



# CHARACTERISTICS OF THE PEDAGOGICAL EDUCATION CLUSTER IN MODERNIZED EDUCATION

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**Annotation:** The article analyzes the specific features of the innovative educational cluster in modernized education, discusses guidelines for preventing and correcting students' negative attitude to classroom discipline, and gives recommendations.

**Keywords:** modernized education, innovative educational cluster, negative attitude to classroom discipline, prevention, correction, cluster model.

## MODERNIZATSIYALASHGAN TA'LIM SHAROITIDA PEDAGOGIK TA'LIM KLASTERINING O'ZIGA XOS JIHATLARI

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**Annotatsiya:** Maqolada modernizatsiyalashgan ta'lim sharoitida innovatsion ta'lim klasterining o'ziga xos xususiyatlari tahlil etilib, o'quvchilarning dars intizomiga salbiy munosabatini profilaktika qilish va korreksiyalashning yo'l-yo'riqlari to'g'risida fikr yuritilib, tavsiyalar berilgan.

**Kalit so'zlar:** modernizatsiyalashgan ta'lim, innovatsion ta'lim klasteri, dars intizomiga salbiy munosabat, profilaktika, korreksiyalash, klaster modeli.

It is known that personal education is a continuous process, which lasts from the moment a person is born until the end of his life. During this process, the negative or positive impact of environmental events on a person determines the extent to which his human qualities are formed. One of the most pressing problems facing the education sector today is aimed at precisely this goal, which is to ensure the formation of the future generation as a complete person.

Among the young people growing up in society, there are also children with difficult upbringing and incompetent children. In particular, the fate of children of parents who do not pay enough attention to their upbringing, and adolescents who are left without control due to family conflicts, requires special attention and approach to their upbringing and education. Such children develop a negative attitude towards the learning process.



It should also be recognized that teachers teaching one or another subject can also be responsible for the formation of negative attitudes towards the learning process.

The teacher's rude behavior towards the student, inability to find a way into the student's heart, inappropriate reprimands and insults, disregard for the student, and injustice also cause the student to hate not only the teacher himself, but also his subject.

Experience shows that it is no secret that, as a result of the negative attitude of secondary school students to classroom discipline, in addition to not mastering the subjects at the level of the DTS requirements, violations, hooliganism, and crimes are committed. The indifference, irresponsibility of parents, failure to establish contact with the school, failure to control the child's free time, and lack of interest in the future fate of their children further complicate the situation. In our classical literature, it can be observed that the word "regulation" is also used in the sense of discipline. For example, "Each of the prophets who came to the world practiced their religion and Sharia with order and discipline. In particular, Islam is a religion of perfect adherence to order and discipline." As Abdullah Avloni said, "Discipline is said to be doing our prayers and deeds in a timely manner. If there were no discipline on earth, people would not live for a minute." [1] According to A. Avloni, an undisciplined person is an uncultured, unspiritual person who opposes the community. Teaching and learning about order and discipline is, first of all, a sign of respect for the society in which one lives, for the rules established by society. [2]

If we want to raise our children to be fully mature and complete people, we must study their behavior in all aspects. Incompetent, undisciplined, irresponsible people who do not respect the laws and regulations are a waste for our society. That is why gaps in the education of our children cannot be allowed. For this, parents, teachers of educational institutions, psychologists, public organizations and the general public have a responsibility, which imposes significant tasks on them.

The cluster model of pedagogical innovative education development operates in general areas related to education and upbringing, the creation of educational literature, improving the scientific potential of pedagogical personnel, and the continuity of education and upbringing. This indicates that the problem has a general methodological nature. At the same time, these general areas are specialized in areas such as management and organization of education, types and directions of education, ensuring continuity and integration, and teaching methods and tools.

