

**INNOVATIVE COMPETENCE OF MANAGEMENT PERSONNEL -  
AS AN IMPORTANT FACTOR IN DEVELOPING THE IMAGE OF  
HIGHER EDUCATIONAL INSTITUTIONS**

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**Abstract :** *This article is The issues of developing the professional competence of management personnel, in particular their innovative competence, which ensures their rapid adaptation to changes and innovations in society, in the systematic development of higher education institutions, implementation of image formation, and improvement of management activities, are highlighted.*

**Keywords :** *independent learning, creative thinking, image , critical thinking, case study, application.*

In the systematic development of higher education institutions, the implementation of image formation and improvement of management activities, the professional competence of management personnel, in particular the development of their innovative competence, which ensures their rapid adaptation to changes and innovations in society, is of great importance. In particular, when it comes to the organizational and pedagogical conditions for the implementation of image formation of higher education institutions, the creation of a regulatory and legal framework for transformation processes, the development of educational, scientific and research activities, ensuring financial stability, the introduction of digital technologies and modern methods into the educational process, as well as the improvement of human resource management, including the innovative activity, culture and competence of management personnel, are among the current areas.

In recent years, based on the results of research conducted in areas such as competence, professional competence, and innovative competence, a number of

scientific schools and directions related to the development of professional competence of management personnel in the continuing education system have been formed. As a result of these studies, scientific and practical approaches have been formed regarding the content of competence, its structural structure arising from the areas of activity, directions, and the competency model.

Professional competence is used as a characteristic characterizing the specific requirements of the subject of labor activity or, more precisely, the subject's attitude to specific aspects of the activity. For example, the research scientist EF Zeer, studying the functional development of professional competence, showed that during the achievement of professional maturity, various manifestations of competence are integrated and their connection with professionally important personal qualities is strengthened. In particular, the main levels of professional competence include professional training and experience, self-awareness, self-confidence, correct acceptance of shortcomings indicated by other people, and other similar personal qualities that determine professional maturity .

Ye.I. Kudryavtseva notes that when revealing the content of managerial competence, managerial personnel are divided into various components:

- signs of competence (ability, talent, knowledge);
- human activity as a process (structure, description, signs);
- results of activity (fruits of labor, changes in objects of activity) .

In his research on improving the mechanisms for integrating strategic and functional management in the higher education system, A. Magrupov identifies two main areas of the leader's management activities when introducing strategic management activities integrated with functional management into the practice of higher education institutions:

- analysis of the activities of the educational institution;
- study the functioning of an educational institution.

In strategic management integrated with functional management, management is common to both the leader and subordinates, the researcher says. The tasks of the leader's diagnostic activity in these processes are:

1. In order to timely correct the relationship between the leader and subordinates (PO'T), it is necessary to systematically solve the following tasks: - study the intermediate results of the work of the teaching staff of a higher educational institution, the adequacy of the fulfillment of job responsibilities; - identify errors (deformations, white spots) that occur in the work process, as well as their causes, search for effective ways to eliminate shortcomings, etc.

2. In our opinion, the achievement of the second goal will be facilitated by the solution of the following tasks: - quantitative study of the effectiveness of the education system; - comparative quantitative study of various pedagogical technologies; - identification of pedagogical problems and search for optimal ways to solve them; - literary and critical study of quantitative methods for processing the results of pedagogical measurements, etc.

3. Identifying hidden pedagogical facts that are not directly observable is associated with solving the following tasks: - building models of certain pedagogical relationships and patterns based on quantitative interpretations; - identifying quantitative relationships between pedagogical, psychological, and physiological parameters.

4. The establishment of cooperative relations can be achieved by solving the following tasks: - searching for forms of effective cooperation between the teacher and the head; - searching for non-authoritarian levers of team management in the conditions of collective forms of education, etc.

Ya.Ismadiyarov says that among the main reasons hindering the innovative activity of higher education institutions, one can single out the lack of time (innovative management, innovative technologies), special knowledge, relevant information of educational managers, as well as the fear of risks associated with innovations and the lack of motivation for certain actions. In addition, the centralized management of higher education institutions, the imperfection of the material, scientific and research base, and other incentives for pedagogical staff, such as administrative and management, in the educational process can be identified as the main factors hindering the development of innovative activity. Also, the lack of

special training of educational managers is confirmed, on the one hand, by the fact that this category of specialists feels confident in the use of various innovations, and on the other hand, by the fact that they do not have a sufficiently clear idea of the role and place of innovative technologies in management, their impact on all components of the higher pedagogical education system . As a result, most educational managers face problems in introducing all the necessary innovations, since innovative technologies for educational management are significantly different from the technologies of the educational process, and therefore imply different approaches to the implementation of management tasks. The most optimal forms of improving the special training of educational managers are short-term seminars, courses, various conferences, where the analysis of specific practical situations, master classes and seminar methods are actively used. The specificity of the professional activity of educational managers in innovative management requires them to have particularly important qualities [33; p. 15-16] .

These observations and empirical analyses of the researcher are certainly appropriate. In our opinion, one of the important pedagogical conditions for the effective conduct of transformational processes in higher education institutions is determined by the potential of personnel, in particular, the professional, managerial and innovative competencies of management personnel.

In this regard, MTMirsolieva explains that the professional competence of the leadership and teaching staff of a higher educational institution is the level of preparation associated with the possession of knowledge, skills and qualifications, personal and socially significant qualities necessary for effective activity in the field of education, research and management, the ability to make independent decisions in specific and non-standard situations, self-management and a sense of responsibility for each of their actions. In this regard, the development of the professional competence of leaders and teachers is considered as an integrated process based on modern approaches, innovative technologies, and the acquisition of new knowledge, skills and competencies in the field, aimed at increasing the level and quality of professional skills based on individual needs and qualification

requirements.

