



PEDAGOGICAL CONDITIONS OF EFFECTIVE MANAGEMENT OF INNOVATIONS IN THE FIELD OF PROFESSIONAL EDUCATION

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Article history:	Abstract:
Received: 4 th August 2022 Accepted: 4 th September 2022 Published: 7 th October 2022	This article provides information about the existing problems in the management of the innovative process in professional educational institutions, ways to determine the set of pedagogical conditions that help to effectively manage innovative activities in professional educational institutions.
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The process of managing innovative activities in professional educational institutions is a system. The effective operation of any system is inextricably linked to the conditions in which it exists. According to scientists, the system can work successfully in a certain set of conditions, because random, scattered conditions cannot effectively solve this problem.

The structure of the complex of conditions should be flexible, dynamic, suitable for the state of the system at a given time. It should develop according to the goals and tasks facing the secondary vocational education system.

In order to determine the set of pedagogical conditions that help to effectively manage innovative activities in professional educational institutions, we have determined the following ways: determining the social order of society for professional educational institutions, which is associated with fundamental changes in the socio-economic sphere; to determine the characteristics of the educational process of a professional and higher educational institution; modeling the set of conditions for successful college management.

In existing pedagogical literature and works on management theory, we find opinions that all conditions can be divided into two large blocks: external and internal (yu. K. Babansky, M. Meskon, M. Potashnik, etc.). The analysis of the studied philosophical and psychological-pedagogical literature allowed us to formulate the external and internal conditions as follows:

External conditions - a set of necessary and sufficient components that allow the development of the system, contribute to its effective operation; favorable environment of any process or event.

Internal conditions - the ability of the system itself to adapt to changing conditions, to influence the environment.

We consider the external conditions of effective innovation management in professional educational institutions.

The world surrounding professional education creates conditions for its successful operation or prevents its improvement and effective implementation of the educational institution's goals. Therefore, the diagnosis of these conditions is a necessary element of the analytical activity of the administration of the educational institution. According to the psychologist S.A. Rubinstein: "objects and events of the external world act not only as an object of knowledge, but also as a certain impetus and motives for action." Analysis of the labor market is an external situation that uses the average value, the vocational education institution can change in terms of quality.

Production and service sector are direct consumers of graduates of professional educational institutions. Today, cooperation between educational institutions and social partners is becoming more and more important, because the first is faced with the need to predict the needs of the labor market for a qualitative prospective planning of the educational process, and the second is interested in improving the quality of professional education of future workers. This is also important because traditional training programs are outdated and do not meet the demands of today's labor market. Now secondary special vocational education institutions must independently develop their curricula and programs, taking into account the requirements of state standards. The content of these programs should be completely changed.

Market needs often require low-skilled labor, which does not require serious training. And if the vocational education system strictly adheres to the needs of the market, this can lead to a sharp decline in the professional skills of graduates, a decrease in the level of qualifications. Undoubtedly, advanced vocational training is necessary. However, if we are dealing with a long-term trend of expansion of the low-skilled labor sector, such a (leading) approach will also be ineffective.

Information was collected to adjust educational plans and programs as follows: 1) with the requirements of employers for a future employee - a graduate of a professional educational institution to occupy a certain job, 2) with trends in the labor market.

Summarizing the above, we came to the conclusion that systematic research (monitoring) on labor market assessment is relevant. Also, it is necessary to periodically monitor the needs of production in terms of professional skills, (broader competences) obtained in professional educational institutions.

Thus, by studying the labor market through primary and secondary sources of information, the educational institution performs completely new and very time-consuming functions. In addition, the labor market survey information is the basis for planning the future activities of the educational institution and determines the following:

- what specialties should specialists be trained in;
- how to build professional education programs and training process so that the produced specialists are competitive;
- how to build an educational process for the formation of personal and functional qualities required by employers among students,
- which categories of the population can be covered by different types of educational programs (professional education, vocational training implemented through various forms of education).

By studying the labor market, the professional educational institution plans its activities based on the system of setting new social goals: the task of training new types of specialists who are competitive in the labor market from the moment of graduation from the educational institution comes to the fore.

Taking into account the factors that form the external system, it is necessary to take into account the interaction of the external environment, that is, external conditions, on a person and vice versa. To the extent that the environment creates a person, to the same extent, the person creates the environment, and the power of the influence of the person on the environment is directly related to the power of his spiritual development. Similarly, we can talk about the relationship of the secondary school system with the environment, the influence of external conditions on its operation.

