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PEDAGOGICAL AND ORGANIZATIONAL FACTORS IN THE DEVELOPMENT OF INNOVATIVE ACTIVITY IN THE EDUCATION SYSTEM

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Abstract
This article provides a scientific-theoretical and practical analysis of pedagogical and organizational factors in the development of innovative activity within the education system. It also examines organizational factors that influence the effective implementation of innovative activities in educational institutions, including the importance of strategic planning, institutional support, motivation systems, and cooperation mechanisms. The results of the study contribute to the development of scientific and practical recommendations for modernizing the education system and improving innovative management.

Keywords: Innovative activity, education system, pedagogical approach, organizational factors, innovative education, pedagogical competence, digital technologies, education quality, innovative management, modernization of education.

Introduction

In the Republic, great attention is being paid to improving the higher education system on the basis of international standards in order to train well-rounded, mature, creative, creatively thinking, strong-willed, active, and initiative-taking professionals. The accelerating processes of globalization and digital transformation are setting entirely new tasks for the education system. In modern society, the quality of human capital, scientific potential, and the level of innovative development largely depend on the effectiveness of the education system, and the development of innovative activity within this system is gaining strategic importance. Therefore, the introduction of innovative approaches in educational institutions, the improvement of pedagogical processes, and the application of modern management mechanisms are among the urgent scientific and practical issues of today.

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Innovative activity is an important factor that contributes to updating the educational process, implementing advanced pedagogical technologies in practice, effectively using digital tools, and improving the quality of education. Such activity is closely connected not only with the development of teachers' professional competence, but also with the formation of the management culture, organizational infrastructure, and innovative environment of educational institutions. In particular, the formation of an innovative culture in education through the development of creative thinking, research skills, and the application of modern technological solutions is becoming an essential condition for sustainable development.

"The provision of education and upbringing to the younger generation, the delivery of knowledge, and their preparation for social life and activity are among the key criteria of the educational process. Through education and upbringing, the moral qualities of young people, which are considered part of national values, are formed; their attitude towards ideological and socio-ideological processes in society changes, and opportunities emerge for them to develop into well-rounded individuals. The educational process plays an important role in determining an individual's social status, reforming the socio-political system of society, maintaining social order and stability, and implementing social control" [1, 31]. It is well known that the globalization of the socio-economic space, the active introduction of new technologies, the increasing importance of information resources, and the growing competition in national and global markets – among many other factors – compel organizational leadership to intensify the search for appropriate information tools.

Factors of achieving competitive advantages, among which the level of teachers' professional competence occupies a special place, are of particular importance. All of this indicates the necessity of addressing the problem of the mismatch between graduates' professional competencies and the requirements of the labor market.

In today's context of innovative development, the requirements for the professional competencies of future teachers are determined by their contribution to the development of our state and the growing demand for competitive, qualified personnel. Innovative development is the process of transitioning to an innovative type of economy carried out through the continuous and purposeful search, preparation, and implementation of innovations that enable increased efficiency of social production. In this period, qualified educators are required to possess managerial competencies, to be able to apply them in practice, and to secure their

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place within the education systems of developed countries. Analysis of scientific sources shows that a teacher's managerial competence is considered as a combination of personal, organizational, and functional, or in essence, managerial components.

The formation of innovative activity in teaching Russian in the educational process requires updating the curriculum based on modern requirements, applying interactive methods and digital technologies, improving organizational forms of education, and developing students' communicative competence. In this regard, increasing students' speech activity, strengthening their motivation to learn Russian, and integrating theoretical knowledge with real communication and practical situations are among the key tasks. After all, an innovative approach to teaching Russian is not limited only to the use of new pedagogical methods; it also aims to raise the effectiveness of education to a new level by developing students' independent thinking, creative approaches, and effective communicative skills.

MATERIALS AND METHODS

"In the education system or in learning activities, the use of innovations is aimed at achieving the highest possible results from the resources and effort invested. The difference between innovations and any other novelty is that they must have a flexible mechanism that allows for management and control" [2, 12]. In our view, the main purpose of introducing innovations in the education system is not merely the implementation of new technologies or methods in practice, but rather ensuring a sustainable improvement in the quality and effectiveness of education through them. Therefore, any innovation should be organized as a system-based mechanism that is goal-oriented, result-evaluated, and continuously improved.

In particular, the availability of planning, monitoring, and analytical tools for innovative activity contributes to its sustainable development. Such an approach strengthens the adaptation of participants in the educational process to innovations, improves the quality of pedagogical activity, and ensures the competitiveness of the education system as well as its compliance with modern requirements.

The most important elements of modern education have been formed since ancient times. The goals, content, forms, methods, and tools of education are considered traditional categories used for analyzing the content of the educational process. These categories specifically emerge as the subject of pedagogical activity that organizes the teaching and learning process in a particular subject, specialty, or field of study. From

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this perspective, in the modern education system, these categories, while preserving their classical essence, are undergoing significant transformation under the influence of new socio-economic and technological conditions. In particular, the goal of education is no longer limited to merely providing knowledge; it now also includes, based on a competency-based approach, the development of students' ability to think independently, critically analyze, and make innovative decisions.

