

## METHODOLOGY OF INTERACTIVE INTERACTION OF MODERN MANAGEMENT IN HIGHER EDUCATION INSTITUTIONS IN GLOBALIZATION PROCESSES

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### ABSTRACT

The processes of managing of innovative development in higher educational institutions in the conditions of formation of innovative economy, the roles of managers of the institutions, approaches to the management of the higher educational system in the process of globalization, and experiences of foreign countries in this field have been described in the article.

Also, the analysis of the activity of management of innovative, scientific-pedagogical and scientific research processes in higher educational institutions has been carried out. It has been attempted to develop some suggestions and recommendations for Monitoring of conflict situations in the management of innovative development processes in higher education, increasing the effectiveness of leaders' participation in the process of innovative development using technologies of resolving them.

**Keywords:** processes of managing, of innovative development, manager, innovative economy, higher educational system, process of globalization.

### INTRODUCTION

Interactive mutual action is a vitally important organizational process, and its optimization is a necessary condition for the effective operation of organizations and institutions. Interactive mutual actions are even greater and more important in the conditions of innovative development, where innovative development is usually accompanied by the manifestation of many conflicting phenomena.

The success of innovative changes will depend to a large extent on what principles work with employees and personnel in a higher education institution is organized before the start of innovation and in the process of innovation implementation.

Based on the systematic model of conflicts in the process of innovative development, it is possible to derive a number of principles that are based on taking into account the specific characteristics that exist in various elements of conflicts at the value, institutional and personal levels. Compliance with these principles will make it possible to minimize conflicts in the process of innovative development in higher education institutions and accelerate the introduction of innovations.

The first principle is the principle of rationality.

The classical model of news distribution assumes the following:

It is necessary for everyone to be able to learn and master the news;

It is necessary to increase the rate of dissemination of news;

Denial of news should be considered as an undesirable or irrational decision.

In reality, many innovations will not have universal utility, and that is why they are introduced not by the whole organization-institution, but by only one of its divisions.

The emergence of this principle is compatible with the purposeful element of conflicts in the process of innovative development, because the perceptions of the usefulness of the innovation among the employees in the departments serve to eliminate the perceptions of the neediness or even the harmfulness of this innovation.

The next principle is the principle of awareness of the nature of the problem. may be received positively or even enthusiastically. For everyone in the area of influence of this news, notification of the breakthrough is considered the first moment of putting this principle into practice. This principle helps to satisfy the informational needs of the participants of the innovation process in the higher education institution and is compatible with the necessary element of the conflict.

According to the data of some social surveys conducted in this regard, 31.5% of the respondents stated that the low level of awareness of the employees of the higher education institution about the innovations seriously affects the introduction of these innovations. they tasted

Another 35.95% of the respondents said that the low level of awareness is not so significant, but can still affect the introduction of innovations.

32.04% of professors and students who participated in the survey indicate that they have information about the goals of innovations, and 28.16% about their role in introducing innovations.

Also important for them is information about the timing of the introduction of innovations - the percentage of such responses

distributed 27.18%; for information about the expected result from the news - 23.79%; for information about the reasons that led to the introduction of innovations - 19.9%; for information about the methods and means of introducing innovations - 18.93%; 16.99% of respondents voted for information about the conditions for introducing innovations.

The information needs of the innovation process reflect the communication networks of the organization or institution. However, the extent to which communication networks meet these needs depends on several criteria - efficiency, cost-effectiveness, and the level of relevance to the needs of employees.

Effective organizational communication provides the employees of the higher education institution with accurate and relevant information if the need arises for them. But in addition to the effectiveness of communication networks, its economy is also important. In a cost-effective communication network, information is obtained and distributed at the lowest possible cost. An important feature of the communication system is the level of satisfaction of the members of the organization. Research shows that some types of communication networks are more satisfying to participants than other types of networks.

But these three criteria - efficiency in communication and information, economy and adaptation to the needs of employees are not always compatible with each other. Depending on the type of task, the most efficient network may turn out to be less cost-effective. Perhaps the most important criterion of network efficiency is the long-term and stable contribution of the organization to the achievement of goals.

