

## THE ROLE OF DIGITALIZATION IN THE INNOVATIVE MANAGEMENT OF HIGHER EDUCATION INSTITUTIONS

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**Abstract.** this article describes the management of the processes of innovative development of higher education institutions in the conditions of the formation of an innovative economy, the role of leaders in this, approaches to the management of the higher education system in the process of globalization of higher education, and foreign experiences in this regard. The innovative competencies of the heads of higher education institutions and the main directions of their development are described. The analysis of the management of innovative, scientific-pedagogical, and scientific-research processes in higher education institutions was carried out. An attempt was made to develop some proposals and recommendations on increasing the effectiveness of the participation of leaders in the process of innovative development by monitoring conflict situations that arise in the management of innovative development processes in higher education institutions and using technologies to solve them.

**Keywords:** *innovation, economy, education, method, methodology, management, technology, digitization.*

### Introduction

A higher education institution is a global process, an institution with its own characteristics, directions of activity, management structure, and organizational and legal foundations. The innovative management structure of the higher education institution includes two - bureaucratic and academic components. The traditional bureaucratic structure is built on the basis of hierarchy, division of labor, standardization, and formalization. And the academic structure is based on the principles of expertise, decentralization, and bias toward professional group values. The main problem of innovative management of a higher education institution is finding a balance between these two components [1, p. 12]. However, the principles of "direct democracy" or "vertical power" do not work here. In this case, the task can be solved due to the replacement of various forms in the management of a higher education institution, which should take into account the division of labor and standardization, as well as the existence of a strong and independent professional group. From this point of view, the procedure of "participation in the management of a higher education institution" can be a lever for finding such a balance.

### Results and discussion

Participation in the management of a higher education institution (OTMBIE) is a form of ownership and management of a higher education institution in which stakeholders jointly make decisions or assign responsibility to a group or individuals for the implementation of decisions. make recommendations on these decisions. Those responsible for the implementation of decisions should take into account the recommendations made by other participants in order to maintain the common interest in the decision-making process [2, p. 8].

Mixed management in the management of higher education institutions is a form of management in which a strong executive power is combined with the participation of committees consisting of professors and other ordinary employees and representatives of students. Participation in the management of higher education institutions. The principles of organizing the process of development are in three directions, and they include the following: it is necessary to involve all groups within the institution in the processes of management of HEI;

The right to make a decision on the issue under consideration is given to the group with the greatest expertise; senior management has veto power, which must be substantiated with evidence from other HEI stakeholder groups. will consist of faculty, teaching staff, and students.

A higher educational institution for professors and teachers is a structure whose activity is focused on finding, creating, and preserving new knowledge and transferring it to future generations of specialists and

scientists. Students want to get a higher education during their studies at this higher education institution and obtain a relevant diploma, which will allow them to be competitive in the labor market during their future professional activities [3, p. 157]. But at the same time, they are also interested in student life, and the institution of higher education is the main place of employment for them, which provides them with a prestigious diploma and spends their time during the 4-5 years of study. Taking this into account, when looking at the scheme of participation in the management of a higher education institution it may seem that dividing the fields of activity and stakeholders in this way is not the best for any higher education in the world, including our country. At the formal level, collegiality is somewhat developed in these institutions of higher education, opinions of professors and representatives of the student community are taken into account, and finally, the powers of the higher management bodies of the institution of higher education are recorded in the Charter of Higher Educational Institutions and other legal documents. will be mentioned. However, there are several important differences in the management model of the higher education institution that we are considering.

The main peculiarity of the procedure for participation in the management of a higher education institution is that the specified areas and groups are not considered as hierarchical levels. It is important that they cooperate with each other and intersect in the process of managing a higher education institution. The set of possible areas of inclusion of one or another stakeholder in the decision-making process is determined by the competencies of the participants in the management process. Accordingly, it is necessary that the representatives of the external Council and the administration should not interfere in the scope of academic matters in principle. It is not necessary to directly involve representatives of the professor-teacher community until decisions on strategic and general financial issues are made. Students can only be involved in solving issues related to student life and partly in the field of problems related to the educational process, in which they should not participate in the processes of solving strategic and financial issues. Obviously, finding a balance between stakeholders each of them having their own views on the development of a higher education institution and pursuing their own interests is a very difficult task [4, p. 348]. This can explain why the idea of participation in the management of a higher education institution is so difficult to implement in practice. The main goal of the participatory procedure in the management of a higher education institution is to strive to find the optimal balance between the participation of all groups of stakeholders and the participation of a strong executive body (rectorate and administration of HEIs). It is clear that there is accountability in decision-making and daily and strategic planning. Employees and students of the higher education institution can join the external council [5, p. 103].

In order to successfully apply the participation model in the management of higher education institutions, it is necessary to solve several important and complex tasks: to fill with people who can take responsibility for it; to develop the culture and technique of collective discussion of issues within the higher education institution; to organize formal structures, people's activities and processes in such a way that the management of the higher education institution should be optimal and lead to productive results.

### **Conclusion**

To sum up by implementing these mentioned suggestions, it will be possible to effectively introduce the model of participation in the management of higher education institutions. This model shows its new elements in the process of management of higher education institutions. By using them properly and appropriately, it will be possible to create more realistic working structures in the higher education institution and establish optimal decision-making processes.

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