

## COPY RIGHT



ELSEVIER  
SSRN

**2021 IJEMR.** Personal use of this material is permitted. Permission from IJEMR must be obtained for all other uses, in any current or future media, including reprinting/republishing this material for advertising or promotional purposes, creating new collective works, for resale or redistribution to servers or lists, or reuse of any copyrighted component of this work in other works. No Reprint should be done to this paper, all copy right is authenticated to Paper Authors

IJEMR Transactions, online available on 18 th June 2021.

Link: <https://ijiemr.org/downloads/Volume-10/ISSUE-6>

**DOI: 10.48047/IJEMR/V10/I06/12**

Title: **PEDAGOGICAL INNOVATION AS AN OBJECT OF INNOVATIVE MANAGEMENT IN EDUCATION**

Volume 10, Issue 06, Pages: 57-60

Paper Authors: **Nargiza Rustamovna Abdukakhorova**



USE THIS BARCODE TO ACCESS YOUR ONLINE PAPER

To Secure Your Paper As Per **UGC Guidelines** We Are Providing A Electronic Bar Code

## PEDAGOGICAL INNOVATION AS AN OBJECT OF INNOVATIVE MANAGEMENT IN EDUCATION

Nargiza Rustamovna Abdukakhorova

Department of "World languages" Kokand University, Uzbekistan

E-mail: [nargizaabdukahhorova@gmail.com](mailto:nargizaabdukahhorova@gmail.com)

**Abstract:** The concept of reform and modernization of education places the entire burden of its implementation on the regions and directly on educational institutions, giving them the opportunity not only to independently conduct financial and economic activities in the field of education, but also to take responsibility. Implementation of a national educational project, improving the quality of education, introducing profile and distance learning, new information and communication technologies in the educational process and management process, providing a material base, new principles of financing and self-management - this is not a complete list of tasks that fell on the shoulders of leaders and managers of educational institutions. This article analyzes the content of pedagogical innovations and their role in education management.

**Keywords:** Pedagogical innovation, pedagogy, pedagogical innovation, innovation, innovation process, innovation activity, typology of innovation, human-centered essence of pedagogy, education market, innovation management

### Introduction

In modern socio-economic conditions, the innovative activity of educational institutions is the main factor of survival in the competitive struggle for the consumer and the key to successful management.

Pedagogical innovation and its methodological apparatus can be an effective means of analysis, substantiation and design of the ongoing modernization of education. The state and scientific support of this global innovation process in our country today leaves much to be desired. Many innovations, such as standards, a new school structure, a specialized component of general secondary education, a unified state examination, are not well-developed in the methodological sense, there is no integrity and consistency in the processes of mastering and applying the announced innovations [1].

Let us consider some concepts and features of pedagogical innovation as a means of transforming education.

First of all, one should distinguish between innovation and innovation.

An innovation (innovation) is a formalized result of scientific and pedagogical research,

development or experimental work in activities to improve the quality of education.

Innovations can take the form of:

- a) discoveries;
- b) inventions;
- c) patents;
- d) trademarks (brands);
- e) rationalization proposals;
- f) documentation for a new or improved product, technology, management or educational process;
- g) educational, managerial or other structure;
- g) know-how;
- h) concepts;
- i) scientific approaches or principles;
- j) document (standard, recommendations, methods, instructions, etc.);
- k) the results of marketing research, etc.

Innovations and inventions become innovations after their commercialization (implementation).

The time between the appearance of an innovation and its implementation into an innovation is called the innovation lag [2].

An innovation is the end result of the introduction of an innovation in order to change the object of management and obtain an

educational, social, economic or other type of effect.

If a pedagogical innovation is understood as a certain idea, method, means, technology or system, then innovation in this case will be the process of introducing and mastering this innovation.

With the help of the design of innovations, it is possible to manage the development of educational systems both at the school level and at the level of a region or country.

In the context of the Education market, a sign of innovation is its consumer novelty. In this case, the product (service, method, etc.) must be new for a specific consumer (specific market) [3].

### **Main part**

In modern conditions, the incentives for creating innovations include competition in the market, i.e. innovation is related to the market. Competition encourages educational institutions to develop and introduce new products either to maintain their positions in the Education market, or to develop a new segment (market segment is a part of the market that covers a set of consumers who react in the same way to the same goods that are equally related to their purchase; market demand zone per product) and obtaining additional competitive advantages (depending on the innovation strategy of the institution).

The relationship between innovation and the market is interdependent: unsatisfied market demand stimulates the creation and implementation of innovation; in turn, the emergence of innovation on the market changes the ratio of supply and demand, forms new market segments, giving rise to new market needs [4].

Innovation is the result of the planned and coordinated activity of the subjects of the innovation process: a) innovators - participants in the innovation process, searching for innovative ideas and developing innovations based on them; b) innovators - participants in the innovation process, implementing and promoting innovations in the education market; c) investors - participants in the innovation

process, financing the development and implementation of innovations; d) implementing the basic functions of implementing innovation.

