

FACTORS AND METHODOLOGICAL APPROACHES INFLUENCING THE INNOVATION MANAGEMENT MECHANISM IN THE HIGHER EDUCATION SYSTEM

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Abstract

This article analyzes the factors and methodological approaches influencing the mechanism of innovation management in the higher education system. Also, the American economist and sociologist C. Rogers developed a classification of groups for the development and implementation of innovations by professors and teachers in educational institutions, as well as a methodology for innovation management in the higher education system.

Keywords: Comprehensive study plan, innovative study plan, innovative dual education, innovative university, comprehensive study plan, financial independence, Cash back Agreement.

Annotatsiya

Ushbu maqolada oliy ta'lim tizimida innovatsiyalarni boshqarish mexanizmini shakllantirishga ta'sir etuvchi omillar va metodologik yondashuvlar tahlil qilingan. Shuningdek, amerikalik iqtisodchi va sotsiolog K. Rogers tomonidan ta'lim muassasalarida professor-o'qituvchilar tomonidan innovatsiyalarni ishlab chiqish va joriy etish uchun guruhlar klassifikatsiyasi hamda oliy ta'lim tizimida innovatsiyalarni boshqarish metodologiyasi ishlab chiqilgan.

Kalit so'zlar: Kompleks o'quv rejasi, innovatsion o'quv rejasi, innovatsion ikkilamchi ta'lim, innovatsion universitet, moliyaviy mustaqillik, Cash back shartnomasi.

Аннотация

В данной статье проанализированы факторы и методологические подходы, влияющие на механизм управления инновациями в системе высшего образования. Также американским экономистом и социологом К. Роджерсом была разработана классификация групп для разработки и внедрения инноваций преподавателями учебных заведений, а также методология управления инновациями в системе высшего образования.

Ключевые слова: Комплексный учебный план, инновационный учебный план, инновационное дуальное образование, инновационный университет, финансовая независимость, договор "Cash back".

INTRODUCTION

The development strategies of the most economically developed countries in the world are primarily focused on the management of the higher education system and its important role in the social sphere. The economy, moral and legal level of developed countries and the development of the country in all spheres cannot be imagined without

the education system. In particular, the development of the education system is considered to be one of the highest priorities in the development strategies of countries such as the USA, Great Britain, Italy, France, Germany, Switzerland, Sweden, Singapore, Japan, and China. According to the international ranking of the most prestigious higher education institutions in the world in 2024, “QS World University Rankings 2024: Top global universities”, it is worth noting that the top 10 of the QS world university rankings are universities from countries such as the USA, Great Britain, Switzerland, and Singapore. The Massachusetts Institute of Technology (MIT), which has been ranked first in the QS World University Rankings for several years, will enroll a total of 11,886 students in the 2024-2025 academic year, including: 4,535 undergraduates (38%), 7,351 graduate students (62%). The number of international students is 3,430. Under the management of MIT, the Institute for Innovation and Integration, which is responsible for innovation and integration activities, operates a permanent junior course on more than 150 innovations and independent work periods, intersecting with I&E. In such higher education institutions, the quality of education, scientific activity, innovation and investment in innovations are considered the most important tasks. Therefore, the need to introduce innovative processes into the global higher education system, organize education in the most modern methods, and apply innovative strategies is increasing.

METHODOLOGY

In world practice, many scientific studies are being conducted on the management of the higher education system, including the organization of education based on digital innovative technologies, optimization of economic mechanisms of management, increasing the activity and assessing the effectiveness of innovative strategies, introducing innovative methods of management into the education system, organizing an effective innovation management system, expanding the effectiveness of innovative education, the scope of innovation, and improving the organizational and economic mechanism of innovative management. Also, in the ongoing scientific research, special attention is paid to scientific research aimed at stimulating the application of innovations in the education system, introducing innovative-organizational and innovative-economic development strategies, and improving the innovative management system in education from an organizational and economic perspective. In this regard, the study of the scientific, methodological and practical aspects of improving the organizational and economic mechanism of innovative management in the higher education system determines the relevance of this research work. Research methods. The dissertation used the methods of logic, observation, systematic analysis, induction and deduction, analysis and synthesis, SWOT analysis, comparative analysis, expert assessment, econometric analysis, and forecasting.

