

THE PROGRESS OF EDUCATION CLUSTERS IN TEACHING FOREIGN LANGUAGES AS A TOOL TO ENHANCE ECONOMIC SAFETY IN UZBEKISTAN

Kushieva N. Kh.

Gulistan State University, UZBEKISTAN, E-mail: nodira.kushieva@mail.ru

ABSTRACT

The article bargains with the investigate comes about of instruction clusters in instructing outside dialects. At display time the subject is particularly real. A cluster is an integration of, a few homogeneous components which can be considered as an free unit with certain properties. The instruction cluster has the properties of the common competition of its individuals, participation of its individuals, arrangement of special competences of the locale, concentration of the ventures and organizations in a certain region. From that point the inquire about comes about of relationship between instructive educate and fabricating firms on the illustration of the Republic of Uzbekistan are displayed within the article. The inquire about is based on the works of such researchers as M. Watchman, M. Enrayt, S. Rosenfeld, V. Cost, B. Dalum, K. Pedersen and G. Vilumsen, E. Bergman, E. Fezer and others. There are approaches to the definition of the instruction cluster, classification of the instruction clusters, the necessities for the com.

Keywords: Education cluster, Foreign language, efficiency, economy, innovation.

INTRODUCTION

At present time, financial development is based on development procedures. By-turn developments are result of mental and inventive work of individual. Instructive and logical division ended up the components of advertise economy. Financial security of individual, company, domain as well much depends on information and abilities to apply inventive approaches within the movement. A learner individual is more critical, than a prepared individual is. Only successful, centered within the future instruction framework, counting common, proficient, extra instruction and aptitudes preparing can plan such individual. The cutting edge concept of instruction is an instruction during all life (proceeding instruction). It is vital to supply interrelation between instruction division and undertakings. It is vital to prepare specialists who will be requested by the ventures. Strategies of integration of science, instruction and production have the tall commonsense significance. Bringing up an educated, modern-minded young generation based on the goals and objectives set in the system of continuing education is important in creating a system aimed at further integration of the Republic of Uzbekistan into the world community [7]. At this point, it is advisable to develop criteria for teaching a foreign language in accordance with the stages of education. Given the large number of proposals for teaching English in the education technology market in recent years, the development based on the requirements of the universally recognized Council of Europe's "Common European Language Competence: Learning, Teaching and Assessment" (CEFR) is in the spotlight of many experts [8].

Research questions

The cluster approach is used for 10 or more years in the Republic of Uzbekistan. One of the large-scale projects in this field is the Special economic zone "Beck Cluster" which is successfully realized now. By results of its work it is necessary to tell, that for effective work

of cluster structure it is important to provide development not only the principal activity (production activity) of a cluster, but also to create necessary infrastructure for the decision social (housing, cultural, educational) problems. Ensuring a manufacturing sector with manpower resources with a high level of proficiency is a primary task. Today training of highly qualified and popular specialists is the major task of the institution of higher education. The main problem consists in lack of the mechanism of determination of quantity and quality parameters training of specialists. There is a "gap" between needs of employers and potential of institution of higher education. There is no list of concrete educational specialties on which preparation has to be conducted, and no labour, qualification requirements to the graduate. It is possible to solve this problem through creation of an education cluster. The cluster has to include schools, educational institutions of primary, secondary, or higher vocational level, and enterprises, being potential employers for graduates. The cluster has to share common interests of employers and students. Education has to provide graduates with such knowledge and skills, which will be demanded in labour market. An employer has to present criteria, which the graduate has to possess to get a job.

Purpose of the study

Purpose of the study is to work out indicators, tasks and stages of development of an education cluster for improvement of interaction efficiency of all its participants based on application of new educational technologies in educational process.

RESEARCH METHODS

In the article the analysis of educational and economic potential of the Republic of Uzbekistan with use of laws of dialectic is carried out. According to the dialectic method of cognition all phenomena and events have to be considered in their development and interrelation. Development of an education cluster has to be coordinated with the overall strategy of social and economic development of the region. In the research the cluster approach is used. A cluster is integration of several homogeneous elements which can be considered as the independent unit possessing certain properties [3]. The basis of an education cluster is educational institutions and enterprises. At present time enterprises are interested in manpower resources with a high education level [4]. Factor analysis consists in showing up of degree (strength) of influence of factors on the resulting effect of activity. Level of innovative development of the enterprises, competitiveness of educational institutions, level of development of social and technical infrastructure and existence of sufficient financial resources of the regional budget are major factors which provide development and high performance of an education cluster [6].

