Sources of Innovative Management of General Secondary Schools in the Conditions of Modernization of Education

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ABSTRACT

The article discusses the sources of innovative management of general secondary schools in the context of modernization of education.

KEYWORDS: modernization, school, innovation, innovative idea, information provision, management culture, improvement, innovation management

INTRODUCTION

In the context of modernization of education, it becomes clear that innovation is a new educational value in the introduction to the methodological framework for improving the management process of general secondary schools. Therefore, in the context of modernization of education, it is expedient to form innovative ideas to improve the management of general secondary schools, to identify positive educational changes, to analyze their potential [1].

LITERATURE ANALYSIS AND METHODOLOGY

A number of research works on the organization of educational institutions, the effective development of education and upbringing have been carried out in the country, which are reflected in dissertations, monographs, scientific literature and a number of brochures. In particular, the theory and history of education, the history of schools and educational institutions M. Abdakimova, N. Azizkhodjaeva, U. Aleuov, D. Vasieva, J. Yuldashev, R. Mavlanova, S. Nishonova, S. Rajabov, T. Khotamov, It has been studied by such scientists as R. Siddikov, I. Tursunov, J. Urumbaev, E. Kadirov, J. Hasanbaev, K. Khoshimov, K. Ergashev, N. Erkaboeva.

Fundamental research on the organization and development of educational processes in secondary schools B. Adizov, R. Ahliddinov, R. Djuraev, K. Yuldashev, O. Musurmonova, R. Safarova, E. Seytkhalilov, S. Turgunov, Sh. Implemented by Kurbanov, M. Kuronov, B. Khodjaev [2].

DISCUSSION

The importance of objective and subjective sources influencing the improvement of the management process of general secondary schools in the context of modernization of education will be discussed.

The changes that have taken place and are taking place in the social life of society have a special place in objective sources. General education schools are a social institution, and many of the methods used in the process of education and upbringing must be improved in accordance with the ongoing social

changes in society. Of course, the place and role of different social systems in the history of the development of pedagogical ideas and the development of educational institutions has not always been the same.

In this regard, it is logical to propose the division of educational innovative sources that ensure the effectiveness of general education schools into two groups in accordance with the objective and subjective changes in school life (Table 1):

Table 1

Innovative resources	
Objective sources	**Subjective sources**
Changes that have taken place and are taking place in the social life of society	Internal needs of the educational institution
Changes that occur and occur in the network system	Professional experience of heads of institutions and pedagogical staff
Adoption of legal and regulatory documents by higher authorities	Opening up new perspectives on the full demonstration of the talents of teachers and students
Demographic changes	New forms of cooperation between educational institutions and social organizations
Creation of new scientific knowledge	Accidental failures and unexpected successes
The formation of new views on the organization of production or professional activities	The emergence of new types of services

The social impact on the educational institution was sometimes positive, sometimes negative, and sometimes the strength of the social impact was large or insufficient. The level of social influences has sometimes limited or encouraged the independence of the educational institution.

The impact of society on the educational institution cannot be eliminated. On the contrary, supporting the existence of this influence, establishing strong links between educational institutions and social organizations will serve to increase the effectiveness of the education and upbringing process.

The most important task in this direction is to achieve mutual coordination of social development with the development of the educational institution, the rapid elimination of disparities and inconsistencies between them.

Inconsistency is not only the difference between what is and is expected to exist and what is and is expected to be, but also the basis for innovative activity. Because inconsistency leads to the substantiation of new innovative ideas.

In the course of the research, it was concluded that the discrepancies between social changes and the development of educational institutions, including general education schools, can be grouped as follows:

1. Inconsistency between economic realities (inconsistency between the formation of the budget, the order of its financing and the priority of state guarantees in the use of the budget and the lack of optimal methods used or recommended in calculating financial expenditures). and the existing difficulties in finding sources of funding in this way can be considered as a consequence of inconsistencies such as the above).

2. Inconsistency between the current situation in general education schools and the teaching and educational methods used in pedagogical activities (for example, the level of students' knowledge in science is assessed by certain criteria in the educational institution and expressed in certain conventional symbols - numbers or grades. supplemented with analysis, the class teacher and parents would be able to analyze the level of mental and spiritual-moral maturity of the students (children) and the students would be able to independently assess their personal abilities and capabilities, which would help them to be more demanding.

In our opinion, the "Student's Individual Development Book" will help the class teacher and science teachers to identify future tasks, to identify areas for development of the student's personality.

