



INNOVATIVE MANAGEMENT MODEL IN HIGHER EDUCATION

Umida Sabirova,

Associate Professor of the Department of Sociology
of the National University of Uzbekistan Doctor of Sociology (DSs)
e-mail:umida-sabirova@yandex.ru

Mavluda Kabirova,

Master of Department of Sociology,
National University of Uzbekistan

Abstract

Improving the professional skills of pedagogical personnel and improving the quality of students' education largely depends on the effectiveness of the methodological work management process. The model developed by the authors brings methodological work to a high, innovative level, which ultimately has a significant impact not only on the effectiveness of improving the qualifications of pedagogical personnel, but also on improving the quality of the educational process in general.

Keywords: quality of education, processes, innovation management, innovations, innovative technologies, higher education, faculty, development.

As a result of the innovative management of higher education, every graduate of a higher educational institution:

- received knowledge based on state standards and norms in the field of academic subjects and fulfilled the norms;
- the ability to take aim in the flow of general information, have an independent opinion and be able to defend one's point of view;
- a free person who has the culture of communication and can think creatively;
- should be able to make independent decisions and take responsibility for their actions.

The assessment of the management process is made by analyzing the level of involvement of the pedagogical team in the work of mobile groups on improving the educational process and giving them the authority to make joint decisions, as well as observing the organizational and pedagogical conditions for the involvement of pedagogical personnel in methodological work.

It is of particular importance to determine the current trends in the creation of a methodological work model in an educational institution aimed at improving the qualifications of professors and teachers.





The tool of knowledge allows to create a management model of methodological work in the context of the innovative development of an educational institution, to imagine the essence of this process, to determine possible changes in it, to determine the conditions for the effective operation and development of the considered process. It should be noted that each educational institution has the right to choose its own model of methodical work management, based on the established goals, tasks, as well as the priorities implemented in the educational system. However, when choosing it, it is necessary to pay attention to the fact that it is the best for this institution. In the context of the innovative development of the educational institution, the structure of the methodical work management model that we are designing implies the separation of interrelated components.

From an innovative perspective, the twenty-first century education model should be: In Education: The Person and his responsibilities; The role of the state and society; Science and production; integration; democratization; intellectualization; computerization; individualization; humanization; humanitarianization; differentiation; standardization; versatility; continuity; technology; the implementation of the innovation will take off.

New goals arise: teaching to acquire knowledge; learning analytical, critical thinking; to be able to analyze their own activities; improvement and development of continuous creative activity; use their internal capabilities; show initiative; free - confident thinking, reasoning; ability to feel responsibility; avoid bad habits; being able to establish relationships; preparing and adapting people to a changing situation; to have a comprehensive view of the world; ability to solve problems that may be encountered.

The process of organization and management of methodological work is based on a set of innovative methodological approaches. The conceptual basis of the whole model is a methodological block that defines the leading rules of collective, situational, reflexive approaches that build management activities on the basis of conceptual ideas. A collective approach to management (a form of collective management) [1] implies the creation and operation of management groups based on the process of delegation of authority and the distribution of various types of responsibilities. Team management, as a rule, is defined as “a group of like-minded professionals belonging to different areas of organizational activity and working together to solve various problems” [2].

According to A.E. Mitin and N.B. Petrova, the conditions for the successful development of collective management in an educational institution are as follows:

1. “Increasing individual management skills and knowledge;





2. Mutual trust of team members, common values;
3. A favorable atmosphere of cooperation and open awareness of each other;
4. The decisive role of the leader, his respect for the team members, the most effective distribution of responsibilities, the creation of stable communications, clear coordination relations;
5. Establishing and accepting the rules of ethical and business behavior recognized by all members of the team” [3].

Community management is becoming a unique resource necessary for the successful development of an educational institution in the context of developing innovative changes and increasing competition. In this regard, one of the priority tasks of the management under consideration is defined as the formation of mini-teams to solve specific educational tasks and increase the quality of their implementation.

