STRATEGIC MANAGEMENT OF INNOVATIVE ACTIVITIES OF SCHOOL TEACHERS

Axmedova Zamira Shirinovna
Director of Bukhara City Secondary School No. 2

Abstract. This thesis examines the concepts of innovation and innovative activity, their potential, and the role and significance of innovative activity in improving the quality of education. It presents the scientific and methodological foundations of the strategic management of innovative activities of general secondary school teachers. The study systematically analyzes the main stages of strategic management, including diagnosis, planning, implementation, monitoring, and continuous improvement of teachers' innovative activities. The proposed approaches are aimed at enhancing the effectiveness of innovative practices, developing teachers' professional competence, and improving the quality of the educational process.

Keywords: strategic management, innovative activity, **SMART-Innovation methodology**, **Innovative Lesson Bank**, pedagogical innovation, methodological management, innovative competence, professional development, monitoring, reflection, quality of education.

Introduction. In the context of the modernization of the education system, effective organization and strategic management of the innovative activities of teachers of general secondary schools is one of the urgent scientific and practical tasks. Digital technologies, a competency-based approach, artificial intelligence tools, and the introduction of the National Curriculum require teachers to systematically apply innovative approaches. Therefore, the development of mechanisms for systematic management of innovative activities is recognized as one of the priority areas of modern pedagogy and educational management.

Relevance of the topic. In world education practice, the experience of countries such as Finland, Singapore, Canada, and Japan shows that the quality of education is improved through strategic planning of teachers' innovative activities, development of professional cooperation, continuous monitoring, and reflexive management. Large-scale reforms are also being implemented in Uzbekistan to develop the education

system in accordance with international standards, strengthen the innovative competence of teachers, and improve the activities of methodological services. However, the need to introduce unified methodological mechanisms for managing innovative activities, establish strategic monitoring, and popularize best practices determines the relevance of this study.

Main part. The development of the modern education system is directly related to the socio-economic development of society, digital transformation, globalization, and the formation of a knowledge economy. These processes require improving the content, methods, and management system of education based on new approaches. In this regard, the concepts of innovation and innovative activity have become one of the most important scientific categories in pedagogy and educational management. Innovative activity is today considered not only as a strategic factor ensuring the introduction of new pedagogical technologies, but also as a strategic factor ensuring the quality of education, management efficiency, and professional development of teachers.

The concept of innovation is interpreted differently in the scientific literature. The Austrian economist J. Schumpeter interpreted innovation as a key factor ensuring the introduction of new innovations into the existing system and economic development. Later, P. Drucker evaluated innovation as a management tool that ensures the competitiveness of any organization, defining it as a process of continuous research and renewal. In pedagogical research, innovation is interpreted as a purposeful change that serves to qualitatively improve the content of education, methods, technologies, management mechanisms, and pedagogical relations.

M. Fullan's scientific views emphasize that innovation is a complex social process that ensures the sustainable development of the education system, and its success depends more on the strategy of its implementation, the training of teachers and the culture of management than on the innovation itself. This approach allows us to assess innovative activity not as a separate pedagogical experience, but as a continuous development process requiring systematic management.

UNESCO and OECD experts recognize innovative activity as one of the main factors of development of education in the 21st century. In their opinion, a modern school teacher should not only be a provider of knowledge, but also a professional leader who creates, adapts and implements innovations. Therefore, innovative activity is considered an integral part of the professional competence of a teacher.

From a pedagogical point of view, innovative activity is a systematic professional activity of a teacher aimed at developing new ideas aimed at improving the educational process, implementing them in practice, analyzing their results and popularizing effective experiences. This activity is not limited to the use of a new method. It also includes the stages of diagnosing the educational process, identifying problems, strategic planning, implementing innovations, monitoring and improving it based on reflexive analysis.

Analysis of scientific sources shows that innovative activity has the following capabilities:

- development of the creative and research potential of the teacher;
- organization of the educational process based on person-centered principles;
- effective implementation of a competency-based approach;
- strengthening interdisciplinary integration;
- increasing the efficiency of using digital educational resources;
- development of methodological cooperation and professional learning communities;
- formation of students' independent, critical and creative thinking competencies;
- increasing the flexibility and effectiveness of the educational process.

An important feature of innovative activity is its continuous development. Modern researchers recommend organizing innovative activity based on the cycle of “planning - implementation - monitoring - reflection - improvement”. This approach ensures the sustainability of innovative processes and allows them to be integrated with the development strategy of the educational organization.

