

INTEGRATION OF GENERAL EDUCATIONAL SCHOOLS AND HIGHER EDUCATION INSTITUTIONS IN THE INNOVATIVE CLUSTER OF PEDAGOGICAL EDUCATION

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ABSTRACT

This article deals with the introduction of the cluster method used to improve the education system, and also describes the forms of integration of general education schools and higher educational institutions using the innovative cluster of regional pedagogical education. Also, the principles of coherence, inalienability, consistency, continuity, modernity, orientation, interest through the plan for the introduction of a new system related to the creation of an innovative cluster of teacher education in the Tashkent region and practical work identified by the priority strategic direction of the organization are substantiated.

Keywords: Cluster, innovation, strategy, continuity, online, platform.

INTRODUCTION

In recent years, humanity has realized the need for radical reforms in the construction of the state and society, production, industry and innovative development. At the same time, it has become a well-known fact that human capital, and not material and economic resources, is formed on the basis of modern education. Thus, the continuous development of education, the upbringing of the young generation, brought up on the basis of national and spiritual values and able to use the latest knowledge, has become the main criterion of modern education. Based on this task, it is necessary to strengthen integration in types, areas and spheres of education, work together, establish cooperation between the relevant ministries and departments in the formation of lifelong education. Therefore, the application of the self-cluster model to education is one of the urgent tasks of today. The notion of "cluster" is an effective model in the economy and industry, and its implementation in education, in a sense, eliminates the fragmentation between preschool education, public education, higher education and postgraduate education. A joint action plan is necessary in order for the education of a harmoniously developed generation to become the ultimate goal. The activity of the cluster of innovative teacher education is a new direction in our modern pedagogy, and its implementation requires the formation of qualified specialists.

A number of positive changes are taking place in the education system of the Republic of Uzbekistan. Decisions and decrees aimed at reforming the system, the measures taken are certainly aimed at the formation of quality education and cover all aspects of the industry. In addition, today the countries of the world use various innovative models for the development of existing sectors with a view to their socio-economic growth. Education is one of the key areas for the future state, and its development is one of the main tasks of the state and society. The introduction of innovative technologies in the industry is an important factor in increasing the efficiency of education, achieving the quality of teaching and learning.

Recently, there has been a positive understanding of the importance of clustering or the cluster model for achieving the development of production and industry, agriculture. This means mutual benefit, sustainability, cooperation and mutual participation. There is no doubt that the introduction of this method in the education system, the development of integration between the objects and subjects of education, will have a positive impact on the training of qualified personnel. Since problems sometimes arise in the education system, scientists from all over the world suggest creating educational clusters as the most optimal modern solution.

The innovative cluster of teacher education is a flexible system that includes interconnected objects (educational institutions, organizations, scientific schools, universities, research institutes, the private sector, etc.) Within the framework of innovative educational activities to solve specific problems and achieving concrete results.

Materials and methods

The organization of the educational cluster provides the most important task of professional training - the transition from mass reproductive production to the individual and creative training of specialists, the formation of a creative competitive personality. [1]

Given the great emphasis on the role of the university in the cluster, another type of cluster can be distinguished. This is a learning cluster. The educational cluster is viewed as a system of interaction between social dialogue and a new type of social partnership. [2]

The country has developed a law on education, according to which education is as follows:

- preschool education;
- general secondary education;
- extracurricular education;
- secondary vocational education;
- higher education;
- postgraduate education;
- Professional development and retraining is carried out in the form: [3].

The educational cluster serves to ensure integral integration between general secondary education (schools) and higher education institutions, which are the main link in the system.

The Resolution of the President of the Republic of Uzbekistan dated June 5, 2018 "On additional measures to improve the quality of education in higher educational institutions and ensure their active participation in the comprehensive reforms carried out in the country" PQ-3775 sets the urgent tasks for higher educational institutions. In particular, the resolution indicates the creation of new higher educational institutions in the regions, modern educational areas and specialties, as well as the opening of faculties of correspondence and evening studies, an increase in quotas for admission to higher educational institutions as important reforms in this area.

The future of any country depends on young people who are knowledgeable and well versed in modern knowledge.

The reforms carried out in the field of education in our country, the laws and decisions adopted are of great importance, since they are aimed at the further development of this sector.

Until now, a number of traditional models have been developed that shape the relationship between secondary schools and higher education. For example, higher education institutions have established basic schools in secondary schools, and this method has proven to be ineffective. Most of them have become one-sided models.

