

ENCOURAGING INFLUENCE IN THE MANAGEMENT OF INNOVATION AND PEDAGOGICAL ACTIVITIES

Rakhmanova E'zozkhon Yuldashevna

Assistant, Department of Social, Pedagogy and Psychology,

Tashkent Paediatric Medical Institute

ezozafarzona@gmail.com

Abstract

In the article the system of methods that provides the motivating impact in the management of innovative pedagogical activities is proposed. The author reveals integrative features of various combinations of the methods and possibilities of their application in the management of pedagogical innovations.

Keywords: innovative and pedagogical activities, motivating impact, methods of motivation, management of innovation.

Introduction

Modern innovations in education require formation of new pedagogical thinking, new personality traits and relations between participants of innovation processes based on the principles of democratization and humanization of management. The implementation of these requirements can be seen, in particular, in the strengthening of the role of motivational personnel management, motivational influence in the management of innovative and pedagogical activities.

R. A. Fatkhutdinov, dividing the methods of personnel management according to the degree of freedom of the performer into methods of coercion, motivation and persuasion, points out that motivation gives the performer freedom of action, greater in comparison with coercion and less in comparison with persuasion. By using motivation, the leader creates the motivation for him to perform the activity. Based on generally accepted interpretations of motivation in management (T. S. Kabachenko, A. Ya. Kibanov, R. A. Fatkhutdinov, etc.) and taking into account the specifics of innovation management in education (V. S. Lazarev, L. S. Podymova, M. M. Potashnik, etc.), we identify the following characteristics of motivational influence on teachers involved in innovation activities:

- It has the strongest effect on the motivation of employees;
- Like coercion, it stimulates mainly external activity;
- It creates an internal attitude (this is its similarity to belief);
- by encouraging action, the school manager orients the individual and the team much more on the process than on the result, and wide possibilities of motivation create the conditions for flexible regulation of the process, corrective effects on the organization of staff activities. Thus,



managerial interaction under motivation acquires the features of both subject-object and subject-subject relations, and the motivational component of influence on the individual and the team is most clearly manifested in motivation. Based on the totality of the motivational characteristics we have identified, we view motivation in human resource management as a set of ways to influence employees to form and develop their internal incentives. In other words, school innovation management, when using motivation, acquires a focus on stimulating external activity by creating internal attitudes. This is especially true for motivating innovative teaching activities.

The scientific and educational literature highlights the following main reasons that reduce staff motivation, even with good external work incentives:

- Ambiguity for the employee about the objectives of the activity, as well as its personal and social significance;
 - Difficulties in the job that the employee is unable to overcome;
 - Too low self-esteem of the teacher, lack of self-confidence;
 - Overestimated self-esteem, complacency of the teacher, his confidence in his own infallibility, that he has "nowhere else to grow";
 - poor organization of the collective activities of the staff, weak interaction of the teachers in the team (for example, in the "each man for himself" team, no one systematically cooperates with anyone and does not compete, it is unclear to whom to turn for advice on a particular issue, the results of the staff's activities are poorly related to the existing incentive system, etc.).
- And vice versa: awareness of the goals of the activity, interaction, assistance in difficulties, adequate self-assessment of employees, objectivity of management assessments, clear organization of work are the reasons that positively affect employee motivation.

The means of positive motivation can be the goals of the activity, the activity itself as a specially organized process of interaction, the provision of necessary assistance, as well as the employee's reflection and emotional experience of his successes and failures, which leads to the awareness of the need and possibility of further improvement of his work. Based on the above, employee motivation can be achieved:

- by organizing the employees' understanding of the importance of the company's goals;
- through special organization of joint professional and educational activities;
- direct or indirect assistance of the manager to the employees in the performance of their work;
- constructive, rational pointing out of advantages and disadvantages, objectively highlighting the positive and negative aspects of the employee's work;
- by influencing the employee's mood and changing his emotional state.