The role of innovative activity in improving the quality of education is of particular importance. As a result of innovative activity, the content of education adapts to modern needs, teaching methods improve, student activity increases, and educational outcomes stabilize. In particular, the introduction of project-based learning, collaborative learning, STEAM technologies, artificial intelligence tools, adaptive learning platforms, and digital assessment systems allows for a significant improvement in education quality indicators.

Also, innovative activity is one of the main factors ensuring the professional development of teachers. International experiences such as Professional Learning Community (PLC), Lesson Study, Action Research, mentoring, and reflective practice contribute to the systematic development of teachers' innovative potential. Scientific

research confirms that these approaches develop teachers' methodological skills, professional reflection, and competence in making innovative decisions.

Today, the effective organization of innovative activities is closely related to strategic management. Systematic planning of innovations, their scientific monitoring, evaluation of results and popularization of successful experiences are among the main tasks of innovative management. Therefore, viewing innovative activities not as a separate pedagogical initiative, but as a mechanism for the strategic development of an educational organization is becoming a priority direction of modern educational management. In conclusion, innovation and innovative activities are an important strategic factor determining the quality indicators of the modern education system. Innovative activities constitute the scientific and practical basis for developing the professional competence of teachers, modernizing the educational process, increasing management efficiency, and forming a competitive educational environment in accordance with international educational standards. Therefore, organizing innovative activities through scientifically based strategic management mechanisms is one of the most important conditions for sustainably improving the quality of education.

1-Table

Comparative analysis of innovation and innovative activity

Innovation	Innovative activity
Essence – innovation aimed at creating a new idea, technology, method or product.	Essence – systematic activity aimed at creating, implementing, testing, evaluating and improving innovations.
Purpose – creating and offering innovation.	Purpose – effective implementation of the created innovation into practice and ensuring its effectiveness.
Object – a new method, technology, tool or pedagogical idea.	Object – teacher, educational process, management system and innovative environment.
Feature – manifests itself as a separate innovation or product.	Feature – continuous, step-by-step and strategically managed process.
Result – a new pedagogical solution or technology is created.	Result – increased quality of education, pedagogical competence and management efficiency.

Duration – can be short-term or one-time.	Continuity – includes a process of continuous development and improvement.
Pedagogical significance – brings new content and approach to the education system.	Pedagogical significance – ensures effective management, popularization and sustainable development of innovations.
Role in management – is a tool for strategic development.	Role in management – is the main object of strategic planning, monitoring, reflection and improvement.

Innovation is a new idea, method or technology itself, while innovative activity is a continuous and strategically managed pedagogical process aimed at creating, implementing, monitoring, evaluating and improving this innovation. In this regard, innovative activity has a broader meaning than innovation and is an important strategic factor in improving the quality of education.

As part of the research, the author's SMART-Innovation methodology was developed. This methodology, based on the principles of strategy, systematicity, flexibility, reflexivity and effectiveness, provides comprehensive management of teachers' innovative activities.

It was also proposed an electronic methodological platform "Innovative Lessons Bank", which is justified as serving to collect, examine, form an electronic database, develop methodological cooperation, support mentoring and organize methodological monitoring.