ANALYSIS AND RESULTS

It is possible to study the scientific views of foreign scientists on the mastering and implementation of innovations by professors and teachers in higher educational institutions. According to the scientific views of the American economist and

sociologist C. Rogers, according to scientific approaches, professors and teachers in educational institutions are divided into five groups that are ready to master and implement innovations. In the process of introducing innovations in this group into the management of the education system, it is necessary to take into account the following classification (see Table 1).

Table 1.

Classification of groups by the American economist and sociologist C. Rogers on the mastering and implementation of innovations by professors and teachers in educational institutions¹

№	Group	Classification
1	First group	Professors are innovators who always strive to implement innovations and are prone to creating them.
2	Second group	Professors and teachers often act as informants and advisors, following innovators who are quick to innovate. This group of innovators is distinguished from smart programmers by their low level of personal risk-taking.
3	Third group	This group learns from those who directly implement innovations and is less proactive. Participants in this mindset take a long time to make independent decisions. They rarely act as leaders.
4	Fourth group	Innovators in this group are the majority, but are characterized by being late in adopting and implementing innovations. Innovators in this group, as "average" subjects, accept innovations only as innovations that are beneficial to the team and themselves.
5	Fifth group	This group includes innovators who adopt innovations hesitantly and late. They are distinguished by past experiences that hinder the implementation of innovations, and their inability to adapt to new approaches.

In the process of innovation management, the collective action of higher education institutions is considered a highly effective action. It is desirable that each member of the team has a role in the implementation of innovations. According to F. Herzberg, the following roles are assigned to the manager in the institution: head, leader, liaison role, information receiver, information distributor, representative, initiator, elimination of violations, resource allocation, negotiation, etc.

Based on scientific research, it can be concluded that the methodology of innovative management of higher education institutions is based on the following components:

- strategic planning of higher education institutions based on the strategic management approach of higher education institutions, development of a strategy for the development of an educational institution based on the mission and implementation of SWOT analysis of plans;
- coordination of the components of the management object based on a systematic approach in the management of higher education institutions, consideration of the principles of management of the higher education system as an integrated system;
- management of innovative initiatives in higher education based on the approach of project management methods in the management of higher education institutions as a project, application of modern project management methods to HEIs;

¹ Author's work

- University-autonomy model based on the "University Model" approach in the management of higher education institutions, viewing HEIs as innovative organizations;
- application of artificial intelligence and digital technologies in the management of higher education institutions in the context of digital transformation, implementation of distance education in management based on innovative organization;
- evaluation indicators of the education system based on optimization of the monitoring and evaluation system in the management of higher education institutions, external and internal control, cooperation and transformational leadership;
- formation of an innovative culture based on the innovative leadership approach in the management of higher education institutions, investment in human capital, transformational partnership and other approaches.

