



## THE IMPORTANCE OF INNOVATIVE POTENTIAL FOR AN EDUCATION MANAGER

R. M. Kadyrova,

C.P.S, Professor of TSPU named after Nizami

N. A. Aleminova

2nd Year Master's Student, TSPU named after Nizami

### Abstract:

The article reveals the importance of innovation potential for a modern manager, the innovation process of an educational institution in four directions. Attention is paid to the types of innovation management, the need to assess innovative capabilities, development trends and opportunities for innovation are presented.

**Keywords:** innovation, potential, management, manager, innovative processes of education.

### Introduction

The innovation process in an educational institution is a complex activity for the creation, development, use and dissemination of modern innovations (theories, techniques, technologies, etc.). This is the process of converting scientific knowledge into innovation, the process of consistently turning an idea into a product, technology or service; a motivated, purposeful, conscious process aimed at transferring the education system to a new qualitative state, into a development mode.

An education manager needs to have such an innovative potential in order to efficiently implement the innovation process in an educational institution. He will have to perform various tasks - from choosing a direction for the innovative development of an educational institution to overseeing the project itself. The manager should know what processes can occur at different stages in the innovation process of an educational institution. Conditionally, they can be divided into four directions:

□ Management. The manager manages innovative projects, oversees processes, develops an innovative culture within an educational institution and forms its reputation in the educational space.



□ Communication. The manager builds relationships both within the educational institution (colleagues, managers, trainees, etc.) and with external structures (social institutions, mahallas, sports clubs, youth organizations, etc.).

□ Analytics (the ability to analyze ongoing processes, to reason analytically). The manager prepares forecasts, plans, strategies and programs, checks hypotheses, evaluates pedagogical, scientific, and economic efficiency, takes into account the experience of innovative educational institutions both in his region and abroad, and looks for innovative solutions.

□ Organization of technological processes. The manager is engaged in the development of new technologies, design, management of projects for the production of new products, modernization of the institution

In order to implement the above-mentioned four directions, an education manager needs to possess innovative potential and knowledge: motivational, cognitive, informational, communicative, ideological and ideological, understand the nature of ongoing reforms in all areas; possess spiritual and moral norms of behavior; develop self-confidence and others; evaluate pedagogical reality, understand the importance of the pedagogical process and be aware of your responsibility for it.

In addition, an education manager needs to have the skills and knowledge:

Be able to conduct scientific research, lead people;

□ Know educational management;

Possess flexible management techniques;

□ Know business English;

Have a logical mindset;

Let's consider the functions and methods of innovation management.

The functions of innovation management are to determine the possibility of managerial activities aimed at implementing certain impacts on the innovation process. The functions of a management entity are considered to be: planning, organization, control, forecasting, coordination, stimulation and regulation. These include financing management, risky capital investment, organization of the innovation process and promotion of innovation in the market.

In practice, such methods of innovative management as the method of coercion, inducement, persuasion, network toning and management, forecasting analysis are used in educational institutions.

The forms of innovation management are specialized departments, including committees, councils, and working groups. Their task is to identify the main directions and make specific proposals for decision-making.



The effects of innovation are diverse. Based on the expected results in education, such types of effect can be distinguished as: educational, educational, scientific, labor, environmental, economic, social and others.

The effectiveness of innovation is determined on the basis of the following principles:

- Measurement and evaluation at the level of the organization of the educational process, the technology of teaching, the professionalism of teachers, etc.;
- Measurement and evaluation is carried out by all participants in the innovation process.

Current trends in the development of innovations and innovative activities are one of the most important areas determining the prospects for the socio-economic development of the country. The introduction of innovations has become a key condition for market competition, the main way to increase the efficiency of economic activity and improve the quality of goods and services. Investments in technology are considered by many economically developed countries as a key anti-crisis measure.

Innovation processes in Uzbekistan are characterized by significant scientific and technical potential and low resultant indicators in innovation activities.

An analysis of scientific sources on the trend in the development of opportunities for innovation in Uzbekistan has shown that, in general, its innovation system is underdeveloped and noticeably inferior to developed countries in terms of intensity and scale of innovation development and implementation.

In the field of innovation, the activity of many regions and countries is of great importance for investment and Research and Development (R&D).

Research and development (R&D) — a set of works aimed at obtaining new knowledge and practical application when creating a new product or technology.

This may be a confirmation of the fact that the countries of the European Union (EU) are significantly lagging behind the United States. In the EU countries, the number of firms, organizations and innovative companies that work in the field of trade is very limited.

Currently, it is important to use three global models of scientific and innovative development.

The first is characterized by a fairly rapid development and spread of promising innovations.

The second is characterized by scientific and innovative development, which is characterized by scientific and technical leadership. This model exists in those countries where there is a high increasing indicator of the innovation coefficient.



The third one provides for comprehensive development, which ensures the implementation of the latest achievements and developments of world scientific and technological progress.

Based on the material presented in the article, we can state the fact how important it is for an education manager to have an innovative potential. Thanks to him, he is able to qualitatively carry out an innovative process in an educational institution, performing such management functions as planning, organization, control, forecasting, coordination, stimulation and regulation

### References:

1. Губанова Е. В., Вереvко С. А. Инновационный потенциал современного педагога – залог успешности профессиональной деятельности в условиях введения новых образовательных стандартов // сб. науч. ст. – Саратов : ИЦ «Наука», 2015. – С. 5–13.
2. Иванова С.В. Потенциал инноваций и проблема повышения качества педагогического образования // ЧиО . 2016. №2 (35). С.74-78.
3. Ильина Н. Ф. Развитие инновационного потенциала образовательного учреждения // Вестник Томского государственного педагогического университета. – 2009. – № 5. – С. 53–56.
4. Каттакишиев Б., Мамаюсупов И. Стратегический менеджмент- Т.: «Фан ва технология», 2008.