

The Need for Creation of a Cluster of Pedagogical Innovations in the System of Continuous Education

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Abstract--- The article highlights the need for modern changes in the market of modern educational services in the country, new innovative technologies, and analyzes the concept of "education cluster" and identifies the role of higher education in it. It is concluded that the development of the cluster as a mechanism of innovative management of the general education system will ensure the effectiveness of the activities of each educational institution included in it. The main problems of the formation of training clusters, ways to solve them are identified. It also looks at the formation of "school-laboratory" innovative research platforms that provide a link between the educational process and practice in the field of fine arts.

Keywords--- Educational Cluster, School-laboratory, Innovation, Fine Arts, Pedagogical Technology.

I. INTRODUCTION

The socio-economic changes taking place in the world community require modern professionals to have the skills of independence and agility in making creative decisions. In addition, the fact that the programs in all areas are becoming more and more saturated with new information requires professionals to keep abreast of news in their field. The combination of science and education with production ensures progress in all areas. The advanced experience observed in the developed countries of the system is a proof of this. In this regard, of course, ensuring the integration of science, education and production is an important and urgent task. As an innovative approach to these processes, it is proposed to introduce a "cluster model" in the education system today.

In general, the analysis of the innovation processes carried out in the educational system of our country, in particular, innovations in pedagogical education, shows that there are many shortcomings in this regard. As the main innovative approach implemented in the educational system after the independence of our country, it is possible to demonstrate the organization of lessons on the basis of pedagogical technologies and interactive methods. Unfortunately, we cannot show the direction of activity in the educational system, the description of the changes introduced and other major innovation processes classified by the source of origin.

In fact, for a long time there has already been a need in our educational system for the need to unite the institutions operating in the entire educational system, which includes this or that sphere, in general, for the same purpose.

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Purpose of the Study

In this study, it is aimed to highlight the need of the innovation cluster of pedagogical education in the system of continuous education, its implementation, description of the concept of "innovation cluster of pedagogical education", the experience of this innovation project on the subject of Fine Arts in the Tashkent region.

II. RESULTS AND DISCUSSION

What does the cluster itself mean? We must first understand the meaning and content of this model. In fact, the word "cluster" is derived from English and translates as "set", "ball", "group", "concentration", "grouping", and "growth in sets". Initially, the term appeared in the field of statistics and computers, and later began to be widely used in economics and sociology. There are many definitions of this by scientists around the world. For example:

A cluster is a collection of directly related sectors that lead to an increase in mutual competitiveness of the formation mechanism [1].

A cluster is a mechanism for strengthening the organizational forms of merging industries interested in achieving competitive efficiency [2].

A cluster is an association of entrepreneurs that interact strategically under a partnership agreement [3].

A cluster (visual cluster set) is an interconnection of several closely related networks with certain characteristics that can be considered as an independent collaboration [4].

A cluster is a group of interconnected companies in a specific area that are described as the common activities of neighboring and related organizations and complementary [5].

A cluster is a geographically localized, interconnected company, supplier of equipment, components, specialized services, infrastructure, research institutes, universities, and other organizations that complement each other and enhance the competitiveness of the cluster as a whole [6].

This means that in order to be a cluster, geographically interconnected companies and related organizational groups must work in a specific area that is separated by common activities, but at the same time complements each other.

In other words, we must first train professionals for the future - that is, a qualified teacher with high professional skills who will provide quality education to current students. Therefore, it is obvious that new education cannot be obtained using outdated pedagogical methods. In line with the times, new innovative technologies are essential for the educational process [7].

The cluster approach in this process allows ensuring the effectiveness of the activities of each educational institution included in it as an innovative management mechanism for the development of the general education system [8].

According to our experts, "Pedagogical education cluster - a mechanism that strengthens the integration of equal subjects, technology and human resources in close contact with each other in order to meet the needs of a particular geographical area for competitive teaching staff" [9].

The scientific essence of the article is a new approach to solving problems related to the integration processes and education management in our education system - the need and benefits of an innovative cluster of pedagogical education from a scientific point of view on the example of the subject of fine arts.

Object of research. The object of the study was to find a solution to the existing problems in the system of continuing education, in particular, in general education and art schools, through a cluster approach.

Finding a solution through a cluster approach.

Research methods. Analytical-statistical, comparative-comparative, modeling, observation, project methods were used in the research.

Results and practical examples. Higher education institutions, which play the role of integrators of vocational education and science regional culture, play a special role in the innovative development of the regions. In this new landscape, it is important that universities, local governments or other educational institutions make wise use of opportunities such as mediating, assisting and supporting cluster partnerships.

Chirchik State Pedagogical Institute of Tashkent Region, established by the Decree of the President of the Republic of Uzbekistan dated July 27, 2017 № PD-3152 [10], has identified scientific, theoretical and practical solutions to this problem as its main strategic research area. This requires the creation of a scientific and theoretical basis for an innovative cluster of pedagogical education and the development of mechanisms for its implementation in practice [11]. Regulating the labor market in accordance with the needs of the field in which the education cluster is created is the main task of cluster cooperation [12].

