

**ORGANIZATION AND MANAGEMENT OF INNOVATIVE ACTIVITIES OF
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Abstract: In this article, the main attention should be paid to the developing of strategic plans for the development of creative thinking, thinking and interpersonal management skills of a modern teacher in the context of innovative teaching in continuing education, especially in the context of the use of innovative technologies by teachers. The introduction of new approaches to educational institutions, first of all, requires updating the content of education, introducing advanced pedagogical technologies and modern teaching methods. It is necessary to adapt management to the requirements of modern socio-economic conditions and to base it on the structural components of activities specific to innovative education.

Keywords: modern education, management, innovation, pedagogical technologies, socio-economic opportunities, educational content and strategy.

Today, in modern schools, it is necessary for a teacher to be in constant search for innovation, to change his thinking, psychological attitudes, and also to work on the basis of forming innovative ideas in others. Teachers need to be specially prepared for such activities, which, in turn, should focus on explanatory work for teachers to carry out creative activities on this or that basis when drawing up long-term strategic plans for the development of education, which is one of the main functions of the heads of educational institutions. This, in turn, creates opportunities for expanding the scope of teachers' professional interests, that is, from studying methodological literature to conducting theoretical psychological-pedagogical and fundamental research. Good scientific and pedagogical preparation ensures the effectiveness of innovative activities. Teachers who actively participate in innovation processes become a catalyst for regular self-development and improvement of the education system, that is, they play a significant role in accelerating these processes.

Working with such teachers, that is, managing and organizing the activities of employees who can lead a team, has its own characteristics. Therefore, it is necessary for the heads of educational institutions to have the necessary knowledge, skills and qualifications in creating and implementing innovations, effectively using the potential of inventors, promoting and popularizing their experience, and evaluating the results of their innovative activities, especially at the school and pedagogical team levels, which determines their integrative skills. Integrative skills are generalized skills that are necessary for the heads of educational institutions to

achieve positive results in their management activities and to systematically plan and implement the internal management of the school aimed at developing the educational process. Without this skill, it is difficult to clearly determine the ways, means and deadlines for achieving the goal. Conclusions and recommendations based on the integrative basis of pedagogical science and previous experience are a source of new ideas, which, in turn, have an impact on the effectiveness of managing innovation processes. In general, the organization of innovative activities in educational institutions is caused by objective and subjective factors. Objective factors include the new educational policy of the state, fundamental and applied research in the field of education, and the experience of secondary schools in the field of innovative activities.

Subjective factors include socio-territorial needs, the development process of the educational and educational activity of the educational institution, the development of scientific and methodological knowledge, skills and qualifications of teachers, the growth of the potential of the educational institution, and changes in management characteristics. The introduction of new approaches to an educational institution depends, first of all, on updating the content of education, the application of advanced pedagogical technologies and modern teaching methods, the organization of the educational process on a scientific basis and its management in accordance with the requirements of modern socio-economic conditions, the creation and improvement of scientific and pedagogical foundations for the retraining and advanced training of pedagogical staff, and the reliance on structural components of innovative activity inherent in all types of innovative educational institutions. The following are defined as pedagogical conditions for organizing the process of innovative activity of an educational institution:

Development of a set of theoretical and pedagogical rules reflecting the specific features of innovative activity. The set of theoretical and pedagogical rules is determined by the foundations of innovative activity and includes the purpose, task, content of innovative activity and the principles of its organization. Factors that attract an educational institution to innovative activity cause motivation for innovative activity. The work on organizing innovative activity will be aimed at achieving the main goal, and in this regard, major changes will occur in the educational institution. To achieve these goals, it is necessary to perform a number of tasks: to base the implementation of a model of educated and capable graduates that meet the socio-economic needs of society (update the content of education);

Motivation is of great importance in organizing the innovative activities of pedagogical staff. In particular:

The procedural theory of motivation is one of the most modern methods, which is based on how people behave in terms of self-knowledge and upbringing.

Although the listed theories differ from each other in some issues, they do not deny each other.¹ The introduction of innovative approaches to the process of vocational guidance of high school students (updating educational programs), in which innovative approaches include the following:

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INNOVATIVE APPROACHES



First, to cleanse the content of textbooks of various ideologies and fill them with ideas that create competition;	secondly, to introduce some new and developing changes to the existing programs in accordance with state educational standards	Thirdly, introducing new subjects into the optional and school-restricted blocks of hours in the curriculum
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The creation of updated technological and software-methodological products reflects the urgent needs for the implementation of theoretically developed ideas of continuous education. This idea raises the problem of searching for modern technologies of education and upbringing, which are based on the relationship between the subject, student and teacher, which are the foundations that determine the conditions for general development aimed at understanding the interests, abilities and qualities of the individual;

1. Selection of teaching aids that are considered more effective.
2. Formation of the scientific and research potential of the educational institution. An important basis for organizing innovative activities in the conditions of the institution is the formation of the scientific and research potential of the educational institution, which develops on the basis of cooperation between teachers and students.
3. The main conditions for ensuring the organization of innovative activities are the formation of separate management aspects, that is, an updated management structure aimed at organizing this activity. In connection with the organization of innovative activities on a scientific basis, stability in the introduction of innovations into the educational process is achieved. The most important thing in this is the selection of innovations taking into account the readiness and needs of the pedagogical team for innovative activities.

