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Organization and Management of the Innovative Activity of Teachers in the Educational System

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Abstract: In this article, the following considerations are explained: the organization, and management of the innovative activities of pedagogues in the educational system, the changes taking place in the economic, social, political, and cultural spheres of our society depend on the educational system, which determines the intellectual potential of our country in the future and is considered the main condition for its development.

Keywords: Innovation, educational system, organization, population, society.

The growth of intellectual potential and development at the level of quality not only affects the increase of educational efficiency, and the improvement of the system in this field but also significantly affects the growth of all areas of this social system. That is why today one of the strategic directions in education is defined as the main factor of innovative activities of educational institutions. Realizing the need to reform the educational system, in practice requires educational institutions to join innovative processes, to see the opportunity to create themselves in the existing innovative space, and, most importantly, to absorb specific innovations. This situation is very relevant today because this process (innovation process) is a condition for the survival of educational institutions (both directly and metaphorically), and a condition for the social protection of the relations of future generations and the team of pedagogues. serves. Life presents educational institutions with new, seemingly impossible tasks, that is, working on the old ones, developing specific innovations, and putting them into practice. One can understand the older generation, which approaches all innovations with extreme caution, is brought up in the spirit of faith in past riches and experiences, likes stability, as well as pedagogues who do not want any changes. In this case, it is necessary to understand that "pursuing innovative processes" is an integral part of our life today. Whether we like it or not, the process of market and market relations is going on behind the walls of our educational institutions. This process is directly related to us because of the concept of competition between educational institutions, their competitiveness, quality of education, and social order, all this is entering our life. Rather, we should always feel that this process is the environment in which we live, the way of life. It is futile and dangerous to resist this process. We have no choice and are forced to participate in this fast-track process (chase process). The most important thing in this process is to participate intelligently, and in a useful way, for our organization. 7 experts believe that the ability to change is the decisive factor of development today, the main factor that ensures the competitiveness of one or another educational institution. Today, instead of the traditional and public education and training processes in the school and higher education system, innovative processes are entering the development of educational institutions.

Innovation (in-"like", Novus-"new") means innovation, innovation. "Innovative education" usually means introducing new (useful) elements into the educational process. Therefore, innovation in the education system is directly related to change. Such changes to the educational system: purpose, content, method, technology, form of organization and management system;

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originality in pedagogical activity and organization of learning process; to the system of control and assessment of educational levels; educational and methodological support; system of educational affairs; curriculum and training programs; depends on the activity of the student and the teacher. The novelty is relativity in the historical aspect. Innovation is historical, that is, it can appear before its time, become the norm in time, or become obsolete. In the process of development of a school or higher education system, perhaps the educational system as a whole: absolute novelty (ie, the absence of a prototype); relatively new; original, inventive ones are taken into account. News types (types) are grouped in the school and higher education system according to different bases: The first classification (group) is based on the introduction of news and its relevance to the pedagogical process taking place in the school and higher education system. Based on the understanding of this process, it is possible to distinguish the following types of innovation: educational purpose and content; pedagogical process methodology, tasks, methods, technologies; forms and means of organization of education and training; management, pedagogue, and student activities.

The second classification (group) into the educational system is based on the sign of the scale (volume) of introducing the innovation. The following changes can be distinguished here: 8 - local and separate, unrelated to each other (one-sidedness); - complex, interrelated; - systematic, covering the entire school and higher education system. The third classification (group) is based on innovative capabilities. In this case, it is taken into account: modification of the known and accepted related to educational programs, curricula, improvement of structures, inventiveness, change of views; introducing new features to combinatorics (changes); radical changes. The fourth classification (group) of innovations is grouped based on their characteristics compared to the previous ones. In this approach, novelty is determined by substitutions, cancellations, or disclosures. In this case, as a source of renewal in the school and higher education system: social order as a need of the country, region, city, and district; reflecting the social order in law and documents of regional and regional significance; Intuition and creativity of leaders and pedagogues in achieving a comprehensive science of man, advanced pedagogical experience, testing mistakes and shortcomings; experiment and test works; foreign experiences. The innovative policy developing in our country sets important and responsible tasks for education. The document "Education for an innovative society in the 21st Century" adopted by the "Group of Eight" in St. Petersburg in July 2006 requires consideration of the enlargement of ideas and a solution to the problem. In the strategy of future development of science and innovation, the creation of an "innovative person" means that he should be inclined to innovation and new knowledge regardless of his work. Today, modern innovation is emerging. The phrase "innovative education" appears on the website of current national projects, and it says that innovative education requires teaching to be carried out in the process of creating new knowledge. This requires the distinction between the existing concept of "Innovative educational technologies" and the new concepts of "innovative education". The field of education is one of the first in our country to start active innovative activities. It is known that such actions were launched at the end of the 20th century. For example, A.G.Rivin and V.K.Dyachenko's views on collective teaching, D.B.Elkonin, V.V.Davidov, and L.V.Zankov on developmental innovative education gained some importance in their time. At the same time, other innovative educational technologies: dialectical teaching methods (A.I.Goncharuk, V.L.Zarina), method of individual orientation of teaching (A.A.Yarulov), "Ecology and dialectics" (L.V.Tarasov), heuristic teaching (A.V.Khutorskoy) dialogue culture (V.S.Bibler, S.Yu. Kurganov), project self-reflection (G.P.Shedrovitskaya) and others. The above-mentioned technologies are used to increase mastery in teaching, increase interest in the educational process, improve understanding of educational material, form functional literacy, project literacy, theoretical thinking, ecological and economic thinking, communicativeness, social activity, civic consciousness, directed to self-awareness, and solving other tasks. Currently, after moving to the innovative path of development of other spheres of activity, including production, the sphere of education performed only the function of training leaders for them. But in reality, it looks different. In the past, there were few and independent innovators who were enough for the society. For the

