

## FACTORS AFFECTING THE QUALITY OF EDUCATION AND THE IMPORTANCE OF THE EDUCATION CLUSTER TO ADDRESS THEM

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### ABSTRACT

In this article factors affecting the quality of education, the introduction of new approaches to improving its structure and content, the scientific and pedagogical aspects of the educational cluster, and the mechanisms for quality functioning are proved. Scientific and theoretical considerations of innovative ideas, that influence the quality of education, are given. The importance of introducing quality improvement practices based on the Innovative Cluster of Pedagogical Education has been highlighted. Suggestions and conclusions are made on the theoretical and practical basis of the topic.

**Keywords:** Modernization, quality of education, innovative approach, cluster, innovative cluster of pedagogical education, factors, “School-laboratory”, mechanisms of innovative experience, questionnaire analysis.

### INTRODUCTION

Many reforms in the education system of Uzbekistan are aimed at eliminating gaps in communication and continuity between types of education in the field of personnel training. At present, the state policy on personnel training has shortcomings related to the imbalance of the distribution of personnel across the regions as a result of the incomplete study of the socio-economic specifics, needs, and requirements of the regions, in-depth study of supply and demand in the labor market. This is because in some areas the need for pedagogical staff has not been satisfied for years.

From the experience of countries with high intellectual potential, it is clear that if a close link among science, education, and production is established, it will be possible to train qualified personnel in this area, ensure their employment and implement structural changes in the country's economy. In particular, the creation of new mechanisms for the development of continuous education has become a vital requirement of today's globalization processes, which in turn requires improving the quality of education and modernizing it.

**The aim of the research** is to improve the quality of education and its scientific and pedagogical justification in the context of modernization of education, as well as to identify the factors influencing the quality of education, to identify priorities for solving existing problems, to apply innovative experiences in education taking into account pedagogical capabilities, to make conclusions and to give recommendations on the topic.

**The objectives of the research** are to identify the priorities of modernization of the general secondary education system in the context of globalization in Uzbekistan; the relevance of improving the quality of continuous education; and the fact that new innovative approaches to education are important tools for improving the quality of education.

## **Literature Review**

Systematic analysis of foreign experience on the problem shows that education based on cluster approach began in Europe in the 1990s as a practical result of cluster theory and development, introduced by M. Porter [1].

A study of more than two hundred clusters in different countries of the world, conducted by the author of the monograph "Cluster Initiative Green Book", showed that the dissemination of innovative activities and technologies is one of the most important goals of cluster activities[2].

Based on the analysis of the scientific literature, the cluster approach to the development of education in the Russian Federation is based on the self-development and mutual development of cluster subjects based on social partnership, which enhances the specific advantages of individual subjects and cluster participants in general (T. I. Shamova [3], E. I. Pavlova [4]). According to researcher N. A. Sharay, the education cluster is considered as an integrated system of organization of educational resources [5]. The only typological features of the model of educational clusters were proposed by M.Yu. Baryshnikov, I.I. Chinnova, A.V. Simonov. In the research of L. V. Ovsienko, I. V. Zimina, N. N. Klintsova, education clusters are understood as a network of universities, high schools, enterprises within the framework of social partnership [6].

The application of the clustering model in the education system of Uzbekistan has been observed in recent years, in particular, in the research of Uzbek researchers such as G. I. Mukhamedov [7], Sh.K.Mardonov [8], B.E.Khusanov [9], U. N. Khodjamkulov [10], B.Eshchanov, S.A.Toshtemirova [11]based on innovative clusters of pedagogical education provides effective linkage analysis between regional types of education, improving the quality efficiency, creating a scientific and theoretical basis for the introduction of innovative ideas for training qualified personnel and their practical application.

## **Issues of the Subject**

Based on the research conducted to ensure the quality of the regional education system, a platform of the Innovative Cluster of Pedagogical Education has been created in Tashkent region of the Republic of Uzbekistan, and several programs are being developed and implemented in cooperation with relevant authorities.

The innovative cluster of pedagogical education during its activity pays great attention to the identification and solution of actual problems of the Ministry of Public Education of the region, the factors affecting the quality of education. In particular, the need for basic information on the quality of education in our country requires a large-scale development of such research. As a result of research conducted in Tashkent region, the quality levels of educational institutions in the region have been identified, and competition areas have been created between them through the analysis of quality indicators in the region, which in turn serves to increase quality efficiency.

In the market of educational services, the parameters of determining the quality of education are determined primarily by the level of knowledge, skills, and abilities of pupils, the effective organization of the educational process, the level of implementation and the conditions created for it.

Problems and shortcomings in pedagogical education, i.e. lack of teachers with modern knowledge and skills in the education system, insufficient attention to the development of

moral, aesthetic and physical abilities of students, the need to restructure the activities of educational institutions, lack of innovative pedagogical technologies to improve the quality of education, the lack of a clear system of employment, the consistent implementation of scientific activities in the field reimbursing the introduction of new approaches to solving problems are today's most actual tasks.

### **Scientific Novelty of the Research**

In recent years, in improving the education system in Tashkent region of the Republic of Uzbekistan, effective changes are being made not only in its system but also in its content, technology, and organizational forms. One of the ultimate goals of society is the development and implementation of new innovative ideas in the modernization of the education system. However, the development of such practices in the education system begins with the organization of complex economic, financial and legal management, and this process is reflected in the theoretical and practical research in the innovative cluster of pedagogical education in the Republic of Uzbekistan.