Target motivation can be achieved by using the methods of reference and showing prospects. Organizational motivation is achieved by the methods of competition and partnership. The methods of helping motivation are advice and assistance. The methods of emotional motivation are encouragement and humiliation. The methods of rational motivation are emphasizing the advantages and pointing out the disadvantages. The Etalon method refers to goal motivation and is the presentation to employees of clear examples of the desired performance results, what they can achieve. The standard must necessarily be visual, realistically achievable, and provided with a methodology for determining the degree of conformance of the results obtained




to the standard. Standards can be negative ("you can't do that!"), but positive standards are much more commonly used to motivate. The benchmarks can be both the achievements that actually exist in the school and the indicators formulated on the basis of an analysis of the possibilities available in the school. For example, in a school there may be standards of good academic performance in different subjects for classes of different learning levels, there may be standards of relationships in the teaching staff, the methodology used by a teacher to solve a certain pedagogical problem may be recognized as a reference, etc.

The advantage of the standard as a method of motivation is that its clarity and obviousness make it possible to avoid coercion by achieving the clarity of the requirements for the result of the activity, inherent in coercive methods. The disadvantage of the benchmark method is the strict regulation of the desired results, which limits the initiative of the employees: relatively speaking, if the result does not meet the benchmark, it is "bad". However, it is important to remember that once a benchmark is set, it may become obsolete or may have been wrongly defined in the first place. In particular, the result of pedagogical activity may exceed the reference requirements; in this case, the manager must make a decision that either rejects the previous standard or denies the employee's achievements. Another example: none of the employees can approach the set benchmark for a long time; this situation requires correction of the benchmark and additional motivation of the employees. Thus, the rigidity of this method leads to the need to periodically review and adjust the standards set by the employees. A more flexible method to motivate employees is to show prospects. The essence of the perspective method is that the manager shows the employee the personal and social meaning of the goals of the activity by describing or showing what awaits the school, the students, the teachers and this teacher personally if he acts in a certain way, chooses a certain behavioral model, learns a certain pedagogical innovation. The flexibility of this method is undoubtedly an advantage when it comes to encouraging creative activity and stimulating teachers' initiative. However, the goal is not as clear as in the benchmark method.

The contest is used to organize the employees' activities. The objective of the personnel manager in organizing a competition can be formulated as follows: "to strive to be better than others or not to be the worst of all". In other words, competition as a method of personnel management is based on the use of natural motivation of every person to achieve success and (or) to avoid failure. We consider this method to be one of the harsh methods of motivation, since its application puts employees in conditions of confrontation, and their professional activities depend on the rules of competition, forcing everyone involved in activities organized in this way to "play by the same rules", which are not equally convenient for everyone. The rules of teachers' competition at school are a kind of "rules of the game of pedagogical activity", which more or less reliably reflect the realities of a given school. As a result of competition, someone always wins and someone always loses. Therefore, personal success or the success of a small ("own") group in the eyes of employees can overshadow the success of the school and the teaching staff as a whole ("I'm not happy that the school as a whole has improved its learning indicators because my colleagues beat me in a personal competition", "I don't care about school problems as long as I'm at the top", etc.). These are the disadvantages of the competition method. Its advantages include a pronounced focus on high performance, the





expansion of opportunities to stimulate activities "from within the team", and the organization of mutual control. The partnership method, in contrast to competition, organizes cooperation in a team. Partnership in employee interaction involves mutual responsibility, mutual assistance, joint solution of a common problem for a group of teachers, fulfillment of each part of a common cause, and the desire not to disappoint a partner colleague. Partnership is a flexible method of organizational staff motivation. Although the organization of a partnership also involves the implementation of certain rules, these rules mainly regulate the relations between employees. When using this method, personal interests are not isolated from public ones, and innovative pedagogical activity acquires a collective and self-governing character, which is its advantage. The main disadvantage of partnership in comparison with competition is a relatively weak focus on achieving results. For example, an employee may slow down the pace of his professional development out of a sense of solidarity with a colleague who has not yet achieved good results, as well as because he is spending his energy and time helping a partner. The methods of employee motivation discussed above are related to the methods of goal and organizational motivation and form a pair of rigid methods (benchmark and competition) and a pair of flexible methods (showing prospects and partnership). The next two pairs of motivation methods are methods of rational and emotional motivation. They are differentiated by emphasizing the positive or negative sides of the employees. The essence of emphasizing strengths as a method of rational motivation is that the manager recognizes and emphasizes the positive aspects of professional activity and personality of an employee or a group of employees.