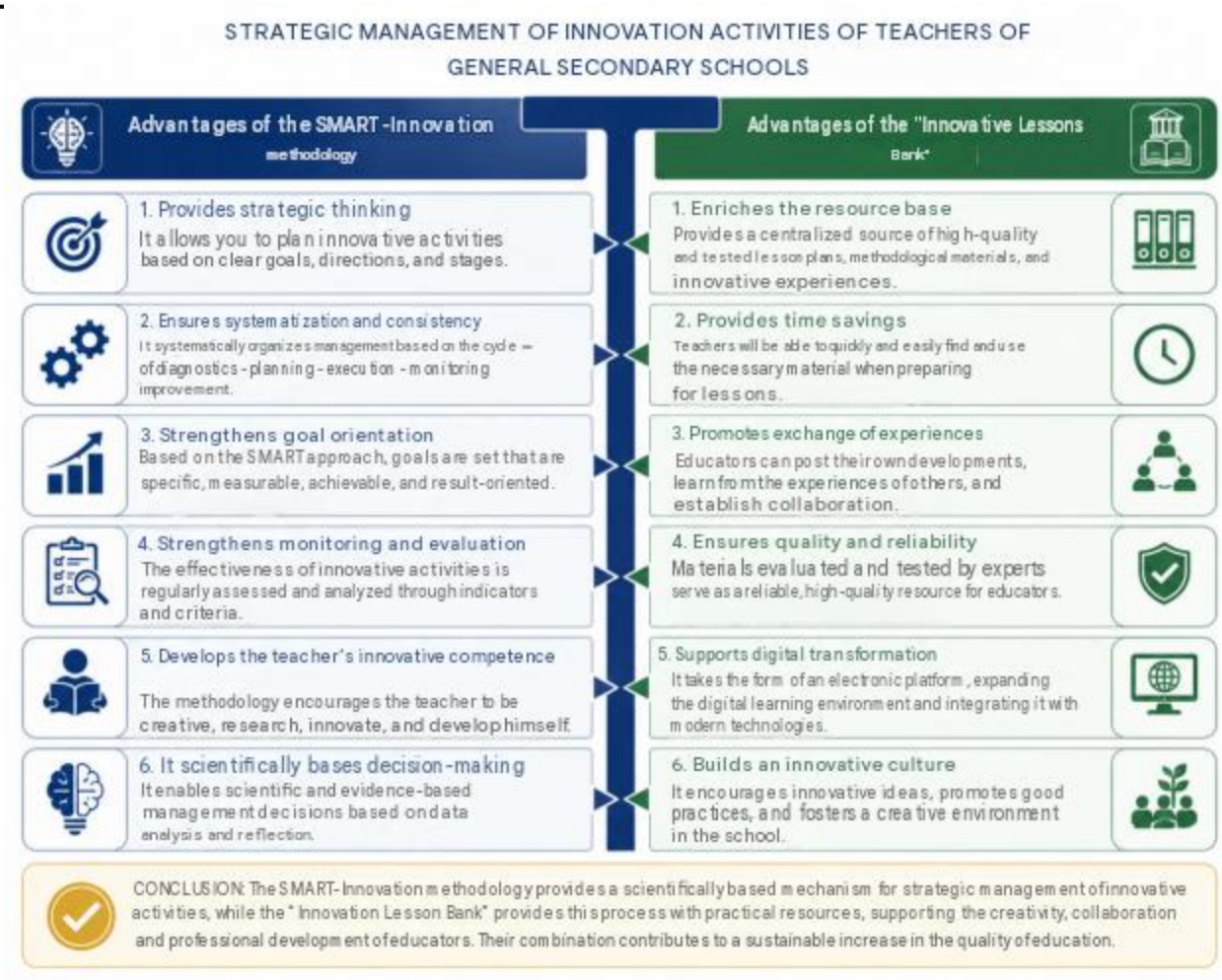


Figure 1. Advantages of the smart-innovation methodology and the "bank of innovative lessons" in the strategic management of the innovative activities of teachers of general secondary schools

This T-scheme provides a comparative analysis of the advantages of the SMART-Innovation methodology and the "Bank of Innovative Lessons" platform in the strategic management of innovative activities of teachers of general secondary schools. The results of the analysis show that the SMART-Innovation methodology represents a management mechanism that serves strategic planning, systematic management, targeted organization, monitoring of innovative activities and the development of innovative competence of teachers. This methodology allows for the scientific organization of innovative processes, assessment of effectiveness, and evidence-based decision-making. In this regard, the "Bank of Innovative Lessons" is aimed at forming a practical and methodological base for innovative activities, centralizing high-quality

lesson developments and methodological materials, popularizing advanced pedagogical practices, exchanging experience between teachers, developing methodological cooperation, and effectively using digital educational resources. The platform is an important tool for the rapid implementation of innovative ideas in practice and supporting the professional development of teachers.

The comparative analysis in the scheme shows that the SMART-Innovation methodology forms the theoretical and methodological basis of strategic management of innovative activities, and the "Innovative Lessons Bank" forms the practical resource base of this process. Their mutual integration ensures a continuous cycle of planning, implementation, monitoring and improvement of innovative activities. As a result, the innovative competence of teachers is developed, methodological cooperation is strengthened, the quality of the educational process and management efficiency increase, and a stable innovative environment is formed in schools. Practical analysis has shown that innovative activities organized on the basis of strategic management serve to improve the professional development of teachers, methodological cooperation and the effectiveness of the quality of education.

Conclusion. The results of the study confirmed that strategic management of innovative activities of teachers of general secondary schools is an important factor in the development of a modern education system. The developed SMART-Innovation methodology and the "Bank of Innovative Lessons" platform are recommended as effective tools for systematic management of innovative activities, development of innovative competence of teachers, strengthening methodological cooperation and improving the quality of education. The implementation of these approaches in practice will allow the formation of a sustainable innovative environment in educational institutions and increase management efficiency.

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