

NECESSITY AND CONDITIONS FOR FORMING A CLUSTER OF PEDAGOGICAL EDUCATION (ON THE EXAMPLE OF THE EDUCATION SYSTEM OF UZBEKISTAN)

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ABSTRACT

The article draws certain conclusions about the scientific and theoretical foundations of the development of the cluster of pedagogical education. In particular, the directions and principles of development of the cluster of pedagogical education in Uzbekistan are outlined. Strategic directions of development of pedagogical education, characteristic features and conditions of cluster policy are also defined. The cluster of pedagogical education is described and its differences from the usual system are listed.

Keywords: Cluster of pedagogical education, globalization, integration, system, cluster subjects, cluster directions, cluster principles.

INTRODUCTION, LITERATURE REVIEW AND DISCUSSION

The socio-political and economic relations observed in the world community in the following years are undoubtedly experienced in connection with the processes of globalization. Today, the emergence of a complex development of society, along with the positive aspects of development, provokes its negative consequences. Of course, in such conditions, the education system is flexible to the processes of globalization, and the reforms that it considers important play an important role. This suggests that clustering of education is theoretically justified.

Today, the creation of such a new system of higher education in Uzbekistan has become an urgent necessity, in which it is necessary to ensure both mutual control, competition, and satisfaction of interests between types of education. Due to the high social significance of higher education in the sustainable development of society, modern requirements, problems in the system and the relationship between education, science and production sectors in their solution, it is now necessary to transfer continuous pedagogical education to a cluster model of development.

In the 90s of the last century, the cluster model was observed even in the education system of some countries. Countries such as the United States, Germany, France, Finland, Russia and Belarus can be cited as leaders in this regard.

Seven main strategies of the cluster were noted by researchers N.N. Davidov and B.M. Igoshev: geographical strategy, horizontal strategy, vertical strategy, lateral strategy, technological strategy, focused strategy, quality strategy. [1;75-76]

In our opinion, it would be appropriate to classify the above-mentioned cluster strategies as cluster forms noted by Russian researchers. Because they, not the cluster implementation strategy, have their own expression, in what forms and types it manifests itself.

Based on the ideas expressed in the scientific literature about the concept of "cluster", we propose to define the concept of "cluster of pedagogical education" as follows: A cluster of pedagogical education is a system of integration of equal individual subjects, technology and human resources that are in contact with each other in order to meet the needs of competitive teaching staff in a specific geographical region.

In the literature of the subjects included in the cluster are classified according to characteristics of products, the information and knowledge they produce: in the form of relations; the structure of cooperation; the nature of activities of the participants; the nature of appearance; in appearance of the primary resource; warranty level; the presence of a geographic component. [2;12]

Based on the principles of the educational policy of Uzbekistan and the existing conditions, it is advisable to propose the following principles for the formation of a pedagogical education cluster: natural interconnection, continuity, consistency, inheritance, modernity, common goals, privacy of interests, mutual control.

Based on the content of the pedagogical educational cluster and the specifics of this sphere, it is advisable to organize it in the following areas: 1) direction of education; 2) direction of educational resources; 3) direction of education and science; 4) direction of education and production; 5) direction of education management.

In this classification, the activities of the pedagogical sphere of education are fully covered, each direction is divided into branches. The content of these areas includes all forms, methods and technology of educational, scientific and methodological, educational and managerial interaction between types of education.

Based on the conclusions made in the course of our research, we propose as strategic directions for the development of the cluster of pedagogical education in Uzbekistan:

1. Coordination and implementation of educational and methodological guidance in the preparation of teachers for school and extracurricular education, educational directions at the disposal of pedagogical universities for secondary special, professional educational institutions, as well as the formation of scientific and methodological foundations for the training of teachers and specialists in this field.

2. Implementation of systematic improvement of state educational standards, curricula and programs in educational institutions of the region, taking into account the demand and advanced foreign experience in the field of pedagogy, the widespread introduction of modern pedagogical and information and communication technology in the educational process.

3. Coordination of scientific and methodological work in the field of pedagogy in the region in the areas of training in pedagogical universities, including fundamental, practical and innovative research.