Among the changes taking place in the network system are the emergence of new types and types of educational institutions, the introduction of state educational standards, the establishment of unity and coherence between general education schools and secondary special education institutions, the establishment of specialized classes, students' knowledge, skills and abilities. It should be noted that the level of assessment is based on the organization of final certification, the introduction of preferential admission to higher education, the introduction of psychological services in the education system, admission of students to general secondary and secondary special education institutions on the basis

of psychological and pedagogical diagnosis and others.

Changes in the network system are also an important source for the effective organization of innovative activities of the institution. Consequently, changes in the field of education force the institution to look for new forms and methods of work, to improve existing forms and methods.

Establishment of regional education systems, uniform requirements for general secondary education in the country, a unified approach to the management of all secondary schools, reforming the management of the education system, the development of classifications of specialists, strengthening the system of additional education , the establishment of psychological and socio-pedagogical services are also among the socio-educational changes that have taken place in the network.

Understanding socio-educational changes and taking them into account in the organization of the activities of the educational institution shows that the management culture of leaders should be high.

M. Mirkasimov describes the concept of "management culture" as follows: management culture is the organization of management work on the basis of a scientifically based, purposeful plan, ensuring practical cooperation with the word, paying attention to the needs and requirements of school staff, students and parents and self-interest, not to infringe on their dignity, not to engage in fraud, to introduce a high level of discipline in work, to maintain a high level of pedagogical culture in management, to be demanding of the leader personally and subordinates, not to put his personal interests above the interests of the state and society and so on [3]

Proper leadership is important in organizing the innovative activities of general education schools. Indeed, "in order to lead properly, it is necessary to know in advance, to anticipate and anticipate changes and difficulties that may occur" [3].

3. Adoption of legal and regulatory documents by higher authorities also plays a special role in the management of innovative activities of the educational institution. Changes in the education system also occur on the basis of the submission of laws, by-laws or regulations by the republican, regional, local education authorities. In this regard, the legal and regulatory framework of general education schools is one of the sources of organization and effective management of innovative activities. For example, student self-government bodies are actively involved in the management of an educational institution by protecting their rights and regulating the fulfillment of their responsibilities. Student self-government bodies operate on the basis of the Charter and the program.

4. Demographic changes are understood as the number, composition, employment, education and social lifestyle of the population. Although the importance of these changes has always been recognized, little attention is paid to this issue in daily life. In the current situation, demographic changes are not so important for specialists of education authorities and heads of educational institutions and have no practical significance. Many believe that demographic research is important for the fields of history, economic geography, and statistics. In our opinion, this is a wrong conclusion.

In modern conditions, demographics are not stable and population characteristics change very quickly and unexpectedly. Therefore, regular monitoring and analysis of demographic changes is of particular importance in the management of educational institutions. Indeed, a decline in the birth rate will reduce the need for school education after 5-6 years.

In the dynamics of age distribution, the shift of the center of demographic weight from a certain age cohort to a second age group cohort leads to a sudden change in the needs and values that are a priority in society.

5. The creation of new scientific knowledge is also important in the establishment and management of innovative activities of the educational institution. Achievements in modern psychology, pedagogy, sociology, neurophysiology, ecology, economics, medicine and other sciences serve as an important methodological basis for the birth of innovative ideas, project development and active implementation in practice.

In order to be aware of new scientific knowledge and apply it in educational practice, school leaders should establish contacts with higher education and research institutions and their staff, work with them to find solutions to certain problems in teaching and educational practice. It is also necessary to create a bank of information or ideas in order to put into practice the important results of discoveries, scientific innovations and research in various fields of science. The collected materials are used in the database of information or ideas on important components of a single pedagogical process, ie "Ways to improve the educational process", "Forms and methods of improving the effectiveness of teaching methods",

"Technological approach to the organization of spiritual and educational work", etc. grouped as follows.

6. The formation of new approaches to the organization of production or professional activities also serves as an important basis for the management of innovative activities of the educational institution. Humanization of education content and enrichment with democratic ideas, introduction of differentiated education, creation of necessary conditions for full realization of individual potential of students, ie search for and support of talented youth (for example, "Umid", "Ulugbek", " Talent Funds and the establishment of the Nihol and Zulfiya State Prizes) are a good example of a new educational approach.

7. One of the most notable changes in the field of technology is the widespread application of advanced pedagogical technologies in the teaching practice of distance learning. Their main principle is individuality, independence and educational activity, which allows them to achieve high results in the educational process with less physical effort.

CONCLUSION

Thus, in the context of modernization of education, it is expedient to form innovative ideas in improving the management process of general secondary schools, to identify positive educational changes, to analyze their potential. In accordance with the objective and subjective changes taking place in school life, it is expedient to objectively and subjectively divide the sources of effective management of general education schools into two groups.

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