



**INNOVATIONS AND INNOVATIVE APPROACHES IN THE
MANAGEMENT OF EDUCATIONAL INSTITUTIONS**

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ABSTRACT

This article examines the extent to which innovative technologies are being used in practice in the education system of Uzbekistan in comparison with the experience of foreign countries. The study examines the clear lack of concepts related to pedagogical innovations, the search for optimal methods of teaching and educating the younger generation in the context of the transition to an adapted educational institution, and the formation of a new field of knowledge - pedagogical innovation.

KEYWORDS

Education, principle, modern education, Innovation, Business, quality, technology, Information, reform.

INTRODUCTION

The independence of the Republic of Uzbekistan has set an important task for public education institutions to form citizens of a new democratic state. Our society, which is currently at the stage of socio-economic development, is currently setting the problem of further improving the training of qualified personnel for pedagogical higher educational institutions, academic lyceums, vocational colleges, and schools in order to improve the activities of secondary schools. This requires that at present, great attention be paid to training young specialists who meet the requirements of the time in higher educational institutions, not only with deep theoretical knowledge, but also with great human qualities, capable of communication, and who have mastered their work. In particular, this requirement of the present time once again emphasizes the need to train future teachers as cultured individuals, armed with high pedagogical skills and technical skills.

The main conceptual aspects, principles and tasks of educational reform, taking into account what changes are being made in a modern educational institution, are set out in the Law “On Education”, the “Program for Reforming and Developing the Education System”. Before understanding innovation, it is advisable to start with the basic concepts and definitions from which knowledge transfer begins. It is clear that data, information and knowledge are the simplest and most important concepts in this regard.

According to the Business Dictionary:

Information: “Information in unprocessed or unorganized form (for example, letters, numbers or symbols) that represents or may relate to a condition, idea or object. Information is infinite and exists everywhere in the universe.” Information: (1) “information that is accurate and timely, (2) concisely

defined and organized for a specific purpose, (3) has content that gives it meaning and relevance, and (4) can lead to increased understanding and reduced misunderstanding. Knowledge: “the result of human interpretation of information; an understanding formed as a result of a harmonious combination of information, data, experience, and personal interpretations.” Robert J. Teraf (1999) describes the three components as follows: information is a set of unstructured forms and facts, which is the lowest point; information is the next level and it is structured information; and finally, knowledge is “information about information.” One of the most famous hierarchies that represents the relationships between these expressions is the DIKW Pyramid, which is also referred to as the “Hierarchy of Wisdom,” “Hierarchy of Knowledge.”

In this case, DIKW is an acronym for the initials Data – Information – Knowledge, which represents the concepts of Wisdom. 1) Data are the signs obtained as a result of observation. These signs can be relevant and useful if they are converted into a usable form. 2) Information is reflected in the content of descriptions, for example, in the answers to questions such as who, what, when and how much. Information is obtained on the basis of data. 3) Knowledge is know-how (know-how) and allows you to convert information into instructions (instructions).

4) Understanding: understanding the “why”.

5) Wisdom is the ability to increase efficiency. Wisdom adds meaning to meaning, adds value, and therefore the acquisition of wisdom requires personal reflection and thought. The word “innovation” is derived from Latin and translates as “renewal”, describing something that has happened before or is already known. Only the fifth category, wisdom, is related to the future and includes foresight, idea, imagination, plan, project and design. The nature of knowledge has many aspects and dimensions. The concept of knowledge is divided into the categories of explicit and tacit knowledge. Technologies mean change, introducing something new, introducing something new. The concept of “innovation” is described both as innovation and as the process of putting this innovation into practice. Why are universities in developed countries interested in technology and knowledge transfer? As the owner of technology developed by its faculty, students, and staff (in the form of invention, copyright, or tangible material), an educational institution can license it to a company that can turn it into a commercial product or service. Ideally, turning “raw” technology into a product or service that is useful to society can improve health and quality of life, create jobs, increase government revenues through taxes, and provide additional income to inventors and universities through license fees. Special study of innovative processes in education developed in the middle of the last century. Initially, researchers were tasked with generalizing pedagogical innovations and informing a wide audience. Then the tasks of researchers expanded: evaluating pedagogical innovations, studying the processes of implementation, pedagogical creativity of teachers, experimental work in educational institutions, managing change processes, eliminating obstacles to the dissemination and assimilation of pedagogical innovations, etc. Three directions of innovative processes in education can be distinguished: socio-economic, psychological-pedagogical and organizational-managerial. The innovation process manifests itself only because people carry out innovative activities. Innovative activity is a special type of activity. Its purpose is to change the methods and content of educational practice in order to increase the effectiveness of education. Innovative activity can be understood as a purposeful change in the practice of educational activity through the creation, popularization and mastering of a new educational system or its individual components. Innovative activity differs from

educational activity, first of all, in its function. If educational activity is aimed at the development of pupils and students, then innovative activity is aimed at the development of the educational system. Innovative changes today are manifested in the following: the formation of a new content of education, the development and implementation of new teaching technologies, the creation of conditions for the self-determination of the individual in the learning process, changing the activities and thinking of teachers and students, changing the relationship between them, the creation and development of creative teams, etc. The general task of pedagogical innovation can be defined as the study of the relationship between the effectiveness of the processes of creating, popularizing and introducing innovations with the composition, characteristics of its components, methods and external conditions of innovative activity, and the creation of means to increase the effectiveness of this activity. The tasks of pedagogical innovation can be divided into three groups.

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