve the same goals, various results, different innovations can be selected, each of which has its own strengths and weaknesses. Instead of a reasonable approach to the choice of ideas, we see:

- for some - the desire, almost without any choice, to introduce, master literally everything that was not there before, that they heard somewhere, saw (it is not by chance that they say about such schools that they are developing so frantically that they do not have time to function normally);

- for others - the desire to try, learn a new one in a row, in order to thus find the best idea for your school. This, in fact, is blind work (blind trials and, naturally, numerous errors);

- thirdly - the desire to learn without fail what neighbors from other schools are mastering in order to withstand competition in the struggle for the contingent of students, for the good opinion of parents, heads of educational authorities of their district;

- for the fourth - one can clearly see the desire to keep up with fashion at all costs, they strive for the status of an innovative school.

- for fifths - willingness to accept any recommendation, any instruction from local education authorities regarding the development of a new idea.

It is easy to understand that all these approaches to innovations at school are fraught with serious costs, such as colossal overloads of children and teachers, a decrease in performance in those subjects that are not covered by "experimental" work, since mastering an irrelevant, suboptimal someone else's idea, and even learning it is illiterate it takes all the time and energy from teachers involved in this activity, which inevitably leads to the destabilization of the pedagogical process.

But if the leader does not have all these approaches, he understands their disadvantages and wants to reasonably choose the best development ideas for his school.

The choice of ideas is realized by discussing them, thinking through a group of competent experts - experts (these are the most mature and progressive school employees, invited experts). It includes a comparative assessment of ideas in a number of ways and is a creative act. Evaluation of ideas can be carried out both with the help of mental experimentation, and based on the development of projects of activities of the alleged participants in the transformation.

Table 1: Idea Rating Options

Options	Parameter Description
The relevance of the evaluated innovation	It is determined by the degree of correspondence of the innovation to the needs of the school, social order, the possibilities of eliminating some significant deficiencies in the work, as the problems identified as a result of the analysis of the school's work are resolved, the regional and local policies in the development of education are matched, by the degree of importance of that problem, the solution of which is innovation directed.
The effectiveness of innovation.	Evaluated either by analogy with the development of this idea in another place, or by an expert method (based on intuition, studying the potential of an idea, etc.).
Creative novelty (innovative potential) of the idea.	Of course, it is not necessary to solve the urgent problems of the school only with the help of radical innovations (the highest degree of creative novelty) that have no analogues or prototypes. If there is, although not a new, but effective, technology, or program, then they should not be rejected just because they are not new.
Methodological elaboration of the idea.	In the absence of the described developments, methods, technologies, the idea can still be accepted for development in the form of an experiment during which all these technologies are developed: first in the form of a hypothesis, a research project, etc., and then in the form of a proven, substantiated practice .
Opportunities for potential participants in the development of innovation	They are determined by the complexity and accessibility of technology, the nature and strength of motivation of participants, the degree of interest of teachers and leaders in introducing innovations, the measure of the need for additional training and retraining of members of the teaching staff, etc.
Balance of interests of teachers.	The balance of interests of different groups of teachers in relation to a particular innovation.
Possible resistance to innovation.	It may arise from those educators whose proposals have not passed; recent carriers of excellence; those teachers who cannot afford innovation; those for whom innovations turn into anxiety and the disappearance of the conditions of a quiet, serene, lazy existence; those who doom the doom to leave school or an unwanted job change, etc.
The time required for development.	Gymnasium education, for example, can be given to a child for eleven years, and the situation is such that, due to objective conditions, the school should be restructured or reformed in a few years, overhaul should begin in it and the students will be divided into several schools.
Organizational conditions.	The school may not have the structural units or positions necessary to implement innovations, it is necessary to create them.
Regulatory and legal security.	A number of innovations, especially if they involve an experiment, require the permission of the relevant educational authority, coordination with other educational institutions, the conclusion of business contracts, labor agreements, medical or other expertise, etc.

It is necessary to think over the whole organizational mechanism for selecting ideas, including collecting suggestions from teachers, children and parents through interviews and questionnaires, identifying the preferences of all groups of people involved in the innovation process, discussing selected innovations at meetings of methodological associations, creative microgroups, departments, and, if necessary, at a meeting of the teacher council [2].

The leader must go in achieving the goal not only and not so much from himself as from others - performers, implementers of future innovations. It is very important that they themselves participate in the search, evaluate and choose new ideas for development. Otherwise, their work will not have the necessary motivation and there will be no update in the ways of managing innovation in the school.

A clear idea of the content and parameters of pedagogical innovations, knowledge of the methodology for their application allow both individual teachers and school leaders to objectively evaluate and predict their implementation. Haste in introducing innovations more than once led the school to the fact that the recommended, often from above, innovation after some (short) time was forgotten or canceled by order or decree.

One of the main reasons for this situation is the lack of an innovative environment in schools - a certain moral and psychological situation, supported by a set of organizational, methodological, and psychological measures that ensure the introduction of innovations in the educational process of the school [3]. The absence of such an innovative environment is manifested in the methodological unpreparedness of teachers, in their poor awareness of the essence of pedagogical innovations. The presence of a favorable innovative environment in the teaching staff reduces the coefficient of "resistance" of teachers to innovation, helps to overcome the stereotypes of professional activity. The innovative environment is reflected in the attitude of teachers to pedagogical innovations.

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