According to the researcher, the important pedagogical conditions for the development of professional competence of managerial personnel of a higher educational institution are determined by: a) designing the process of developing professional competence based on the prism of organizational and managerial culture; b) improving the diagnostic system aimed at determining the effectiveness of the results of the professional activities of managerial and pedagogical personnel and determining strategies for improving them; c) assessing the compliance of the existing level of development of professional competence with qualification requirements and clarifying individual professional needs based on the interpretation of the results; d) improving the content of education based on functional, systematic approaches and mutual integration of advanced foreign experiences; d) diversifying educational services and encouraging the transfer of industry-oriented innovations; e) improving the quality of programs and resources serving the development of professional competence based on motivational and correctional approaches, paying special attention to their flexibility.

draws attention to the following in the process of professional development of managerial personnel : namely, in this case , special attention should be paid to the formation of socio-psychological and intellectual qualities such as aspiration and organization, in particular, the ability to correctly formulate and achieve strategic goals, to be enthusiastic, to be able to cope with external influences, as well as to be able to rationally plan one's own and subordinates' activities, to be disciplined, to have a logical and practical approach to the performance of current tasks. Therefore, leadership requires a person to have the necessary character, knowledge, skills, qualifications, skills, professionalism, experience, abilities and unique qualities.

The ability of a manager to ensure management effectiveness requires a specific approach to solving the problem of effective management of the modern educational system, as a set of socio-economic institutions that allow the formation and development of the intellectual potential of the country. His professional qualifications are manifested in knowledge of the market, its laws, the ability to

forecast the development of the organization and create the necessary conditions for achieving the goals of the organization, the ability to manage resources and periodically update management technologies.

Any leader can gain authority and trust among the team they lead only if they stand out from other employees by being able to think broadly and deeply, and by being resourceful, proactive, and ambitious.

Also, the characteristics of achieving leadership, in particular, leading a group in the performance of specific tasks, being able to make independent decisions, taking responsibility for their consequences, gaining authority, demandingness, the ability to correctly resolve conflict situations, determination and the ability to defend one's own opinion are presented. The leadership of a leader is characterized by his knowledge, high qualification, experience, responsibility, integration into leadership activities, being a master of his field, and comprehensive knowledge of the secrets of his field.

The issue of developing managerial competence of senior staff in the processes of advanced training has also been studied by researcher G. Otamurodov. The author emphasizes that in order to develop the managerial competence of senior staff, including deans, in the processes of innovative development of higher education institutions, it is advisable to develop the following components:

- motivation to achieve professional success;
- interpersonal skills;
- professional skills;
- social credibility;
- be able to carry out pedagogical analysis;
- creativity of thinking;
- emotional and willpower stability;
- that they have acquired socio-political skills;
- be able to carry out pedagogical diagnostics;
- ability to implement pedagogical forecasts, etc.

It is in order to ensure the integration of these components with the

requirements for management activities that special attention can be paid to the following:

Management competence is composed of competencies such as social, cultural, political, economic, legal, informational, and medical, each of which has separate components;

The competence of higher education institution leadership should be viewed not only as a provider of information, but also as a person who transforms information into a material or spiritual form, who synthesizes ideas, analyzes them, and applies them in practice, taking the process of material and spiritual production to a new level.

The researcher identifies the following components that serve to develop the management competence of managerial personnel in professional development processes:

- Motivational-value component;
- Professional (management);
- Functional-technological;
- Systematic analysis and decision-making;
- Innovative.

In our opinion, competence is a set of qualities of a person combined with a system of knowledge, skills and qualifications, as well as his experience and behavioral skills. The professional competence of managerial personnel is a set of integrated qualities that serve to ensure the effective performance of management tasks. The innovative competence of the head of a higher educational institution is awareness of the essence of innovative processes in education, mastering innovations in the field of professional activity and the relevant educational direction, active implementation in practice, literacy in the field of modern pedagogical, information and communication technologies, mastering foreign languages, creative innovative activities, making management decisions and managing human resources. In these processes, the orientation of the leader to the field of professional activity, the harmony between personal capabilities,



professional knowledge, qualifications, skills, professional qualities and work experience, and ensuring the integration of innovative processes with the field of activity are considered leading factors in the development of innovative competence.

Modernization processes in education, the improvement of the mission and areas of activity of higher education institutions based on innovative approaches, have put into practice the concept of transformational leadership, which is an important component of the innovative competence of management personnel.

The image processes of higher education institutions, unlike local changes in the activities of an institution of one kind or another, are characterized by the reorganization of its tasks before society and the state, the methodology of organizing its activities, and technologies. In these processes, the transformational leadership of management personnel plays an important role.

Analysis of scientific literature shows that transformational leadership is defined by the ability to correctly select tactics and strategies aimed at strengthening and supporting the morale and motivation of employees in innovative development processes through various personally oriented mechanisms, as well as increasing the effectiveness of activities.

Harry Yukl (1994) focuses on the transformational leadership model, which emphasizes the need to consider the difficult points of the problem together with colleagues; to link development strategies to the expected results; to begin to implement the concept after defining it; to make optimal decisions to achieve the set goals, and to be persistent. One of the founders of the theory of transformational leadership is B. Bass (V. Bass). The basis of this model is determined by intellectual support in managing employees, an individual approach, psychological assistance, decision-making based on meta-analysis, and actions aimed at ensuring the priority of collective interests.

#### **LIST OF USED LITERATURE:**

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