The content of education is also being enriched in the direction of interdisciplinary integration, digital technologies, and the development of practical competencies. The forms and methods of education are being updated through interactive, student-centered approaches, project-based learning, and the extensive use of digital platforms. In addition, educational tools are undergoing significant changes, as alongside traditional textbooks, electronic resources, multimedia technologies, and artificial intelligence – based educational platforms are being widely introduced. This, in turn, makes the content of pedagogical activity more complex and creates the necessity for the continuous development of teachers' innovative, organizational, and methodological potential.

In the process of teaching the Russian language, these pedagogical categories also function as key factors ensuring the effectiveness of education. In particular, orienting the educational goal toward the formation of communicative competence, enriching the learning content with real-life communication situations, and effectively using interactive methods and digital educational technologies contribute to the development of students' language skills.

At the same time, the use of role-playing activities, case-based learning technologies, multimedia tools, and online platforms makes the process of learning Russian more engaging and effective. Such innovative pedagogical approaches significantly improve the quality and outcomes of Russian language instruction by developing students' independent thinking, creative activity, and practical communicative competencies.

In essence, innovations are considered a dynamic system of introducing new elements into a process or relationship. As a system in itself, the introduction of innovation reflects, firstly, the internal logic of the process or relationship, and secondly, the consistent development of the introduced innovation over a certain period of time and its interaction with the surrounding environment.

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The successful implementation of innovative processes in the education system is determined not only by the introduction of new technologies or methods, but also by teachers' readiness for innovation, their professional competence, and their positive attitude toward change. From this perspective, it is important to form an innovative environment in educational institutions, support teachers' creative activity, and create the necessary conditions for the effective use of modern educational technologies.

Innovations manifest themselves in different forms depending on their scale and level of impact. Some innovations are aimed at solving practical problems within a specific educational institution or a particular subject area, while others lead to comprehensive changes in the content, methodology, and management system of the entire educational process. Therefore, in ensuring the effective organization of innovative activity, it is important to clearly define its objectives, scope of application, and expected outcomes, as well as to ensure cooperation among all participants of the pedagogical process.

RESULTS

Innovative activity requires directing a teacher's mental, intellectual, and physical efforts toward a specific goal, acquiring theoretical knowledge, practical skills, and competencies, continuously enriching practical activity with theoretical knowledge, and developing cognitive, design, communicative speech, and organizational skills.

"An important result identified based on observations and interviews is that teachers using innovative methods have noted a significant increase in students' activity during the lesson process. In this case, students participated not only as passive recipients of knowledge but also as seekers, evaluators, and practical users of it. This once again confirms the advantages of the constructivist teaching model"[3, 49].

DISCUSSION

The results of the study show that innovative activity in the educational process contributes to a fundamental transformation of the interaction mechanisms between teachers and students. From a pedagogical perspective, innovative activity primarily requires the formation of teachers' professional competence in a new content framework, as well as qualitative changes in the methodological, organizational, and communicative aspects of the educational process. This is because, in today's context,

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not knowledge itself, but the ability to apply, analyze, evaluate, and produce practical outcomes has become of leading importance.

The effectiveness of innovative approaches in the pedagogical process is determined by the teacher's active role in organizing the lesson. The teacher no longer functions only as a transmitter of information but rather appears as a coordinator, facilitator, consultant, and academic guide of the learning process. In this context, the learner becomes an active subject at the center of the educational process, while teaching shifts toward a learner-centered, communication-based form.

However, the analysis of pedagogical practice shows that certain conditions are essential for the effective implementation of innovative activity. In particular:

- improving teachers' digital and methodological literacy;
- mastering psychological approaches to managing learner activity;
- organizing lesson content based on interdisciplinary integration;
- establishing reflection and analytical mechanisms in the educational process.
- Otherwise, innovative methods may be used only as a formal external element

and will not have a significant impact on the effectiveness of education. In this regard, one of the important pedagogical aspects of innovative activity is teaching learners independence, which is of particular importance. Skills such as independent thinking and the ability to make decisions in problem situations are among the key competencies for students' future professional development. Innovative activity is valuable precisely because it is aimed at developing these skills.

The final analysis shows that the consistent implementation of innovative approaches in the education system leads to qualitative improvement of the learning process, as well as to the intellectual, creative, and social development of the learner's personality, and the enhancement of teachers' professional skills and pedagogical culture. At the same time, the use of innovative pedagogical technologies strengthens the interactivity of the educational process and contributes to the development of students' competencies in independent thinking, problem-solving, and effective communication.

The integration of modern digital tools and advanced methods into educational practice makes it possible to organize the teaching process in a more flexible and result-oriented manner. As a result, the quality of education improves, creating a solid pedagogical foundation for preparing innovative, competitive specialists with modern knowledge and skills. Therefore, the development of innovative activity in the

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education system should be continuously improved through ensuring the harmony of pedagogical and organizational factors.

CONCLUSION

In conclusion, the development of innovative activity in the education system is directly dependent on the harmony between pedagogical and organizational factors. The effective use of modern pedagogical technologies, digital educational tools, and innovative management mechanisms contributes to improving the quality of education, developing teachers' professional competence, and forming students' independent and creative thinking skills. Therefore, creating an innovative environment in educational institutions, supporting teachers' innovative potential, and improving organizational management are considered essential conditions for the sustainable development of the education system.

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