



ISSUES OF IMPROVING INNOVATIVE MANAGEMENT IN EDUCATIONAL INSTITUTIONS

Artikova Nargiza Abdullajanovna
Master student of Puchon University of Tashkent

ANNOTATION: *This article scientifically analyzes the theoretical and methodological foundations, practical mechanisms, and impact on modern management processes of improving the innovation management system in educational institutions. The main principles of innovative management, the new model of the educational process formed on the basis of digital technologies, the influence of innovative potential and transformation processes on management effectiveness are deeply studied. Also, priority areas for the formation of a culture of creativity, initiative, and adaptive management in educational organizations, modern approaches to increasing personnel potential, and development strategies based on innovative management tools are substantiated. At the end of the study, proposals and recommendations for the modernization of innovative management in the context of the education system of Uzbekistan will be developed.*

Keywords: *innovative management, educational institutions, digital transformation, management system, pedagogical innovations, strategic development, manager competence, innovative potential, creative environment, quality monitoring.*

ACCESS. The acceleration of the processes of modernization of the education sector in our country requires the creation of a new form of management in educational institutions based on systemic and innovative approaches. Reforms carried out in recent years, in particular, such priority tasks as the widespread introduction of digital educational technologies, qualitative renewal of the pedagogical process, ensuring openness and efficiency in the management system,

have made the formation of an innovative management system in educational institutions an urgent issue.

Innovative management serves to increase the competitiveness of the organization by defining the overall development strategy of the educational institution, systematic implementation of innovations, effective management of innovative projects, and the development of modern competencies of personnel. This process has a direct impact on the formation of a culture of transformation, creativity, and flexible management in educational organizations, strengthening the motivation and initiative of employees.

World experience shows that successful innovation management is one of the main factors in improving the quality of education. In particular, in developed countries, the innovative potential of institutions is ensured at a high level through the integrated use of project management, digital management systems, network cooperation, and flexible monitoring and evaluation mechanisms in educational management. The need to implement these experiences in the education system of Uzbekistan in accordance with local conditions is extremely growing today.

In this sense, this research is aimed at a deep study of the theoretical and practical foundations of improving innovative management in educational institutions, analyzing existing problems, and developing scientifically based proposals and recommendations for the development of innovative management.

Methods used in the study: In order to scientifically study the processes of improving innovative management in educational institutions, the following methods were used in this study:

1.1. Theoretical-Analytical Method

Theoretical literature, regulatory legal acts, and international scientific research on innovation management, digital transformation, and management mechanisms in educational organizations were thoroughly studied. With the help of this method, the

content, principles, and structural features of innovation management were scientifically substantiated.

1.2. Comparative Method

A comparative analysis of the practice of innovative management in the education systems of developed countries - the USA, Great Britain, South Korea, Finland, and Singapore - with the education system of Uzbekistan was conducted. Through the comparative analysis model, effective management strategies were identified, and proposals adapted to local conditions were developed.

1.3. Methods of empirical observation and diagnostics

Real management processes of educational institutions, the practice of using innovative projects, the culture of working with digital tools were observed; the activities of teachers and managers were studied.

1.4. Sociological Survey Method

Surveys were organized among heads of educational institutions, teachers, and methodologists to identify opinions on the needs, problems, and effectiveness of innovative management.

1.5. Content analysis

Scientific articles, government decisions, educational development concepts, and reports of international organizations (UNESCO, OECD, World Bank) were revised based on content analysis, and the main directions of innovation management were identified.

2. Literature Review

In recent years, scientific research on the application of the concept of innovative management in the field of education has been developing rapidly. Drucker (2007) evaluates innovation as a strategic advantage of the organization and

shows creativity and initiative as key factors in management processes. According to Fullan's (2020) theory of change in education, the effectiveness of innovative management directly depends on the transformational leadership abilities of leaders. The OECD (2019) reports on digital governance and modernization of the educational process highlight the importance of digitalization, competency development, and adaptive governance in enhancing innovation potential. The **TPACK model** put forward by Mishra and Koehler (2006) shows that technological and pedagogical integration in education is a key element of innovative management.

Local studies on reforms in the education system of Uzbekistan (Kuziyev, 2022; Yuldashev, 2021) emphasizes that the effectiveness of innovation management is largely determined by the qualifications of managers, the material and technical base of educational institutions, and the level of digital culture. Also, World Bank (2022) reports substantiate that the expansion of digitalization in the education system will increase the transparency and effectiveness of management processes.