The next principle is the principle of preventive assessment. He also comes with the information needs of the participants of the innovation process, that is, the necessary elements of conflicts in the innovation development. Its content is that the members of the team of the higher education institution, at the preparatory stage of innovative changes, what efforts are required of them when introducing innovations, what inconveniences and difficulties await them during the introduction of innovations, what kind of difficulties they will face during the future use of new technologies they should be sufficiently informed about the occurrence of problems. The purpose and content of the expected news should be explained to the employees. And the sooner employees are aware of this, the better - they can better prepare for working in new conditions, think about their moves and maneuvers in advance. This is where the secret of introducing innovative innovations is hidden. Without preparing employees in this way, it is impossible to arouse their readiness to introduce innovations. Failure to comply with this principle can lead to negative consequences, including the introduction of innovations.

Another important principle that must be observed during the introduction of innovative innovations in higher education institutions is the principle of initiative at lower levels. A well-thought-out information system about the introduction of innovation requires that the bottom link of the higher education institution's management hierarchy - the direct participants - be brought to the attention of their minds that innovative innovations are useful, and that these employees themselves, intends to convey that it is necessary for the whole world.

Convincing the benefits of introducing innovations should work as well as understanding the need to take some responsibility for their successful implementation. Revealing this principle helps to form positive motivation in the participants of innovative changes in higher education institutions and serves as a motivational element of conflicts in innovative development processes.

The principle of joint participation requires the participation of all those who are affected by the introduction of innovations. In this situation, it is accepted by the employees as their personal work and is carried out faster without any difficulties. This principle comes with motivational and need elements of conflicts in innovative development processes.

Thus, not all employees and professors of a higher education institution can actively participate in innovative changes. In this connection, it is necessary to consider the principle of totality. This principle is closely related to the principle of joint participation before it, which envisages the real participation of all employees of the higher education institution in the introduction of innovative innovations in all departments of higher education institutions.

For example, the creation of a fantalab technology from one of the scientific laboratories of a higher education institution quickly creates problems in other departments of the higher education institution that deal with patenting, intellectual property objects, brings with it the problems of commercialization of this technology, etc.

The realization of the principle of totality means that the employees of all levels in the higher education institution should be informed in advance about possible problems and be involved in the process of solving them.

The principle of permanent reporting comes with the cognitive element of conflict in the process of innovation development and requires that the innovator-employees continuously inform the interested parties about both the progress made and the challenges faced by the

innovative innovations being introduced. The realization of this principle also involves the establishment of various forms of feedback.

Addressing issues and support issues to interested parties encourages initiative, and significantly helps to solve organizational and technical problems related to the introduction of innovations.

The principle of continuity of innovative activity shows the organization of the introduction of innovations in such a way that this process should become not a one-time, but a multi-time and daily work. This practically means that the beginning of the process of implementation of the completed development creates conditions for another innovative innovation. Its results either enhance the possibilities of the first innovation or replace it.

Under these conditions, a favorable psychological environment for innovative innovations in higher education institutions is created and supported, and positive motivation for innovative changes is formed. This principle comes with the motivational element of conflict in the process of innovation development.

The principle of individual compensation requires taking into account the value orientations of employees, their needs and interests, and comes with the necessary element of conflicts. Because the contradiction between innovative and traditional values is the core of conflicts in the process of innovative development.

