

DIRECTIONS OF THE PEDAGOGICAL EDUCATION CLUSTER.*M.M.Sulaymanov**Kokand DPI Mathematics Department Teacher*

Abstract: This thesis is based on a scientific point of view on ensuring the competitiveness of entities in the educational services market through clusters.

It is advisable to organize a pedagogical education cluster in the following directions: 1) educational direction; 2) educational means direction; 3) educational and science direction; 4) educational and production direction; 5) educational management direction.

The above classification fully covers the activities of the pedagogical education sector, and each direction is branched within itself. The content of these directions and branches includes all forms, methods and technologies of educational, scientific, methodological, educational means and management-related cooperation between types of education.

The content of the directions of the pedagogical education cluster is as follows:

1. Educational direction:

- Development of mechanisms for identifying, classifying and eliminating existing problems;
- Development of a mechanism for vertical and horizontal movement of educational and methodological potential;
- Management and control of the quality of lessons;
- Development and implementation of simple and optimal mechanisms for determining educational and methodological effectiveness;
- Establishment of interdisciplinary tutoring activities in the educational and methodological field.

2. Educational means direction:

- Improvement of curricula and subject programs;
- Enrichment and improvement of the content of textbooks and manuals;
- Improvement of auxiliary literature and didactic support for lessons;
- Achievement of effective use of information technologies and pedagogical technologies.

3. Education and science direction:

- Strengthening the integration between education and science;
- Establishing interdisciplinary tutoring activities in the scientific field.
- Increasing the number of scientific researches in cooperation between higher education institutions and teachers of general education schools (preschool educational institutions) (scientific developments are carried out by professors and teachers of higher education institutions, and their implementation in practice is carried out by teachers of general education schools);
- Developing a mechanism that ensures the flow of scientific and pedagogical potential according to needs;

4. Education and production direction:

- Strengthening the integration between education and production;
- Increasing the number of scientific researches in cooperation between higher education institutions and production employees (scientific developments are carried out by professors and teachers of higher education institutions, and their implementation in practice is carried out by production employees);
- Improving mechanisms for the rapid implementation of scientific achievements into practice, taking into account the pace of development;

5. Educational management direction:

- Conducting scientific research on innovative management of education;
- Creating a regional management system that coordinates the interests of all types of education;
- Introducing innovative methods and tools, information and communication technologies into management. The effectiveness of the cluster is facilitated by interaction and openness, which ensures mutual support and control of all participants. Proximity, internal ties, constant personal contacts and general openness facilitate interaction and information transfer. Issues related to clustering require the presence of innovations in the field of education, the availability of new components and teaching aids, testing the educational process, and studying new trends in the development of the education system.

CONCLUSION

All work to be carried out should be directly related to the level of primary, professional, higher professional and vocational training of the cluster participants and be aimed at the implementation of a scientific and educational cluster. At the same time, educational institutions within the cluster, other types of organizations that are part of the cluster, should work towards a common goal. Additional and distance learning should also be considered in training. It is also important to pay special attention to creating the necessary conditions for the active involvement of a number of research institutes, industrial enterprises and other institutions of the republic in the cluster.

As a result, in the region:

- › firstly, the need for qualified pedagogical personnel will be met qualitatively (social impact);
- › secondly, an effective market for educational services will be formed (economic impact);
- › thirdly, opportunities will arise for the rapid popularization of innovative educational technologies and new opportunities in the educational work of educational institutions (marketing impact);
- › fourthly, a regulatory and legal framework will be created for establishing mutual cooperation between educational institutions, as well as for the transition to a new organizational form of managing the education system (legal impact);
- › fifthly, a pedagogical personnel training system will be designed in cooperation with cluster entities (pedagogical impact).

Thus, the implementation of the cluster approach to education strengthens the continuity and communication in the education system, the integration processes between types of education. The development of mechanisms for assessing and implementing this as an innovation in education is one of the important problems facing the scientific community. The cluster approach fundamentally changes the content of state education policy, allowing us to look at the relations of subjects with the criteria of development and efficiency. As a result, the cluster approach to education, as an innovative approach, creates a powerful mechanism for combining human resources, organizations and technologies in the region.

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