3. Main (Analytical) Part

3.1. Current state of innovative management in educational institutions

The organization and management of the educational process based on innovative activity is considered an important issue in pedagogy. This process contributes to ensuring the active participation of students, developing their creative thinking skills, and improving the quality of education based on modern requirements. Education, as a system, plays an important role in modern society. Changing socio-economic conditions, technological progress, and globalization require the renewal of the educational process. The organization and management of the educational process based on innovative activity serves to improve pedagogical skills, develop students' creative thinking skills, and improve the quality of education. Innovations used in the management of the education system Radical

innovations include the creation of technologies, services, and business models that open up completely new markets. Modified innovations include solutions that represent significant changes (improvements) in core innovations. Combined innovations mean finding new ways to utilize existing tools and ideas, generalizing existing things to create entirely new results through creativity.

Organization and management of the educational process based on innovative activity is one of the important issues in pedagogy. A number of scholars have expressed their opinions on this matter. In his research, A. Abdukodirov emphasizes the need to develop students' creative thinking skills through the application of innovative approaches and methods in the educational process. She believes that innovative activities help students improve their ability to learn independently and solve problems.[3. M.Saidov emphasizes the importance of applying modern technologies in the educational process. It shows the necessity of using information and communication technologies in the organization of innovative activity, providing students with modern knowledge and increasing their interest. T. Kadyrov emphasizes the importance of ensuring the active participation of students in the educational process and taking their opinions into account. It shows the need to increase students' motivation and encourage them to think independently through innovative approaches. R. Kholmatov emphasizes the need to develop students' creative abilities and contribute to their personal development through the introduction of innovative methods in education. It also shows the need to increase the readiness of teachers for innovative activity. D. Tojiboeva emphasizes the need to take into account the social and emotional development of students through the application of innovative approaches and methods in the educational process. A.Mamatov emphasizes the need to develop students' self-assessment and reflection skills through the application of innovative methods in the educational process, and also recommends the introduction of interactive methods and project-based teaching methods to ensure the active participation of students in the educational process.

I.Nazarov emphasizes the need to develop students' creative thinking abilities through innovative approaches to education and encourage independent approaches to problem-solving. He also emphasized the need to pay attention to the development of students' social skills in the educational process. Toshpulatova G: Toshpulatova emphasizes the need to take into account the psychological characteristics of students through the introduction of innovative activity in the educational process. She also expressed her opinion on the importance of improving the pedagogical skills of teachers and preparing them for innovative activity. Yuldasheva N. emphasizes the need to take into account the role and responsibility of the management of educational institutions in the implementation of innovative approaches in education. He also noted the importance of strengthening cooperation with the public and parents in the educational process. J.Dewey proposes connecting education with practical activity, developing students' experience aimed at solving real-life problems. He emphasized that it is possible to increase student interest by introducing innovative approaches into the educational process. John Dewey, an American philosopher, educational theorist, and psychologist, emphasized the importance of experience in innovation and educational processes. He saw innovation not just as the creation of new ideas or products, but as the development of new approaches and methods to solve existing problems. According to Dewey, the learning process is carried out through experience, and these experiences contribute to the development of innovative thinking. One of Dewey's most famous works is "Experience and Education" (1938). In this book, he discusses the role of experience in the learning process and emphasizes the importance of ensuring active student participation. Dewey also points out the need to combine the practical and theoretical aspects of education, which stimulates innovative thinking. Howard Gardner's theory of multiple intelligence emphasizes an individual approach to the learning process. He stated the need to take into account the abilities and interests of each student when organizing innovative activities. Howard Gardner, an American

