



"Teaching, Pedagogical and Modern Tendencies"

Innovative Obstructions Happening Within the Education System and the Ways of Solving Them

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Abstract. The given article uncovers the issue of arrangement of obstructions to the imaginative advancement of an instructive organization. The creator pays more consideration to the inconsistencies that emerge within the instructive organization, which the school organization has got to confront on the way of presenting advancements. It is these inconsistencies that make the prerequisites for the development of inventive clashes. As portion of the think about of the advancement prepare, the existing stretch focuses are decided, which are the forms of dissemination and utilize of advancement, as well as its interface with the maintainable working of the instructive organization. The article emphasizes the reliance of clashes on the organize of the advancement prepare and fixes the important part of the head of an instructive organization within the usage of advancements. The article examines the issues of the essence and content of innovative conflicts in an educational organization that has embarked on the path of innovative development. These questions made it possible to identify and systematize the main causes of innovation conflicts.

Key words: innovation, innovation conflict, probabilistic factors of exacerbation, innovation barrier.

Introduction

In recent years, in the education system of Uzbekistan, education is going through a difficult period of change and deformation of landmarks. In addition to the previous standard list, which included, among other things, the formation of knowledge, skills and abilities that ensure maximum socialization of the individual in the circumstances proposed by society, there is a need to develop methods aimed not only at the harmonious development of the individual in relation to society, but also regarding its individuality as such. By activating and stimulating the processes of self-realization through self-improvement, education provides additional opportunities and ensures the readiness of the individual for modern realities. Since the shift in priorities in education has led to the stimulation of innovative processes, educational institutions are increasingly introducing new elements into their activities. The very concept of "innovation" concentrates the essential features of the phenomenon and reveals the objective patterns of the existence of barriers and conflicts: social and material environment in which its life cycle takes place" [1].

Today, many scientists and practitioners of Uzbekistan devote their work to problems related

to the development and implementation of new educational standards, the introduction of the Unified State Examination, the use of innovative technologies in the educational process, as well as the launch of a new wage system, which implies the transition to per capita financing of educational organizations. Moreover, in domestic research, the problem of innovation has been considered for a long time precisely in the context of economic research. However, over time, it became necessary to assess the qualitative characteristics of innovative changes in all spheres of social activity. It turned out to be impossible to determine these changes only within the framework of economic theories, since a full-fledged study of innovation processes requires an analysis of achievements both in the field of science and technology, and in the areas of management, education and law. It is this analysis that makes it possible to find solutions to conflicts of pedagogical problems of innovative development.

Main part

Few people approve of conflict processes, but almost everyone participates in them. If in competitive processes the rivals simply try to get ahead of each other, to be better, then in a conflict, attempts are made to impose their will on the enemy, change his behavior, or even eliminate him altogether. In this regard, conflict is understood as an attempt to achieve one's goal by subjugating, imposing one's will, removing or even destroying an adversary seeking to achieve the same reward.

The conflict of innovative development is the interaction of participants in the innovation process, in which they are guided by opposite values, have mutually exclusive ideas about the content, form and goals of innovative development and oppose each other during the development and implementation of innovations. The conflict of innovative development is a natural phenomenon. It is a form of self-regulation of the organization as a system of search, creation and transition from unjustified and outdated forms of behavior to new ones in order to achieve the development goal.

Therefore, it can be considered not only as a natural phenomenon, but also as a phenomenon with a great constructive potential. In addition, it represents a necessary condition for changing systems, acquiring new qualities by them; a necessary condition for the self-regulation of systems, related to the essential parameters of their vital activity. But conflicts at the same time can destabilize innovative development if they are not managed. The efficiency of innovation implementation depends on the level of innovation development conflict management. Therefore, the management of innovative conflicts should be based on a scientific basis using modeling and forecasting methods.

In his work "Innovations in Education: Directions, Resistance, Management of Innovation Processes" M.G. Sinyakova identifies the following among the existing contradictions: - contradictions that arise between the new requirements for the quality of school education and the traditional methods and methods of teaching, educating and developing the personality prevailing in real pedagogical practice; - contradictions that arise between the need to introduce new ways of managing educational institutions and the functional unpreparedness of the administrative apparatus of an educational institution for the introduction of innovations; - the contradictions that arise between the demands of modern society in the rapid change in the education system and the psychological unpreparedness of the pedagogical community for innovative changes [3]. It is these contradictions that create the prerequisites for the emergence of a special type of conflict - innovation conflicts. Conflict is an integral part of the functioning of any modern organization and society as a whole. Despite the fact that it can carry both negative and positive charges, most of the recommendations are still based on conflict resolution methods, their reduction and minimization.

Innovation conflict - a contradiction that arises between social groups or individual members of the team about the innovations being undertaken - can be both functional and dysfunctional in nature, facilitate or hinder the introduction of innovations. At the same time, workers who actively resist innovation and thus become participants in the conflict will not necessarily be on the wrong side in it. A negative role in such a conflict can be played just by the so-called "passive" participants who do not openly oppose it, but at the same time slow down the process of introducing innovations, there may be plenty of them in the team [3].

