METHODICAL CLUSTER - AN INNOVATIVE MECHANISM TO INCREASE THE EFFICIENCY OF GENERAL SECONDARY AND INCLUSIVE EDUCATION

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ABSTRACT

This article provides recommendations for the organization of methodological services on the basis of innovative approaches, which affect the quality of education in general and special education institutions. The effectiveness of methodological services depends on the quality of staff. In particular, the content and stages of implementation of the innovative approach "Methodical Cluster" are described. Today, the development of professional competence of teachers of general secondary and special education institutions is mainly due to the formation and improvement in an innovative educational environment, the need for mechanisms to ensure the timely elimination of methodological problems. First of all, it is based on the fact that the purpose of the educational institution, based on the requirements of social order, the tasks should be harmonized with the qualification requirements of teachers and future professionals. Methodical cluster stages and the content of work to be carried out in these stages are given.

INTRODUCTION

The new image of Uzbekistan is being created on the basis of comprehensive world standards. The level of development of the state is also characterized by the quality of existing schools, the improvement of content and the scale of the social order placed on the knowledge, skills and competencies and competencies of graduates. In particular, the position of school teachers, the fact that their creative opportunities are based on democratic principles, is an important factor in the effective preparation of young people for the labor market in the information age.

Today, the widespread introduction of inclusive education in practice characterizes the need to prepare secondary school teachers to work with children with various problems. The methodological service plays a special role in teaching teachers differential ways of working with children of different categories and with different learning.

THE MAIN FINDINGS AND RESULTS

The need to increase the efficiency of the educational process through the targeted organization of methodological services, optimize methods and tools for working with healthy and students with various disabilities, the widespread promotion of the "Methodological Cluster" as an effective way to coordinate the methodological activities of teachers detected.

A number of scientists, including J. Yuldashev, R. Safarova [1, pp. 7-101], J. Tolipova [2, p. 20], I. Makukhina [3, p. 23], R. Ishmuhamedov and M. Yuldashev [4, p. 275] and others have made recommendations on the factors influencing the effectiveness of methodological services in educational institutions. These recommendations are mainly aimed at increasing the creativity of teachers in the educational process, popularizing the use of interactive methods, teaching to set lesson objectives on the basis of quality criteria, the implementation of the requirements for the preparation of didactic materials.

The novelty and relevance of the article is that today the methodological approach to improving the quality of education, the application of foreign experience in its practice, organizational and legal strengthening of alternative approaches, the essence of the innovative approach "Methodological Cluster" based on SMART (Specific, Measurable, Attainable, Relevant, Time-bound, Time-bound, Time-bound, Time-bound, Time-bound, Time-bound that is, the definition of tasks that are expected to be performed over a period of time) to disclose and create an experimental field based on the results obtained. In particular, the Action Strategy for the further development of the Republic of Uzbekistan identifies "further improvement of the system of continuing education, increasing the capacity of quality educational services, continuing the policy of training highly qualified personnel in accordance with modern needs of the labor market" [5, p. 39].

The object of the article was the process of modernization of teachers in general education and special education institutions and the identification of effective methods and approaches, as well as targeted and rapid implementation in practice.

Work experience and resource research, observation, peer-to-peer survey, results analysis, and presentation methods were used to accomplish the intended goal and identified tasks.

The development of professional competence of teachers of general secondary and special education institutions is mainly formed and improved in an innovative educational environment. At the same time, first of all, it is expedient to combine the goals and objectives of the educational institution based on the requirements of social order with the professional motivation of teachers, to implement plans aimed at adapting to change.

Therefore, the "Methodical Cluster", which we implement in practice, prepares teachers to create, to adapt quickly and effectively to changing situations.

The purpose of the methodological cluster is to achieve the mutual integration of methods used in teaching subjects, to train teachers to develop their variations, to expand the ranks of innovative teachers through the intensive formation of pedagogical improvisation skills in practitioners.

Methodical cluster stages

1. The presence of advanced and experienced innovative teachers in the institution is studied. At the same time, he knows his subject well, effectively uses ICT in practice, especially Internet services, has a high rating of students, participates in various forms of activity in the national media, is open to cooperation, highly communicative, flexible, behaves (simple, intermediate, modern). a list of teachers with high human qualities who are respected by students and parents will be compiled.

2. The analysis of the work plan of methodical associations is carried out. At the same time, the content of the plan pays attention to the popularity of the methods used in teaching subjects, the name of each method or technology, the appropriate selection of responsible teachers, the support of young teachers.

3. Allocation of space in the corner "Methodical cluster" for teachers returning from training courses. At the same time, after returning from each refresher course, the teachers who have started working prepare a folder with the content of the new method and technology that they have learned. This stage is very important. Because, this stage is the starting point of the cluster. It is a step towards ensuring that the new method is put into practice. Most importantly, the teacher is required to be prepared not only with a textual view of the method or technology, but also with handouts of the assignment. On the contrary, as always, the method studied is "*acceptable for information*" for those who attended the seminar or meeting. At this stage, there will also be a roundtable discussion or a master class. As a result, it is analyzed whether the method studied in the training courses is a novelty or a variation of some technology.