The situational approach in management means that the implemented management actions are in accordance with a specific situation. In turn, management aimed at solving it is the most effective. According to the researches of M.M.Potashnik, P.I.Tretyakov, the implementation of a situational approach to educational management includes:

1. Analysis of the state of education to highlight important problems.
2. Determining the value of the results obtained in different pedagogical situations.
3. Forecast of the development of pedagogical systems based on specific educational situations.

The use of a situational approach to management makes it possible to determine in the best way a set of techniques that will contribute more to the achievement of the institution's goal in certain situations.

A reflexive approach to management in the field of education is generally related to some factors affecting the development of the educational process and the personality of the professor, in which the content of actions, the need for purposeful and variable activity is recognized. The peculiarity of this approach is that it encourages the activity and independence of the controlled in the process of any activity [4]. This approach is based on dialogic interaction between subjects, the result of which is the development of the ability to jointly manage one's own activities and self-management. Thus, reflective management is based on the teacher's self-analysis and self-evaluation of his professional activity.

The integration of the mentioned approaches allows: to improve the professional skills of professors and teachers, to create conditions for them to realize their professional opportunities and abilities; involvement in the process of active interaction in the process of solving pedagogical and educational tasks in mobile





groups. As a result, the effectiveness and quality of methodological work increases in the conditions of innovative development of the educational institution.

The following were chosen as the main principles of successful implementation of methodological activities in the conditions of innovative development of the educational institution: the priority of practice-oriented forms of education; flexibility of methodological support; personal support of professors and teachers.

The method block is closely related to the target block. In turn, it is aimed at ensuring the maximum expediency, effectiveness and optimality of methodological work in an educational institution, which leads to an increase in the quality of the overall educational process, and also helps teachers to realize themselves in their professional activities. In the process of methodological activity, it is important for professors to become an active subject of the process of improving their professional qualities.

The next block included in the methodical work management model in the context of the innovative development of the educational institution is meaningful activity. In terms of content, management and controlled systems are distinguished, which allow to evaluate and describe the management activities of the administrative staff and the activities of the pedagogical team directly from the point of view of their purposefulness. Based on R.R. Burkova's research, we use the following components of the management process:

- ideal method of operation;
- instrumental characteristics in terms of activity structure;
- characteristics of actions that ensure the success of the activity;
- ways of standardization and regulation of pedagogical activity [5].

According to R.R. Burkova, the ideal form of activity includes actions that allow changing the content of methodological work in the conditions of an educational institution. The result of these actions is success, productivity, efficiency, effectiveness and quality of work, which in turn leads to the improvement of competence, competence and professional skills of professors and teachers.

In the conditions of the innovative development of the educational institution, the activity component of the characteristic block of the methodical work management model reflects the choice of modern, innovative forms of organizing methodical support that allow to achieve the effectiveness of the functional roles of teachers, to strengthen the pedagogical interaction and to create a strategy for improving the pedagogical activity in general. In this case, actions should be directed to the entire pedagogical team or mobile groups and adapted to a specific teacher.



The need to separate this block is also determined by the fact that it includes the identification and justification of the most reasonable organizational and pedagogical conditions that ensure the effectiveness of the process of managing methodological work in the context of the innovative development of the educational institution, and thus reflects its content and the achievement of the planned result.

Taking into account the specific characteristics of the educational institution, the following organizational and pedagogical conditions were identified, which significantly affect the effectiveness of the controlled process under consideration:

- formation of mobile creative groups among professors and teachers, taking into account professional needs aimed at solving professional problems facing the modern education system, psychological compatibility between partners;
- creating an interactive learning space for professors and teachers to freely choose the methods of developing and implementing innovative ideas in their professional activities, for self-improvement of their professional and pedagogical potential;
- to increase the mobility and efficiency of professors and teachers by redistributing roles in the team in solving educational and professional problems.