High-quality management of innovation processes can significantly reduce innovation risks and increase the effect of commercialization. Changes that occur spontaneously in an educational institution are not innovations.

Thus, innovation (innovation) is characterized by the following aspects:

1. The innovation is the result of the planned creative activity of teachers aimed at improving the existing educational system.

2. An innovation is an innovation implemented in practice.

3. The objects of changes carried out as a result of the introduction of innovation can be educational, technological, organizational and managerial, financial, social and other spheres.

4. Innovations help to overcome crises at the macro and micro levels, increase competitiveness.

5. Innovation is associated with risks.

To streamline the essence of innovation as a product of creative activity carried out in various fields, classification is used. Due to the wide variety of innovative changes, there are many approaches to its formation [5].

So, innovations are divided into material (can be presented in the form of a material object, for example, technological) and intangible (do not have a material form, for example: educational services).

Features of various types of innovation.

By innovative potential. Basic innovations are fundamentally new solutions that form a new industry (example: a typical program is an author's program, a textbook is an electronic study guide). As a rule, they are created on the basis of a new scientific discovery.

Basic innovations entail the development of a package (cluster) of modifying innovations.

Modifying innovations are solutions that represent significant changes (improvements) in basic innovations (example: a work program - an adapted or modernized program, a lesson - a lesson-theater).

Modifying innovations are intended to improve the performance of pioneer models without changing the principles underlying their creation.

Pseudo-innovations are solutions that represent minor changes to basic innovations (for example: showing a video instead of a movie).

Sources of innovative ideas. P. Drucker identifies seven sources of innovative ideas: 1) an unexpected event for an organization or industry - an unexpected success, unexpected failure, an unexpected external event; 2) incongruence - a discrepancy between reality (as it really is) and our ideas about it (as it should be); 3) innovations based on the needs of the process (the need of the process should mean those of its shortcomings and weaknesses that can and should be eliminated); 4) sudden changes in the structure of an industry or market; 5) demographic changes; 6) changes in perceptions, moods and value attitudes; 7) new knowledge (both scientific and unscientific) [6].

The first 4 sources of innovative ideas (areas of change) he refers to as internal, since they are within the organization, within the industry or service sector (such sources are available for those working in this organization or in this industry). The last three sources are external, since they have their origin outside the given organization or industry. However, there are no clear boundaries between all sources, and they can intersect.

The sources of the origin of innovative processes in the practice of educational institutions are: a) the intuition of the creative leader, teacher; b) experience born in a given educational institution; c) pedagogical experience born in other educational institutions; d) directives and regulations; e) the opinion of the consumer of Education; f) the needs of the team to work in a new way; g) the needs of the region, the country in changing the situation in education; g) achievements, development of the entire complex of human sciences, etc [7].

On the subject of innovation. Innovations can be presented either as a product (electronic textbook, new information tool), or as a process

(new technology, new methodology, new educational service).

In terms of the scale of its application, an innovation characterizes its significance. The wider the area of diffusion (implementation), the higher the efficiency of the innovation.

In the case of an intra-organizational innovation, the innovation is created and used within the institution or its separate division, the innovation does not take a commodity form (it is not a subject of sale and purchase). In the implementation of inter-organizational innovation, the functions of the developer and manufacturer of the innovation are separated from the functions of its consumer; an increase in the scale of application to the level of one or several branches of education significantly increases the significance of the innovation [7].

By the purpose of creation. The strategy of the educational institution, which determines its development and forms a competitive position in the market, also affects the innovative behavior of the institution. Depending on the market situation and the chosen strategy, it can carry out reactive or strategic innovations.

Reactive innovation is an innovation that ensures the survival of an op amp, i.e. innovation implemented in response to the actions of a competitor. Reactive innovation contributes to the preservation of the market position of the op-amp, but does not create additional competitive advantages. Reactive innovation is common in organizations using defensive strategies.

## **Conclusion**

Strategic innovation is an innovation, when implemented, an educational institution expects to receive additional competitive advantages in the future. Organizations implementing strategic innovation use an active (offensive) innovation strategy. Strategic innovations are more likely aimed at creating new needs than at meeting existing demands in the education market.

## **References**

1. Taziev S.F. Innovation Management in Education: Textbook. - Elabuga, 2009.



2. Anshin V.M., Filin S.A. Management of investments and innovations in small and venture business: Textbook. Manual / V.M. Anshin, S.A. Owl. - M., 2003.
3. Balabanov I.T. Innovation management / I.T. Balabanov. - SPb., 2001.
4. Vasilevskaya I.V. Innovation management: Textbook / I.V. Vasilievskaya. - M., 2005.
5. Vikhansky O.S. Management / O.S. Vihansky. - M.: 2002.
6. Khokhlov N.V. Risk management: Textbook. manual for universities / N.V. Khokhlov. - M., 2001.
7. Khutorskoy A.V. Pedagogical innovation: methodology, theory, practice: Scientific publication / A.A. Khutorskoy. - M., 2005.