



## **TECHNOLOGIES FOR IMPROVEMENT OF INNOVATIVE MANAGEMENT METHODOLOGY IN HIGHER EDUCATIONAL INSTITUTIONS**

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<p><b>Received:</b> December 11<sup>th</sup> 2021 <b>Accepted:</b> January 11<sup>th</sup> 2022 <b>Published:</b> February 20<sup>th</sup> 2022</p>	<p>In the current conditions, innovative activity is directly related to the re-development of higher education both in terms of content and organizational structure. The basis of these processes was the rapid development of the theory of pedagogical education in the last three decades. It is known that the transition, teaching and learning of students on the basis of innovative subjects in higher educational institutions constitute the content of Education. The three comps involved in the in such an inseparable connection with each other, it is impossible to ignore one of them. Naturally, the question arises, how to teach something, and also what importance should be paid when teaching? For example, we know that in the process of education, learning is also a key goal-oriented educational subject and goes to the educational system, which is the product of the end result. In fact, the teacher can teach the student a lesson in the order in which convenient for himself and the learner. In this article, opinions and comments will be made about the technologies of improvement of innovation-oriented management methodology in higher educational institutions.</p>
<p><b>Keywords:</b> Higher Education System, Innovation, Management, Methodology, Improvement, Technology, Student Interest, Interactive Methods In Teaching, New Lessons.</p>	

Among the modern innovative directions of development of pedagogical education, it is possible to distinguish private Innovation Theory from work in the field of personal (private) direction education, organizational-structural model of education, development of multi-level system of Education. The term "innovative pedagogy" and the studies inherent in it appeared in the 60-ies in Western Europe and the USA. The socio-psychological aspect of the introduction of innovation is the American innovative E. Developed by Rodjers. He studies the classification of categories (types) of participants in the process of introducing News, his attitude to the news, his worth to perceive it. Innovation (English innovation) is the introduction of innovation, innovation. When A.I. Prigozhin says innovation, he understands changes in accordance with the purpose of introducing new, relatively stable elements into a particular social unity - organization, population, society, group.

Scientists distinguish the concept of periodicity of life in the analysis of innovative process. This is due to the fact that the concept is a process that is measured in relation to the introduction of innovation. In the pedagogical literature, the technology of the innovation process is given. It covers the following stages:

1. The stage of the birth of a new idea or the emergence of a new concept, it is also referred to as the stage of discovery.
2. Invention, that is, the stage of creating innovation.
3. Created a new stage of application.
4. The stage of spreading, its wide application.
5. The stage of the dominance of innovation in a particular area. At this stage, the novelty loses its freshness, an alternative to its effect appears.
6. On the basis of the new alternative, the stage of reducing the scope of application of the novelty by replacement.

The authors of the systematic concept of the introduction of innovation distinguish two important forms of innovative processes. A simple development of innovation is introduced into the first form. This is attributed to organizations that first mastered the product. The second form is new and extensive development. Introducing innovation is a dynamic system that is both internally developed and legally over time and expresses its interaction with the environment. The concept of "new" occupies a central place in pedagogical innovation. Also in pedagogical science, private, conditional, local and sub-News are of interest. In the current modernization of private innovation, one



of the elements of a certain system's productivity is considered new. The sum of certain elements that lead to a complex and progressive update is conditional innovation. Local innovation is determined by the use of innovation in a concrete object. Subjective innovation is determined by the fact that the object itself is new for a particular object. In scientific directions, the concepts of innovation and innovation differ. Innovation is a tool: a new method, methodology, technology, etc.

The process of innovation is an expression from a system that includes structural elements and legislation. In the pedagogical literature there are 4 main legislative acts of the course of the innovation process:

- the law of absurdity of the environment of pedagogical innovation;
- the law of execution is finally a misdemeanor;
- the law of stereotyping (stereotyping) ;
- the law of repetition and return of pedagogical innovation.

The essence of the law of repeated repetition and return of pedagogical innovation is that innovation is restored in New conditions. Pedagogical innovation researchers distinguish two types of innovation process:

1. The first type of innovation passes, that is, the need for it in the innovative process is not taken into account, there will not be a conscious attitude to the system, methods and ways of all the conditions of its implementation.

2. The second type of innovation is the product of conscious, purposeful, scientifically based activity. On the basis of innovative processes in teaching in a higher educational institution, the following approaches can be identified:

- a. approach in terms of cultural (the priority development of human cognition) ;
- b. approach in terms of personal activity (new technologies in education);
- c. multi-subject (dialogic) approach, humanization of vocational training;
- d. individual-creative (teacher and student interaction) approach.

