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## **TECHNOLOGICAL INTEGRATION IN EDUCATIONAL INSTITUTIONS: MANAGING CHANGE IN THE DIGITAL ERA**

The digital age has fundamentally transformed how educational institutions operate and deliver teaching. Integrating technology into educational management and teaching processes is now essential for improving institutional efficiency, enhancing teacher performance, and boosting student outcomes. This study examines the challenges and opportunities of technology integration in educational institutions, focusing on how administrators and educators adapt to these changes within various sociocultural and organizational contexts.

Drawing on an extensive review of recent literature, the research identifies key factors influencing successful technology adoption, such as leadership strategies [1], institutional culture, resource allocation, and policy support. It underscores the role of educational leaders in balancing traditional values and practices while fostering a digital-first mindset. Additionally, it highlights the importance of institutional preparedness, including infrastructure and technical support, for sustaining digital transformation efforts [2].

The analysis explores disparities in technology adoption across regions and institutions, emphasizing the influence of socioeconomic factors. For instance, rural or underfunded schools often encounter challenges in accessing adequate technology resources, necessitating creative and context-specific solutions. The study also emphasizes the importance of teacher professional development in ensuring effective

technology use, noting that teacher attitudes and confidence significantly impact classroom integration.

From a policy perspective, the findings underscore the necessity of multi-stakeholder collaboration to develop inclusive strategies for technology integration. This involves engagement from administrators, educators, parents, policymakers, and technology providers. Effective policies should address critical barriers such as the digital divide and establish long-term support mechanisms for technological and pedagogical challenges.

By synthesizing insights from global and local research, practical recommendations are offered, including strategies to align technology goals with institutional missions, promote teacher engagement, and foster an environment supportive of experimentation and innovation. For further research is important on the intersection of technology and educational equity to ensure technological advances benefit all learners, regardless of their background.

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### **PEDAGOGICAL READINESS FOR INNOVATION: MODERN APPROACHES TO PROFESSIONAL DEVELOPMENT**

Modern education operates in a state of constant change driven by scientific and technological progress, digitalization, and globalization. These changes require a high level of adaptability and readiness for innovative activities from teachers. Pedagogical readiness for innovations is defined as a set of professional, psychological, and personal characteristics that enable the effective development and implementation of new educational technologies and approaches [1, 2].

Professional development of teachers is a key tool for enhancing their readiness for innovations. This article examines modern approaches to organizing professional growth for teaching staff, ensuring their preparation for innovative activities [3].

Pedagogical readiness for innovations includes the following components:

1. Cognitive component: knowledge of modern technologies,