INNOVATIVE MANAGEMENT AND TECHNOLOGICAL APPROACHES IN EDUCATION

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Annotation: This article analyzes the importance of innovative management and the use of modern technological approaches in the education system. It also highlights the role of digital technologies, artificial intelligence, online platforms and interactive methods in management processes and assesses their role in organizing effective education. Ways to improve the education system based on scientifically based approaches, the principles of creativity and flexibility are considered.

Keywords: innovative management, technological approach, digital education, education system, artificial intelligence, interactive methods, online platforms, quality of education, digitalization.

Currently, the connection between modern high-quality education and the prospects for the development of society is clearly visible. For a country that has embarked on an innovative path of development, it is vital to provide incentives for the education system to move forward. This allows us to conclude that there is a social imperative to study the causes, structure, dynamics and possible future of innovative processes in the education system. The subjects of this social order are the state, which has included innovative activity among the priority areas of socio-economic development; the entire society, which has chosen an innovative path of development and feels an acute need for the development of general education as its basis; the family, which benefits from receiving quality education, which is in great demand in the current socio-economic conditions; A student whose personal development depends on the educational opportunities of the school he attends is considered to be a student.

The socio-economic processes taking place in recent decades have stimulated the search for ways to modernize secondary schools by developing and implementing new approaches to education. This can be achieved by improving the quality of management, the indicator of which is the innovativeness of educational activities.

In today's social and economic conditions, innovation largely depends on the clear and harmonious organization of educational activities. Therefore, the leading role in this regard is assigned, first of all, to the head of the organization, because it is on his professional and personal qualities that the effectiveness of the entire educational process depends. Only the head of an educational institution can effectively influence the innovative processes in an educational institution by choosing the right management activity. In this regard, the management person, who ensures the stable innovative development of a secondary school due to the formation of appropriate management activity, is considered an objective necessity of the development of modern education in the interests of society and the state.

This can be achieved by setting the strategic goal of developing an educational institution as its transformation into an innovative institution, and by selecting appropriate management activities as a tactical goal. Effective management of innovative processes is determined, first of all, by the soundness of the problem-solving methodology, the appropriateness of the methodological approach,

that is, the construction of management activities on an appropriate theoretical and methodological foundation as a set of basic concepts, principles and methods of research. First, we will describe the basic concepts that define the problem area, namely - innovative educational institution, innovative process, activity, authority, management activity. The essence of an innovative educational institution is determined by the specificity of its goals and objectives, where the educational process is aimed at "cultivating" talents, developing the intellect, personal capabilities of gifted childrenis aimed at development. According to M.M. Potashnik, we call educational institutions created on the basis of systemic innovations innovative schools. These are educational institutions of a new type (appearance), which have their own goals and objectives, their own mission, their own circle of social orders, and their own functions [Potashnik M.M. Management of a modern school (In questions and answers). M., 1997.].

There are two types of development of educational institutions: practical (passive-adaptive) and innovative (developmental). In this case, management decisions are made taking into account socio-pedagogical changes that are likely to occur and are relatively advanced, which leads to a reaction to them. Therefore, some educational institutions operate in the current mode of existence (practical), while others operate in the mode of development. Institutions in a developmental mode are innovative institutions, since their pedagogical systems are in a mode of constant adaptation to meet the ever-growing needs of the individual and society.

An innovative educational institution is an educational institution that, as an organizational structure (institute), implements development programs for an educational institution that fundamentally affects the foundations of the school, fundamentally changes the content and characteristics of the work of teachers and students, and the characteristics of relationships between educational entities. An innovative organization is one in which all employees participate in identifying and solving problems, creating opportunities for growth, learning, and achieving their goals.

An innovative educational organization is such an educational institution, the essence of which is the constant emergence of innovative development, which, on the one hand, contributes to the growth of innovative potential, and on the other hand, to the development of the school itself through the innovative activity of teachers.

