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INNOVATIVE ACTIVITY OF THE ORGANIZATION: MODERN METHODS OF EVALUATION

Abstract: The article analyzes the main aspects of the organization's innovation activity, as well as methods and tools for its evaluation.

Key words: innovative activity, its main components and evaluation methods, factors of influence on innovative activity innovation, like all sciences, has its own conceptual apparatus, which consists of a certain system of concepts.

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Introduction

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Changes in all aspects of life in the state, both political and socio-economic, are taking place in our society and probably will continue to occur. All these progressive changes have affected the natural process of vocational education, which must be brought into line with the needs of society for highly qualified personnel with strong and deep knowledge, capable of self-development and self-realization. The law on education States that a student has the right to receive the full range of educational knowledge. The teacher should form a highly qualified specialist-a citizen of the Republic of Uzbekistan, capable of an active life position, correctly oriented in the modern system of values of our society. Current trends require changes in the strategy of education and training of the younger generation. It is not functional competencies that come to the fore during training, but the education of such personal abilities of the student that later allow him to take an active position in life circumstances and determine the educational trajectory, career growth, understanding of other people and cooperation. That is why there has been such a great interest in the

educational models, pedagogical innovations, technologies and methods that are most effective for this purpose. The main distinctive feature of innovative technologies and interactive teaching methods is the initiative of students in the educational process, which is stimulated by the teacher from the position of a partner assistant. The course and result of training acquires personal significance for all participants in the process and allows students to develop the ability to independently solve problems.

The innovation system contains these sections:

- 1) Innovatic and innovator.
- 2) Innovations.
- 3) Innovative activity
- 4) Innovation process.
- 5) Innovative risks.

Innovation activity is one of the main sections. Innovative activity of the firm (organization) is a complete characteristic of its innovative activities, including a susceptibility to innovations, the intensity of the action undertaken by the transformation of innovation and their timeliness, the ability to ensure the validity of the methods used, the rationality of innovation process technology in composition and sequence of operations. Innovation activity is

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characterized by readiness to update the main elements of the innovation system, as well as susceptibility to everything new [3]. It is used to determine the type of innovation activity. Innovation activity is characterized by the composition of certain actions that are necessary for the implementation of a certain technology. The activity of a commercial organization is a characteristic that shows the relationship between the essence of innovation and the result, which can be both positive and negative under the same initial conditions. This is due to different innovative activities. Characteristics of innovative activity:

1) It is necessary that innovative activity has a strategic character both in the long term for many years, and in real time.

2) Innovation should be tactical in nature. It must be rational in the logic of its actions and in timeliness. On the part of the strategic plan, innovation activity is characterized by five indicators: the quality of the innovation strategy of competition; the level of mobilization of innovative potential; the level of attracted capital investments (investments); the level of methods and culture used in carrying out innovative changes; the validity of the implemented level of innovation activity [2]. On the part of the tactical plan, innovation activity is characterized by only two indicators: the correspondence of the firm's reaction to the nature of the competitive strategic situation; the speed of actions and implementation of strategic innovative changes [5]. Management of innovative activity needs to be approached from the standpoint of qualimetry [1]. Qualimetry is a scientific discipline that studies the methodology and problems of quantitative assessment of the quality of objects of any nature [4]. If we consider the category "innovative activity" as an object of measurement, it acquires the properties of a feature-a quantitative indicator. The category "innovative activity" itself contains certain features. Elements of innovation activity:

1) the Quality of the innovation strategy of competition. Consistency of the mission strategy with the external environment, opportunities, whole and many other strategies of the company.

2) the level of mobilization of innovative potential. The ability shown by the superiors and performers to attract the necessary potential, the ability to have not only an explicit part, but also a hidden part of the potential, or rather the ability to show high competence in the process of attracting innovative potential.

3) the level of attracted investments. Expressed by the management (superiors) ability to attract capital investments that are necessary in terms of volume.

4) Methods and culture that are necessary when making innovative changes. It is necessary to apply concepts and methods that are aimed at achieving specific competitive advantages in innovative activities.

5) the Validity of the implemented level of innovation activity. Any level of activity (strategic or tactical) must be consistent with the state of the environment and the organization. An unjustified increase in activity can turn an organization into an incapacitated one.

6) Compliance of the company's response to the nature of the competitive strategic situation. The innovative situation is expressed by the state of the object and the state of the external environment. There are three main types of an enterprise's reaction to a strategic situation: reactive behavior, active behavior, and planned-forecast behavior [2].

7) the Pace of development and implementation of the innovation strategy. That is, frequent production and promotion of innovations. Managing innovation activity and increasing its degree implies the presence of two groups of influence: external and internal. External factors of influence include: the instability of the external environment, the innovation climate and the investment climate. Internal factors include: publicity (openness) of the organization, high qualification of employees, and strategic flexibility. It is important to keep these factors in mind. There is a set of methods for evaluating the organization's innovation activity developed by Russian scientists and candidates of science. Some of these methods evaluate only the effect of implemented innovations, without taking into account that innovative activity is a certain characteristic of innovative activity based on the resource potential of the organization. Other scientists focus their attention on existing resources in the company, not taking into account the regularity of their use. A significant number of methods for evaluating innovation activity are difficult to apply in practice, and this greatly reduces their relevance to modern organizations. The method developed by scientists V.P.Baranchev, N.P.Maslennikova, and V.M.Mishin affects exclusively the resource component of innovation activity (table. 1). This method considers such characteristics of the organization's innovation activity as:

1) The supply of quantitative resources.