The benefits can be emphasized in a one-on-one interview. Often the teacher himself does not see the success of his work because he cannot see it "from the outside", or he is afraid to advertise his successes for fear of making mistakes. In this case, highlighting the benefits will not only show him the true value of his work, but will also increase his self-esteem. In this case, it is often combined with managerial support: public praise from a supervisor can significantly raise an employee's status in the team, ensure that his or her success is recognized by colleagues, and so on. The use of this method allows the manager to rely on the positive qualities of the employees and to cultivate these qualities in the teachers. The disadvantage of this method is the rejection of criticism, which is also necessary in personnel management. Pointing out shortcomings is a polarizing method in comparison with the previous one, since it is based not on a positive, but on a negative assessment of the employee and his professional activity by the manager. Teachers' awareness of their mistakes, shortcomings, and gaps in professional competence is an important step in eliminating them. The method of pointing out mistakes is designed to help you take this step. The main rule of using this method is the rule of constructive criticism, i.e. pointing out shortcomings should show employees ways of professional and personal improvement, and in no case the search for shortcomings should become an end in itself for the boss. The disadvantage of this method is the lack of positive attitude, which, if used frequently, can lead to lower self-esteem, disappointment in individual innovations and professional activities in general.

In some methods of emotional motivation, the shaming method has a negative motivational rating. However, the negative assessment is offset by a generally positive perception of the



employee's personality, empathy for the employee, and the manager's confidence in the employee's ability to overcome mistakes and miscalculations. Encouragement as a method of emotional motivation is a positive emotional assessment combined with a clear confidence expressed by the manager in the employee's merits, professional potential, and the ultimate success of his work. When using methods of rational and emotional motivation, an employee must be sure that he is more likely to be "good" than "bad" in the eyes of the superior. In other words, the general rule when using these methods is that positive evaluations should significantly outnumber negative ones. Another pair of methods used in the incentive system are methods of motivation with help. Their common feature is direct or indirect assistance of the manager to the employees. When using these methods, it should be remembered that help increases motivation if it is timely (it meets the person's need for help), tactful (it is not imposed against the will of the person to whom it is given), necessary and sufficient (it does not do the work for the employee, does not take responsibility for the result, i.e. it helps to overcome difficulties independently, which leads the subordinate to success). The methods of assistance include advice (verbal assistance) and support (practical assistance). Advice as a method of management is intended to help employees to rationalize their activities, to correctly identify priorities in them, and at the same time to leave employees sufficient freedom to choose the means and methods of activity. Advice in the usual, everyday sense is a ready to use hint, which can only be taken note of, interpreted or completely ignored and acted upon in one's own way. This is especially true of the Board, which is different from the Order. However, even in informal communication, blatant disregard for advice can be offensive to the person who gave the advice. In management, ignoring the advice of the leader is a sign of failure in using this method.

The manager's advice must be effective and purposefully help to improve the work (otherwise, why give it? So that the subordinates decide that the words of the boss are "empty words"?)

The use of this method allows many options: the manager can wait for the employee to ask for advice, or he can take the initiative himself, immediately formulate the advice clearly and instructive, or he can only suggest the source of the necessary information (for example, name the right book, magazine, author, or advise contacting a colleague who knows this information). may involve a third party in the formulation of advice, etc. A special place in the use of the Counseling Method is occupied by situations in which subordinates themselves turn to the leader for advice. The complexity of these situations is determined by the fact that, on the one hand, refusing to give advice in this case means ignoring the employee or admitting his incompetence in this matter, and, on the other hand, the real reasons why employees seek advice from the manager can be very different. For example, an employee may seek advice for the following reasons:

- Difficulties at work and hope for the help of a specialist who "knows everything much better";
- The desire to get confirmation of one's own intentions from the manager;
- A desire to avoid responsibility for the outcome;
- The desire to show admiration for the superior's wisdom, to flatter him in order to get closer to him and to demonstrate to his colleagues his "closeness to the superior", thus increasing his status in the team;



- An elementary reluctance to think independently and solve professional problems (in this case, as in the previous one, the employee is inclined to seek advice at the slightest opportunity).