Based on practical experience, it can be said with confidence that since all innovations in education are initiated by the heads of educational institutions, conflicts between the administration and the teaching staff of the school are inevitable. The heads of the institution can also act as conflicting parties when changes relate to the management system of the educational institution. Ignoring conflict situations by leaders is often associated with the existing misconception that progressive schools should not have specialists who do not support innovative ideas, and the image of an educational institution directly depends on the innovative component. As a result, the conflicts mentioned above acquire a protracted character, which over time will certainly have a negative impact not only on pedagogical interaction, but also on the quality of education [4]

Pedagogical activity is characterized by a clear mode of operation, while innovations are indispensable changes in the mode of life of the entire school. Not all teachers, after many years in the same mode and pace, are able to quickly accept a new rhythm of work. Innovative activity requires the teacher to activate the functions of memory, attention, perception, and makes high demands on the peculiarities of thinking. As a result, a situation of mental stress arises, and the way to get rid of it is to refuse to introduce new educational technologies, which naturally turns into a conflict situation.

It can be stated that in practice it is the management of the innovation process that is the weakest link in the innovative development of an organization. Typical disadvantages of management are: - lack of an effective methodology for evaluating innovations; - lack of predictive developments of the consequences of innovations; - the weakness of the organizational structures that manage innovation, which is manifested primarily in the unprofessionalism of managers; - insufficient coordination of structural divisions in the course of the implementation of innovations. Inside the innovation reasons are related to the characteristics of the innovation itself. Various innovations give rise to conflicts of different quantity and severity. Personal reasons lie in the individual psychological characteristics of the participants in the innovation process. A typical personal cause of innovation conflicts is the presence of many employees of a pronounced negative attitude to change in general and to innovation in specific activities in particular.

As we know, not every contradiction can develop into a conflict. If the contradiction is not yet recognized and there are no conflict actions, then this situation is called problematic. It is the result of the action of predominantly objective causes. Many problematic situations exist for a long time without showing themselves. Objective conflicting situations caused by people's activities create the potential for conflicts, which becomes a reality only in combination with subjective factors¹. One of the conditions for such a transition is the awareness of an objective problem situation. The presence of an obstacle to the realization of interests contributes to the fact that the problem situation is perceived subjectively, with distortions. The subjectivity of perception is generated not only by the nature of the psyche, but also by the social and cultural differences of the participants in communication. These include values, social attitudes, ideals and interests. The individuality of awareness is also generated by differences in knowledge, needs, and other characteristics of the participants in

the interaction. The more complex the situation and the faster it develops, the more likely it is to be distorted by opponents. Awareness of the situation as contradictory does not always automatically entail conflict opposition of the parties. Often they, or one of them, try to solve the problem in non-conflict ways (by persuading, explaining, asking, informing the opposing side). Sometimes the participant in the interaction concedes, not wanting the problem situation to develop into a conflict. In any case, at this stage, the parties argue their interests and fix their positions.

So, an innovation conflict arises when innovations are introduced and is accompanied by incompatibility of interests of various social groups (administration, teachers, administrative and technical staff, parents of students), becoming a kind of indicator of changes taking place in an educational organization. Conflicts can arise at various levels of management: between the administration and teachers, administration and administrative and technical staff, teachers and parents of students. Such situations are quite understandable and are not something anomalous. The subjective factors in the emergence of such conflicts include the discrepancy between the motives, ambitions and capabilities of the parties, the contradictions between responsibility and authority, the readiness of leaders for innovation [5]. Innovative conflicts are possible in both open and hidden forms. The first is expressed traditionally - refusal to perform activities, ignoring orders, open disobedience to leadership. In these cases, the conflict becomes apparent, and leadership is included in its regulation. Here it is necessary to note the important role of the head of the educational organization, who should deal with the issues of preventing innovation conflicts in a timely manner. The issues of the nature and content of innovation conflicts raised and discussed in the article in an educational organization that has embarked on the path of innovation development make it possible to identify and systematize the main causes of innovation conflicts.

Conclusion

Thus, in this paper, the issues of the nature and content of innovation conflicts were considered. The causes of conflicts are differences in perceptions and values, because, instead of objectively analyzing the problem, people often consider only those views, alternatives, and aspects of the situation that are favorable only to their group and personal needs.

Most of the problems of conflict are developed at the macro level in the context of large-scale theoretical constructions related to the tasks of explaining sociocultural changes in modern society.

At the same time, the issue of conflict is purely applied in nature. It is in great demand in solving very specific situations in which there is a clash of interests of two or more parties. In fact, in the practice of organizing modern management, in diplomacy, in jurisprudence, commercial activities and other areas of life where there is a direct clash of interests of the opposing sides, an applied direction has developed, which is called conflictology. A conflictologist is a special profession, whose representatives participate in many negotiation processes, travel to "hot spots", where they work as consultants and participate in the negotiation process at different levels and in different situations.

Ways out of conflicts are means of persuasion, the imposition of norms, material incentives, and the use of power.

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