The main objectives of the pedagogical education cluster are:

- ensuring effective succession in the field of pedagogy and promoting the best students to the pedagogical profession;
- conducting professional training of teachers based on practice and providing operational feedback from interested subjects;
- creating an environment for training future education specialists on the basis of innovative practices;
- reducing the period of acquisition of professional skills by young specialists;
- creating a new generation of educational, methodological, scientific literature, tools and didactic materials in pedagogical education;
- increasing the scientific, scientific and pedagogical potential of pedagogical education;
- integrating intellectual resources around urgent modern issues of the development of pedagogical education;



- searching for various forms, methods and means of education, science and pedagogical practice and their consistent application in education;
- improving internal and external mechanisms that ensure the continuity of education and upbringing;
- creating the possibility of rapid reconnection with preschool, secondary education and higher education institutions and other applicants in the training of specialist pedagogical personnel;
- scientifically substantiating the need for communication, interconnection and cooperation between the branches of pedagogical education.

Based on these goals, the pedagogical education innovation cluster performs the following tasks:

- training pedagogical personnel with modern competence for educational institutions in the region;
- achieving effectiveness through the effective use of innovative pedagogical technologies in improving the quality of education;
- identifying optimal factors of scientific and methodological and practical activities in modernized educational conditions, and consistently introducing them into practice;
- ensuring the continuity and continuity of the content of the main (textbooks) and auxiliary (dictionaries, encyclopedias, electronic resources, etc.) educational tools across educational stages;
- organization of short-term training seminars and courses in order to fill the gaps in the competence training of teachers of educational institutions in the region;
- strengthening the activities of methodological associations, organizing scientific and practical seminars in order to eliminate subjective problems related to the effective teaching of subjects in secondary schools;
- strengthening scientific cooperation with scientific research institutes, scientific centers and basic higher educational institutions in order to increase the scientific and methodological potential of professors and teachers in the higher pedagogical education system;
- involvement of teachers working in secondary schools and having the ability to conduct scientific research in scientific research, and support them;
- provides for internships in leading foreign universities in order to master modern advanced foreign experiences in the field of pedagogy.

The use of a cluster approach in the formation of a positive attitude to discipline is of great importance. We have been convinced that educational work in cooperation with the educational institution, family, neighborhood, enterprises, organizations and institutions where students' parents work, and law enforcement agencies will give a tangible result.

In the study, orderliness is approached as the embodiment of such personal characteristics as compliance with requirements and initiative, obedience and independence, activity and laziness; and discipline is approached as the embodiment of the ability to control one's behavior in connection with one's skills and abilities, to subordinate them to personal rules and requirements, as well as to the rules and requirements set by the community and society, which accumulate as an element of consciousness and a method of habitual experiences, success and achievements in exchange for individual and collective discipline; The views of the authors who approach the process of formation of these characteristics as a necessary condition, unconscious desires, external educational influences, behavior aimed at freedom, independence, and as a unified set of these characteristics are divided. General discipline in



school is manifested in many types and forms: conscious, research, labor, moral-ethical, ecological-valeological, financial-economic, legal, household-service and many others.

Also, the study and analysis of research on the cluster approach to education made it possible to summarize a number of views on this issue. It is important that information about the state of affairs in the cluster is very objective. With the help of the cluster, the government, state bodies that control education will be able to effectively use the experience and results of research conducted to develop education in the region where the cluster operates. The cluster approach to education allows management bodies to provide specific tools for effective interaction within the system, to better understand the problems, and to plan the scientific foundations of development in the region [3].

All this:

firstly, confirms the idea that the educational cluster is a phenomenon of great scientific and practical importance, which allows the system to achieve new synergistic qualities through integration;

secondly, creates an environment and conditions that ensure the competitiveness of the system;

thirdly, its political, economic, and social significance plays a special role. The entire set of measures in this process is aimed at increasing the competitiveness of education, which is the main foundation for training scientific and professional personnel. However, it should not be forgotten that not all entities united within the cluster can immediately give real results.

Such an innovative approach to the education system, if it corresponds to the logic of the real development process, will certainly increase efficiency. In particular, if appropriate innovative approaches are introduced to existing problems in the management structure of educational institutions, it will be possible to assess the current situation in advance, correctly predict the development of events, take timely measures, and make adjustments to the organizational management structure.

