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THE SPECIFICITY OF THE MANAGEMENT OF EDUCATIONAL INNOVATION IN THE CURRENT PERIOD

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Annotatsiya. Mazkur maqolada ta'lim tizimini innovatsion boshqarish xususiyatlari ilmiy-amaliy jihatdan ochib berilgan. Shuningdek, oliy ta'lim tizimining innovatsionligini oshirish, xorijiy davlatlarni innovatsion ta'lim texnologiyalari va innovatsion boshqaruv texnologiyalaridan samarali foydalanish, ijtimoiy va texnologik innovatsiyalarni rivojlantirish va rag'batlantirishda davlat siyosatining o'rni va ahamiyati ochib berilgan. Maqolada innovatsiya tushunchasi, funksional modellashtirish metodologiyasiga muvofiq ta'lim sohasidagi innovatsion jarayonni boshqarish muammolari ko'rib chiqilgan. Ta'lim muassasalarida innovatsiyalarni yaratish va joriy etishni qo'llab-quvvatlashning boshqaruv tomoni ilmiy-amaliy nuqtai-nazardan batafsil tahlil qilingan.
Kalit so'zlar: kasbiy ta'lim, innovatsiyalar, sifat menejmenti, kadrlar tayyorlash, boshqaruv tizimi, innovatsion ta'lim, o'quv jarayoni, uzluksiz ta'limning bashoratli modellari, loyiha hamjamiyati, tashabbus-muammo tipidagi loyihalar, boshqaruv vazifasi, boshqaruv kompetensiyasi.
Аннотация. В данной статье раскрыты особенности инновационного управления системой образования с научной и практической точки зрения. Кроме того, раскрыта роль и значение государственной политики в повышении инновационности системы высшего образования, эффективного использования инновационных образовательных технологий и инновационных управленческих технологий зарубежных стран, развития и продвижения социальных и технологических инноваций. В статье раскрыто понятие инноваций, проблемы управления инновационным процессом в сфере образования по методологии функционального моделирования. Подробно проанализирован управленческий аспект поддержки создания и внедрения инноваций в образовательных организациях с научной и практической точек зрения.
Ключевые слова: профессиональное образование, инновации, менеджмент качества, подготовка кадров, система управления, инновационное образование, образовательный процесс, прогностические модели непрерывного образования, проектная общность, проекты инициативно-проблемного типа, управленческая задача, управленческая компетентность.
Annotation. This article reveals the features of innovative management of the education system from a scientific and practical point of view. It also reveals the role and significance of state policy in increasing the innovativeness of the higher education system, the effective use of innovative educational technologies and innovative management technologies of foreign countries, the development and promotion of social and technological innovations. The article deals with the concept of innovation, the problems of managing the innovation process in the field of education according to the methodology of functional modeling. The managerial aspect of supporting the creation and implementation of innovations in educational organizations is analyzed in detail from a scientific and practical point of view.
Key words: vocational education / innovation / quality management / personnel training / management system / innovative education / educational process / predictive models of continuous education / project community / initiative-problem type projects / managerial task / managerial competence.

In the modern era, he perceived the role and importance of educational and scientific and technological progress as a serious factor in the basis of sustainable development. Today, Education cannot be imagined beyond science. In Soviet times, science was concentrated mainly in the academy system, with universities being viewed more as centers of Education. But now in the developed countries of the world, universities are formed, first of all, as centers of Science, the educational process is based on scientific innovation. Thus, universities are formed as centers of Science and education to meet the needs and demands of society. In order for our universities to integrate into the globalized world, it is necessary that our universities perform such a task today. However, it should be recognized that today the strengthening of the material and technical base of the educational system, the purchase of modern know-how-type devices is not such an easy task for higher education institutions that are being financed by the per capita financing mechanism, of course. Thus a.E.Alieva argues that" one of the efforts of the Republic of Uzbekistan to reform the educational sphere is that pedagogical personnel operate in a timeless way, have deep knowledge, skills, skills and culture related to the upbringing of a comprehensively developed perfect personality " [1].