4. To ensure the implementation of quality increase and retraining of training managers and specialists of educational institutions of the region through the implementation of strategic tasks of development of pedagogical sphere on the basis of targeted training of highly qualified scientific and scientific-pedagogical personnel, including the increase of scientific and pedagogical potential of regional secondary schools.

5. Improvement of information support for continuous pedagogical education in the direction of training of pedagogical universities, increasing the prestige of the teaching profession and support for teachers-innovators.

6. Improvement of existing normative documents regulating pedagogical education.

7. Development of a platform for the innovative cluster of pedagogical education.

According to the results of the research, the following can be identified as a characteristic feature of the implementation of the policy of the pedagogical cluster of education in Uzbekistan:

1. Strengthening the competitive environment in the international and local markets of educational services.
2. Higher scientific potential at the regional level.
3. Availability of competitive advantages for the development of regional clusters, favorable geographical location among them, availability of specialized human resources, specialized educational institutions and research institutes, the necessary infrastructure.
4. Geographical concentration and proximity of enterprises and organizations in the cluster, the availability of a regulatory framework for active interaction.
5. The fact is that there are many cluster participants and there are enough factors that lead to positive efficiency of cluster interaction.
6. The presence of conditions for effective interaction between educational and research institutions.

A cluster can be called a specific system, but it has other aspects than a simple system. This is a special, specific system, with the addition of elements, its performance improves, but when you remove serious negative consequences are not observed. In the course of our research, we identified the following distinctive aspects of a cluster system:

1. Although each of the elements of the system performs a separate function, they differ from each other in their degree of significance. And elements in the cluster consist of equal components.
2. Failure of one of the elements contained in the system will cause the entire system to function flawlessly or not. Refusing to work with one of the cluster elements may reduce efficiency, but it does not stop the activity of the other elements.
3. The System can also be organized on the basis of mechanical attachment, but the elements in the cluster must have a conscious, natural and purposeful connection.
4. Of the elements that make up the system, private interest is not always required, but in a cluster, elements without private interest do not work.
5. The system has one purpose, and each element is subordinated to this goal. In a cluster, in addition to a single goal (a shared goal), there will also be a private goal for each element. Individual goals are no less important than the overall goal.
6. System is an entity consisting of separate parts, and a cluster is a large entity consisting of separate entities.

The General purpose performs the main task in the training cluster. This depends on the implementation of joint projects that provide graduates with qualifications based on state educational standards within the educational process. Through the creation of this system, within the framework of interaction, it is possible to achieve integration of goals, interests, activities and opportunities of educational institutions with all subjects of the labor market on the basis of volunteerism and social ethics.

To form a cluster of pedagogical education, a number of important conditions are necessary. Based on the results of our research, we suggest the following in this regard:

- establishing cooperation between educational institutions using the competitive advantages of the territory;
- identification of all the leaders who define the system's long-term innovation and other strategies;
- identification of scientific organizations that will improve the level of qualification of teaching staff, which will ensure internal and external competitiveness;

- an atmosphere of trust and creativity;
- the existence of private goals follows from the General goal of educational institutions in one area.

In conclusion, we note that the cluster of pedagogical education assumes achieving efficiency as a result of applying economic models in the field of pedagogy. At the same time, the research of its implementation processes, directions, principles, goals and tasks on a scientific basis is one of the urgent problems facing specialists in this field. In this regard, we offer the following:

1. Attracting the attention of the scientific community to the topic "innovative cluster of pedagogical education".
2. Research of strategic directions and principles of clustering of pedagogical education.
3. Making changes and additions to existing regulatory documents related to clusterization of pedagogical education.
4. Creative development of advanced foreign experience in educational clusters.
5. Development of rational application of innovative clusters of pedagogical education in practice.

Cluster of pedagogical education as an innovative approach to the system serves to increase its competitiveness in the process of globalization, to strengthen human resources, to improve the quality of education, to accelerate the exchange of information and innovations. Its subjects, directions and principles answer many questions that are important for the phenomenon and themselves represent the content of this process. These three factors are at the heart of cluster of pedagogical education, the effectiveness of which in the cluster depends directly on their theoretically correct development and practically correct implementation.

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