psychologist and educational theorist, is best known for his "Theory of Multiple Intellecks." He emphasizes the importance of various types of intelligence in the development of innovation and creativity. According to Gardner, each person has several types of intelligence, which interact and shape the individual's ability to learn and think innovatively. One of Gardner's writings on innovation is *Creating Minds: An Anatomy of Creativity Seen Through the Lives of Freud, Einstein, Picasso, Stravinsky, Eliot, Graham, and Gandhi* (1993). In this book, he analyzes the lives of creative individuals and their innovative thinking styles. To further explore Gardner's ideas on multiple intelligences theory and innovation, in his work "Frames of Mind: The Theory of Multiple Intelligences" (1983), he detailed various forms of intelligence and their significance in the educational process. Vygotsky: Vygotsky emphasizes the importance of the social environment in the educational process. He emphasizes the need to develop communication and cooperation between students in the organization of innovative activities. Lev Vygotsky, a Russian psychologist and educator, put forward important ideas on the theory of education and development. He believed that innovations should be implemented through the development and social interaction of students in the educational process. Vygotsky, emphasizing the importance of social interaction between students, introduced the concept of the "zone of proximal development" (ZPD). This concept meant the difference between the current level of students and the level that could be achieved by helping them. One of Vygotsky's most famous works is called "Teaching and Development" (in Uzbek "Education and Development"). In this work, he examines the significance of the social context in the educational process and the role of the teacher. His works "Psychology and Education" or "Psychology of Teaching" are innovative approaches and methods in the educational process.

The attitude of parents and society towards the educational process is also important in the introduction of innovations into the educational process. Many parents believe more in traditional teaching methods and are skeptical of innovative approaches.

This reduces teachers' interest in new methods. Financial resources are necessary for the implementation of innovative activity. However, many educational institutions face difficulties in financing innovative projects. Students' interest and motivation for innovative activity are also important. If students are not interested in innovative approaches, the educational process will not be effective. To increase student motivation, it is necessary to organize interactive lessons, project work, and teamwork. Teachers have the opportunity to improve their work by analyzing and evaluating the educational process. This increases the effectiveness of innovative activity. By analyzing the results of the educational process, it helps to draw up future plans. The role of pedagogical mastery in the organization and management of the educational process based on innovative activity is very important. Teachers must possess a high level of knowledge and skills in applying innovative approaches, which contributes not only to improving the quality of education, but also to the development of students' creative thinking skills. Thus, we consider the development of pedagogical skills to be one of the important tasks of the modern education system. The role of pedagogical mastery in the organization and management of the educational process based on innovative activity is of great importance. The effectiveness of this process depends on many factors, and the role of pedagogical mastery in identifying and solving pedagogical problems is of particular importance. Below is presented the role of innovative activity and pedagogical skills in the educational process, as well as pedagogical problems and their analysis.

The transformation of innovative management in the education system of Uzbekistan is being carried out in stages. The implementation of digital educational platforms (for example, EduMarket, Kundalik, MAS) ensures automation of management, openness of the educational process, and speed of monitoring. However, in many educational institutions, the methodological foundations of innovation management have not been sufficiently formed.

3.2. Factors Limiting Innovation Management

- Insufficient innovative competencies of managers and teachers;
- The innovative environment and creative management culture in organizations have not been fully formed;
- Low level of skills in working with digital technologies;
- Mechanisms for financing innovative projects are limited;
- Traditional bureaucratic approaches have been preserved in management processes.

3.3. Analysis of international experience

In the Finnish education system, innovative management is carried out through greater professional autonomy, creative freedom of teachers, and encouragement of initiative. In Singapore, based on the "School Excellence Model" management system, the innovative potential of educational organizations is monitored through comprehensive monitoring. In the USA, the project-based management model increases the effectiveness of innovation processes.

It is important to develop adapted approaches for the application of this experience in Uzbekistan.

3.4. Proposals for improving innovation management

- Creation of laboratories of innovative projects in educational institutions;
- Regular training for managers on digital competencies;
- Implementation of a success-oriented strategic management model;
- Motivational incentive system for education managers;
- System of indicators for assessing creativity in the formation of an innovative environment;
- Expansion of financing of innovative projects through international grants.

4. Conclusion

The above analysis shows that improving innovative management in educational institutions is one of the main conditions for improving the quality of education, training competitive personnel, and ensuring the effectiveness of the educational

process. The success of innovation management directly depends on the leadership competencies of managers, the level of effective use of digital technologies, and the ability to form the innovative environment of the organization.

Also, the application of international experience, adapted to local conditions, the introduction of a creative and adaptive management model in educational institutions, and the systematic introduction of modern innovative technologies serve as an important factor in the modernization of the education system. The research results will contribute to the improvement of scientifically based proposals and recommendations aimed at the further development of innovative management in educational institutions.

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