Today we are talking about the boundlessness of Science and believe that scientific discoveries, like many other high values, are international in nature and belong to all of humanity. In our opinion, education should have a global character, like science, that is, not be the homeland of Education. Today, speaking about human civilization in a global sense, it is difficult to imagine that on Earth, which is our common home, part of the population is at a high intellectual level, and the second part is completely illiterate. On the other hand, the globalization of society assumes that the education system around the world has a similar structure, even if it is not the same, that people continue to study in any country, school or university. By the way, I would like to mention one issue, this problem worries not only our region, but the whole world in subsequent years. The fact is that in recent years, science-oriented funds have paid off several times, in some cases up to 10 times, so large investments are being made here. At the moment, there is a big difference between the exchange of generations, the exchange of new personnel somehow forgotten, that is, the investment in science with the funds allocated to education. As a result, a young professional who has graduated from the University falls into a scientific environment with more opportunities than he has learned and goes through several years of adaptation. If such equipment is purchased and taught in educational institutions at the expense of funds allocated for the subject, it will only give a positive result, which will serve to fill the gaps between generations.

The law of the Republic of Uzbekistan "on innovative activities"defines "innovation" and "innovative activities"as: "innovation is a new development that is included in civil circulation or used for personal needs, the application of which ensures the achievement of a large socio – economic effect in practice", "innovative activities are activities to organize new developments, as well as to ensure their transfer and implementation in Today, preparing society to "work"with the innovations of science, maturing their use is the main issue, which assumes the unification of efforts not only within the framework of one state, but around the world. During daily communication with students at universities, we see among them talented young people who are able to work in the most famous technoparks of the world. But without getting acquainted with modern innovations, without having the habits of practical work with them, only talent, strong theoretical knowledge, deep memory, intellectual level are not enough. Today, not all universities have such technical capabilities. Therefore, through integration between world universities, as a result of joint efforts, we must try to introduce young people to scientific innovations in the educational process.

The problems of the effective use of innovative technologies in the development of the higher education system were clarified. Directions for solving the problem were sought. Taking into account the fact that the quality of innovative technologies implemented in the higher education system today depends on the scientific potential of personnel, the assessment of personnel in higher education was carried out using expert assessments as a quantitative assessment. On the basis of the collected data, such techniques as comparative, empirical methods of scientific knowledge – generalization, grouping, observation, systematic approach were effectively used.

The transfer of scientific innovation to the educational environment is an extremely necessary factor, which, in our opinion, can be carried out mainly in 3 directions: 1) Organization of training based on priority scientific directions based on scientific innovations. 2) mastering the scientific achievements of

students. 3) strengthening the material and technical base of the educational system.

In recent years, in higher educational institutions of Uzbekistan, to connect the educational process with scientific research, to strengthen the integration of Science and education with production, the formation of practical knowledge, skills and habits necessary for scientific research and professional activities in students, undergraduates and doctoral students, the application of scientific knowledge to improve innovation and innovation in various fields of, the relevant ties between the institutes and a number of production enterprises were strengthened with the aim of attracting leading specialists in specialty areas to the educational process and conducting an educational and methodological educational process. The adoption of the law of the Republic of Uzbekistan on innovative activities (July 24, 2020) in order to create the relevant legal framework provided for in the state program" year of development of Science, Education and digital economy "was an important step in the construction of a new Uzbekistan. Benihoya plays an important role in strengthening the innovative legal mechanisms of the creation of new ideas, new discoveries, scientific developments and introduction into life, which guarantee our progress and accelerate it even more [2].

Innovation is the content and implementation of innovation. The term began to be widely used in economics, and later in various disciplines. The creation of innovations is determined by specific aspects in various fields of science. But complex processes also have in common such as the creation of intellectual innovation in various fields, inventiveness, rationalization. There is even an algorithm of these processes. Currently, theories and methodologies are very common in the world, such as the independent execution of creative tasks, the choice of algorithms that are needed from established tasks. Japan, South Korea, etc. Countries that have been following the path of innovative development for a long time, these subjects are taught in secondary schools. At the time of admission to higher educational institutions, applicants take an exam in this subject. Unfortunately, our specialists in science, education and technology are unaware of the theory of independent execution of creative tasks included in the school and university programs of many developed countries.