2) Innovative receptivity.

3) High quality of organization and communication.

4) A need for innovative competence. The first characteristic evaluates only financial and human resources, and the rest-internal characteristics of the organization. In turn, the methodology developed By R.A.Fathutdinov gives an assessment not only of the resource, but also of other result components of the organization under study. The high quality of the innovative competition strategy and the speed of implementation of actions in carrying out strategic innovation changes are the final indicator of innovation activity, all other indicators are qualitative and quantitative. The method evaluation of innovative activity of the organization Y.A.Reutov consists of

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three blocks: resource, efficient, and statistics. All of them are necessary for evaluating the corresponding component of the considered characteristic.

Results of the comparison of methods of innovation activity of organizations, the best technique is Y.A.Reutov. Since the speed of performing actions is average and all blocks are used for evaluation. In the author's methodology, the resource block consists of two components: qualitative and quantitative. The qualitative component evaluates the organization's uncountable resources, and the quantitative component evaluates the estimated resources. It is necessary to evaluate the indicator of innovation activity in comparison with the existing base value. The basic values are indicators for previous periods and the corresponding indicators of competitors. The selection of basic values is directly related to the user of the methodology and the goals of evaluating innovation activity. The result block identifies the dynamics of the innovation process and evaluates the effects that the organization has received in the course of innovation activity. The last, statistical block of the methodology reveals the degree that is necessary for the organization to be called innovative and active. Thus, the proposed A.Y.Reutov's method of comprehensive assessment of the level of innovation activity of an organization takes into account the key components of the studied strategic characteristics of innovation activity-resource, result and statistical components. The result of this method is an assessment of each component of innovation activity, as well as its integral value. Based on the three methods considered, we can create a fourth one that would contain all three blocks: resource, performance, and statistical. Also, the new method would have a high speed of performing actions and operations. This method would estimate the amount of material and non-material resources spent in the development and implementation of innovations, and also assess the effect obtained as a result of innovative activities.

Methodological techniques that contribute to the development of critical thinking. Today, it is becoming clear that higher education students more than ever need to be able to solve complex problems, critically analyze circumstances and make thoughtful decisions based on the analysis of relevant information. The ability to think critically must be developed in a specific learning environment. Critical thinking is conscious, analytical thinking, when an elementary understanding of information is the starting point, not the final stage of learning. [1] there are many Methodological methods that contribute to the development of critical thinking. Many are used by teachers in the classroom. It is important that they are used systematically and purposefully, and the atmosphere in which classes are held is safe, friendly and free, so that training will be available to everyone. In geometry classes at the faculty of physics and

mathematics, we often use critical thinking methods such as "synquain", "cluster", "Brainstorming" or the discussion method. For example, on the topic "Directed segments. Vectors" uses the "Collapse information" method sinquain:

1. Vector.
2. Free, zero.
3. To build, to guide, to get.
4. A null vector is called a vector if its beginning and end coincide.

5. Ray. Or how to apply the brainstorming method? The brainstorming method claims to be universal. The task of brainstorming is to use the power of a small group to generate ideas. In general, small groups are stronger than the sum of the forces of individual participants. Brainstorming is designed to encourage students engaged in solving problems to put forward a large number of ideas, including the most incredible and fantastic. The principle underlying this strategy is that the greater the number of ideas expressed, the more likely it is that at least one of them will be successful. Sample brainstorming tasks for geometry:

1. Suggest ways to determine the height of a high-rise building by simple means, that is, without complex devices. (Storming can be used by the teacher for the topic "Polyhedra".)

2. A spider is sitting on the ceiling in the corner from the room, and a fly is sleeping on the floor in the opposite corner. What path should the spider take to get to the fly on the shortest path? (The Theme of "Parallelepiped"). The strategy of innovative learning involves a conscious system of management of the educational process. The first component of the system is the teacher's identity. The teacher acts not as a carrier of information and certain knowledge on the subject, but also as an assistant in the formation and development of the student's personality. The second component-the assimilation of knowledge is no longer just a reproduction, but is organized in various forms of search and thought activity. The third component-training is aimed at group forms of teaching, joint activities, a variety of forms of interaction, interpersonal relationships. The method of analysis of the situation. Case-technology that allows you to combine theory and practice, learn knowledge, acquire skills and abilities for practical solutions to complex problems. The inclusion of students in creative work with case technology requires compliance with a number of conditions: systematic assistance from the teacher; preliminary consideration of what task of a productive nature can provide the development of basic skills.

To do this, it is useful to provide the case technologies with the necessary tables and graphs in addition to the figures set out in the text. It should be noted that managing the work of students using the method of situation analysis has several goals: developing skills of analysis and critical thinking;

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connecting theory and practice; presenting examples of management decisions made; presenting examples of the consequences of decisions made; demonstrating different positions and points of view; forming skills for evaluating alternative options in conditions of uncertainty. Thus, many of the main methodological

innovations are associated today with the use of innovative technologies and teaching methods. Interactive learning is, first of all, interactive learning, during which the interaction of the teacher and the student is carried out.

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