RESULTS AND DISCUSSION

In higher education, specialists are trained on the basis of three different areas of education related to manufacturing (M) enterprises and institutions, health (HC), social humanitarian (SH) systems. These 3 systems can be evaluated as 3 large clusters:

1. Cluster of production and institutional systems. This includes the existing higher education institutions in this system and the existing departments, laboratories, institutes, centers on their basis; production enterprises and institutions of this system.

2. Health system cluster. This cluster includes the existing higher education institutions in this system and the clinics, health facilities, laboratories, medical institutes, research and treatment centers based on them.

3. Cluster of social humanitarian and economic system. This cluster includes existing higher education institutions in this system and research centers based on them, civil society institutions, law enforcement agencies, sectors of the economy.

In each cluster area, we selected 10 students from universities and language learning centers. Attendees were encouraged to participate in English general language study groups and groups related to their chosen specialty. Experiments and observations have shown that English language learners in their specialty groups have more positive outcomes than listeners in the general English language learning group (see Table 1):

It is known from the indicators in the table that out of a total of 30 students who studied the language in the general language learning groups, 10 were winners of international competitions, leaders of major international projects, gained foreign experience and achieved high results.

Table 1: Results of English language learning based on cluster approach

Cluster name	Cluster direction	Numbers of listeners	In a general language learning course		Listeners of English language specialization	
			Total audience	*Higher achievements	Total audience	*Higher achievements
Manufacturing	Agricultural worker	10	5	3(60%)	5	5(100%)
	Chemist	10	5	2(40%)	5	4(80%)
Health Care	The treating physician	10	5	1(20%)	5	3(60%)
	Pharmacology	10	5	1(20%)	5	2(40%)
Social Humanitarian	Historian	10	5	1(20%)	5	2(40%)
	Economy	10	5	2(40%)	5	4(80%)

Out of a total of 30 listeners who studied the language in their specialty-oriented language learning groups (based on the cluster approach), 20 attracted investments based on demonstration of their achievements in foreign countries, won international competitions, achieved high results as a leader of major international projects. At the same time, based on the cluster approach, those who participated in the language study group in their specialty achieved 50% higher than the total number of students in the course. Based on the results achieved, it can be noted that in both cases, on the one hand, they have mastered their field well, on the other hand, it depends on the environment and form in which they learn English. However, along with in-depth mastery of their specialization on the basis of a cluster system, it can be noted that English language learners have achieved higher results than specialists who have studied English in general groups.

This means that based on the cluster approach, it will be possible to achieve high performance and success in learning a foreign language. Therefore, it is advisable to train in foreign languages and to prepare manuals or instructions for language learners in accordance with the relevant specializations based on a cluster approach.

The education cluster can have such tasks as:

- Creation of a medium-term forecasting system of personnel requirements of economy field of the Republic of Uzbekistan. It will allow carrying out comprehensive planning of structure and volumes of training;
- Increasing attractiveness of professions and specialties demanded by economy of the Republic of Uzbekistan on all education levels;

- Introduction of mechanisms of working out, examination and realization of educational programs of vocational education with direct participation of employers and their associations;
- Introduction of a training system that plans significant increase in practical part of training on workplaces in real economy;
- Modernization of a career development system of the leading and pedagogical employees of vocational education system.

The education cluster can have such target indicators as:

- A share of educational institutions mastering new educational programs;
- A share employed in the economy completed extension courses;
- A share of school leavers who have entered educational institutions of primary, secondary, or higher vocational level;
- A share of students who is studying in educational institutions on the co-financing terms at the expense of the employer;
- A share of leading and pedagogical employees who have undertaken an internship at the enterprises of the leading employer of the chosen field;
- A share of graduates who have been registered on labour exchange within no more than one year after graduating class.

Stages of development of the cluster can be integrated with the following:

1. Improvement of forecasting personnel requirements of cluster's enterprises, formation and distribution of the state task and order for training. At the same time it is important to organize monitoring of employers' judgments for presence at school leavers and graduates necessary professional and personal qualities. Monitoring allows defining requirements and expectations of both external and internal consumers of educational services, comparing expectations and testing quality of vocational training. Monitoring allows correcting in time and defining the perspective vectors of social development partnerships, improving the quality of training of specialists of gas industry and satisfying the needs of customers in labour market.