Today-the formation of a creative, creative, critically thinking new generation at the stage of building a knowledge-based economy is one of the main goals of our national education. Of course, the excessive use of tests in all branches of our national education is preventing the development of creativity (in international practice, the use of tests in education is increasingly limited, for example, in the US, several billion-dollar educational megaloises. in recent years, with the aim of removing tests from education). In this regard, the introduction of the theory of independent execution of creative tasks into educational programs in our country can help to mature competitive, creatively thinking young people. Of course, the excessive use of tests in all branches of our national education prevents the development of creativity (in international practice, the use of tests in education is increasingly limited, for example, in the United States, several billion-dollar educational megaloises have been implemented in recent years with the aim of removing tests from education). In this regard, the introduction of the theory of independent execution of creative tasks into educational programs in our country can help to mature competitive, creatively thinking young people, consists in the formation of a creative, critically thinking new generation. Of course, the excessive use of tests in all branches of our national education prevents the development of creativity (in international practice, the use of tests in education is increasingly limited, for example, in the United States, several billion-dollar educational megaloises have been implemented in recent years with the aim of removing tests from education). In this regard, the introduction of the theory of independent execution of creative tasks into educational programs in our country can help to mature competitive, creatively thinking young people. It prevents the development of creativity (in international practice, the use of tests in education is becoming increasingly limited, for example, in the United States, several billion dollars of educational megaloyihas have been implemented in recent years with the aim of removing tests from education). In this regard, the introduction of the theory of independent execution of creative tasks into educational programs in our country can help to mature competitive, creatively thinking young people. In this regard, the introduction of the theory of independent execution of creative tasks into educational programs in our country can help to mature competitive, creatively thinking young people.

The very creation of innovations does not mean economic development. The innovations created must be applied so that there is real economic efficiency and development in the economy. If the purpose of

scientific activity is to obtain new information by spending money, the purpose of innovative activity is to generate income through new information. During the USSR, Soviet scientists created certain innovations, but very few of them were used in the economy (mainly in the military-industrial complex). Most innovations “fell asleep” on the shelves, and several, somehow, fell into the hands of foreign companies (in most cases without solving copyright problems). This inefficient performance was attributed to the failure of innovation management. Therefore, it is not enough to create innovation, it is necessary to be able to apply it quickly, to benefit from it (commercialization). More than 2,500 years ago, the genius Chinese philosopher Confucius said that a people who enjoy science and education will prosper.

Management science studies innovation management. This area, called Innovation Management (Innovation Management), is currently developing rapidly. Today, innovation is widely used in all areas of human activity. In fact, there have always been innovations in the history of mankind, and the development of mankind was possible thanks to updates. Innovation has been talked about more in the last 20 years. This is due to the rapid development of ICT and its application in various industries, the creation of many new innovations, an increase in their chances of reaching the World Market, an increase in application efficiency, competitiveness and economic efficiency.

The term" innovation " is synonymous and is often used in the same sense. Innovation (innovation) is the process of creating and applying something new, that is, a complex intellectual process that embodies Science, Technology, economics and management. It includes a complex of production and consumer relations. In a broad sense, innovation is understood as the beneficial use of innovation (new technology, product, service, production, finance, commerce) in the form of administrative, organizational and technical and socio-economic decisions. Therefore, the terms” innovation “and” innovation " are used in the same sense. People who create and apply innovations are called Innovators. Without innovators, innovation and innovative development is impossible. The Innovator must have creative, non-standard thinking, high erudition and knowledge, entrepreneurial abilities. These characteristics can be created thanks to quality education. Therefore, when creating innovators, it means that the role of education in innovative development is important. The science of innovation deals with innovative processes. Innovation is the scientific basis, theoretical basis of innovative activities.

Innovation is a scientific direction that deals with the preparation and development of scientific methodologies and methods for predicting and creating innovations. Innovation is also understood as the methods of planning and organizing innovative activities, implementing innovations. Analyzing the modern development of innovation, this development forecast makes it possible to express the problems of many fundamental disciplines. The solution of these problems gave impetus to the development of the theoretical base and methodological foundations of innovation as an object of research. Therefore, innovation as a scientific direction is a complete system of new knowledge, technologies, methodologies and methods. This system includes a logically integrated conceptual scheme of a single, interconnected and complete system of innovative processes.

Innovation in education refers to the application of various innovations to the purpose, content, methods and forms of education, the organization of joint activities of the teacher and student in the economy, the organization and management of education on the basis of new knowledge. Innovations in education can be carried out at the national or regional level, as part of educational reform or targeted development programs, in a centralized form or in a local form on the initiative of an educational institution (TA). At the moment, experimental events can be organized within the framework of the pilot project. Of course, all these processes must be carried out on a legal and regulatory basis.