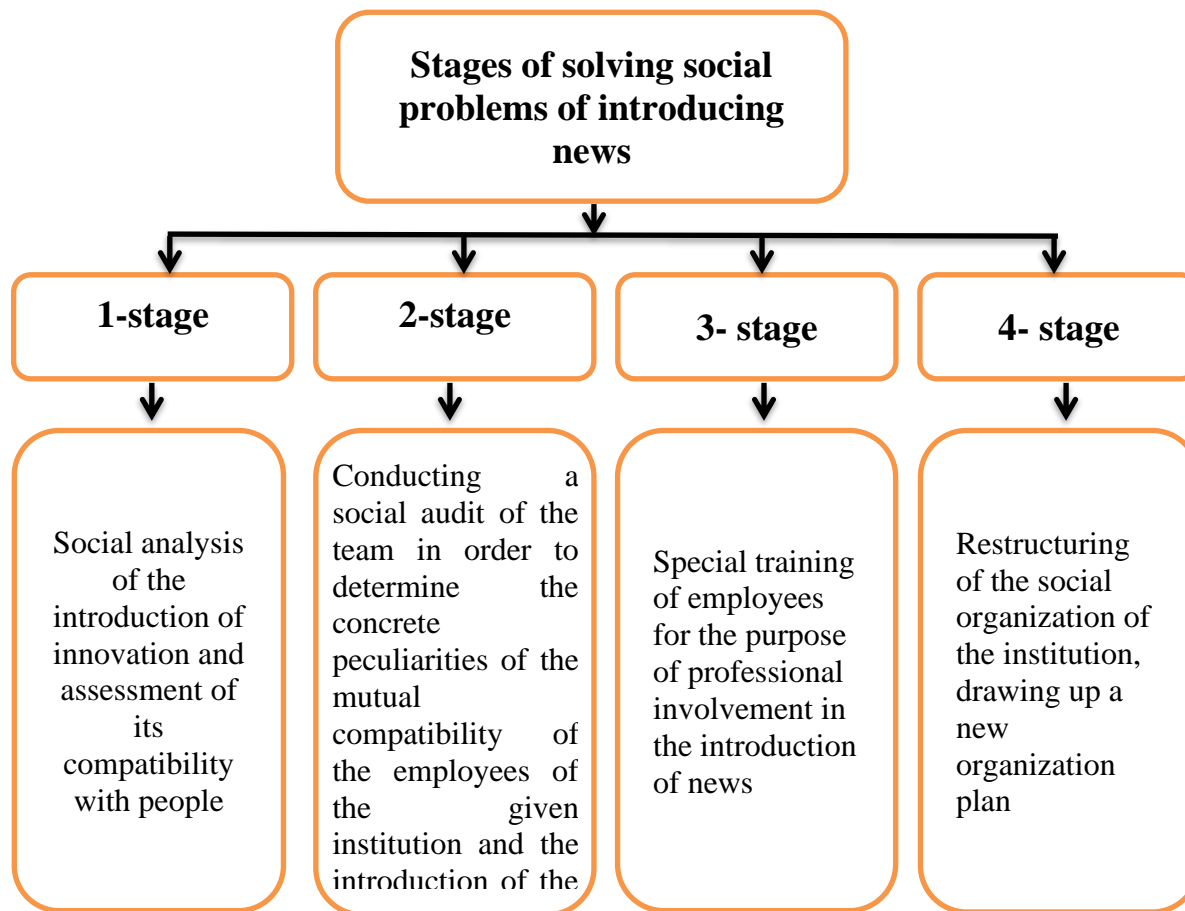
The principle of taking into account the typological peculiarities of understanding is also of special importance in the case of conflicts in the process of innovative development. There is a misconception that announcing the usefulness of any innovation will automatically attract people to the processes of introducing these innovations. People respond to the same, including the same information in different ways, and sometimes in completely opposite ways. Everyone sees in them something that is important to them. Compliance with this principle works in favor of the cognitive element of conflicts in the process of innovative development, which, in turn, significantly facilitates its constructive resolution.

The principle of flexible organizational structures also has its place in the disputes of innovative development. The introduction of innovations cannot be carried out with strict organizational structures, uniform planning of work and uniform distribution of resources. On the contrary, there should be opportunities for maneuvering here. This principle originates from the axiological component of the dispute, its peculiarity consists in understanding the rational-scientific approach to innovative changes in general and innovative development disputes in particular.

And the principle of social security, solving the social problems of the introduction of innovations, as considered by A.I. Prigozhin, involves taking into account the following consequences of the introduction of innovations:

- a) social tension (migration of employees, changes in the content of work, etc.);
- b) social losses (loss of status, layoffs of employees, increased external control, etc.);
- c) social incentives (possibility of advancement, improvement of working conditions, meaningfulness of work and increase in prestige of employees, etc.).

A four-step solution to these consequences is provided (Figure 1).



