

TECHNOLOGICAL FUNDAMENTALS OF EDUCATIONAL CLUSTERS

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ABSTRACT

This article focuses on improving the integration between types of education, its structure and content on the basis of clustering. The goals and objectives of the education cluster, the systemic processes associated with its organization, as well as effective mechanisms of action are given.

Keywords: cluster, education cluster fundamentals, structure, stability, instability, flexibility, regional cluster structures, competitiveness, cooperation, initiative, social order, powers of cluster entities.

ТЕХНОЛОГИЧЕСКИЕ ОСНОВЫ ОРГАНИЗАЦИИ ОБРАЗОВАТЕЛЬНЫХ КЛАСТЕРОВ

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АННОТАЦИЯ

Данная статья посвящена совершенствованию интеграции типов образования, его структуры и содержания на основе кластеризации. Приведены цели и задачи образовательного кластера, системные процессы, связанные с его организацией, а также эффективные механизмы действия.

Ключевые слова: кластер, основы образовательного кластера, структура, стабильность, нестабильность, гибкость, региональные кластерные структуры, конкурентоспособность, сотрудничество, инициатива, социальный заказ, полномочия субъектов кластера.

TA'LIM KLASTERLARINI TASHKIL ETISHNING TEXNOLOGIK ASOSLARI

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ANNOTATSIYA

Mazkur maqola ta'lim turlari integratsiyasi, uning tuzilishi va mazmunini klasterlashtirish asosida takomillashtirishga bag'ishlangan. Ta'lim klasterining

maqsad va vazifasi, uni tashkil etish bilan bog'liq tizimli jarayonlar hamda samarali faoliyat mexanizmlari keltirilgan.

***Kalit so'zlar:** klaster, ta'lim klasteri asoslari, tizimlilik, barqarorlik, beqarorlik, moslashuvchanlik, mintaqaviy klaster tuzilmalari, raqobatbardoshlik, hamkorlik, tashabbuskorlik, ijtimoiy buyurtma, klaster sub'ektlari vakolatlari*

INTRODUCTION

Socio-economic changes in the world and the growing demand for competitive personnel in the labor market require trainees to become mature professionals at every stage of education. In recent years, in order to effectively ensure the integration of different types of education, their composition, principles and mechanisms in many countries, one of the urgent tasks is to introduce innovations in education and apply the tested methods and tools in a creative way. In order to achieve these goals, in recent years in Tashkent region, as in many countries around the world, the introduction of a cluster approach in education has become one of the most important conditions for increasing the speed and efficiency of integration of education, science and industry. In clustering education, it is important to take into account, first of all, the comprehensive interrelationships between the components integrated into one whole.

Chirchik State Pedagogical Institute of Tashkent region Modern requirements related to the high social significance of pedagogical education in the sustainable development of society, leads in the organization of continuing pedagogical education clusters in order to overcome the problems in the education system and the problems associated with the interaction between education, science and industry in solving them. The organization of educational clusters in the field of pedagogy is currently a scientific and pedagogical problem that arises due to vital necessity. The creation of its scientific and theoretical basis, the development of mechanisms for its implementation in practice and drawing the attention of the scientific community to this problem are being studied as the main strategic research area of the institute.

DISCUSSION AND RESULTS

The main purpose of the education cluster in the field of pedagogy is to organize systematic work to meet the needs of teachers at the regional level through targeted and beneficial cooperation with institutions directly and indirectly involved in education, reduce the period of professional development of young professionals, integration, innovation, conducting research to ensure continuity, continuity, coherence, effective succession, organization of experimental processes of science-

based innovative projects, improvement of mechanisms to ensure the continuity of education and upbringing. Creating opportunities for rapid interaction with preschool, secondary, secondary special and higher education institutions and other consumers in the training of teachers, integration of intellectual resources around current issues of pedagogical education, finding different forms and methods of education, science and pedagogical practice implementation, preparation of regional educational institutions for international evaluation programs are the tasks of the education cluster.

Clusters have sustainable development strategies, and the presence of this feature in education clusters is also an important factor for successful cluster development. It is known that the addition of additional structures to the cluster further enhances its performance, while the removal of existing structures of the cluster is convenient in that its activities do not lead to catastrophic consequences. The main advantages of cluster systems on a regional scale are its openness, flexibility and relatively easy management capabilities.