A distinctive feature of global processes in modern education is its constant modernization. The main goal of the modernization of education is to achieve high quality in today's conditions of mass education. The educational system of developed countries is developing on the basis of world trends. Global trends are determined by a new level of World Development. To this end, relevant educational strategies and development programs have been developed and are currently being implemented in many countries. Today, the strategic approach in education is more important than in other areas of activity.

In the modern era, there are some trends that lead to innovation: humanization of the teaching process; high requirements for the quality of children's education and the maturation of the younger generation; attention to cultural and spiritual values; competitive relations between educational institutions.

Each educational institution goes through 3 stages in the process of renewal: formation (the stage of creating a new educational institution, a new team or updating a large part of the team); activity (the stage of organizing the work of the educational process on the basis of traditional, sustainable program and pedagogical technologies); development (the stage of creating and applying new content, Developing educational institutions differ from educational institutions operating in a traditional, sustainable format. These differences also manifest themselves in management. Pedagogical technologies that give positive results in the traditional mode of work may in some cases not give the desired result in the new mode of innovative work. In educational institutions, the main subject of innovative activity is the teacher, and the object of management is the educational process.

The subject of Management in advanced educational institutions is the purpose, content, methods and forms of Education. In practice, the object of each innovative educational process is students. The main task of researchers and heads of educational institutions is to get as close as possible to the predicted results of Education. The application of each novelty, novelty, novelty goes through certain stages in its development: the creation of an idea, the formation of a goal, the concretization (formation) of a new idea, the implementation, dissemination of a novelty, “habituation”, “obsolescence”, “novelty”. In the innovative regime, the process of active personal self – determination of all participants in the educational process-teachers and students continues. This is manifested in the nature of the interaction of people. The life stages of innovation are closely related to the stages of development of the community adopting innovation.

As a rule, the team involved in the innovation process goes through several stages in its development. Lack of courage - ” cooperation " stability-a mature team. The last two stages are the team's stage of high awareness of the innovation process. This is determined by the participation of each member of the team in all stages. The development of the collective from the maturation stage to the maturity stage depends on the speed of change of innovative periods. The main task of the management manager of innovative processes is to study the attitude towards innovation, to collect various attitudes and opinions towards it.

The emergence and application of innovation is characterized by a complex system of attitudes towards this innovation. According to statistics, at the stage of creating new ideas, the employees of the educational institution are divided into the following groups, depending on the level of motivation for innovation: 1. Leadership group (1-2%). 2. Group of positive people (50%). 3. Group of neutrals (30%). 4. Negative group of people (20%).

People with low motivation to master and apply innovation will resist this innovation in various forms. Experience shows that positive results change people's attitudes towards innovation. “Adaptation” to innovation depends on the individual characteristics of the individual – the type of nervous system, the level of reflexivity, the level of excitement, creativity, competence, self-esteem, etc. depends on factors. The main task of the innovation process manager is to transfer people in groups 3 and 4 into a zone of high motivation. Therefore, information and guidance play an important role in the implementation of innovation. At this time, each participant correctly understands his duty and task. If a person correctly understands his mission and duty, the processes of self-determination, self-expression, self-realization begin, his stereotype changes, self-development occurs.

For an educational institution, the management of modern innovative processes and innovations is quite complex, so there is a need for qualified consulting services in the field of innovation (unfortunately, there are no consulting companies in the field of educational innovation, in general, educational services. In our country, perhaps, there was no need for competent consulting). All elements of goal setting, analysis, planned steps, pedagogical technologies, Organization of innovation, expert supervision, and, in short, innovation management are involved in this process. We must strive to have more elements of self-control and self-control than external regulation. By managing innovative processes, ultimately it is possible to control the development of the team. Every innovative process is probability. It is not easy to predict the result of innovations, the level of risk is high. In order to get rid of many errors at the design and modeling stage, it is advisable to create an innovative test program and an analytical justification of the novelty. The innovative test program is developed by the individual (project team) performing the experiment. This program should then be analyzed by experts.