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educational technologies mentioned above, the innovators were only pedagogues, and their innovations were directed to the formation of necessary qualities in students, and attention was not paid to directing innovative thinking and ability to innovative activities. The expressed opinions demand to separate and look at the concepts of "innovative educational technologies" and "innovative education" as follows: innovative educational technologies and programs are all educational technologies, the result of the innovative activity of the pedagogue who creates and develops them. is considered

Innovative education is such innovative educational technologies and programs, in which the pedagogue is the result of innovative activity and is considered the creator (generation) of innovative ideas of the students; mono-innovativeness of production (innovation of specialists) corresponds to non-mono-innovativeness of education - (pedagogical innovation), its innovativeness, pedagogic innovation, their consequence is the innovation of those being taught. At this point, the urgency of the issue is to develop the existing "mono" innovative educational technologies to the "bi"-innovative state. These are confirmed by their practical proof in the case of experiments and inventions created by several foreign students. Innovation (English innovation) is innovation.

A.I.Prigozhin understands the purposeful changes that introduce new, relatively stable elements to a specific social unit - organization, population, society, or group. This is the activity of the innovator.

In the first approach, some new ideas brought to life are illuminated.

In the second approach, the interaction of separately introduced innovations, their unity, competition, and eventual replacement of one by another.

Scientists distinguish the concept of periodicity of life in the analysis of the microstructure of the innovation process. This concept implies that innovation is a measurable process.

The concepts of novelty and innovation are different in scientific fields. Innovation is a tool: a new method, methodology, technology, etc.

V.I. Zagvyazinsky defined the concept of new, new in pedagogy as not just an idea, but approaches, methods, and technologies that have not yet been used, but the elements of this pedagogic process are combined or taken separately. It reflects the advanced beginnings of effectively solving the tasks of education and training in changing conditions and situations.

According to R.N. Yusufbekova, Pedagogical innovation in teaching and education is a previously unknown and previously unrecorded state, resulting, in developing theory and possible change of pedagogical reality leading to practice. considered as content.

R.N.Yusufbekova distinguishes three blocks of the structure of the innovation process in pedagogic innovation:

The first block is the block of separation of novelty in pedagogics. It includes innovation in pedagogy, classification of pedagogic innovation, conditions for the creation of innovation, standards of innovation, willingness to adopt and use innovation, tradition and innovation, and stages of the creation of innovation in pedagogy.

The second block is the block of perception, assimilation, and evaluation of innovation: pedagogical communities, diversity of innovation evaluation and assimilation processes, conservatism and innovation in pedagogy, innovation environment, perception of innovation by pedagogical communities, and readiness for assessment.

The third block is the block of innovation use and its implementation, that is, the laws and types of innovation implementation, use, and wide implementation. M.M. Potashnik's interpretations of innovation processes attract one's attention. He provides the following structure of the innovation process:

structure of activity - motive - goal - task - content - form - methods - sum of methodology

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components;

international, regional, district, city, and other subjects of subjective structure-innovative activity;

international, regional, district, city, and other subjects of structural-innovative activity;

content structure - emergence, development, and assimilation of innovation in educational work, management (etc.);

life-based on leadership is a periodic structure - the emergence of innovation - rapid growth - maturity - assimilation - diffusion (absorption, spread) - enrichment (saturation) - backwardness - crisis - irradiation (deception) - modernization;

management structure - the interaction of 4 types of management actions: planning - organizing - leading - controlling;

organizational structure - diagnostic, predictive, purely organizational, practical, generalizing, implementing.

The innovation process consists of a system that includes structural structures and laws.

In the literature on pedagogy, 4 main laws of the innovation process are distinguished:

the law of vicious disorder of the pedagogical innovation environment;

finally, the law of fulfillment;

the law of molding (stereotyping);

the law of periodic repetition and return of pedagogical innovation;

In the law of unbridled disorder, holistic ideas about the pedagogical process and events are broken, pedagogical consciousness is divided, pedagogical innovation is evaluated, and it widely spreads the importance and value of innovation.

Finally, the law of realization is the vitality of innovation, which sooner or later, spontaneously or consciously.

the law of molding (stereotyping) is that pedagogical innovation tends to reduce thinking to one mold and move to practical action. In such a case, the pedagogical template (stereotype) is forced to lag behind and become an obstacle to the implementation of other innovations.

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