https://cejsr.academicjournal.io

Innovative Management of Preschool Education

S. Narimanova
Director of the 58th DMTT, New Namangan district, Namangan region

ABSTRACT

In this article, the innovative process in pre-school educational organizations is highlighted, from preparation and implementation of innovative changes.

KEYWORDS: *Innovative management, aspect, principle, technical development, innovative projects.*

Increased attention to innovations and innovative management is required by the life of the current society, after all, the realization of innovative processes in new products and new techniques is the basis of its social and economic development. The innovation process consists of preparation and implementation of innovative changes and consists of interconnected circuits that form a single whole. As a result of this process, the change is innovation.

Diffusion is very important for the implementation of the innovation process - the timely dissemination of innovations that have been adopted and used once in new conditions and areas of application. The innovation process is cyclical in nature, which must be taken into account when developing compact systems of economic organization and management. In the world economic literature, "innovation" is interpreted as the transformation of potential scientific and technical development (ITT) into real, new products and technologies. Problems of innovations in our country have been developed for many years within the framework of economic studies of scientific and technical development.

Innovation management is extremely complex. In order to analyze the laws of the development of innovative processes, specialists who are innovative managers are needed, who deal with various organizational and economic aspects of innovations. Their main task in innovation management is to promote the innovation process, predict possible obstacles and determine ways to overcome them.

Innovation management is a set of principles, methods and forms of management of innovative processes, innovative activities, organizational structures engaged in this activity and their employees. As with any other area of management, it is characterized by: goal setting and strategy selection, the four stages of the cycle:

1) planning;

2) setting and organizing terms;

3) perform;

4) leadership.

The stages of innovation management are given below in the form of a diagram.

At each stage of the period, the set tasks are solved. At the first stage - the planning stage, a strategy implementation plan is drawn up. In the second part, the conditions and organization are defined, that is, resources are assigned, tasks are assigned to employees, and work is organized for the implementation of various phases of the innovation period. In the implementation phase, checks and

developments are carried out, and the plan is implemented. The leadership stage includes control and analysis, correction of actions, and accumulation of experience.

Innovative managers organize creative teams, find and distribute innovations, form a portfolio of orders for scientific research and development, work in various organizational structures (academies of sciences, universities, scientific societies, research organizations, design bureaus, engineering companies, etc.) can act in They lead scientific teams, coordinate scientific research. All this places high demands on the qualifications of innovative managers: they must have scientific, technical and economic-psychological potential, the quality of both a traditional manager and a research scientist, be qualified economists capable of evaluating the effectiveness of innovations and managing innovations.

Here, innovative projects, innovative management decisions, and the effectiveness of using innovations are evaluated. The innovation process (IJ) has a cyclical nature. The activity representing IJ is divided into separate tasks and organizational units that are separated from each other as a result of the division of human labor. The economic and technological impact of the innovation process is only partially realized in new products or technologies. It is manifested in the increase of economic and scientific-technical potential as a condition for the emergence of new technologies, that is, the technological level of the innovative system and its structural elements increases, therefore, the tendency to innovations increases. In general, the innovation process can be written in the form of a chain:

FT – AT – I – L – Q – O‘- S ICH – M – Sot,

here FT va AT – basic and applied research; I – working; L – design; Q – construction; O‘ – appropriation; SICH. – industrial production; M – marketing; Sot. – sell.

In order to analyze this chain, it is necessary to abstract from the factors of feedback between its various elements (distracting from the imagination in order to distinguish their important symptoms from a number of features of objects and relations between them), the length of the FT-O cycle (it can last more than 10 years) and each of the stages It is necessary to take into account the relative independence of (FT - AT; L - Q). Fundamental (theoretical) research related to the concept of scientific activity is the initial stage of any innovative process. Of course, every single element of the period is filled with scientific activity related to fundamental research. It is characteristic that the amount of new data decreases from FT to SICH. In this, research activities are increasingly replaced by skills, experiences and standard methods.

If we talk about the final result of fundamental research, then it is necessary to distinguish only research activities aimed at obtaining and processing new, excellent, proven data and information in the field of question theory. Theoretical research is not directly related to the solution of specific practical tasks, but it is the foundation of the innovation process. At the same time, the need for theoretical research can be justified by the needs of practice and the synthesis of previous knowledge about the subject. Fundamental research usually results in applied research, but this does not happen immediately. Only some studies AT – I – L et al. come true. About 90% of basic research subjects can have a negative result.

Not all of the remaining 10% with a positive result are used in practice. The ultimate goal of basic research is to understand and develop the process (theory of the problem). Applied research (AT) has a completely different focus. This means bringing "knowledge to a material state", changing it in the production process, new products, technological drawings, etc. is to submit. As a result of developments, the design of new machines (equipment) is created, and the process moves to the design (L), vision, development (O') and industrial production (SICH) stages. The M and Sot circuits are directly related to the commercial sale of the results of the innovation process.

REFERENCES

1. NA Volgina Labor Economics: Market and Social Aspects: Educational and Methodological Complex for Masters. /Under the total. ed. Volgina N.A. - M.: Publishing House of the RAGS, 2010.
2. Fatitdinov R.A. Strategic Marketing. "Peter" -M.: 2006.
3. F. Valiyeva. "Innovative management in preschool education". Study guide. - Tashkent: Fan Ziya publishing house. 2022.
4. Gulomov S.S. Fundamentals of management. - Tashkent: "Sharq", 2002.
5. Sharifkhojayev M., Abdullayev Yo. Management. Textbook. - Tashkent: "Teacher", 2001