

INNOVATIVE TECHNOLOGIES IN IMPROVING THE MANAGEMENT OF PRESCHOOL EDUCATIONAL ORGANIZATIONS

¹Feruz Valiyeva Rashidovna

²Sharipova Gulruhsor Nurkabilovna

¹Institute of retraining and advanced training of directors and specialists of preschool education, head of the department "Management of preschool education", Doctor of Philosophy in Pedagogical Sciences, PhD Associate Professor

²Institute of retraining and advanced training of directors and specialists of preschool education, associate professor of "Management of preschool education", Doctor of Philosophy in Pedagogy, PhD

Annotation: This article presents innovative technologies in the management of preschool education, innovative management and its principles, the structure and problems of the innovation process, the need for innovation.

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There are many concepts of innovation. For example, it is divided into technical, economic, organizational, managerial and other types of innovation according to its content and essence, internal structure. The characteristics of an innovation are its scale (global and local), the dimensions of its life cycle (phasing and analysis), and the laws of its implementation.

The concept of "innovation" (from the Latin word *novus*, meaning new) began to be used in research and scientific work in the 19th century, and in earlier times it meant the introduction of individual elements from one field to another.

Innovation is a goal-oriented change that introduces new and relatively stable elements into a particular social unit - institutions, associations, communities and groups, as well as innovations that are inextricably linked to the spiritual and cultural relations of the people and the socio-economic development of the country.

Innovation is sometimes seen as a process. In this case, the development of innovation depends on time, and it is shown that it has clearly defined stages.

Scientists of our country Sh.Kurbanov, E.Seythalilov, M.Kuronov, R.Akhliiddinov and I.Majidov describe innovations as an important element of the development of education, which is reflected in the principles of

accumulation and transformation of various initiatives and innovations in the educational space.

Innovations are a variety of initiatives that are promising for the evolution of innovation-based education and are important and systemic innovations that have a positive impact on its development, as well as on the development of a wider multicultural learning space. Innovative mechanisms for the development of education include:

to create a creative environment in all educational institutions and structures, to arouse interest in initiatives and innovations in the scientific and pedagogical community:

creating socio-cultural and material (economic) conditions for the adoption and application of various new things;

Establishment of research education systems and mechanisms for their comprehensive support:

Integration of the most promising innovations and productive projects into existing educational systems, as well as the transition of accumulated innovations to the mode of permanent research and experimental education systems".

An analysis of the various definitions of the concept of innovation suggests that the specific content of innovation is change, and that the main function of innovation is change.

The concept of "innovation" is not always defined in the same sense, it is often seen as the concept of "innovation", and the concept of "innovation process" refers to the creation and adoption of innovations and their effective application in the practice of the educational institution.

In practice, the terms "innovation", "update", and "innovation" are often equated. but there are some differences between them.

Novelty can be a new order, a new style, a new method, a new invention.

Innovation is the application of an innovation. When innovation is put into practice and disseminated, it acquires a new quality and innovations emerge. The promotion and organization of innovations are an integral part of the innovation process.

There are three logical forms of the innovation process: a simple process within an organization, a simple inter-organizational process, and an extended process. A simple innovation process within an organization involves the

simulation of innovation in a single organization, that is, in its internal activities, where innovation does not take the form of popularization. In a simple inter-organizational innovation process, news is exchanged as a product exchange. This form of innovation process shows that the function of innovators is different from the function of consumers. By violating the exclusive rights (monopolies) of inventors who develop innovations, there is an expanded innovation process in the emergence of new manufacturers who exemplify existing innovations in practice, and the characteristics of the result improve due to competition.

In the context of the innovation process, there are at least two entities: innovators and consumers. If innovation is a technological process, its organizers (producers) and consumers can act as one entity.

A simple innovation process takes two stages to become a way of life:

1. Creating news and making them popular;
2. News diffusion.

The first period is a series of stages of scientific research, design work. Organization of experimental work. It includes steps such as the organization of production. Innovation and efficiency are not achieved during this period. It is assumed that only by doing so can efficiency be achieved.