When developing a methodical work management model, it should be noted that the following are of primary importance for an educational institution in the context of innovative development:

- to change the main focus in the organization of methodological work to encourage professors-teachers to constantly self-educate in the process of professional activity;
- search for effective forms of working on professional shortcomings of professors and teachers;
- involvement of professors and teachers in innovative and research activities.

The final part of the model design is the effective-evaluation block for managing methodological work in the educational institution. The main task of this block is to evaluate the effectiveness of both pedagogical activity and the directly implemented management process in methodological work conditions. Within the framework of this study, the evaluation objects include: evaluation of human resources, evaluation of methodical work efficiency, evaluation of the management process. The assessment of human resources is based on determining the needs of professors for self-development and self-awareness in professional activities, as well as their interest in professional cooperation (the need for professionally oriented communication). Evaluation of the effectiveness of methodological works is carried out on the basis of such criteria as the orientation of methodological works to increase the professional qualifications of pedagogical personnel and the readiness of professors and teachers to participate in creative and innovative activities. The





assessment of the management process is made by analyzing the level of involvement of the pedagogical team in the work of mobile groups on improving the educational process and giving them the authority to make joint decisions, as well as by observing the organizational and pedagogical conditions for the involvement of pedagogical personnel in methodological work [6].

Taking into account the established criteria and the indicators we have chosen, a set of diagnostic tools will be formed in the future, which will allow monitoring the changes taking place in each direction, and evaluating the effectiveness of the activities being carried out. As a result, we have developed and scientifically justified a model that includes the interrelated blocks described above. In the context of the innovative development of the educational institution, the novelty of the presented model of methodical work management consists in the implementation of interaction between management and controlled systems, which includes:

- appropriateness and continuity of methodical provision and support of professors-teachers in the conditions of the educational institution, organization of work for each professor-teacher to constantly increase his pedagogical competence;
- the priority of the active subject-subject position in the interaction between professors and teachers in the process of joint activity within the framework of methodological work;
- redistribution of role positions in mini-groups (teams) in solving professional problems [7].

Thus, well-thought-out and systematically organized methodological work becomes the most important component of the activity of an educational institution. Improving the professional skills of pedagogical personnel and improving the quality of students' education largely depends on the effectiveness of the methodological work management process. The model we have developed brings methodological work to a high, innovative level, which ultimately has a significant impact not only on the effectiveness of improving the qualifications of pedagogical personnel, but also on improving the quality of the educational process as a whole.

References:

1. Григорьева Н.Н. Управление работой проектных команд: Учебно-методические материалы/ Н.Н.Григорьева. – М., 2017. – 232с.
2. Катценбах Джон. Командный подход. Создание высокоэффективной организации / Джон Катценбах, Дуглас К.Смит. – М.: «Альпина Паблишер», 2019. – 376 с.
3. Митин А.Э. Управленческая команда как фактор эффективного управления





- образовательным учреждением / А.Э.Митин, Н.Б.Петрова // Научно-методический электронный журнал «Концепт». – 2019. – Т. 3. – С. 3031–3035.
4. Филимонюк Л.А. Инновационные подходы в управлении методической работой / Л.А.Филимонюк // Новая наука: теоретический и практический взгляд. М., 2016. - № 10 (1). – С. 93-99.
 5. Буркова, Р.Р. Управление методической работой в высшей школе на основе праксеологического подхода / Р.Р.Буркова // Научно-методический электронный журнал «Концепт». – 2017. – Т. 29. – С. 40–44.
 6. Сабирова У.Ф. Таълим жараёнини такомиллаштириш муаммосининг илмий манбаларда тадқиқ этилганлик ҳолати // Журнал социальных исследований. – 2021. – Т. 4. – №. 4.
 7. Аликариев Н.С., Аликариева А.Н. Complex factors of increasing the efficiency of human labor//NeuroQuantology | November 2022 | Volume 20 | Issue 18 | Page 102-107 | doi:10.14704/nq.2022.20.18.NQ880012. www.neuroquantology.com. eISSN-1303-5150.

