



MODERN MODELS OF MANAGING THE TRAINING OF PEDAGOGICAL PERSONNEL FOR INNOVATIVE ACTIVITIES

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ABSTRACT

The contemporary educational landscape demands a fundamental transformation in the approaches to preparing pedagogical personnel capable of implementing innovative practices in their professional activities. This article examines modern models of managing the training process for teachers oriented toward innovative activities, analyzing the theoretical foundations, structural components, and practical implementation mechanisms of these models. The research explores the evolution of management paradigms in pedagogical education, from traditional administrative approaches to flexible, adaptive systems that integrate competency-based, project-based, and network-based management principles. Particular attention is devoted to examining the organizational and pedagogical conditions necessary for effective management of innovation-oriented teacher training, including the development of institutional infrastructure, creation of motivation systems, establishment of continuous professional development mechanisms, and formation of collaborative professional communities.

KEYWORDS: Pedagogical personnel management, innovative activities, teacher training models, competency-based approach, professional development.

INTRODUCTION

The accelerating pace of social, technological, and economic transformations in contemporary society places unprecedented demands on educational systems worldwide, requiring fundamental changes in the preparation and professional development of pedagogical personnel. Traditional models of teacher training, characterized by standardized curricula, passive learning methods, and limited attention to developing innovative competencies, prove increasingly inadequate for preparing educators capable of responding effectively to the complex challenges of modern educational practice. The recognition that teachers serve as the primary agents of educational innovation and that the quality of educational outcomes depends fundamentally on the professional competence and innovative capacity of teaching staff has stimulated intensive search for new approaches to managing the training process for pedagogical personnel.

The concept of managing pedagogical personnel training for innovative activities represents a multidimensional phenomenon that encompasses strategic planning, organizational development, human resource management, quality assurance, and continuous professional improvement. This management process extends beyond traditional administrative functions to include creating conditions that stimulate creativity, facilitate experimentation, support risk-taking, and promote collaborative problem-solving among teacher educators and prospective teachers. The effectiveness of management systems in this

domain depends on their capacity to balance stability and change, maintain quality standards while encouraging innovation, and integrate diverse stakeholder perspectives while pursuing coherent institutional goals. Contemporary educational research and practice have generated various models of managing pedagogical personnel training oriented toward innovative activities, each reflecting different theoretical foundations, organizational principles, and implementation strategies. These models range from centralized approaches emphasizing systematic planning and quality control to decentralized frameworks prioritizing institutional autonomy and grassroots innovation, from competency-based systems focused on developing specific professional skills to holistic approaches addressing the broader personal and professional development of teachers. Understanding the characteristics, advantages, limitations, and contextual applicability of different management models constitutes an essential prerequisite for educational leaders, policymakers, and teacher educators seeking to enhance the innovative capacity of their pedagogical workforce. The present article examines the theoretical foundations, structural components, implementation mechanisms, and practical implications of modern models for managing the training of pedagogical personnel for innovative activities. Through analyzing international experiences, identifying effective practices, and proposing comprehensive frameworks, this research aims to contribute to the ongoing discourse on improving teacher preparation and supporting educational innovation in diverse contexts.

The development and implementation of effective management models for preparing teachers to engage in innovative activities requires solid theoretical grounding that integrates insights from multiple disciplinary domains including educational management theory, organizational development research, innovation studies, adult learning theory, and professional development scholarship. The theoretical foundations of contemporary management approaches in this field reflect the evolution of educational thought from mechanistic conceptions of teaching as technical skill application to sophisticated understandings of pedagogical work as complex professional practice requiring continuous learning, critical reflection, creative problem-solving, and adaptive expertise. Classical management theory, with its emphasis on rational planning, hierarchical organization, standardized procedures, and efficiency optimization, exerted considerable influence on early models of teacher training management. This approach conceptualized the preparation of pedagogical personnel as a production process wherein standardized inputs would be transformed through systematically designed procedures into predictable outputs meeting specified quality criteria.

The emergence of human relations theory and subsequent developments in organizational behavior research shifted attention toward the social and psychological dimensions of organizational life, emphasizing the importance of motivation, interpersonal relationships, organizational culture, and participatory decision-making processes. Applied to the management of pedagogical personnel training, these perspectives highlighted the significance of creating supportive institutional climates, fostering collaborative professional communities, recognizing and rewarding innovative efforts, and involving teachers in decision-making processes affecting their professional development. This theoretical orientation contributed to management models that prioritize professional autonomy, collective inquiry, peer learning, and intrinsic motivation as essential elements in preparing teachers for

innovative activities. Systems theory and contingency approaches to organizational management introduced important conceptual tools for understanding the complexity, interconnectedness, and context-dependency of educational institutions and processes. These frameworks conceptualize teacher training organizations as open systems that interact continuously with their environments, process diverse inputs through interconnected subsystems, and produce outcomes influenced by multiple internal and external factors. From this perspective, effective management of pedagogical personnel preparation for innovative activities requires attention to systemic relationships among institutional components, alignment between organizational structures and strategic objectives, adaptation to environmental conditions, and maintenance of dynamic equilibrium between stability and change. Systems thinking encourages managers to consider how changes in one area of the organization affect other areas, how institutional processes influence and are influenced by broader educational and social contexts, and how feedback mechanisms can support continuous organizational learning and improvement.

Contemporary theories of organizational learning and knowledge management have profoundly influenced recent models of managing teacher training for innovation. These approaches conceptualize organizations as social systems that collectively create, share, and apply knowledge, emphasizing processes through which individual learning becomes embedded in organizational routines, structures, and cultures.

Conclusion

The transformation of teacher education to effectively prepare pedagogical personnel for innovative activities constitutes an ongoing journey rather than a destination reached through implementing particular management model. Continuous evolution of educational contexts, emergence of new technologies and pedagogical approaches, changing student populations and societal needs, and development of professional knowledge all ensure that preparation of innovative teachers will remain a dynamic challenge requiring sustained attention, ongoing learning, and continuous adaptation. The management models and approaches examined in this article provide valuable frameworks and insights for this ongoing work, but their effective application will always require thoughtful adaptation to specific contexts, regular evaluation and refinement based on experience, and commitment to the fundamental purpose of enhancing educational quality through developing capable, creative, and innovative teachers.

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