In the second period, the social benefits are redistributed among news producers as well as between developers and consumers.

Popularization of innovations is an information process. The form and speed of information exchange, depending on the power of the means of communication, the characteristics of the subjects' reception of information and their ability to use this information in practice, etc.

Diffusion of innovations is the process of periodic transmission of news among members of a social system through the medium of communication. Ideas, things, and technologies for a particular entity can constitute innovation. In other words, diffusion is the popularization of previously used and mastered innovations in a new environment or place. As a result of diffusion, the number of news users as news organizers increases.

In interpreting management as a change in the organizational system that is roughly consistent with the goals of the subject, that is, a complex, multi-level process, the following characteristics can be considered as features of innovation: dialectical, periodic. degree of validity, discrepancy, relevance, risk,

ability to describe leadership styles. relevance to the situation. ownership of the structure, the ability to formulate a strategy of innovative actions, management. social orientation, the ability to classify people according to their interests. acceptance of innovations by the subject.

Dialecticism is a process of innovation development, the normative basis of which is characterized by a gradual, gradual renewal. Innovations create and conflict with existing traditions and are based on and developed. The continuity of this system determines the rate of innovative development of the institution.

The periodicity of innovation is confirmed by the gradual exchange of cultural traditions, which are important in the human mind. This is because a sudden change in well-established concepts, thoughts, perceptions, and behaviors can have a negative effect on a person's personal qualities and lead to a violation of his or her spiritual, moral, and self-awareness.

The degree of validity of an innovation is determined by the amount of qualitative change. The more the innovation differs from existing standards, the greater the potential and validity to change it.

Conflict of innovation. The introduction of voluntary innovation can lead to conflict situations, regardless of their specific characteristics. Because, depending on the complexity of the relationship between powers and privileges, it changes the usual interactions and relationships in the organization.

Significance of innovation - during the innovation process, managers have the opportunity to objectively assess the attitude of employees to the news, there is a change and sharpening of internal relations in the team, which in turn allows to develop management tactics appropriate to the process.

Innovative risk. It depends on the probabilistic nature of the innovation. Lack of confidence in the effectiveness of the innovation creates a sense of risk and anxiety in the subject, and its implementation affects the results of activities.

Ability to describe leadership styles of innovation. Innovative leadership style involves the creation of personal interests of employees as a result of the innovation process.

The management of innovations depends on the programming capabilities of the organizational situation in the implementation of innovations.

The importance of the qualities listed above characterizes that management innovation as an integral part of socio-cultural and socio-psychological systems is a flexible, self-renewing mechanism for a new process.

The factors that lead to innovative activity have objective and subjective characteristics and determine its main direction. Pedagogical conditions for the organization of the process of innovation create opportunities for improving the development of innovation in goal-oriented, science-based processes.

In the development of innovative activity, high efficiency can be achieved on the basis of pre-modeling the process of its organization. The model of management of innovative processes in the organizations of preschool education describes the structure of the subject of management, the specialists, whose functional functions are clearly defined in the organization.

As a prerequisite for the effective implementation of innovative models in the practice of educational institutions:

- ✓ the existence of common goals; a convenient and democratic feature of the governance structure;
- ✓ horizontal coordination of subsystems through an information exchange system;
- ✓ high level of professional competence of managers (mastery of their field);
- ✓ the positivity of the psychological environment in the community;

Measures can be taken to ensure the effective participation of educators in innovative activities.

Problems of the structural structure of the innovation process (Figure 1), the need for updating: subjects; goals, objectives; content; methods; the result is.

As can be seen from the following figure, a number of methods are used to organize the innovation process and achieve the desired results, first of all, to study and analyze the existing problems in the educational institution, to determine the tasks and objectives to be solved, and to obtain information on all indicators: experiments, surveys, document analysis, etc. The data obtained using these methods allow to determine the vital importance of the developed innovative model.

