

ORGANIZATION OF INNOVATIVE PROCESSES IN GENERAL EDUCATION INSTITUTIONS

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ABSTRACT

The article represents general secondary education, ensuring efficiency as an integral pedagogical system interconnected with innovative processes to increase the effectiveness of learning and learning processes in the organization and management of innovative processes

Keywords: analytical, preparatory, diagnostic, educational and final stages, dialectics, integrative approach.

Currently, the issue of forming a harmoniously developed personality is being discussed within the framework of state policy, which determines the need to create mechanisms for effective organization and improvement of the activities of heads of educational institutions, teachers, educators, participants in the pedagogical process and other specialists (inextricably linked with the activities of mahallas and parents), the organization of innovative activities, ensuring the effectiveness of the pedagogical process, which is the process of its implementation.

One of the features of the organization of innovation processes is the need to introduce an integrative approach to the processes of introducing innovations into the educational process.

In our opinion, the introduction of an integrative approach to the organization of innovative processes in educational institutions will contribute to ensuring efficiency by ensuring the interconnection and interconnection of educational processes, taking into account external factors affecting routine. In addition, the introduction of an integrative approach to the organization of innovative processes helps to determine the universality of innovations, i.e. to determine the feasibility of implementation into an integrated pedagogical system covering all forms of the educational process.

Thus, the integrative approach makes it possible to analyze the integrative properties of innovative processes, that is, it is of practical importance in the organization of innovative processes as a system with an integrative structure. The formation of innovative processes as a set of interrelated, interacting parts is important, and the interconnectedness, interconnectedness and features of the constituent parts and the general set are the main factors that must be taken into account when organizing innovative processes.

Based on the results obtained on the basis of the study, analysis of sources and the above-mentioned approaches in the direction of the problems of organization and management of pedagogical processes, it can be said that the effectiveness of these approaches in the organization and management of innovative processes determines a number of requirements, such as taking into account the researched news and the specifics of applied innovations.

Thus, when organizing innovative processes organized in educational institutions, as a complex, multi-level process, it is necessary to take into account a number of features inherent in innovative processes:

- dialectics is the process of changing and developing innovative processes, characterized by the effectiveness and efficiency of step-by-step implementation of innovations in practice;

- the periodicity of innovation processes is confirmed by the purposeful, systematic development of the initial concepts, skills and abilities of the subjects;
- the degree of validity of innovative processes the more an innovation differs from traditional methods in accordance with current educational standards, the higher the potential for its transformation and the degree of validity, i.e. it is characterized by the number of qualitative changes;
- the emergence of disagreements in innovation processes-the introduction of voluntary innovations changes the processes of interaction and relationships that have become a tradition in the educational process, and can also lead to conflict situations due to the complication of relations between subjects;
- the relevance of innovative processes – in innovative processes, there is an opportunity for an objective assessment of the attitude of subjects to innovation, since in the process of innovative education there is a change, an aggravation of internal relations. In this process, there is a need to introduce modern educational technologies, which, in turn, is the ability of innovations to characterize teaching and upbringing methods;
- situational dependence of efficiency-the effective organization of innovative processes will largely depend directly on existing situations, as well as on the level of initial training and individual capabilities of the subjects of the educational process;
- the structurality of innovation processes -represents the need for familiarization and objective assessment of the existing state, study and analysis of innovations, approval and determination of the main stages of innovation implementation in practice;
- the possibility of forming an educational strategy for innovative processes-the effectiveness of introducing innovative educational programs and innovative technologies into practice will depend on the development of interest and the level of training of subjects of innovative processes;
- the social orientation of innovative processes based on the coordination of the goals and objectives of the educational process with the goals and objectives of the pedagogical system determines the prospects for personal development, self-realization of the subjects of the innovation process;
- the ability of innovation processes to differentiate according to the interests and capabilities of these subjects of the process -providing additional opportunities for some students in the learning process leads to a decrease in the capabilities of other students.

The importance of the above-mentioned qualities is characterized by the fact that managerial innovations are a flexible, self-healing mechanism for a new process as an integral part of socio-cultural and socio-psychological systems.

The factors leading to innovation have objective and subjective properties and determine its main direction. The pedagogical conditions of the organization of the innovative process of activity make it possible to improve the development of innovations in purposeful, scientifically based processes. Thus, the above-mentioned features determine the need to develop strategies for creating clear procedures and implementing innovative processes in an educational institution for the introduction of innovations based on the organization of innovative processes in educational institutions as functions characteristic of innovative processes.

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