

PROSPECTIVE OPPORTUNITIES IN INNOVATIVE MANAGEMENT OF HIGHER EDUCATION INSTITUTIONS

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Abstract. the article considers the methods of development of university research, the problems of managing the innovative development of the science of institutions, the specifics of innovative activity in higher educational institutions, approaches to management, and implementation of innovations. Innovations in the educational process should be considered as the introduction of new things into the content of education, which makes significant changes in the nature of the cognitive activity and thinking styles of students and forms their innovative competencies. If the innovator is the leader. The situation is characterized in a special way when an innovator is a head - the director of the school or his deputy, as well as a representative of another level of management. In this case, it is necessary to foresee possible types of reactions from subordinates to innovative actions coming from the leader.

Keywords: *education, higher educational institutions, innovations, economics, and science.*

Introduction

In institutions, innovative activity should be aimed at a significant improvement in the quality of education and the quality of the individual; creation of new intelligent knowledge-based educational technologies; development of new sources of funding for higher education institutions; improvement of work motivations; improving the professional level of the teaching staff; creation of innovation infrastructure and its activation [2, p-133].

As for the assessment of the innovative potential of an institution, it is determined by three groups of indicators:

- 1) indicators of the quality of educational services;
- 2) infrastructure balance indicators;
- 3) indicators of the results of the innovative development of the institution (social, economic, environmental)

A distinction must be made between education system innovations, which are the latest scientific and technological advances for the entire education system, and innovations used in this institution. For one institution, a specific method (method, technique, technology) may be an innovation, while for another institution it has long become a familiar method, and therefore it is widely used in the faculties of the institution.

Results and discussion

When considering the problem of managing the innovative development of the educational complex in the context of the innovative development of the institute, it is expected to understand the innovation process from a new idea to its implementation in educational products, services, or technologies, as well as the dissemination of innovations to improve the quality of education and increase the competitiveness of the educational complex and the national economy as a whole.

The innovative development of an institute is a set of events that lead to the final result of the development and implementation of new ideas and knowledge with the aim of their practical application to meet the specific needs of consumers of educational services [1. P-56].

The innovation process refers to the complex activity of creating, developing, using, and disseminating innovations. An institution that pursues the goals of the innovation process should be, firstly, meeting the needs of the economy in the creation of new knowledge and, secondly, improving their own activities in order to increase quality, efficiency, and economic return. The innovative potential of an institution is the institution's ability to create new knowledge; conduct scientific research; organize production; commercialize the results of

their scientific research; distribute a commercial product and meet the needs of society. Innovative activity in an institution should be aimed at creating, implementing, and obtaining economic, social, and other types of impact from the implementation of innovative products: [3, p-692].

Innovations in education - the results of innovative activities in the form of new educational courses, professions, areas (profiles) of training and retraining of personnel, and new educational technologies;

Scientific and technical innovations are the results of innovative activities in the form of new technologies, samples of new equipment, materials, products, scientific and technical services, and other high-tech products;

Innovations in management are the results of innovative activities in the form of new management technologies, both activities, and businesses, and, of course, the focus of the institution's innovative activities on the search and development of the most talented youth.

Scientific and innovative activities of institutions include scientific research and experimental design activities (from an idea to an experimental example); production activities (from the project stage to the release of an innovative product); information analysis; marketing; provision of services; counseling; staff and other services [6, p-36].

Innovative infrastructure means the functioning of the centers of creation and promotion in various areas of activity. For innovative development, public institutions have a large, but so far largely untapped potential.

Institutions can autonomously provide the entire innovation cycle: from scientific research to the introduction of innovative products in industrial companies, as well as provide and export these products by trained personnel. It is not easy to create an effective innovative environment in an institution in a short time since it requires certain conditions [4, p-28].

The characteristics of effective management that exemplary companies have are fully applicable to the management of a higher education institution. Among these opportunities are: focusing on quick activities; constant contact with clients; granting employees a certain autonomy, encouraging their entrepreneurial spirit; employee accounting as the main source of increasing labor productivity and production efficiency [5, p-15].

Conclusion

The department is supported by the main link in the university. Management is built on a combination of the traditional vertical structure of the university and horizontal relationships between structural units (scientific educational centers, project teams, temporary creative groups, etc.), as well as by developing and supporting the creative initiatives of university employees. The project-oriented approach ensures the maintenance of the organizational foundations of scientific and educational activities, does not deny any traditions of the academic community, and does not lead to the elimination of various institutional structures and positions. Thus, innovation activity in higher educational institutions is one of the most important factors in ensuring the accelerated development of science and innovation.

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