The organization of clusters in education is mainly done in three stages. First of all, the composition of the cluster is determined, the composition of which is the institutions of the regional educational campus, from which are formed technological chains consisting of vertically interconnected lower and upper subjects. Contracts are concluded for the organization of resources, opportunities, services that serve the common purpose of the subjects of the education cluster. In the next turn, additional horizontal chains are formed based on the general purpose of the subjects, which implies certain sections, stages that exist in the subjects. At the next stage of the cluster activity, organizations that provide special skills, technologies, information, capital and infrastructure for the cluster will be identified, and tasks will be allocated based on their authority. In the final stage, the government and other legislative structures provide the rules, norms, and motivational factors that affect the effective operation of cluster entities for the general purpose.

Regional clustering of the education system of Tashkent region, expansion and deepening of its external and internal relations is aimed at the development of students as professionals with a general, professional, high legal level creates optimal conditions for the formation.

The pedagogical education cluster, organized as a multi-level complex system in Tashkent region, operates in accordance with the mechanisms of a number of projects. Education clusters typically develop faster than other social systems, but during its operation it does not achieve a high level of integrity. The main reason for this is that in any education cluster, the generations of subjects (students, teachers, social order

suppliers and consumers, employers, etc.) change, and each initiative included in the education cluster, the project affects it and creates new factors insertion causes it to change its purpose or duration in achieving the specified integrity. Therefore, the development of an education cluster is determined not only by objective but also by subjective factors.

There are also many unstable systems in any education cluster, and this instability does not lead to its negative characterization. The instability center can then help identify an area or problem that could be a source of further development of the cluster. It is therefore important to identify such hotbeds of instability in the management of an education cluster, and adding them to the structure of the established system is not harmful.

The structure of the education cluster includes regional education system governing bodies, regional authorities, preschool, secondary, secondary special, vocational and higher education institutions, postgraduate education, research institutes, researchers, culture, youth policy, physical culture and sports institutions, organizations and social community, employment departments operate as integrated entities in pursuit of specific goals in the social environment and local self-government, as well as the parent community. The education cluster will create a platform for future professionals in various fields who want to increase the effectiveness of the quality of education by externally influencing the potential of all learners in the region, who are willing to self-develop, who believe in their internal potential.

The main vector of creation and development of the education cluster is the definition of social order in each of its chains. It is important that leaders focused on the systematic development of the educational institution constantly study and analyze the social order, anticipating its change to ensure that the quality of the proposed programs and projects meets the real needs of consumers. Forms, tools, technologies and methods of improving student competencies are a modern universal tool of the educational cluster, designed to ensure the implementation of social order and labor requirements that ensure the successful adaptation of graduates to innovative professional activities.

The formation of a cluster of local government competencies for the formation and organization of an education cluster is the first condition for the preparation of a social order. The initiators of the organization of regional education clusters should be, first of all, local authorities, as customers of the education cluster, they should monitor, control and assist in the process of ensuring their social order in accordance

with the needs of society. By involving local authorities in the education cluster, the system of employment of trained specialists will be improved, and opportunities to solve existing problems will increase. The next step is to reflect the education system of the higher education institution, which should be able to change the specialization of each student on the basis of rapid flexibility, aimed at training new emerging professionals. It is expedient for the higher education institution to organize educational cluster services, taking into account the principles of individual education, in which the future specialist has the opportunity to acquire several specializations, freely choose and actively participate in the implementation of their areas of study.

CONCLUSION

The following recommendations can be made to predict the future results of the organization of regional education clusters:

the more attention is paid to the quality of education at the state, regional and institutional levels, the more its improvement will meet international standards. Widely promote the application of a cluster approach to education in increasing the effectiveness of education in this regard;

organization of scientific-practical seminars highlighting the need to improve curricula and programs on the basis of the needs of the consumer of the social cluster of the educational cluster and their scientific, technological and technological innovations;

expanding consumer participation in the assessment of the quality of institutional education and school graduates, the introduction of innovative educational services to involve them in ensuring the quality of education;

organization of dual education process in the general secondary education system, as well as vocational education, taking into account the demand and supply of personnel in the labor market.

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