In order to improve the management of the innovative development of the educational institution, it is first necessary to understand the essence of such concepts as “innovation”, “innovation process”, “innovation activity”, “innovation potential”, “innovation resource”.

The concept of “innovation” first appeared in the 19th century in cultural anthropology, where it meant the introduction of certain elements from one culture into another. This approach viewed cultural change as a process of diffusion that occurred at different speeds in time and space. Innovation was usually perceived as a “defect”, a violation of what was “universal” for a given ethnic group. Anything that goes beyond tradition is considered innovation, and this position is still widespread today.

Innovation is a novelty introduced to ensure the qualitative growth of processes and products, as a result of market demand. It is the final result of human intellectual activity, its imagination, creative process, discoveries, inventions and rationalization.

In order for people to take their place in the socio-economic environment, they must constantly work on themselves, develop, increase their level of knowledge and skills, strive for innovative activity and implement innovative ideas, and assimilate innovations created by others.

Today, the concept of “innovation” is recognized as one of the key terms denoting a structural renewal or radical change in any area of activity. In general, this term refers to the process of changing an existing situation into something new or taking it to a new level. This process is sometimes called “implementation.”

Innovation first arises in human thought. These ideas arise from the need to bridge the gap between the actual situation and the desired, ideal situation. In many cases, innovative ideas are shaped by the need to solve compatibility problems that arise between rapidly growing needs and slowly evolving production capabilities.A deep theoretical analysis of the essence of innovative activity has become a pressing issue since the 1960s. It was during these periods that concepts that advance economic and social spheres in society began to develop widely, and innovation-based approaches began to be actively implemented worldwide.

The study of the scientific works of various scientists who have tried to scientifically analyze problems related to the field of innovation shows that the success and nature of a particular innovation ultimately depends on the innovative potential of a particular industry, region, country, and even an enterprise. From a lexical point of view, the concept of "innovation" when translated from English ("innovation") means "introduction of newness". The concept of “innovation” expresses a specific state of affairs.

Innovation is a type of activity aimed at improving or changing the internal structure of an existing system, which serves to introduce innovations into the life of society. This concept includes not only technological changes, but also innovations in social relations, management and education systems.

American psychologist E. Rogers, studying the socio-psychological aspects of innovation, analyzed the complex aspects of the process of introducing innovation into social relations. In particular, he studied the category of individuals who adopt innovation, their attitude to innovation, the level of understanding of this innovation and the state of readiness for it. He also classified how innovative relations are formed between social groups.

Innovations used in the educational process are explained by the concept of innovative education. This is education aimed at promoting new ideas, critically evaluating existing knowledge, rules, and mastering modern approaches in the student. Innovative education also aims to develop the skills of consciously accepting advanced ideas, methods, and standards, and applying them in practice.

The methods, techniques and technologies used in innovative education are called educational innovations or innovative educational technologies. They constitute a set of highly effective methods that help to find solutions to existing problems through previously untested approaches.

Extensive experience has been accumulated in the field of socio-economic research in developing the problem of innovations. Different scientists interpret this concept based on the object and subject of their research. Innovations can be interpreted as a scientific and organizational combination of factors of production motivated by the spirit of entrepreneurship. In the internal logic of innovations, they can

be considered as a new state of dynamization of economic development. B. Tviss defines innovations as a process in which an invention or idea acquires economic content [Tviss B. Forecasting for technologists and engineers: Practical guide for making the best decisions. N. Novgorod, 2000.]. F. Nixon considers innovations to be a set of technical, production and commercial measures that lead to the emergence of new and improved industrial processes and devices in the market [Nixon F. The role of enterprise management in ensuring quality and reliability. M., 1990.].

According to B. Santo, innovation is a social (technical and economic) process through which the practical use of ideas and inventions leads to the creation of products and technologies that are the best in their properties [Santo B. Innovation as a means of economic development. M., 1996..].