### Steps to solve the issues of introduction of news.

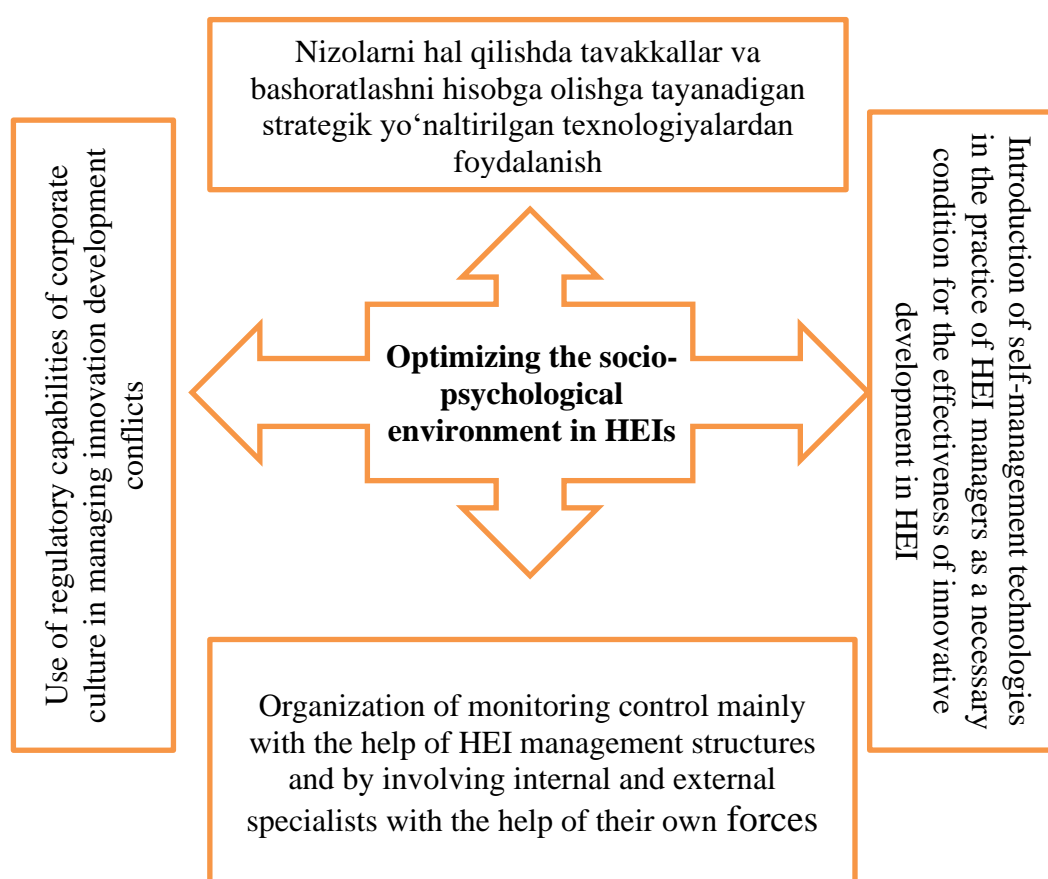
I.V. Bestuzhev-Lada offers a more comprehensive algorithm for introducing news. the algorithm of introduction of news means such a logical order of birth (genesis), emergence and manifestation of news introduction that the expected effect is realized, and the process itself is optimal. An integrated algorithm for the introduction of social innovation I.V. According to Bestuzhev-Lada, human activity, management mechanism, decision-making mechanism, decision-making mechanism, is formed from his own algorithm of innovation introduction and includes five enlarged blocks of social actions:

- a) Block 1 (informative) - analysis of information on the basis of which an idea determining the introduction of the innovation is developed;
- b) Block 2 (problematic-objective) - formation of a goal that envisages the introduction of a specified innovation by indicating the problem that is intended to be solved by achieving the goal;
- v) Block 3 (generational) - creation of a model for the introduction of innovations, taking into account the above-mentioned ideas, goals and problems, as well as the factors that determine their solution;
- g) block 4 (verification) - scientific justification of the project of introduction of innovations;
- d) Block 5 (implementation) – implementation of the model of introduction of innovations, taking into account the amendments stipulated in the previous block.

We emphasize that the effectiveness of the innovation process in higher education institutions is determined not by the effectiveness of each of its stages, but by the optimal interaction of

the participants of innovative changes in HEIs, which, in turn, leads from the previous stage to the next stage. It increases the cutting speed and ensures the best result. Interactive interactions are significantly influenced by the socio-psychological environment in the team, the mutual relations of the participants of the innovation process.

Optimizing the socio-psychological environment of the work team in the higher educational institution leads to the improvement of interactive interactions of the participants of innovative changes in the educational institution. Therefore, it is not for nothing that many researchers-scientists emphasize that the effectiveness of the management of innovative processes in a higher education institution is related to the consideration of the socio-psychological environment of the head of the HEI. Accordingly, here it is appropriate to highlight a number of methods of optimizing the socio-psychological environment in the labor team of higher education institutions (Fig. 2)



**The mechanism of optimizing the socio-psychological environment in the processes of innovative development 2.**

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