# THE IMPORTANCE OF CLUSTERS IN IMPROVING THE QUALITY OF EDUCATION

**Kurbanova Aziza Uktamovna**
Karshi State University
Teacher, Uzbekistan

## ABSTRACT

The concept of an educational cluster is related to the chain "science - educational institution - production" and is related to ensuring the quality of education and creating technical, industrial, informational innovative projects and structures. In the article, the educational cluster is considered as a set of vocational education institutions united by sectors and interconnected in cooperation with industrial enterprises, and the activities of educational institutions, scientific organizations, clusters that have the appropriate legal form and are based on the ideas of participants in the field of vocational education in our republic are discussed.

**Keywords:** Cluster, science, education, industry, information, project, structure, organization.

## INTRODUCTION

The introduction of a cluster approach to the educational process requires the creation of a more developed system of extracurricular activities for students by expanding the scope of additional educational services, which in turn requires the development of social partnership and network cooperation of the school with a wide range of institutions and organizations in society.

In our country, as well as in all areas, great attention is being paid to the fundamental reform of general secondary education. In the development strategy of the seven priority directions of the development of the Republic of Uzbekistan in 2022-2026, the priority task is to "build a people-friendly state through the further development of human dignity and free civil society". This shows the need to develop the skills and outlook of students in general secondary education institutions, to develop technologies for implementing inclusive education in the continuous education system.

## ANALYSIS OF LITERATURE ON THE SUBJECT

Currently, the concept of a cluster is actively used in various scientific fields: computer science, astronomy, music and chemistry, biology, linguistics, etc., and in each of these fields, this term retains a general meaning. The term "cluster" is derived from the English language (English cluster), which literally means "a collection".

The term "cluster" is often associated with the economy these days. In order to better understand the essence of clusters and the cluster approach, as well as the possibilities of using them in the educational process, in our opinion, it is necessary to get acquainted with the interpretation of the concept of "cluster" accepted in economic theory.

Interest in clusters as an effective means of increasing competitiveness appeared in the last quarter of the 20th century. Professor Michael Porter of Harvard Business School is the founder of the cluster approach in determining and increasing regional competitiveness. "In today's economy, especially in the conditions of globalization ... clusters - forms of interaction and system of organizations come to the fore, their importance is brought to the whole from the

simple sum of its components." According to Porter, a cluster is a group of geographically localized interconnected companies, research institutes, higher education institutions and other organizations that supply equipment, components, specialized services, which complement each other and increase the competitiveness of individual companies and the cluster as a whole. increases. According to Michael Porter, the country's competitiveness should be looked at through the prism of international competitiveness through clusters of associations of firms in different industries, not its individual firms. At the same time, the ability of clusters to effectively use internal resources is of fundamental importance. During his research, the scientist analyzed the competitiveness of more than 100 industries in ten countries. It turns out that the most competitive multinational companies are usually not randomly scattered across different countries, but concentrated in one country, and sometimes even in one region of the country. This is explained by the fact that one or more firms achieve competitiveness in the world market and have a positive impact on the immediate environment: suppliers, consumers and competitors. The success of the immediate environment, in turn, affects the further growth of the company's competitiveness. As a result, a group of closely related industries and firms - "cluster" - is formed, which mutually contribute to the increase of each other's competitiveness. After the first one, new clusters are often formed and the international competitiveness of the country as a whole increases.

The concept of "Educational cluster" was initially related to the "science-higher education institution-production" chain, which is related to ensuring the quality of secondary and higher professional education and creating technical, industrial, and informational innovative projects and structures. In this sense, "educational cluster is a set of vocational education institutions united by fields and interconnected in cooperation with industrial enterprises". E.I.Chuchkalova and O.M.Mosunova define the educational cluster as follows: "Educational cluster - educational institutions, scientific organizations located in the same area, connected horizontally and vertically, having the appropriate legal form and based on the ideas of individual participants in the field of professional education, general achieving the goal, that is, it is a set of economic subjects operating through synergistic effect.

