

## **FEATURES OF ASSESSING THE EFFECTIVENESS OF INNOVATION RISK MANAGEMENT OF AN EDUCATIONAL ORGANIZATION IN THE PROCESS OF DIGITAL TRANSFORMATION OF ACTIVITIES**

*Bazarova Mamlakat Supievna*

*Asia International University Senior Lecturer, Bukhara*

**Abstract:** The article discusses the importance of the digital economy, which is a modern requirement, and how effective it is for humanity and the state, and how to relate this to the standard of living in a country with developed countries of the world.

**Key words:** digital economy, industrial enterprises, digital technologies, innovations.

Since management is always a targeted activity, decision makers need to assess the degree of compliance of the implemented measures with the objective conditions in which the educational organization operates. The tasks related to the implementation of digital transformation of activities are no exception. Moreover, we believe that in the context of a wide variety of options for implementing innovative projects in the field of digital transformation, an important condition for successful innovation risk management is the assessment of the effectiveness of decisions made. For this purpose, it is advisable to use special methods that combine not only traditional and well-known methods, but also new tools adapted to the specifics of the problem being solved. Thus, the purpose of the article is to substantiate the methods and principles of assessing the effectiveness of innovative risk management of an educational organization in the process of digital transformation of activities. To achieve this goal, various sources of information, as well as methodological provisions of the innovation economy, were used. Main Results The solution to the problem of developing a methodology for assessing the effectiveness of the innovative risk management system of an educational organization, first of all, in our opinion, requires identifying the main performance parameters, and then consolidating them into a single set of appropriate calculation mechanisms. Therefore, it is important to consider the general view of the innovative risk management system of an educational organization precisely as an object of efficiency assessment.

The classical management system assumes the presence of a management subject. The specificity of an educational organization is that several stakeholder groups are active in the internal and external environment of the manifestation of innovative risks, influencing the possibilities of managing innovative risks to varying degrees (Figure 1). Each group plays its role in the process of managing innovative risks, and the interaction of groups ensures more effective decision-making and minimization of potential risks. At the same time, if we consider the management subject as a person making decisions on influencing the risk, then in such a scheme it is necessary to identify specific employees of the educational organization whose competence includes direct analysis of the situation and the final decision on managing certain identified risks arising in the process of digital transformation. In our opinion, such a person should be the vice-rector of the educational organization, who, in accordance with the job description or staffing table, is assigned the duties of implementing activities in the field of introducing new digital technologies. That is, an official of an educational organization directly heading innovative projects in the field of digital transformation should be vested with the appropriate powers and resources, firstly, to develop a risk management program; secondly, to

manage such risks. Thus, the general view of the contour of the innovative risk management system of digital transformation of an educational organization takes a classical form, when between the subject and the object of management there is established not only a direct connection in the form of a control action, but also a feedback - in the form of information about the state. Information about the state allows the subject of management to adjust the control actions to get closer to the set management goal.

The presence of a special innovative risk management contour in an educational organization allows us to ask several questions about the effectiveness of risk management, which will be the directions for quantitative assessment of the effectiveness of the management system. In our opinion, the most important are the following questions: 1) what is the effectiveness of the risk management system? 2) what is the effectiveness of risk management? 3) what is the effectiveness of connections in the risk management system? To answer each of the questions posed, it is advisable to form your own assessment system. Then, in the innovation risk management system, key elements are established that help the educational organization evaluate the effectiveness of identifying, calculating and minimizing risks associated with innovations (Table 1). For example, when assessing the effectiveness of the analysis of the probability of risks and their potential impact on the organization, it is advisable to use qualitative and quantitative assessment methods. In turn, when assessing transparency in risk management, it is advisable to analyze the regularity of reports. Moreover, depending on the essence of the approach, there are various options for its use in the process of analyzing effectiveness. In particular, the main option for using performance indicators is an objective calculation of the number of identified risks, the success of their minimization and the time of response to risks.

#### UNIVERSAL APPROACHES TO ASSESSING THE EFFECTIVENESS OF INNOVATION RISK MANAGEMENT IN AN EDUCATIONAL ORGANIZATION

Approach	Use cases
Process Analysis	Evaluation of current risk management processes, their structure and functionality
Performance indicators	Calculation of the number of identified risks, the success of their minimization and the time of response to risks
Surveys and interviews	Collecting opinions of employees and students on the perception of innovation risks and the effectiveness of the current system for managing them
Comparative analysis	Comparison of the risk management system with similar systems in other educational organizations
Documentation and reports	Analysis of internal reports and documents on identified risks and actions to manage them

In our opinion, it is necessary to consider several important areas that allow the most objective and complete assessment of the process of Economic development of Russia innovation risk management in terms of effects and results. In particular, it is advisable to consider the following as basic effects: –the effectiveness of the digital transformation of an educational organization; –the amount of probable damage as a result of digital transformation; –the interests of internal stakeholders in the implementation of innovations. Here, effectiveness is understood as the degree of achievement of the set objectives for the digital transformation of an educational organization. Accordingly, the amount of probable damage assesses the final possibility of manifestation and the scale of negative events. Finally, the degree of satisfaction of the interests of internal stakeholders assesses the involvement and level of resistance of those persons who ultimately use the results of digital transformation. We propose to consider the

following types of budgets as costs of digital transformation: the budget for technological re-equipment; the budget for training and development of personnel of an educational organization; the budget for the implementation of information solutions in activities. We believe that in order to improve the accuracy of the calculation, it is necessary to introduce an appropriate correction factor for each budget, which allows determining the amount of costs from this budget attributable to operations on the digital transformation of an educational organization.

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