The lack of clear mechanisms for reciprocity between the government, employers and graduates, and the lack of a centralized division of labor across sectors and industries lead to a lack of rational employment of graduates in their specialties. Moreover, not only social partnership, but also the creation of an education cluster as a promising form of integration of science, business and government and its implementation in practice can encourage the participation of the employer in the educational process. The higher education of the Republic solves the priority task of training qualified teachers who are competitive in the labor market, knowledgeable, responsible, and knowledgeable in their profession and focused on relevant areas of activity, able to work effectively at the level of world standards in their specialty [13].

This requires a new approach to the education system. One of the main goals of modern pedagogical education is to radically reform the system of continuing education, to improve the quality of education in all its components, to find appropriate, non-standard ways to solve it. This goal can be achieved only if the specialists who will take the baton of social activity in the future - master's and bachelor's degree students - are involved in research activities and create sufficient conditions for active participation in research.

Indeed, the role of the pedagogical education cluster is growing day by day in ensuring the succession in the education system and increasing the socio-economic potential of the Republic and achieving regular satisfaction of the needs of subjects in qualified pedagogical staff. One of the tasks of the pedagogical education cluster based on

the principle of succession is to study the problems of social protection of teachers, to raise issues related to increasing the respect of teachers in society.

The main strategic direction of the Chirchik State Pedagogical Institute is to strengthen advocacy to raise the status and status of the pedagogical profession in society, targeted training of talented students for the teaching profession and the establishment of rational selection as a condition for ensuring succession [14].

In order to improve the infrastructure of pedagogical education at the Department of Fine Arts, the main research area is “Current implementation of the model of innovative cluster of pedagogical education”. According to the project of the pedagogical education cluster, the department plans to implement a number of goal-oriented and science-based projects in the areas of research, information-analytical, scientific-methodological and experimental-innovative.

Currently, the department has cooperation agreements with secondary schools and children's music and art schools in Parkent, Boka, Qibray districts and Chirchik. “School-laboratory” playgrounds have been set up at these schools. These cooperation agreements stipulate the following obligations of the parties in the field of educational and methodological work, research, spiritual and educational work:

- The existence of a common goal between the subjects of the cluster;
- The legal basis for the joint activities of the subjects;
- System of mutually beneficial relations between the subjects united within the cluster;
- Coordination of the management mechanism;
- Non-deviation of the work carried out by the subjects from the general purpose;
- Several important directions in the creation of a pedagogical education cluster based on the principles of mutual control between the subjects have been identified.

As a result of such cooperation in the education system in the region:

- First, the need for qualified teaching staff is met;
- Second, a market for effective educational services will be formed;
- Thirdly, there will be opportunities for the rapid popularization of innovative educational technologies, new opportunities in the educational work of educational institutions;
- Fourth, the regulatory framework for the establishment of cooperation between educational institutions, as well as the transition to a new organizational form of management of the education system will be created;
- Fifth, the design of the teacher training system in cooperation with cluster entities will be established.

Thus, the introduction of a cluster approach to education strengthens the continuity and connection in the education system, the integration processes between types of education. Such modern pedagogical technologies and innovations are important not only to provide each student with certain knowledge, but also, first of all, to create conditions for increasing the activity of students in learning [15]. In addition, the use of new technologies through the cluster, the diversity of forms of creative activity in students leads to an increase in their interest in the fine arts, which is an important condition for the formation of the child's personality [16].

In scientific research conducted by the department, the specificity of the innovative cluster of pedagogical education in the field of fine arts is scientifically based. This leads to the optimization of the cluster's educational potential in the fine arts. Significant results are being seen in the activities of the innovative experimental platforms "School-Laboratory", organized in collaboration with higher education and secondary schools. The interaction of students with students, the participation of students in the educational process of the institute is already leading to a radically positive change in the attitude to the science of fine arts.

III. CONCLUSION

Cooperation with PSE and secondary schools established by the department, based on the results achieved, it can be concluded that the cluster of pedagogical education is a necessary innovative approach in ensuring the continuity and continuity of art education at all stages of education. It provides internal and inter-sectoral links in education, effectively implements the accumulated research, scientific and methodological experience and scientific achievements in all spheres of education and socio-economic life. In particular, in the field of fine arts, the Department of Preschool Education, Department of Public Education, and Higher Education strengthen the interconnectedness and continuity of institutions. Strengthening cooperation between schools, preschools and institutes through the establishment of innovative experimental platforms "School-Laboratory" will significantly accelerate the implementation of innovative clusters of pedagogical education and increase the efficiency of pedagogical education clusters [17]. This innovative project shows that the time has come to abandon the scattered system; the era of traditional approaches to education has passed. In the era of global development, it would be expedient to accept the innovative cluster of pedagogical education, which is being introduced on the basis of foreign experience, as a modern model of education. The experience of developed countries, as well as life itself, shows that the achievement of quality and efficiency in the system of continuing education is closely linked with this innovative model.

IV. RECOMMENDATIONS

Based on the findings of the study, the following practical suggestions can be made:

- Attracting the attention of the scientific community to the topic of innovative clusters of pedagogical education;
- Increase the efficiency and scope of research work on the topic;
- Development of recommendations on the mechanisms of work in the model of an innovative cluster of pedagogical education, based on the specific features of the field of fine arts education;
- Explain the content of the topic to the staff of preschool and public education institutions;
- Development of scientific and methodological recommendations for the organization of cluster approaches in the education of fine arts and the introduction of developed technologies, based on the results of communication and cooperation with preschools and secondary schools.

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