Obviously, the techniques used by the manager to implement the advice should be different in each of these cases. Assistance involves active, effective assistance - from direct intervention in the process (for example, the head of a methodological association who is well versed in a new teaching methodology helps the teacher develop a lesson on this methodology) to indirect influence (for example, the creation of particularly favorable conditions for teachers engaged in innovative activities). Thus, management assistance can be direct or indirect (indirect). Indirect assistance provides optimal conditions for the implementation of management decisions. These conditions include: socio-psychological conditions (creation of a favorable socio-psychological climate in the managed system) and material conditions (provision of financing necessary for the implementation of the solution, as well as premises, visual aids, literature, technical means, equipment).

Managerial assistance covers different stages of educational initiatives and pedagogical creativity, acquiring its own specifics at each stage due to the uniqueness of managerial tasks and the combination of management techniques of teaching staff. In particular, the following types of assistance can be distinguished: assistance in forming an idea, in putting forward an idea, in developing an innovative project, in testing, in organizing the introduction of innovations. Combinations of methods of motivation that form the rays of the "motivation star" form the following tactical schemes:

Cooperation (Partnership + Assistance): A tactical scheme in which both subordinates and the leader are involved in joint activities;

- Support in difficulty (encouragement + advice): The combination of these methods helps employees overcome difficulties in their work on their own;

- Criticism (pointing out mistakes + shaming);

- Elevation (pointing out advantages + showing perspectives): The combination of methods in this scheme creates an atmosphere of trust in the employees' abilities, increases their self-esteem because their advantages open up new prospects for development and, of course, will lead to new achievements;

- Competition (benchmark + competition): The degree of approximation to the reference requirements is determined in comparison with the achievements of colleagues; this tactical scheme allows you to organize an assessment in a team and to some extent compensates for the lack of special methods in the incentive system for stimulating the evaluation of performance.

When encouraging employees, some methods are based on trust and some on mistrust (in the figure, the segments representing these methods touch the "lines of trust" and "lines of mistrust", respectively). When the methods of one of these lines are dominant, we can talk about tactics of trust or distrust of staff, and in combination with the methods of other groups, we can talk about strategies of trust / distrust. Trust and distrust strategies are integrative, combining methods from different groups: "Lines of Trust" show the transition from motivation to persuasion, and "Lines of Distrust" - to coercion. The above tactical schemes do



not exhaust the variety of tactics possible when a manager uses an incentive strategy. For example, the nature of support in difficulty will change if encouragement and advice are supplemented with assistance or replaced with advice, and criticism will have a greater corrective effect if methods of shaming and pointing out shortcomings are supplemented with advice on how to improve performance. Our analysis of motivation as an integrative way of influencing the individual and the team in the management of innovative pedagogical activities allows us to draw a number of conclusions.

1. Under stimulating influence in the management of innovative and pedagogical activities:
 - The leader can be both "outside" and "inside" the managed system (the methods of advice and support clearly require "being inside", the other methods assume the possibility of such a choice);
 - specially organized interaction of participants in innovative pedagogical activities (competition or partnership);
 - motivation can be created by any of the motivational methods at any stage of the process;
 - regulation and correction of teachers' activities is carried out by encouragement / humiliation, highlighting advantages / pointing out disadvantages, as well as by advice and assistance;
 - there are no special methods for evaluation of final results.
2. The advantages of persuasion are, first of all, flexibility of managerial influence, variety of motivations and effective regulation of the professional activities of the staff, which provides the staff with ample opportunities for educational initiatives and pedagogical creativity, as well as the possibility of managerial influence both from outside and from within the managed system.
3. Motivation is most effective when the methods of the "motivational star" are supplemented by external incentives for the staff: rewards and punishments. This leads to the idea that integrative strategies for the management of innovative and pedagogical activities are most preferable in the management of innovative and pedagogical activities, thanks to which the degree of freedom of the performers can be varied.

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