



Entrance of Educational Clusters into the Pedagogical Field

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Abstract: *This article analyzes the use of clusters in the field of pedagogy. In this article, the opinions of scientists, relevant decisions, foreign experiences and the author's suggestions are considered.*

Keywords: *integration, pedagogical education cluster, system, globalization, cluster entities, cluster directions, cluster principles.*

INTRODUCTION

As a result of the rapid development of science and technology, the goal of innovations introduced in all areas is ultimately aimed at increasing the economic and social potential of the country.

Innovating industries requires new approaches to existing ways of working. There are general aspects and natural laws in the laws of development of society, and in this regard, rather than searching for unique new ways, sometimes taking ready-made models from developed countries and using them creatively gives better results. Based on this, today serious attention is being paid to the application of innovative experiences tested in international experience and gaining great importance in the development of production sectors of the country's economy. One such innovation is the "cluster model", which today is widely used in the agricultural, textile and light industrial sectors of Uzbekistan. In a short period of time, the cluster model was recognized as a promising innovative direction in the economy, and experiments using this model in other areas are being carried out.

MATERIALS AND METHODS

Today, in the conditions of Uzbekistan, the creation of such a new mechanism in the higher education system has become a vital necessity, in which mutual control, competition, and satisfaction of interests should be ensured between the types of education. Due to the high social importance of higher education in the sustainable development of the society, modern requirements, problems in the system and the disparity between education, science and production sectors in solving them today make it necessary to transfer continuous pedagogic education to the cluster development model. In this regard, initial steps were taken at TSPU named after Nizami. "Pedagogical education innovation cluster" was defined as the main strategic research direction of the institute. The scientific-theoretical basis of pedagogical education clustering and its practical aspects are being researched.

The study of the theoretical foundations of the formation and development of educational clusters by Russian scientists was carried out in the following directions:

- A. cluster approach to professional education (B. Pugacheva, A. V. Leontiev);
- B. activity and pedagogical design theory (V.V. Davydov, V.P. Bespalko, G.I. Ibragimov, B.Ts. Lednev, M.I. Makhmutov, A.A. Slastenin);
- C. concept of continuous education (B.S. Gershunsky, G.V. Mukhametzyanova, A.M. Novikov);



D. studies revealing social partnership and management problems of education in vocational schools (P.F. Anisimov, G.V. Mukhametzhanova, G.I. Ibragimov, E.A. Korchagin, V.P. Panasyuk, A.S. Subetto). [6; 75]

Researchers such as N.N.Davydova, B.M.Igoshev noted the presence of geographical, horizontal, vertical, lateral, technological, - focal and quality strategies of the cluster. [6; 75]

In our opinion, it would be appropriate to classify the above cluster strategies noted by Russian researchers as cluster forms. Because in them, rather than the priority goals of the cluster's implementation - the strategy, in what forms and types it is manifested.

In the research work, scientific, scientific-methodical and educational literature, as well as scientific research works on the educational cluster of foreign researchers, were used as the material for the research work on the current educational system in the Republic of Uzbekistan, the state of integration processes in it, the problems in the system and their elimination.

RESULTS AND DISCUSSION

Based on the opinions expressed about the concept of "cluster" in the scientific literature, we propose to define the concept of "pedagogical education cluster" as follows: Pedagogical education cluster is a group of separate entities with equal rights that are connected with each other in order to meet the needs of competitive pedagogical personnel of a certain geographical area. a mechanism that enhances the integration of technology and human resources.

All state and non-governmental organizations that serve to increase the quality of educational, scientific and methodological activities of institutions as subjects of the pedagogical education cluster in the conditions of Uzbekistan can be understood as subjects of the pedagogical education cluster. The cluster model unites entities that are each operating separately around a common goal, and at the same time, each entity works in private interest based on a common goal. Subjects of the cluster model support and control each other, each creates the spiritual and intellectual space of a separate cluster, expands the social influence and importance of each other.

Also, subjects of the pedagogical education cluster are based on the following strategies: geographical strategy from the point of view of the territory; to the lateral strategy according to the relationship with production and academic science; technological strategy from the point of view of proximity in educational and educational technologies; to a focused strategy in terms of uniting around a common goal; to quality strategy in terms of how to organize and develop cooperation. It is a rather complicated process for entities to carry out several strategic activities at the same time and to adjust its focus to both general and specific goals of the cluster. But solving this complexity from a scientific and practical point of view is the main condition of the clustering process.

Mutual integration of several entities within a cluster is a complex, multidisciplinary scientific and practical process. Combining several interrelated activities around a common goal requires accurate calculations and scientific solutions, projects with a guaranteed result, and only then will it gain the trust of the cluster subjects. A cluster cannot be implemented in bureaucratic and administrative ways. It can be organized and work effectively only on the basis of the voluntary goodwill of the subjects.

In the literatures, the subjects included in the cluster are classified according to the characteristics of the products, information and knowledge they produce as follows:

- according to the form of communications;
- on the structure of mutual cooperation;
- according to the nature of the participants' activities;



- according to the nature of occurrence;
- according to the type of main resource;
- according to the level of guarantee;
- on the presence of a geographical component. [7; 12]

A number of important conditions are required for the formation of a pedagogical education cluster. Based on the results of our research, we offer the following in this regard:

- establishing mutual cooperation between educational institutions using the competitive advantages of the region;
- identify leaders who determine long-term innovations and other strategies of the entire system;
- designation of scientific organizations that allow to increase the level of qualification of the employees of the educational institution, which ensures internal and external competitiveness;
- environment of confidence and creativity;
- it is possible to include such things as the existence of private interest arising from the common goal of educational institutions in one region.

CONCLUSION

In general, the pedagogic education cluster implies the achievement of efficiency as a result of the application of economic models to the field of pedagogy. Researching its implementation mechanisms, directions, principles, goals and tasks on a scientific basis is one of the urgent problems facing specialists in the field at the moment. In this regard, we offer the following:

1. To attract the attention of the scientific community to the topic "Pedagogical Education Innovation Cluster".
2. Research of strategic directions and principles of pedagogical education clustering.
3. Amendments and additions to the existing regulatory documents related to the clustering of pedagogical education.
4. Creative assimilation of advanced foreign experiences regarding educational clusters.
5. Development of rational mechanisms of implementation of innovative clusters of pedagogical education.

In general, the pedagogic education cluster as an innovative approach to the system serves to increase its competitiveness in the conditions of globalization, to strengthen the potential of personnel, to increase the quality of education, and to accelerate the exchange of mutual information and innovations. Its subjects, directions and principles answer many questions that are important for the phenomenon and represent the essence of this process. These three factors are the basis of the pedagogical education cluster, and the effectiveness of the cluster activity depends on their theoretically correct development and practical implementation.

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