

## THE SPECIFICS OF THE PROFESSIONAL ACTIVITY OF THE MANAGER-INNOVATOR IN EDUCATION

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### ABSTRACT

The article considers the features of the manager of an educational institution from the point of view of innovation, the specifics of the professional activity of the manager-innovator is studied.

**Keywords:** Pedagogical innovation, education manager, professional activity of manager-innovator.

### INTRODUCTION, LITERATURE REVIEW AND DISCUSSION

The dynamic development of the higher education system of the Republic of Uzbekistan is due to the challenges of the time and the needs of modern society. Today, large-scale work is ongoing to modernize the higher education system. Practical mechanisms for the implementation of pedagogical innovations, the training of education managers, designed to put into practice the effectiveness and prospects of innovative ideas being introduced, are becoming relevant.

A distinctive feature of the professional activity of the manager-innovator, as N.G. Vereshchagina is a specially organized process of goal setting, planning, organization, motivation, control of qualitative changes in the work of educational institutions, which is ensured by the availability of conditions necessary for innovation, systematic analysis of information and reliable communications [8]. This statement emphasizes that the implementation of all functions by the manager-innovator is impossible without relevant information, its systematic analysis and organized communications.

According to V. Belova, the specifics of the professional activity of the manager-innovator in the education system is:

- in the constant development of his own creative abilities, reproducing managerial activity at a creative level;
- in professional possession of managerial functions;
- in the rational distribution of managerial functions between subordinates on an equal footing, introducing new administrative posts into the staffing table, creating creative groups of teachers and corresponding scientific and methodological departments (associations);
- in their realization that the educational institution is an open socio-pedagogical system that is not stable, but is conditioned by changes and transformations that are described by the relevant laws and laws [2].

In addition to the target functions, the researcher differentiates and socio-psychological functions, characterized by the formation in the pedagogical team of certain psychological

properties and conditions necessary for productive activities. Among the socio-psychological functions, the organization of the teaching staff, its activation (stimulation), association, improvement and development of self-government are distinguished. According to T.M. Sorochan, it is also necessary to distinguish between the operational functions of the universal management cycle, namely:

- planning (decision making);
- instruction;
- the control.

Depending on the logical basis, management activity can be characterized by the content and purpose (target job functions), as well as by a specific process - procedural, dynamic (operational) functions [5].

According to M.M. Potashnik, at the earlier stages of the development of education, the process of educational management was characterized by five functions:

- pedagogical analysis;
- planning;
- organization;
- the control;
- regulation.

Now there is an urgent need to update the list of such functions. The researcher notes that in modern conditions, the function of pedagogical analysis becomes augmented, since it involves the search for shortcomings, unused resources, which serve as the basis for planning the evolution of the educational system.

The goal-setting and planning function carries perfection, embodying targeted strategic planning. Methods of achieving certain goals depend on the strategic plan. Finally, choosing a common approach, specify the tasks of individual operations, then call the executors who are informed about the tasks. The target approach optimizes the detail of tasks, the sequence of their implementation, which are determined using the goal tree. It is worth noting that as the situation develops, several strategies may exist. The use of alternatives makes the current reformulation of goals. To achieve the goal, a model of the desired result is created, describing its parameters and measurement criteria. Such a function is more appropriate to call "planning and programming." However, M.M. Potashnik defends the position according to which it is advisable to call the functions of management organization "organization and motivation," and combine the functions of control and regulation [3].

Analyzing the problem of management in education, N.V. Pustovoi highlights the following management functions:

- development and adoption of management decisions;
- organization;
- regulation and adjustment;
- accounting and control.

At the same time, the scientist emphasizes the need to use the function of collecting and transforming information [4].

According to V. Volkanova considerations, objectively, the functions are characterized by the content and structure of “educational production”, it is they that qualify as management stages. Within the organizational and technical management plan, functions are described according to two main criteria:

- by belonging to the field of activity, special (specific) management functions are distinguished;
- in accordance with the stages (stages) of management, distinguish between common (basic or technological) management functions [9].

A substantive analysis of the literature suggests that the organization as a component of the management process provides for the creation of such a structure that would enable the teaching staff to work effectively together to achieve their goals. The organization in the management process is aimed at the formation of not only a managed, but also a management subsystem. Thanks to this function, the division of labor, activities must take place at a high level. We focus on the fact that education managers create their own managerial apparatus, distribute functional responsibilities among members of the teaching staff, taking into account the specifics of the activities of a higher educational institution. So, in the job descriptions approved functions, duties, rights, responsibilities, communications for the position of each employee of a higher educational institution. Given the above, we conclude that the organization as a specific management function plays an extremely important role in the development of innovative management.

At the same time, modern society requires the implementation of new management functions, namely:

- prognostic;
- advisory;
- representative;
- managerial.

The prognostic function determines the prospects for the development of a higher educational institution and forecasts the effectiveness of its activities. The advisory function is to provide the teaching staff of a higher educational institution and the general public with certain qualified advice on various issues (legal, scientific, pedagogical, methodological). It is important, in our opinion, to highlight the representative function, which is characterized by the ability to properly represent the institution at all levels, including at the international level. The managerial function helps to increase the attention of the head to the teaching staff.

The modernization of management functions is associated with the tendency to update the managerial activities of the education manager. In this regard, he needs to create appropriate conditions for the implementation of new management functions. The described modernized management functions direct pedagogical teams to creative activity, and also optimize the formation of a humane, sociable person with the basics of diplomacy, gaining professional skills in the work of public, scientific, and political organizations.

At the same time, it is important for our study to work out the researchers' definitions of the main trends in innovation management, since they are the necessary basis for the scientific analysis of the relevant patterns.

So, among the main such trends, a number of researchers suggest the following:

- orientation of the higher educational institution on self-financing, entrepreneurial activity, obtaining investments;

- intensification of public and state efforts to bring higher educational institutions to the level of international standards and achievements;
- the desire of managers to master the technologies of professional management and translate them into managerial activities [1, 6, 7, 10].

Thus, the professional activity of the manager-innovator, during the transition of the higher education system from the functioning mode to the mode of innovative development, is impossible without certain changes in the management system. The leader needs to organize the creative activities of teachers, to study and successfully implement the laws, laws of education management.

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