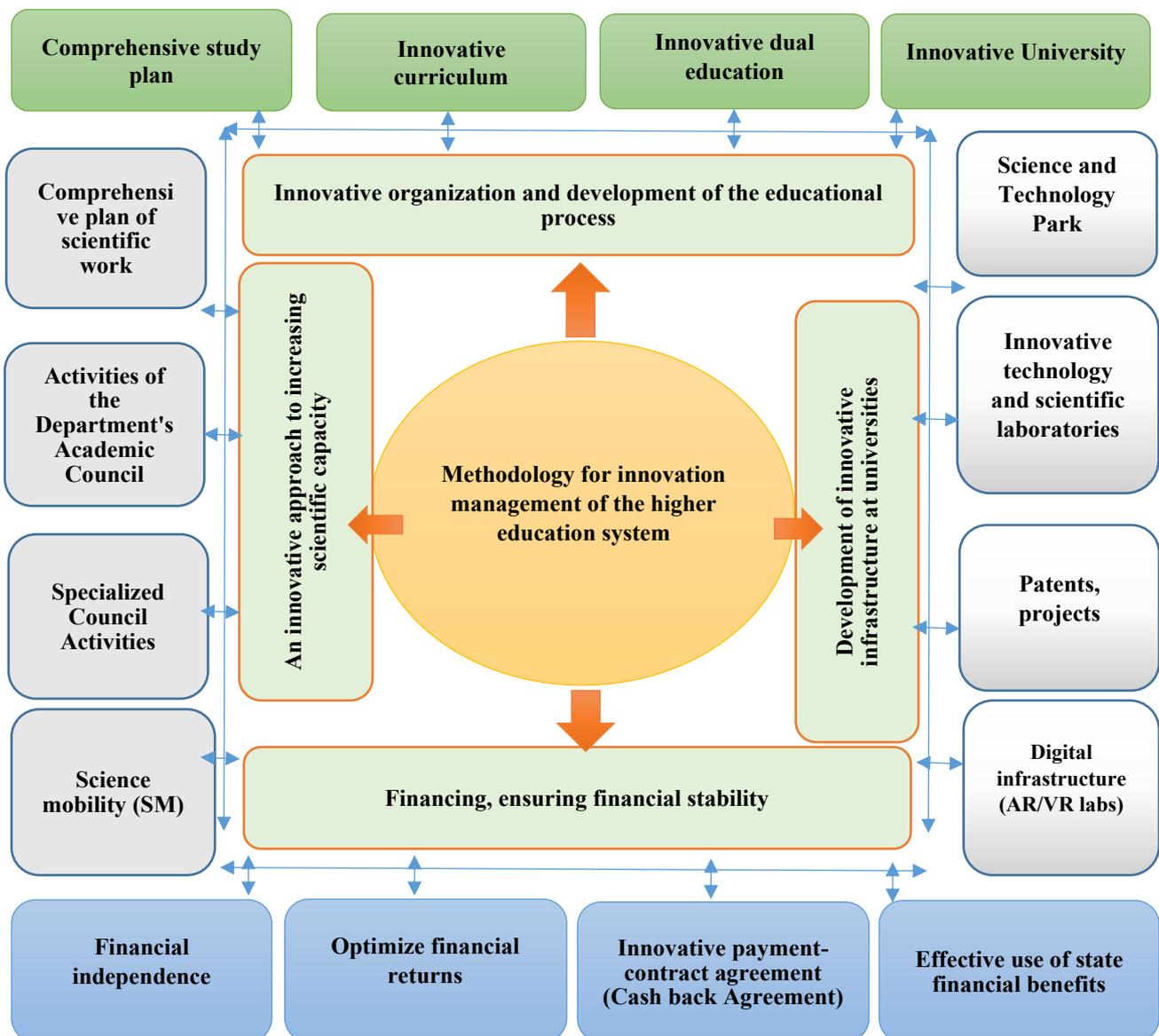


Figure 1. Methodology for Innovative Management of the Higher Education System¹

¹ Author's work

Since the subject of our scientific research is precisely related to the organizational and economic mechanism of innovative management, special attention should be paid to the cases that scientifically and methodologically represent their priority tasks in higher education management. The process of studying these methodological approaches, firstly, determines the relevance and importance of this research work, and secondly, indicates the complexity of the research work from a scientific point of view. Also, in our research work, taking into account these processes and based on the presented analyses, we aim to scientifically, methodologically and practically advance the methodology aimed at improving the organizational and economic management mechanism of the higher education system according to our approach.

CONCLUSIONS AND SUGGESTIONS

Turning higher education into an object of innovative development, studying and using advanced foreign experiences in this regard, increasing the activity of factors serving to improve the quality of education, and achieving the “University 4.0” model as a result of the effective organization of an innovative environment should be one of the main goals of each higher education institution. As a result, the contribution of the education system to the development of the country serves as a system that has its place in determining the pace of the country's innovative development and its place in the world community. From the results of the study, it can be said that there are several main factors that determine the resource potential of higher education in the country's innovative development, including the following:

- a strategy for the rapid development of the higher education system, this strategy to a certain extent affects the development of the country's economy;
- development of a new concept for the effective management of innovative processes in higher education institutions, training personnel capable of developing and implementing innovative technologies;
- providing access to high-quality education, inextricably linked with modern disciplines taught in world higher education institutions and aimed at the formation of creative, economic, social, intellectual personnel;
- an effective system of financing education that allows improving the quality of education;
- encouraging the effective activities of professors and teachers;
- developing a flexible and individual system of motivating professors and teachers and employees in higher education institutions;
- optimizing indicators such as objectivity, transparency, dynamism and flexibility of the criteria for assessing the success of the work of professors and teachers and employees in higher education institutions.

The main factors determining the resource potential of higher education in the innovative development of the country's education system are interrelated. The innovative direction of the higher education system is manifested in the creation of innovative developments for applied science and business, the development of new

forms of entrepreneurial activity, and the transmission role of higher education, that is, in enabling the connection of science and production.

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