The Chirchik State Pedagogical Institute of the Tashkent region was established by the Decree of the President of the Republic of Uzbekistan dated July 27, 2017 No. PP-3152. According to the decision, the institute will satisfy the needs of pre-school, school and out-of-school educational institutions in the region for teachers, primary school teachers, especially teachers of specific sciences and foreign languages, to provide district and rural educational institutions with highly qualified teaching staff and higher education in accordance with international standards. the task of training teachers. Based on these tasks, today the institute has developed its main strategic directions and development concept.

Collaboration with higher education institutions plays an important role in step with the times and forms the professionalism of teachers in the system of general secondary education. Effective communication between schools and higher education is essential for this cooperation to be effective and for the implementation of learning practices in the labor market. For this, the Chirchik State Pedagogical Institute of the Tashkent region carries out targeted cooperation within the framework of the principle of connection between theory and practice.

A study of existing shortcomings in the education system of the Tashkent region and their analysis showed that it is necessary to coordinate the direction of teacher education, future planning, development of communication and integration between the levels of education. Based on this, a plan was developed for the implementation of a new system related to the creation of an innovative cluster of teacher education in the Tashkent region. Naturally, the institute identified the cluster of pedagogical innovative education as a priority strategic direction and carried out certain work on the basis of this system.

The innovative cluster of teacher education is based on the principles of relevance, membership, consistency, continuity, modernity, focus, interest.

To ensure the continuity of education and upbringing, which is the main goal of the teacher education cluster, the following mechanisms are proposed:

- creating opportunities for quick feedback from preschool, secondary and higher educational institutions and other applicants in teacher training;
- the scientific justification for the need for communication, communication and cooperation between the links of teacher education. [4].

RESULT AND DISCUSSION

In order to integrate with the general educational institutions of the region, provide methodological assistance to teachers working in schools, and increase the effectiveness of local education, a certain amount of strategic work is distributed to each direction and faculty of higher education. The organization of educational seminars and master classes by teachers of the institute as practical assistance in the general education of teachers of secondary schools in the region indicates that the educational cluster has entered the practical phase. In addition, some work was done to prepare the necessary teaching materials, conduct interesting laboratory exercises for schoolchildren, identify and guide talented students. For example, scientific-

practical conferences and non-traditional regional scientific competitions are proof of our opinion.

On the basis of the cluster of pedagogical innovative education, the Institute's Department of Informatics carried out practical work on the project "Creating an online platform for a regional cluster in the field of teaching computer science and information technology". One of the tasks of the created innovation system is to provide modern knowledge and help qualified teachers for educational institutions in the region. Within the framework of the project, individual online courses, forums, competitions and contests for teachers and students of "Informatics and Information Technologies" will be organized. The platform also provides for the creation of an electronic library and a database for the industry. In the teaching of computer science and information technology, the cluster model has a positive impact on the quality and content of education and can increase the criteria for development and effectiveness.

To organize a chain of subjects and subjects of a cluster of pedagogical innovative education, each unit seeks to help identify identified problems through an in-depth analysis of the current state of teaching general subjects. Research is being conducted on the development of the integration of the stages of education in individual disciplines and, accordingly, on the creation of advanced teaching staff. For this purpose, in the general education schools of the department, experimental sites "School-laboratory" are organized as an innovative project, which is the subject of an innovative cluster of pedagogical education.

In conclusion, it should be noted that at the present stage of development of our society, the innovative cluster of teacher education provides internal and interdisciplinary communication in education, the effective implementation of scientific research, experience and scientific achievements in all areas of education and socio-economic life. The most important system can be highlighted. At the same time, it is advisable to ensure holistic and uninterrupted communication between educational institutions and other stakeholders of the society, to create scientific, creative, spiritual, economic opportunities for the development of comprehensively mature teaching staff and to benefit society. Because the level of knowledge and competitiveness of personnel is the basis for the development and competitiveness of the economy of production, industry, agriculture and other sectors of society. It is known from experience that the development of digital technologies today, their direct application in the education system can dramatically increase the quality and efficiency of education. Obviously, the required additional resources cannot be obtained within the framework of a centralized model of systemic management of development processes (software-targeted management tools). The proposed model of a pedagogical innovative educational cluster is not a competition, but the main goal in the formation and equal development of integrated relations, mechanisms of interaction between institutions that do not contradict the general goals of the entire education system.

CONCLUSION

Using this model, based on strategic development plans for the region, overall potential and elegant development indicators, each cluster identifies growth points that correspond to key priorities and can attract resources from partner organizations. These growth points should not be educational institutions, but innovative cluster-model programs in new education or a new educational program that attracts regional institutions, provides high-quality education for the population in the region, improves social prospects and reduces regional barriers to quality general education.

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