P. Drucker emphasizes that innovations are not limited to the scientific, technical or technological sphere. Innovation is an activity aimed at achieving goals more quickly, gaining a competitive advantage, significantly increasing profitability, or obtaining other benefits, and making risky decisions under conditions of high uncertainty [Drucker P.F. Business and Innovation. M., 2007..].

However, over time, the problem of assessing the qualitative characteristics of innovations in all spheres of social life has arisen, and these changes can no longer be determined solely within the framework of economic theory. Therefore, research on innovations has been carried out in other social spheres,began to be implemented in systems and institutions. In particular, in our country, the problem of innovations in the education system began to be discussed starting from the 80s of the 20th century. During this period, innovation began to be understood as any new idea, new method or new project introduced into the traditional education system [Slobodchikov V.I. Innovations in education: foundations and meaning // Research work of schoolchildren: scientific-methodical, journal. 2004. No. 2..]. In other words, innovations began to be opposed to traditions. “Innovations” and “traditions” were the binary position that initially arose in the analysis of the content of education, the processes of changes in the education system.

The concepts of “innovations in education” and “pedagogical innovations” were scientifically justified and included in the categorical apparatus of pedagogical innovations as synonyms. However, while agreeing with A.V. Khutorskoy's opinion that innovations in education can be considered from three aspects - socio-economic, psychological-pedagogical and organizational-management [Khutorskoy A.V. Theoretical and methodological foundations of innovative processes in education // Internet journal "Eidos". 2005. March 26. / Mode of access URLhttp://www.eidosru/journal/2005/0326.htm, free..], we believe that pedagogical innovations belong only to the second of these aspects.

Pedagogical innovation is a change in the content and technologies of teaching and upbringing, the purpose of which is to introduce new ideas into pedagogical activity, increase efficiency [Rapasevich E.S. Pedagogy. Bolshaya sovremennaya encyclopaedia. Minsk, 2005. P. 198..]. At the same time, the goal of innovations in education is to create innovations, assimilate them and effectively use them in the practice of an educational institution. Therefore, "innovations in education" should be considered as a separate type of socio-economic, psychological-pedagogical, and organizational-managerial innovations proposed for use in educational institutions. For example, G.V. Lavrentev and N.B. Lavrentev distinguish three levels - macro, meso and micro, and in practice equate pedagogical innovations with innovations in education in the educational environment of the region or in specific

educational institutions at the meso level [Lavrentev G.V. Innovative educational technologies in professional training of specialists. - Barnaul, 2002.].

Innovations do not arise by themselves; they are the result of scientific research, advanced pedagogical practices of individual teachers and the entire team. Nowadays, many educational practices, including those in general education schools, have become so complex and are often faced with various innovations that the introduction of innovations is no longer carried out in a spontaneous manner, as in previous eras, and instead of simply copying them, it now requires rational management. In this regard, by the end of the 20th century, a new area of science and practice emerged - the management of social innovations.

Innovative processes require special training of personnel - educational administrators or managers - who are competent in the field of pedagogical innovations and have a certain level of management activity. The school principal is an official who implements school management in accordance with the School Charter and the Law of the Republic of Uzbekistan "On Education".

There are also opinions that the system-forming factor for social objects is the goal: the elements of the system are united and act towards a specific goal. However, such a separation of the system-forming factor is not without the above-mentioned shortcomings. Moreover, the goal exists only for a certain period of time as an integrating goal, and the system, having achieved the goal, remains devoid of this goal.

But it is the system-forming factor that determines the structural and functional integrity of self-organizing systems. Therefore, a very promising approach to overcoming the above shortcomings is the consideration of management activities as a system-forming factor for the innovative development of an educational institution, since in it the systemelements of integration and coordination of components, as well as their orientation towards achieving a certain result.

The innovative activity of a teacher includes the analysis and evaluation of innovation, the formation of the goal and concept of future actions, the implementation and revision of this plan, and the assessment of effectiveness. The effectiveness of innovative activity is determined by the personality of the teacher.