4. Each teacher shares how the method or technology fits into their subject. That is, "**Imitation exercise**" spends a forecast minute. Depending on the activity of the teachers at the imitation minute and the situation involved, an analysis is made as to whether or not this method is appropriate for use in teaching a particular subject.

5. **Primary test phase.** The teacher uses the method in the lessons. Analyzes the results obtained.

6. **Correction-adaptation stage**. The teacher makes and applies certain changes to the method or technology based on the results of the first test. New ideas emerge in the teacher and rise to the level of innovation. As a result, the method moves to the next stage of the cluster.

7. **Transformation phase**. The method or technology takes on a new look as the form, technique, and content change.

The methodological cluster mainly encourages the teacher to work on themselves. Most importantly, the cluster leader or the educator who coordinates his activities has a great responsibility. Because he has to be able to lead the team. This requires a resource of several methods and technologies, as well as new approaches to his authorship (method, technology, didactic tools ...).

1. In some schools, teachers are surrounded by relationships like "You do not touch me-I do not touch you" or "everything is going in one rhythm, what you need to change", "why you are so swaddling for a while, to whom you need so much effort", "who has the time and money to prepare the distributions", "I do not have it if you have a computer".

2. Weakness of school leaders in the pursuit of innovation, indifference to the quality of education.

3. Weak motivation of teachers to work on themselves. Knowledge of science is limited.

4. Lack of targeted methodological assistance to young teachers.

5. Methodical work is carried out only for reporting.

These problems were identified as a special mechanism for monitoring the quality of education, conducting experimental work on "Study of the effectiveness of postgraduate and

postgraduate education." The following methods were used in the implementation of this mechanism. They are:

1. **Interviews with teachers**. The interviews were conducted mainly on the basis of direct round-the-clock interviews with local teachers.

2. **Questions and answers**. The course was studied with the audience through questions and answers in the course "Coordinator's Hour" and in the process of "Protection of Qualifications".

3. **Questionnaire**. Special questionnaires were prepared. The questionnaires included the following questions: what method or technology did you apply in practice? Did you organize a seminar or roundtable after returning from the course? How did you get to share your experiences? What did you learn from the returning teacher? Is there technology?, and others.

The pilot work on the introduction of the "Methodological Cluster" has helped to improve not only the environment in general education and special schools, but also the content of training courses. Because among the answers "... recommended the old methods, that they were used

Methods that are more than 10 years old are listed, such as "Fish Skeleton", "Venn Diagram", "Concept Analysis", "6 Hats", "Brainstorming", "Syncway" and "SWOT Analysis", some of which are not suitable for elementary school at all reported. This leads to the conclusion that "... it is time for teachers to work on themselves, even if it is too late".

It is gratifying that among the teachers there are practitioners who love their profession (regardless of age), aspire to innovation, are "thirsty" for new methods to keep pace with the times, able to be "coal" and "authority" in the eyes of the modern child. Through experimental work, it was concluded that for such teachers it is necessary to establish a "Methodological Cluster" in the institution, saving time and distance. The methodological cluster creates healthy competition among teachers, in the community. In addition, the methodological cluster distances the training courses from the dogmatic content, from the attitude that "... technology is immutable, use it as it is."

Practical recommendations are:

1. Regularly study and collect innovative ideas of creative teachers, make a list, sort them into categories and create a "Experimental menu" (practitioners choose from the list and video sets).

2. If the management of the institution does not consider their methodological qualities to be sufficient (even if most of them are strong managers, successful organizers, experienced consultants ...), they should learn to review the course analysis in a narrow way and avoid one-sided opinions. At this point, it is recommended to prioritize the culture of teachers 'self-assessment.

3. If an innovative idea or method does not work, take measures to prevent the loss of motivation in teachers, but rather to encourage further research activities. To do this, it is recommended to create an environment of equal experience between teachers and to achieve coordination of experiences.

In this article, the authors want to comment on the possibilities of technologies that need to be put into practice, embedded in the content of methodological services in general and special education institutions.

Today, in the context of virtualization of life activities and public communication, new approaches are being adapted to the needs of students of the XXI century. Recently, in the education system of advanced skills, the technology of "Transformed education" "Primary class" (this technology was used in this sense in the study) is widely used; this technology is a form of mixed education. The use of this technology is primarily due to the changing times, the humanization of activities between student and teacher, creative freedom, the ability to make independent decisions. In addition, the regularity of economic and social changes encourages students to use forms and approaches to independent learning. Therefore, the teachers of higher education institutions need professional sensitivity in choosing the forms and methods of organization of educational activities that allow them to train quality personnel.