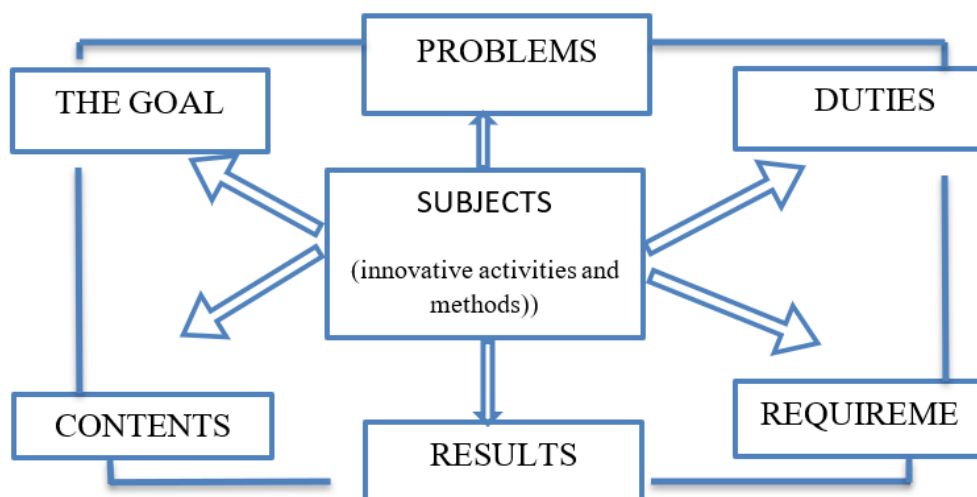


Figure 1. The structural structure of the innovation process

The introduction of different models of management of innovation processes in educational institutions implies the following:

- ✓ ensuring process efficiency (management qualities, interest and preparation for innovative activities). Development of the characteristics of the subject of management;
- ✓ Development of tools and methods of implementation (experimental work, pedagogical analysis, peer review, teacher-student system, seminars, consultations).

Involvement of members of the pedagogical team in the innovation process may depend on the activities of an individual team member or the team as a whole. Examining the effectiveness of innovations requires addressing the issues of evaluating their effectiveness, and the following are examples of this:

- ✓ professional development of the teaching staff;
- ✓ strong and positive features of the socio-psychological environment in the community;
- ✓ team readiness to update the process of education and upbringing;
- ✓ tendency to increase the scientific and scientific-methodological

potential of the team;

- ✓ improving the quality of information exchange between teachers;
- ✓ the quality of preparing students to continue their education at different stages of the education system.

The basis for the participation of educators in innovative activities is also important (for example, whether they consider the participation of educators to be important and necessary or not, etc.) in the process of changing or renovating educational institutions). It is also important to analyze the relationship in the community, as it provides an opportunity to learn about the formation of a positive emotional environment in the pedagogical community. Community relationships are characterized by the following characteristics:

- ✓ mutual assistance and support”
 - ✓ "High level of trust and respect for each other"
 - ✓ "to express one's opinion freely in the discussion of matters relating to the community."
- ✓ The following requirements are set for the effective management of innovation processes in educational institutions:
- ✓ Integrate the education system with the existing management system;
 - ✓ Example of a systematic approach to ensuring that education is linked to specialized education programs;

The subject of management must have convenient and developing innovative models of activity that correspond to the functions and structure of the object. That is, for an educational institution that integrates all major forms of educational innovation, it is necessary to create an excellent management structure enriched with innovations, creating opportunities for expansion, development, support, improvement and coordination of innovations that ensure the effective implementation of educational programs.

Management activity develops mainly as a result of innovative processes. The main conditions for the effective implementation of various models of

innovative management are: favorable and democratic features of the management structure; accuracy of coordination of subsystems; the relevance of leadership characteristics to the development and mobility of the education system; a set of features of the pedagogical community: training and identification and implementation of measures to support innovative processes.

In general, the theoretical analysis of innovation in the management of educational institutions is based on the principles of its objectivity, the organization and development of continuing education in the younger generation, the fulfillment of new tasks in accordance with modern requirements, a differentiated approach to education according to students' abilities and capabilities and proves the need to exemplify new information technologies.

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