Thus, the external conditions for the management of innovative activities in a professional educational institution include the analysis of the labor market and the existence of the scientific potential of the environment.

Let's analyze the internal conditions for effective management of innovations in professional education.

Interrelated internal conditions ensure the achievement of the goal of innovative activity in the college for the formation of the student's personality.

Each pedagogical condition that contributes to the successful operation of professional education may be important in itself, but will not be a universal tool for improving the educational institution as a system. Therefore, it is very important for us to identify a set of pedagogical conditions that are effective and ensure the adaptation of the innovative management of the college to the changes in the field of education, which are considered as a set of interrelated economic, political and socio-cultural processes.

In determining the pedagogical conditions for the successful operation and development of the innovative activity management system in professional education, based on the above-mentioned ways, we identified the following complex of these conditions: 1) organizational and economic transition of the professional educational institution to a new economic mechanism (multi-channel financing, strengthening of the material and technical base and development); 2) educational materials - provision of vocational training programs in specified specialties in accordance with the needs of the labor market, prospects for the development of regional industries and individual requirements; updating the content of specialist training, taking into account the implementation of advanced educational trends that ensure the development of the personal and professional potential of specialists and their mobility in accordance with the requirements of the time; 3) increase pedagogical and methodological competence of scientific-methodical teachers and employees, research culture; 4) organizational and management - forming a flexible management structure aimed at organizing innovative activities on the basis of harmonizing vertical and horizontal relations of management; renewal of management functions based on expansion of authority and relative autonomy; balance of centralization of management functions; creation of a pedagogical monitoring system as an information-analytical base of management; 5) updating psychological and pedagogical - management methods and tools; creating positive motivation in all participants of the innovative educational process through pedagogical stimulation, professional and managerial competences. Let's give a brief description of them.

1) Organizational and economic conditions. Increasing the efficiency of management of innovative activities in a professional educational institution is provided by the introduction of a new economic mechanism.

B.S. Ryabushkin, N. A. Khromenkov and V. From the point of view of P.Shchetinin and others, it consists of the following: strengthening and development of the material and technical base; combining budget funds with the performance of paid work under contracts concluded with enterprises, organizations, and the provision of paid services to the population; to establish a close connection to the material and moral stimulation of labor members from the results, quality and efficiency of team work. The main rules of the concept of the next stage of education system reform show that in the new stage of education reform, the task of reforming the economy of the education system becomes one of the most important tasks. An economic basis should be created to ensure equal opportunities for education by different strata of the population; significantly expand the influence of economic relations in the field of education; to ensure stabilization and strengthening of the financial situation of educational institutions; increase

the efficiency of the use of budget funds; activation of attracting extra-budgetary funding sources to the needs of educational institutions.

B. S. Ryabushkin, N A, Khromenkov, V. According to P.Shchetinin and others, the main content of the changes is the transition to economic methods of managing educational institutions. The main direction of using such methods is to look for additional sources of income and forms of their distribution to stimulate the work of teachers.

We filled the new management mechanism with new directions: creating favorable conditions for attracting extra-budgetary funds to the college; development of contractual relations between colleges and organizations in various organizational and legal forms aimed at expanding personnel training on the orders of legal entities; use of the production potential of the educational institution for the development of education and economic activity; students in the production activities of the college; formation of educational services marketing system and the need for specialists with secondary specialized education. This made it possible to increase the share of extra-budgetary funds up to 150% of the actual budget funds of the college.

Thus, the implementation of the new economic mechanism consists in significantly saving budget funds by increasing funding channels, reducing costs not directly related to the educational process, and attracting extra-budgetary funding sources.

In conclusion, in the modern socio-economic conditions of the development of society, the problem of managing innovative activities in professional educational institutions is very urgent. There is a solid theoretical basis for the training of qualified professional personnel of the middle level, the directions of professional pedagogy have been sufficiently developed, and the problems of managing innovative activities in professional educational institutions have not found their development. Not all theoretical results have been brought to the level of practical application. A rich experience of innovative activities in science and practice has been accumulated, which creates favorable opportunities for deepening innovative processes in professional educational institutions and organizing scientific research in them.

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