¹Valijonov R. and others. Fundamentals of Management. T., "Sharq", 2002, 122 pages.

Systematic management of the development of the education system is aimed at uniting members of the pedagogical team within the framework of programs aimed at a single goal, combining separate innovative projects, while performing the normative functions of educational institutions.

The foundations that encourage school leaders to innovative activities and ensure their actions in this direction in the organization and management of the innovative activities of teachers of general secondary educational institutions are divided into four main groups:

- firstly, personal material interests that arise as a result of this innovation, which are directly related to respect, power, authority and status;
- secondly, the desire for self-professional development in accordance with the effective development of the organizational system;

- thirdly, understanding the importance of innovation processes in the spiritual and psychological environment of the team;
- fourthly, understanding the content and essence of operational management and accepting the logical necessity.

In this process, the following tasks are the main tasks of the heads of educational institutions in improving the educational process, implementing innovations and the main conditions for the effectiveness of their management activities and pedagogical innovations:

- the relevance of innovation for the school community as a key factor in solving problems and ensuring strategic development;
- the correspondence of the selected innovative tools to the capabilities of this education;
- the full scientific basis of innovations;
- the significance and systematicity of innovation processes;
- taking into account the personal and professional characteristics of those who create and use innovations and understanding the importance of innovations, expressing a high level of responsibility and accountability of each subject;
- the need to create sufficient conditions for minimal pedagogical and managerial risks in innovation processes, to understand the level of risks and their justification;
- the need to reflect changes and development principles in management functions and management mechanisms, in the content of the educational process, in pedagogical technologies, in the program and concept of the educational institution;
- the compliance of the management methodology of managers with the conditions and principles of managing innovation processes.

Modern socio-economic changes that are currently taking place directly affect the education system. The renewal of education involves its democratization, socialization and humanization, the abandonment of the administrative command system in management, the strengthening of integrative processes, and the improvement of the connection of education with production.

These processes determine the need for this system for innovative activities in connection with objective changes in socio-cultural situations.²

The workplace of an employee in management also causes an increase in interest in his activities. The following point can be made about this.

If the workplace is dirty, dark, and uninviting, this reduces the desire to work. If the workplace is clean and ergonomically perfect, clearly expressed motivations for work appear. Herzberg considers these factors to be "hygienic" factors.³

The reforms being carried out in the direction of developing the education system are aimed at organizing and managing the educational process on a scientific basis in all educational institutions, using the most effective, innovative management methods based on scientific and technical achievements.

Strategy (strategos) is a Greek word, which in Uzbek means "general art". In the explanatory dictionary of the Uzbek language, this term is also interpreted as the art of waging war, the art and science of leading a socio-political struggle. The word strategy is widely used today in the areas of leading any activity, determining the future in advance in managing the activities of enterprises or institutions, planning activities in advance, determining the direction of tasks to be performed, as well as determining and controlling the results in achieving goals. This word gives rise to concepts such as strategic plan, strategic planning, management strategy, strategic management, and each of these concepts, according to its content, is of great importance in the

management of educational institutions. A strategic plan is a program (long-term plan) that includes tasks for a long period (five, ten years or more) in the direction of developing the educational system in an institution, achieving the goals set in the educational process, and preparing competitive graduates. It serves as the basis for the annual and current plans of the educational institution and its managers. Strategic planning. The process of determining the tasks that need to be implemented based on the goals of an educational institution, determining the management functions, methods and objectives for the implementation of these tasks, and developing strategic plans for their implementation, in which the scientific basis of the goals and objectives, the accuracy and objectivity of the established deadlines, the knowledge and professional skills of the performers, the influence of the external environment, the development of science and technology, the capabilities of the institution, as well as the management strategy, that is, the directions for managing the implementation of the strategy, are analyzed on the basis of the studied practice.

In conclusion, the leader's many years of experience in organizing and managing the innovative activities of pedagogical staff, his work on himself, and his tireless search allow him to constantly create new strategies. This leads to the management enjoying modern innovative technologies.

²Kenjaboev A.E. Kenjaboev J.A. The use of pedagogical and innovative technologies in increasing the effectiveness of distance learning. Termez-2021, pp. 31-33.

³ R Sharifkhodjaev M., Abdullaev Yo. Management. T., "Teacher", 2001, p. 497.

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