

INNOVATIVE WAYS TO INCREASE PROJECT EFFICIENCY

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Abstract

The article puts forward practical proposals and recommendations for the implementation of innovative methods and technologies in improving project efficiency, in particular, the emergence and processing of new developments that are important for the development of society in the business sphere and education.

Keywords. Education, technology, project, innovative method, interactive lessons, resource, methodology.

Introduction. In the 21st century, the modern education system requires continued rapid development. The renewal of technologies and pedagogical approaches in the educational system, the rapid and effective assimilation of information, as well as increasing the interest and activity of students - remain one of the main tasks of modern education.

For effective teaching in higher education institutions, it is not enough to rely only on traditional methods. The educational process can be made more intense and effective through the creative approach of teachers and the introduction of innovative methods. In this regard, the individual characteristics, interests and attitudes of each student to education should be taken into account.

Innovative methods ensure the active participation of students, help them think independently and solve problems. In addition, the use of multimedia tools, online platforms and interactive methods in modern education serves to make the learning process attractive and attract the attention of students. At the same time, the introduction of innovative methods creates new opportunities for higher education institutions and increases their competitiveness. It is important to ensure the active participation of students and create conditions for their effective use of their knowledge.

Innovative ways of implementing projects in educational institutions are one of the most important areas of today's modern education system. Factors such as financing, resource allocation, improvement of educational methodologies and technologies directly affect the effectiveness of education. In such conditions, the effective organization and implementation of projects is of great importance.

Projects in higher education institutions are usually implemented to improve the educational process, increase student interest, increase teaching efficiency, and develop social responsibility.

Literature review. Project management and project specification, as well as enterprise analysis and operations, have been studied by such Russian and foreign scientists as Ansoff I., Voropaev V.I., Galperina Z.M., Korotkov E.M., Mazur I.I., Meredith J., Peter Drucker, Razu M.L., Serov V.M., Turner D., Frame D., Shapiro V.D. However, there is a need to communicate and systematize the accumulated knowledge that would provide an integrated approach to the study and solution of project management problems in enterprises[1].

By analyzing various literary sources, we can identify the main characteristics of the project team. In this regard, it is advisable to divide it into the following teams and groups:

Project team composition - a set of characteristics of project team specialists that allow us to perceive the team as a single whole.

Project team structure - this characteristic should be considered in terms of the functions performed by its members.

Group processes - this feature is considered within the framework of the following indicators and includes the effectiveness of decision-making, team development and team cohesion.

When considering indicators such as the effectiveness and ineffectiveness of a project team, it is necessary to understand that the effectiveness of a project team is determined by the symbiosis of the team's professional activities and the organizational and psychological environment within the project team. The main indicator of team effectiveness is the implementation of the project.

The requirements for project team management of the international or community standard recommend that project managers pay attention to the formation of effective teams, as well as the social and psychological environment within these teams, effective conflict management and negotiations[2].

If a decision is made to implement an innovation, the appointed innovation project manager sets two tasks for managers:

- production - preparation of a production plan for the innovation and identification of the necessary resources;
- financing - calculation of development costs within the framework of the submitted application.

Also at this stage, a risk analysis is carried out, taking into account the feasibility and costs of eliminating their consequences. Risk is usually understood as the risk of not achieving the expected result due to the onset of adverse conditions. For each risk, it is necessary to determine a set of indicators and values at which the risk is considered normal or occurs for the project[3].

Thus, the project team, whose actions are guided in accordance with the standards discussed above, is the most important innovative resource for the development of the organization.

Analysis and results. There are several important directions and methods for implementing projects in educational institutions and effectively organizing the educational process: In particular,

1. Determining goals and objectives;
2. Proper allocation of resources;
3. Planning;
4. Innovative approach;
5. Analysis and evaluation;

6. We will analyze several such directions and methods. Determining goals and objectives is an important step in implementing projects in educational institutions. Setting clear and realistic goals in this process increases the effectiveness of the project[4]. Below is detailed information on determining goals and objectives:

Goals are the overall goal of the project, that is, what it wants to achieve.

The following steps can be followed to determine them:

First, determine the main goal of the project. For example, “improving the quality of education”, “improving the admission process”, or “increasing the scientific activity of students”;

Second, identify the problems and requirements that the project needs to solve. Understanding these requirements helps to clearly define goals.

The project goals should be consistent with the overall strategic goals of the institution. This ensures their integration.

Tasks are specific actions that need to be taken to achieve the goal. Tasks should be specific, measurable, and achievable.