In Europe, hybrid or mixed learning technology is widely used, combining elements of distance learning, electronic and Internet resources, digital technology. In particular, in France, the technology of "Transformed Education" is used in the organization of classroom and extracurricular activities. The “Transformed Learning” method is based on the principles of problem-based learning and allows students to be fully involved in the process with great flexibility, resulting in the development of students' creativity, critical thinking and skills to work together to achieve goals. The most important aspect of the technology of "transformed learning" is the transfer of the educational process to the process of full or partial independent learning. The difference between this technology and other technologies is that the bulk of the training is done at home, while homework is done in a higher education institution. The house becomes a classroom and the classroom becomes a home.

N.V. Tikhonova explained the importance of using the technology of "Transformed Education" in higher education. In his book On Transformed Learning, M. Lebren says: “Transformed learning is not a new method, but a new image of thinking, through which classroom work is optimized through extracurricular activities, where the teacher's task is to encourage students to seek independent knowledge outside the classroom; it is to teach attention not only to seek information, but also to analyze the validity of that information”.

In practice, in the organization of students' research activities, there were many regular questions about the content, form and scientific context of the tools listed by them, their importance in space. It was also observed that stereotypes were formed in the minds of students that a scientific article is "taking information from sources, translating it and creating a text in the appropriate sequence." We have formulated recommendations to improve the mechanism of systematic work with information in order to eliminate the factors that negatively affect the effective organization of student activities in the listed independent learning process.

There is a need for teachers and future professionals to implement ways to effectively organize research activities, which will increase their motivation to work in the library. In this regard, we have recommended a system of rational actions in the library "Booklet". The purpose of the booklet is to achieve a systematic and useful implementation of the actions of teachers and students in the library. **Booklet parts**:

- A picture of the structure and activities of the information resource center;
- The structure and activities of the information technology center;
- The list of educational and methodical literature in the field;
- List of Internet addresses and sites related to the industry and related directions.

It is important to develop the skills of teachers to work with information in the work of the "Methodological Cluster". The use of a schematic notation of what is read when working with information has been positively received by educators and students as a very convenient

method. The most common schemes are the Tree of Thoughts, and the Map of Perception, and the Tree of Trees. In these schemes, the main components of a more complex concept, keywords, etc. are distinguished. In this case, the ideas serve as a top-down sequence - from the general concept to the individual parts of it. The use of text fragments, explanations, excerpts in the scheme was recommended. Such writing allows the student to articulate the content accurately and completely while answering questions. The use of a mixed method of recording also had an effective effect on the successful completion of projects. Such mixed notes-notes combine all (or several) of the above methods. Most importantly, the creative approaches of teachers and students in the use of vertical or horizontal schemes in writing and remembering information were demonstrated.

Among the social competencies required for teachers and future professionals of general and special education institutions are:

- Communication;
- Tolerance;
- Self-analysis;
- Self-expression;
-Setting goals for the near and long term.

It is known that the listed competencies relate to socio-cultural competencies and are more specific to a particular area. That is, it is combined with specific aspects of pedagogical activity. Their development in teachers allows them to get acquainted with professional values and is the basis for the effective implementation of professional activities in the context of socio-cultural dialogue.

Through the "Methodological Cluster" we organized training of teachers to design their activities in the following stages:

1. **Motivational stage**. The stage of mastering the knowledge necessary for the activity and effective acquisition of communication about the profession. At the same time, the task of setting a goal for the work to be done and predicting its implementation is also performed. This stage was interpreted as a stage of formation of skills and competencies according to its content and essence. Because educators were involved in finding, selecting, and using information in professional communication (with teachers, students, parents, and other relevant professionals). These are the components of teachers' professional competencies, which consist of communication elements.
2. **Constructive stage**. A plan of work to be performed independently by educators is developed. It is estimated how many parts the project will consist of. In addition, the task of preparing jobs is performed where the project, ie the work to be performed, is completed.
3. **Correction stage**. Preliminary analysis will be carried out to ensure that the work is being done properly. As a result, if it is necessary to change the work plan or general condition, appropriate additions will be made. Most importantly, determining how long it will take for these changes to take place is an important component. Because in practice it has become clear that students do not properly allocate the time spent on the preparation and presentation of the results of the work to be done during the period of independent activity. In order to prevent this situation, we have provided recommendations that allow educators to understand the importance of setting the time required to complete each task.
4. **Reflexive phase**. At this stage, educators evaluate their own work and then present it to experts for analysis. The task of this stage is to complete the presentation of the project (by type) created by teachers.

The listed approaches have ensured the effective organization of teachers' activities in general education and special education institutions. In particular, practitioners realized the need for appropriate distribution of work among teachers in the areas of methodological services "Methodological Cluster".

The "methodological cluster" is a mechanism through which it is clear that everyone is equally responsible for the quality of education. There is healthy competition among teachers. Monitoring of each stage of the cluster and the pedagogical activity in it also provided an objective assessment of the extent to which person-centered principles are used in general and special education.

CONCLUSION

To sum up, it is necessary to allow teachers to be creative, to create favorable conditions for them to learn new things, not to discourage them through various tests, and most importantly, to tell them "... give me time, I will learn, I can do it", the call must be answered as always.

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