## RESEARCH METHODOLOGY

The educational cluster allows students to be continuously "absorbed" in the field of future professional activity, to learn, generalize and collect best practices, to quickly test scientific achievements, to organize professional training and to update and generalize its content. Under its conditions, promising specialties are opened, new sciences and modern educational technologies are introduced, and the possibility of choosing higher education systems is created. The advantages of the educational cluster are its quality, coherence, continuity, flexibility and competitiveness.

The course of sustainable development of scientific-educational clusters involves taking into account what are the main points of growth in the republic and how different interest groups can help in their development.

For one reason or another, combining clusters does not form a concentration of various scientific, technological and educational innovations, but a certain system of distribution of new knowledge, production and educational technologies. At the same time, the most important condition for effective transformation of scientific, technical-technological and pedagogical innovations into production and thereby creating competitive advantages is the formation of a network of stable relations between all cluster members. The legal bases of such relations are:

- on state-corporate partnership in the field of training of qualified personnel within the educational cluster;
- contract on personnel training between the personnel orderer and the educational institution;
- the contract between the learner and the employer;
- Statute of the educational institution;
- the procedure for forming a state-corporate order on personnel training (tasks of the founder).

Currently, educational clusters of the largest higher education institutions of the Republic of Uzbekistan are successfully operating:

1. Scientific-educational cluster of the National University of Uzbekistan
2. Scientific-educational cluster of Tashkent State Agrarian University
3. Scientific-educational cluster of the Medical Academy
4. Scientific-educational cluster of the National Research University "Tashkent Institute of Irrigation and Agricultural Mechanization Engineers"
5. Tashkent State Pedagogical University
6. Tashkent State University of Economics
7. Tashkent University of Information Technologies
8. Tashkent State Transport University
9. Karshi State University

The advantages of clustering are obvious. In the educational cluster, students and students are provided with the opportunity to get a job in the profession and specialty; the starting salary is guaranteed at a level not lower than the minimum consumption budget; certified and paid workplaces are provided for production practice; stipends of the base enterprise are paid to the student; basic stipends are paid to the young specialist, housing issues are resolved, etc.

**RESEARCH RESULTS**

The goal of creating a scientific-educational cluster is to increase the quality of continuous education aimed at meeting the need for qualified specialists in the field of pedagogy and psychology of the Republic of Uzbekistan. The main tasks of the socio-cultural and educational cluster are as follows:

1. Development and implementation of measures aimed at improving the quality of education.
2. Improving the efficiency of the use of labor resources by improving the forms and methods of personnel training in accordance with the requirements of employers in the field of pedagogy and psychology.
3. Creating a competitive environment for educational institutions training specialists in the field of pedagogy and psychology.
4. To ensure the convenience of professional education for all categories of young people.
5. Helping to employ graduates of cluster educational institutions and adapting graduates to the labor market.
6. Providing a full base of researchers in the field of pedagogy and psychology to employers and mutual cooperation.
7. To create favorable conditions for mutual cooperation for the institutions that are part of the scientific-educational cluster to use the property assigned to them rationally.

The goal of creating a scientific-educational cluster is to meet the current and prospective needs of social partners for highly qualified specialists, to increase the quality of professional training. The main tasks in line with this goal include:

1. Unity of educational and scientific processes with economy and social sphere.
2. Interconnection of educational programs at different levels, including the continuity of the educational process based on shortened periods of their acquisition.
3. Innovative orientation of activities from conducting fundamental scientific research to implementation of educational technologies.
4. Organizational, educational-methodical, scientific and informational cooperation based on ensuring equality between all departments of the educational cluster and taking into account their interests.

## CONCLUSIONS AND SUGGESTIONS

In general, it can be said that the socio-cultural and educational sphere of a modern general educational institution consists of a branched, complexly managed socio-cultural and educational cluster. The single socio-cultural and educational field of the school (university institution) acts as a local socio-cultural and educational cluster that solves the specific problems of a certain region in a single space and uses its opportunities.

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