In this regard, the current cluster model of education is a tool for shaping the support of innovation in the education-science-production system [12], a mechanism for strengthening the organizational forms of integration of sectors interested in achieving competitive efficiency (education, economy, etc.) [3, 25].

One of the main areas of research in the "School-Laboratory", which is one of the key factors in the implementation of the innovative cluster of pedagogical education in Tashkent region, is to identify factors that affect the quality of education and take measures to address them. aimed at improving the quality and efficiency of the education system.

### **Methods and Examples Used in the Research**

The above-mentioned features of improving the quality of education can be explained not only theoretically but also practically by the development and implementation of regional programs for the development of clustered education in many countries, more precisely in Tashkent region, which is the object of our research today. In this regard, it should be noted that as a method used in the study, separate project teams are working in the field of "School-Laboratory" experimental sites, and these groups, in coordination with the Department of Public Education of Tashkent region, have developed pilot programs for innovative projects, which regulate the theoretical and practical activities of the pilot projects.

Each of the above-mentioned projects has its object, expected results, indicators, which in turn is aimed at developing a certain activity ability of each teacher and student, achieving higher results, increasing the efficiency of general secondary education in the region and improving quality. The joint activities of these project areas in secondary schools will change the principle of quality management in education and allow the formation and development of a new system of quality assessment of education focused on modern results [13].

New concepts of school education aimed at developing the student as a healthy and creative person are needed in secondary schools today. In the study of the quality of education, teachers need to study their views on the quality of school education, which allow them to adapt to the purpose and content of the training process [13, 211]. To achieve this goal, some questionnaires and surveys were conducted among teachers in many schools in the region within the platform of the innovative cluster of pedagogical education created in Tashkent region.

“What do you understand by the quality of education in general secondary education?”. This question was asked the teachers of general secondary education in the questionnaire. The overall results of the answer to the question were divided into 4 groups, according to the participants, the quality of education:

- 1) is determined by intellectual development, motivation for education and self-education, the creative ability of students;
- 2) is determined by the level of access of graduates to higher education, the level of knowledge and its results;
- 3) is determined by the state of the educational process and the results of the indicator;
- 4) is determined by the social and personal development of students and their participation in education.

Analysis of the results of the grouped survey showed that the first focus on the quality of education was determined by the answers of the second group, i.e. the level of admission of graduates to higher education, the level of knowledge, the result. Most educators argue that the quality of education is the sum of knowledge that is sufficient for self-education and continuing education in higher education and for further education, the quality of education is a high level of knowledge in academic subjects, the ability to apply competitive knowledge in higher education, is to form the knowledge and skills to apply this knowledge.

The results of the grouped survey acknowledged the importance of the first important feature that determines the quality of education in the first group, namely, intellectual development, learning and self-learning motivation, pupil's creativity. Respondents in their responses noted that the quality of education includes a high ability of intellectual development, the creative potential of the pupil, the importance of the ability to analyze, compare and apply the acquired knowledge. High intellectual ability is important for independent creative activity, and opinions have been expressed that this is of great importance in developing a culture of learner quality of education.

The importance of the quality of the educational process in ensuring the quality of education was assessed as the next feature. It is also mentioned about the importance of teachers' professionalism in ensuring the quality of education, modern technologies and modern methods of teaching, the ability of the teacher to organize independent work of students, the ability to give appropriate instructions and recommendations, the importance of real managerial skills in the teaching process.

The social and personal development of the pupil was one of the next features in ensuring the quality of education. According to the analysis of results, a person has a desire to constantly change for the better, the ability to strive for high results in life, responsibility in the person, flexibility to the existing system, the ability to manage their position wisely and protect themselves from external influences, the pupil's self-awareness is important in ensuring quality.

The results of the survey showed that the lack of attention to the humanization and democratization of education, which is one of the most important features of quality assurance in education, showed that most teachers do not have enough theory in quality assurance. Even the presence of results that can improve the quality of education by keeping the student under constant pressure, commitment, and strengthening the requirements is a major obstacle to the modernization of education today.

There are various obstacles to the modernization of education and its quality, and researchers in this area focus on various aspects, which can be cited factors such as lack of professionalism,

lack of specialists in the education system in the region, the inability of graduates to adapt to social conditions, the formation of specialties that affect regional development, the lack of cooperation in the field among representative bodies, public organizations, educational institutions.

### Results and Solutions

The most important overall goal in improving the quality of education in general secondary education is not to form separate elite groups and work with them more, but to provide a quality life for each individual, professionally self-determined, able to change professions even if necessary should consist of the formation of competitive individuals who will be able to quickly assimilate new social positions and responsibilities in society, ensuring the social and professional mobility of the individual. To do this, we offer the following suggestions and conclusions on the provision of quality education in secondary schools:

- ✓ development based on basic and regional standards of new pedagogical technologies that ensure the division of teaching and personality development into components, taking into account the individual, cultural and national characteristics of learners;
- ✓ development of democratization through the diversity of forms of education and bases and forms of knowledge;
- ✓ ensuring the priority of personal interests, humanization of education;
- ✓ improving the legal framework for improving the quality of education;
- ✓ individual approach to each pupil and teacher, creating the most favorable conditions for the formation and realization of their potential;
- ✓ introduce and apply new innovative approaches in practice, which will address the problem of quality of education, changing the external environment of educational institutions, the needs of society, social order, the choice of effective and pedagogically based methods and technologies.

It is noteworthy that all the innovative projects presented above were created with not only new approaches to changing the concept of education quality but also the ability to assess the quality of educational activities in secondary schools and provide all systems of management of this system.

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