



FACTORS IN THE PROCESSES OF TRANSFORMATION OF HIGHER EDUCATION INSTITUTIONS; ANALYSIS AND CAPABILITIES

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Article history:	Abstract:
Received: 6 th October 2023 Accepted: 6 th November 2023 Published: 11 th December 2023	The article analyzes the processes of modernization in higher education, the innovation competence of managers and the concept of transformational leadership in the process of improvement of activity lines based on innovative approaches.
Keywords: higher education, modernization, professional competence, innovative competence, leader, human resources, transformation.	

INTRODUCTION

In the systematic development of higher education institutions, the implementation of transformation and improvement of management activities, the professional competence of managerial staff is of great importance, in particular, the development of their innovation competence, which ensures rapid adaptation to changes and innovations in society. In particular, when it comes to the organizational and pedagogical conditions of transformation of higher education institutions, as well as the creation of a regulatory and legal framework for transformation processes, the development of educational and scientific activities, ensuring financial stability, the introduction of digital technologies. Technologies and modern methods in the educational process, human resource management, including the increase of innovation activity, culture and competence of management staff, is considered one of the topical areas.

MATERIALS AND METHODS

In recent years, based on the results of research conducted in such areas as competence, professional competence, innovation competence, a number of scientific schools and directions related to the development of professional competence of managerial staff of the continuing education system have been created. As a result of these studies, scientific and practical approaches related to the content of competence, its structural structure, directions and competence model have been formed.

RESULTS

Professional competence is used as an attribute describing the specific requirements of the activity to the subject of labor, more precisely, the attitude of the subject to specific aspects of a particular activity. For example, research scientist E.F. Zir's study of the functional development of professional competence has shown that in the process of professional maturity, the various forms of competence are integrated and their relationship to important professional personality traits is strengthened. Specifically, the basic levels of professional competence include professional training and experience, self-awareness, self-confidence, proper acceptance of deficiencies exhibited by others, and other such personal characteristics that define professional maturity [1].

According to E.I. Kudryavtseva, managers are divided into different components when revealing the content of managerial competence:

- attributes of competence (ability, talent, knowledge);
- human activity as a process (structure, description, attributes);
- results of activity (fruits of labor, changes in the objects of activity) [1].

In our opinion, competence is a set of human qualities combined with a system of knowledge, skills and abilities, as well as his/her experience and behavioral skills. Professional competence of managerial personnel is a set of integrated qualities that serve to ensure the effective result of solving managerial tasks. Innovation competence of the head of a higher education institution - awareness of the essence of innovation processes in education, mastery of innovations in the sphere of professional activity and the corresponding educational direction, active implementation in practice, literacy in the sphere of modern pedagogy, information and communication. technology, mastery of foreign languages, creative innovation in activity, management decision-making and is manifested in the process of

human resource management. In these processes, the leader's orientation to the field of professional activity, personal capabilities, professional knowledge, qualifications, skills, professional qualities and work experience, as well as ensuring the integration of innovation processes in relation to the field of activity are assessed as leading factors in the development of innovation competence.

Modernization processes in education, mission of higher education institutions and improvement of activity directions on the basis of innovative approaches have put into practice the concept of transformational leadership, which is an important component of innovative competence of managerial staff.

Transformation processes of HEI are characterized by the reorganization of its tasks to society and the state, methodology of activity organization, technologies as opposed to local changes of one or another form in HEI activity. Transformational leadership of the executive team is of great importance in these processes.

From the analysis of scientific literature, it is known that transformational leadership is defined by the ability to correctly choose tactics and strategies aimed at strengthening, supporting and improving performance through various person-centered mechanisms, morale and motivation employees in the processes of innovative development.

Harry Yukl (1994) discusses a model of transformational leadership that involves working through critical issues with colleagues; linking development strategies to expected outcomes; Having defined a vision, proceed to implement it; focuses on aspects such as optimal decision making and persistence in achieving goals. One of the founders of the theory of transformational leadership (B. Bass) defines the basis of this model as intellectual support in managing employees, individual approach, psychological support, decision-making based on meta-analysis and actions aimed at ensuring the priority. collective interests.

As can be seen from the analysis, the leading influence on the transformation processes of higher education institutions is exerted by factors related to the development and management of human resources and human capital. At the same time, the indicators related to human resources and human capital occupy the main place in the indicators of the international ranking of higher education institutions.

The sphere of influence of these factors in the processes of transformation of higher education institutions is determined not by individual activities, but by their integrity. At the same time, based on the peculiarities of transformation processes in the system of higher education, a set of basic factors and principles can be realized in practice in different spheres of higher education management. That is: the value and effectiveness of these factors are aimed at providing benefits for all stakeholders (state, society, HEIs, employers, students, parents); Orientation to the external environment; aimed at the development of cooperative relations and the development of various forms of inter-sectoral cooperation mechanisms; Internal and external coordination (integration) of the activities of all units of the HEI, focused on achieving the planned goals from the transformation processes; such as change and innovation management.

Based on the above, it is concluded that the important organizational conditions for the transformation of higher education institutions are the state policy in the field of education, the formation of the regulatory and legal framework, external factors, the existence of state educational policy on internationalization of education. Thus, on the basis of empirical research and theoretical analysis conducted in the framework of our study, we have identified the following as organizational conditions of transformation of higher education institutions:

- Strategy for the implementation of transformation of higher education institutions, definition of the regulatory framework;
- introduction of an independent system of education quality management;
- external, territorial, financial factors affecting the transformation of higher education institutions;
- Government support for technology transfer and internationalization initiatives;
- such as staffing, academic management.

As pedagogical conditions:

- Formation of transformational culture of HEIs, development of transformational leadership competences in managers and teachers;
- Establishment of logistical support;
- introduction of digital technologies into the management and educational process;
- Ensuring integration of education, science and production on the basis of innovative approaches;
- introduction of mechanisms for commercialization of educational services;
- such as orientation of the content of education to the requirements of the labor market.

CONCLUSION

In fact, transformational leadership is the basis of innovative competence of the leader in the processes related to changes in society, socio-economic development, requests for quality educational services, and expansion of the trajectory of needs. Thus, active leadership, not being afraid to change the cooperative culture and organizational structures established over the years, managing employees on the basis of value-based approaches rather than instructions, motivation, developing collective interests, creative decision-making with respect to problem solving, proposing innovative solutions are manifested as core skills of transformational leadership.

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