

MECHANISMS FOR IMPROVING INNOVATION-ORIENTED MANAGEMENT METHODOLOGIES IN HIGHER EDUCATION

Rakhmonova Shakhlo Rashidovna

Shakhrisabz branch of Tashkent Institute of Chemical Technology,

Head of Correspondence Department

ANNOTATION

Innovation management is a subject that raises the interest of academics and practitioners in the field of management. However, the academic literature is scarce regarding the details of implementing it in a systemic and routinised way. Additionally, although there are multiple tools and models to apply it at a firm level, there is little information concerning its effectiveness. This article discusses the mechanisms for improving innovation-oriented management methodologies in higher education.

Keywords: Instructional innovations, organizational culture, higher education.

INTRODUCTION

In the current knowledge and digital society, we are facing rapid social, technological and economic changes. Innovation in higher education is of importance to better equip new generations of students for the changing society. Innovation is typically understood as the introduction of something new and useful, for example new methods, techniques or practices or new or altered products and services. In the last decade there have been innovations in higher education, such as the strengthening and creation of international cooperation networks, the increase of academic mobility of faculty and students, new management structure, new methods of assessment, accreditation and financing, diversification of courses, programmes and studies, and the application of technology in teaching and learning. Among these changes, some aspects are related to macro-level change, such as governance structure, and some are related to micro-level change, such as instructional strategies and methods. As to the latter, typical innovations that currently dominate the debate in higher education are related to the integrated use of information and communication technologies, the adoption of student-centred learning and the use of collaborative learning approaches. For example, online and hybrid courses have been widely adopted in many higher education institutions. In the current society, social and economic needs and technology and market changes will continue to produce pressure for innovation on higher education institutions. However, innovation is not necessarily perceived as useful or beneficial by all parties involved. Some organizations have resources, structures, processes and values that foster adoption of innovations, while others do not. Innovation for all intents and purposes means new ideas, methods or strategies which may literally be perceived and adopted by individuals or units and actually become new ideas and practices, which kind of is quite significant. Innovation includes both the creation and implementation of ideas that mostly are novel and useful. In educational settings, innovation involves new curriculum and new ways of working, or so they for all intents and purposes thought. Cohen and Ball for the most part define educational innovations as a ‘... departure

from current practice—deliberate or not, originating in or outside of practice, which actually is novel in educational policies, practices, curriculum design and implementation, assessment regimes, pedagogical technologies and resources, teacher capacities, etc.’ As educational institutions for the most part are the cradle for science and innovation, being innovative and responsive to innovation actually are considered critical for an organization undergoing change, which for the most part is fairly significant. More than two decades ago, Kozma stated that generally higher education institutions really had been under increasing pressure to change their instructional practices, as the very social background of students really had mostly become more and definitely more heterogeneous and society required trained people with not only fairly more and more knowledge and skills, but also competencies actually such as ability to adapt to new situations, team playing and problem solving in a subtle way.

In addition, various new instructional technologies, ranging from computer games to computer supported collaborative learning systems, have been developed and implemented by advanced institutions. The capabilities and kind of uses of technology have changed business processes both within and outside of higher education in a kind of big way. Technological literacy allows much greater educational access and definitely better preparation of students for the economic and the labour force. Schneckenberg also points out that changes on actually many fronts really are forcing kind of higher education institutions to essentially determine how they must position themselves for success in the future in a major way. The scope and variety of these changes really are enormous, contrary to popular belief. The driving forces for the change include factors actually such as demographics, technology and knowledge. Higher education institutions just generally adapt to these forces with strategic and systematic change in a big way. However, the process of change is complex, with pretty many different types of change generally possible and many influencing factors, or so they kind of thought. Within each level of educational endeavour, there often exists the possibility of improvement in a pretty big way. In order to actually have changes actually take place, the need for change generally is fundamental, which generally is quite significant. Both internal and external forces drive the need for change in a sort of major way. Internal drivers include, for example, teachers’ intrinsic motivation to mostly improve their teaching practices, which really is quite significant. External drivers include, for example, curricular reform, alterations in teacher–student relationships from teacher-centred to studentcentred learning, and policies and procedures to particularly improve meaningful and basically active learning, which for the most part is quite significant. In addition, societal changes and requirements of the job market also produce a need to develop much more innovative instructional practices, particularly such as self-directed learning, collaborative learning and learning with new technologies.

Educational principles and new technologies can kind of be perceived as important; however, people literally respond to them differently in a basically big way. People kind of tend to have fears and anxieties about the future that take time to overcome in a big way. Some people like change and literally thrive on it, while others do not in a big way. Some may basically respond to innovations in a kind of more actually quick and timely manner, and some may be slow to mostly adapt and try, or so they generally thought. Some people kind of resist change for reasonable reasons and others literally resist change temporarily as they really await examples

of how others actually have made a leap they can follow, or so they really thought. For example, computer supported learning for educational institutions mostly has been developed for more than 20 years; kind of many institutions and teachers may basically have already fully embraced it, but some are slower to respond to the new development, especially in the way they actually use it in classrooms.

In recent years, greater emphasis has been placed on the development and use of evidence in teaching. Educational research based on methodologies for measuring causal impacts has grown and increased the body of available knowledge. New links with neuroscience are also promising as they allow better understanding and diagnosis of certain learning difficulties. The enhancement of educational research will remain a serious challenge in the years to come, and developing the necessary evidence will require further work.

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