The change in the pattern of communication between the teacher and the student is one of the conditions of innovative activity. New relations should be avoided from such elements as, as in tradition, coercion, obedience to judgment. They should be built in the form of cooperation, mutual management, mutual assistance of the equals. The most important feature in their relationship is the interaction of the teacher and the student in creativity. Specialty development of skills and knowledge self-development

of comfortable compact systems from the point of view of reflexive humanistic pedagogy and intensive innovative techniques created in a unified creative psychology SAA can be highly effective. In our view, one of the main achievements of the reflex humanistic approach was to give practical evidence that non-destructive methods can be developed. Thus, to create a new concept in order to invent something new, it is not necessary at all to break something from the legacy of the past. The main humanistic principle of co-creation is the reproduction of the diversity of internal and external life of each of the participants in the practice of principles, ensuring uniqueness in the scan of continuous development. In the place of allowing the reader to carry out an innovative action, a problematic reflexive polylogist is introduced, which develops. From the style to the goal: it is an expression from the actualization and development of creative opportunities in the field of independent thinking and innovative decision making of the problems of innovative activity in the reader.

The analysis of the teacher's innovative activity requires the use of certain norms that determine the effectiveness of the introduction of innovation. Such norms include-innovation, optimality, high efficiency, the possibility of creative application of innovation in mass experimental reflect the essence of the level of innovation, the level of innovation proposed in itself as the norm of pedagogical innovation. Pedagogical scientists distinguish absolute, limited absolute, conditional, subjective degrees, which differ according to the degree and sphere of popularity of application of innovation. The norm of eligibility denotes the effort and means by which the teacher and the student are spent to achieve the result. As a result, pedagogical innovation should remain the property of mass experiments in its essence. Pedagogical innovation is initially brought into the activities of some teachers. At the next stage - after testing and evaluation of the objective, pedagogical innovation is recommended for mass implementation. The innovative activities of the teacher include the analysis of the new and the evaluation of it, the formulation of the purpose and conceptions of future actions, the implementation and editing of this plan, the evaluation of effectiveness. The effectiveness of innovative activity is determined by the personality of the educator.

The creativeness and innovative attitude of students should be shaped under the influence of a developing environment, according to them based on the studies can be confirmed so that creativity is somehow defined as an exit to the border with the analytical situation or the existing creative problem is a



deep feature expressed in the addition of full relevance to personal opinions. Therefore, as we strive to have a non-formative effect directly, the higher levels of the environment in which the teacher is able to actuate must have many uncertain and potential choices, rich opportunities provide an opportunity to find many options that encourage their search without accepting ready directions of uncertainty. Also important is the creative attitude and its results should be composed of Proverbs.

The main result of such education is not the acquired knowledge, skills and skills, but the understanding of high social activity aimed at individual growth ability, empathic interaction and personal efficiency. For the realization of a Living Future, a person consciously re-establishes his self-activity, and for this he uses the opportunities of the educational process. Especially this process is the age period of the student, the youth period is an important stage period for establishing this process at the moment. The next idea of this concept is associated with the development of a pedagogical subject: the student passes through the position "learner", "student", "teacher".

With the application of pedagogical innovations, "pedagogical Press" between the link that gathers it and prepares conclusions from a scientific point of view is mainly engaged in Publication work, popularization, wide pedagogical communities, their delivery to scientific and pedagogical staff, their suggestions and feedback, further improvement of innovations on the basis of experimental and test results. We think that such a systematic approach to educational technology and pedagogical innovation will have its effect on the implementation of State educational standards. It is necessary to summarize the psychological barriers that prevent the teacher from carrying out pedagogical activities and highlight the reasons that cause the introduction of innovations to express more resistance of the teachers.

### **IN CONCLUSION,**

It is necessary to use innovative technologies in the system of higher education, and the relevance of our scientists in the direction of teacher there are ideas of preparation for today's life. On the basis of modern information technology, computerization and computer networks, the educational process is developing to provide information. As a result, the process of educational activity also needed innovation. To get out of this situation, it is necessary to teach lessons on the basis of innovative technologies at the level of preparation of the teacher for the implementation of this activity. The solution of innovative problems is

important to add to the trends of modern scientific thinking and learning innovative processes. The solution of innovative pedagogical problems consists in the study of the complexities of innovative processes in the field of Education. In the selection of innovation in the pedagogical system holistic pedagogical educational institution pedagogical theory, teachers, pupils method means management goals and results in a certain form of pedagogical technology is important. I think it would be worthwhile if it were organized on the basis of innovative activities and technologies in teaching students.

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