2. Increase of demand in graduates of the cluster's educational institutions of vocational level in republican labour market. Performance of this stage will be promoted by the organization of educational activity according to requirements of the international quality management system. It will allow developing and carrying out quickly and effectively systematic correcting actions for improvement of the developing system of social partnership on the basis: continuous access to information on labour market; timely specification of structure of demand for specialists in labour market; requirements accommodation of employers for the content of vocational training of specialists for its timely correction; the effective organization of practical training for students at the enterprises of the industry; quality assessment of training of specialists independent experts, etc. We consider that advancing training of specialists in the promising direction of development of production has to be organized today. At the enterprises it is expedient to create departments of training of specialists and departments responsible for practical training of students. At the same time joint research activities and scientific research results with involvement of experts of the enterprises and students have to be carried out.

3. Improvement of the territorial-sectoral organization of resources of the system of vocational education system focused on requirements of the leading industries of the Republic of Uzbekistan. Special attention should be paid to the organization of industrial (vocational) practice on the basis of integration of theoretical knowledge and innovative technologies of industries of economy in the production environment. It will allow increasing a motivation level to the chosen profession, correcting and updating the matter of types the practical training and study programs, increasing percentage of the integration into the world of work of graduates at the enterprises of gas industry and providing their career advancement. It is

necessary to introduce programs of further vocational education on the basis of secondary general school in various directions. It is necessary to organize various centers of children's crafts, and to hold public seminars, presentations and master classes. There is the need to create different hobby groups for identification of the preferable directions of students' training.

4. Raising the effectiveness of implementation of the programs of vocational education focused on requirements of national economy. It is expedient to organize work of permanent scientific and methodical seminars of the education cluster's subjects that would be sent for harmonization of requirements of the corporate customers to professional knowledge and skills of school leavers and graduates. It is useful to create training programs in the directions of various profiles: as it is natural – scientific and humanitarian. It will promote satisfaction of a wide range of interests of students. To improve the quality of teaching it is necessary to complete faculty only with the qualified employees who are constantly increasing the level of theoretical knowledge and practical skills.

5. Creation of cluster state and public system of an assessment of quality of vocational education. Realization of this stage will be promoted by carrying out combined actions and conferences, business meetings, excursions exerting influence on development of mutual cooperation [1].

6. Development of staff resources of vocational education system of the cluster. Development of sector of further vocational education which includes training of specialists on working specialties with awarding of skill category, on further specialties of vocational education, organization of extension courses and vocational training, probation of teachers at the enterprises is provided.

CONCLUSIONS

It is expedient to carry out quality problems monitoring of standard legal support of the cluster's activity. This process can include all kinds of activity – investment, educational, scientific, innovative, and social. For example, questions of providing tax benefits for the enterprises which realize innovative projects in the territory of the cluster can be considered. It is necessary to register criteria of such innovative projects in the legislation accurately. It is possible to consider use of the stimulating procedures for the enterprises of the cluster putting investments into the decision of the social, educational and scientific problems of development of the cluster. After that the exact goals and objectives of the education cluster will be defined. In development of the education cluster the described stages can be corrected and be supplemented. After realization all above-mentioned stages there will be confidence that requirements of the enterprises will be satisfied, and students will study interesting to them subjects and master skills which will be demanded in the labour market.

REFERENCES

1. Akhmetov, L. G., Fajzrakhmanov, I. M., & Fajzrakhmanova, A. L. (2015). Features of use of direct communicative interaction in the course of formation of professionally significant competence. Paper presented at the Interdisciplinary Behavior and Social Sciences - Proceedings of the 3rd International Congress on Interdisciplinary Behavior and Social Sciences, ICIBSoS 2014, 117-120. Retrieved from www.scopus.com
2. Gafurov, I. R. (2016). To be far beyond dogmata or how to remove weak places of science. Interview in the Argumenty I Fakty newspaper. Retrieved May 14, 2016, from <http://www.ksu.ru/rector/index.php?id=16&idm=0&num=8>
3. Gambu, M. (1988). Klaster analisis. Moscow: Finace.

4. Porter, M. E., & Kramer, M. R. (2006). Strategy & society: The link between competitive advantage and corporate social responsibility. *Harvard Business Review*, 84(12), 78-92.
5. Rozanova, A. (2016). Waiting for addition. *Business quarter*. Retrieved May 14, 2016, from <http://kazan.dk.ru/news/v-ozhidanii-pribavleniya-236587923>
6. Solvell, O., Lindqvist, G., & Ketels, C. (2003). The Cluster Initiative Green book. <http://www.cluster-research.org/greenbook.htm>
7. On approval of the State Education Standard for Foreign Languages of the Continuing Education System. Resolution of the Cabinet of Ministers of the Republic of Uzbekistan No. 124. May 8, 2013.
8. Common European Framework of Reference for Languages: learning, teaching, assessment. – Cambridge University Press, 2001. – 261 p.