Feedback given on the innovation pilot program can in fact be seen as feedback on the implementation of innovation. These issues should be reflected separately in the opinion: the completeness of the content of the

program, the structural relationships and sequence of its parts and blocks, logic, constructivism, errors, shortcomings, shortcomings, reasonable proposals and additions to the program, the final expert opinion (the opinion clearly states that the proposed novelty can be applied in the option or all errors and Once the innovative activity program of the educational institution is identified and the expected main results are forecast, the heads of the institution can develop a targeted complex program together with the initiative group. This program will consist of stages of implementation of organizational measures and innovations.

Organization of the stage of introduction of innovations. Purpose: to create conditions for the identification, formation and development of innovative processes in an educational institution. Construction of the model and technology of the working system of TM in the conditions of the application of innovations. Targeted forms and measures of Labor Organization: 1. Organization of work with personnel. 1.1. Management level advice. Objective: to develop strategies and tactics to apply innovation. 1.2. Scientific (pedagogical) Council. Purpose: to decide on the organization of the experiment, to encourage team members to create conditions for the application of innovations. 1.3. Production advice. 1.4. Creative team meeting. 1.5. Work on self-education. 2. Work with parents. Purpose: to acquaint parents with the goals and objectives of the experiment, joint activities in organizing and conducting an experiment with them. 3. Rectorate meeting (board of educational institution). Purpose: to make a decision to start the experiment. 4. Communication with base enterprises and organizations. 5. Control, analysis, regulation. Objective: a preliminary analysis of the collection of information and the implementation of an experimental program. 6. Providing information. Objective: to collect data to manage the process of introducing innovation. The goals and objectives of collective software activity should be prepared on the basis of a detailed analysis of the current situation in TM and development forecasts. The goals and objectives of the program should be agreed with all structural units of the TM, supported by the majority of the team, adapted to new conditions, realistic, increase the level of motivation and motivation, allow control. In TM, innovative processes should be managed taking into account the predictions of final results, and intermediate results of the process should be discussed in a collegial way.

To manage the introduction of innovations, an innovative bank must be established. To do this, the innovator must prepare a special form for each novelty. The prepared form should cover these sections: 1. Problem. It is necessary to determine what contradictions are necessary to replace traditional educational practice with a new one (that is, what is the need for innovation?). 2. The purpose of innovation, innovation. In order to express the goal clearly and correctly, attention should be paid to the second part of the issue. At the end of the work, it should be known what to achieve. 3. The essence of innovation, innovation. A complex of interconnected tasks that must be solved in order to achieve the goal must be described in detail. 4. Predictive results of the introduction of innovation. The projected result should reflect the exact indicators of the achievement that must be achieved: possible positive results, possible losses, risks, negative results, methods of their elimination. 5. Classification of innovations in areas of knowledge application. It is necessary to show separately which areas of knowledge the novelty will solve. 6. Innovator. The information sheet should contain a special note on who applied innovation. Given this innovation, the innovator is Who – author, user, promoter, etc. 7. The stages of innovation should be indicated: 1) the formation of an idea; 2) setting a goal; 3) the development of innovations; 4) experimental testing and experience; 5) the spread of Innovations; 6) the implementation of innovations within the framework of the existing structure; 7) the innovation was experimentally tested. It shows how many times he passed the test during and after the school year; 8) innovative experience.

An innovative educational experiment is carried out mainly in 3 stages: deterministic experiment – monitoring the process of recording results; clarification of the hypothesis according to the results of a determining experiment; formative experiment – pedagogical technology and the formation and description of expected results. There are two types of innovative experimentation: active and passive. Active experience can have a laboratory and industrial character. Passive experiment is pedagogical observation.

8. Problems at the implementation and development stage. It is these problems that prevent the implementation of innovations.

9. Experimental controllers. As specialists-experimenters, there may be teachers, other TM leaders, Methodists, scientists, etc.

10. Evaluation of innovations.

11. What other problems to solve?
12. Notes on the importance of innovation.

The established form is replenished on the basis of the results of an examination for the application of innovative programs and innovations. After the establishment of an innovative bank, it is necessary to carefully analyze the results. Only in this case, the management of TM can carry out an innovative correction and adjustment program. After the establishment of the Bank of educational innovations, the conditions for the examination of innovative activities, the resolution of issues of control, analysis and regulation of innovative processes, the development of innovative potential of professors and teachers should be established. So, seeing the peak of human development in the construction of civil society, this can only be achieved by bringing the achievements of science to life, developing education based on scientific innovations, strengthening Science-Education-production relations, increasing the intellectual level of people.

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