To identify tasks:

First, the tasks should be specific and realistic. For example, “organize a seminar for teachers,” “prepare tests for students”;

Second, set a clear deadline for each task. This indicates how long the tasks should be completed based on the project schedule;

Third, identify the relationships between tasks. It is important to take into account that some tasks may arise from others;

It is useful to use the SMART principle when defining goals and objectives:

- S (Specific) — Specific: Goals should be specific and specific.
- M (Measurable) — Measurable: Determine how the achievement of the goals can be assessed.
- A (Achievable) — Targeted: Goals should be achievable.
- R (Relevant) — Relevant: Goals should be consistent with the strategic goals of the institution.
- T (Time-bound) — Time-bound: Specific deadlines should be set for achieving the goals[5].

For example, for the goal of “improving the quality of education”:

First task: “Organize a seminar for teachers to teach new teaching methods” (time: 3 months).

Second task: “Organize interactive lessons for students” (time: 6 months).

Third task: “Develop a test and questionnaire to evaluate the educational process” (time: 1 month).

This process plays an important role in ensuring the effectiveness of the project, its planning and implementation. When the goals and objectives are clear, project participants can effectively organize their activities.

Proper resource allocation is essential for project effectiveness. Resources are financial, human, time, and material resources. Their effective allocation is crucial for achieving project goals. Learn about the principles and methods for proper resource allocation below:

- Financial resources: Funds and budgets needed for the project.
- Human resources: Teachers, students, and other staff involved in the project.
- Time resources: Project implementation period.
- Material resources: Technical equipment, books, and teaching materials needed for the project[6].
- Resource assessment is performed in the following manner:
- Identifying resources to be used: Determining the resources needed for the project, their quantity, and quality.
- Measuring resources needed: Determining the right amount of resources through data and analysis from other projects.

Allocation strategies in project implementation are as follows:

- Imagine: When allocating resources, act according to the intended goals. For example, giving highly qualified teachers enough time and resources to improve teaching methods.

Two approaches:

- Allocating: Allocating resources to specific tasks and goals.
- Managing: Managing resources correctly and effectively, reallocating them when necessary.
- Monitoring resources: Continually monitoring the effectiveness of resources and their correct allocation.
- Evaluating: Assessing the effectiveness of resources throughout the project. If resources are used inefficiently, reallocation or additional resources should be proposed. For example, in an educational project:
 - Financial resources: 100 million soums have been allocated from the budget.
 - Human resources: Attracting 5 teachers, 30 students.

- Time resources: Implementing the project for 6 months.
- Material resources: 200 textbooks, 10 projectors.

When allocating:

- Financial resources: Typically, 60% for educational materials, 30% for training, 10% for other expenses.
- Human resources: Allocate teachers to the right tasks.
- Time: Divide project activities into specific time frames.

Reflection and reflection After the project is completed, reflect on the allocation and effectiveness of resources. Identify what went well, what went wrong, and how to improve in the future.

Proper allocation of resources is crucial for the success of the project. By effectively allocating financial, human, time, and material resources, educational institutions can effectively implement their projects.

The project must be planned. In this process:

- Deadlines: The project implementation period is determined.
- Resources: The financial, human, and technical resources required for the project are determined.
- Methodology: Effective methods are selected for project implementation[7].

Innovative approaches involve the introduction of new ideas, methodologies, and technologies in education. They are important for making the educational process more effective, increasing student engagement, and meeting the demands of the times. Let's look at the main aspects of innovative approaches.

First, technology integration: In modern education, online learning platforms (e.g., Moodle, Google Classroom) facilitate the learning process. Through these platforms, students have the opportunity to access resources, submit assignments, and communicate with instructors in real time.

Virtual reality (VR) and augmented reality (AR) technologies are useful for increasing interactivity in education. They allow students to see and learn complex concepts in real time.

Second, interactive teacher-student interaction:

Flipped Learning: In this method, students study the material independently before the lesson, and more attention is paid to debates, discussions and practice during the lesson. This method increases student activity and participation[8].

The group study method develops students' creative and critical thinking. They have the opportunity to exchange ideas with each other, discuss and solve problems together.

Conclusion. Constantly changing production and business technologies, the need to achieve long-term and short-term goals and increase competitiveness require organizations to use project management methodology, one of the main principles of which is the organization of teamwork. Practice shows that the creation of a project management team that realizes a synergistic effect and organizes its activities from the joint knowledge and efforts of its members poses complex problems for most senior managers.

The main result of this article is the development of a theory of the project and optimization models that allow developing and implementing effective management methods for the formation and management of project management teams, taking into account the competencies of their members.

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