The education system cluster determines the right approach to solving such problems. After all, cluster integration processes are recognized as the most powerful, as they involve all resources in the material, financial, technological, informational, methodological and personnel spheres. The cluster allows you to flexibly build a management system for its structures, to predict real development in order to ensure mutual trust. The presence of qualitative changes in the components of the education system, processes related to meaningful activity, general and special management functions, programs, technologies and methods, and the development of the personnel potential of participants make it possible to create a cluster environment.

Thus, the cluster approach:

- is a mechanism for strengthening the organizational forms of unification of separate spheres (education, economy, etc.) that are interested in achieving competitive efficiency;
- is a structure consisting of several equal parts that, along with optional components, retain their full functional capabilities;
- a means of supporting innovations in the education-science-production system;
- an innovative and effective method of organizing the formation of personnel potential for the future economy of the organization [5].

As a result of the development of the cluster model, which is considered a new mechanism for increasing and improving efficiency in all areas and stages of education in the practice of the



world education system, it is becoming increasingly important to find new opportunities for educational paradigms, to guarantee their promising results by establishing beneficial cooperation between subjects, and to develop new approaches, principles and methods that serve the individual to receive quality education.

A number of scientific studies are being conducted to diversify forms of education based on the requirements of the modern labor market, to harmonize teaching methods with the ideas of technological progress, and to implement leading ideas of the theory and practice of educational quality through a cluster approach based on the principles of coherence, continuity and consistency.

It should be recognized that many research works devoted to the problem have been carried out by pedagogical scientists. However, the cluster disciplinary factors of school lessons in modern educational conditions have not been studied.

First of all, it should be noted that negative behavior in minors does not form by itself. For this, there must be an influence of internal and external factors. Therefore, it is of great importance for any person to find his worthy place in society during adolescence, that is, when he is just reaching adulthood. Otherwise, this can lead to unpleasant consequences, and sometimes even serious tragedies.

The inability of our young men and women to find their place in work, marriage, family and community also leads to their loss of value in society.

In the current continuous education process, attention should be paid more than ever to the problems of working with those who are “difficult to educate”, “difficult to educate”, “difficult adolescents”, “prone to disorder”, “deviant behavior”, “uneducated”.

The increase in the number of such young people among students, and among young people in general, from a pedagogical point of view, of course, will have an impact on the educational process. Today’s child prone to disorder may grow up to be a potential criminal tomorrow. Therefore, conducting educational activities with adolescents who have a negative attitude towards classroom discipline requires a special approach.

As a result of our theoretical and practical research conducted in general secondary schools in order to find answers to these questions, we can say that the professional skills and levels of competence of many thousands of teachers currently working in their professions are significantly lagging behind modern requirements.

Based on the conclusions of our scientific and methodological analyses and the results of control work, we consider what should be paid attention to in improving the professional skills of a modern teacher and ensuring his/her competence, preparing a well-rounded person and competitive personnel [6].

First of all, it is very important to take into account the specific features of the changes taking place in our country, namely the national mentality, spirit and lifestyle of the Uzbek people, as well as the negative or positive impact of the transition to a market economy on education.

Secondly, education is of paramount importance in the formation of a human personality, and it encompasses all the principles of the educational process.

Today's demand for the priority of education and upbringing dictates how urgent the problem of organizing the lesson process in a rational and well-thought-out manner, covering all students equally, is in the formation of the student's personality.

Thirdly, based on the complexities associated with the transition to a market economy, it sets as an urgent task the task of analyzing and studying the negative impact of certain unpleasant



situations occurring in our social life on the educational process, drawing specific scientific conclusions to eliminate them, and developing methodological recommendations that can be applied in practice.

Fourth, based on today's requirements, it is necessary to develop a concept that includes educational relations between the school, family and neighborhood, as well as state and non-state organizations and enterprises where parents operate, scientifically based, takes into account national, religious, ethnic, territorial, demographic characteristics, and reveals a new content of education. In this concept, in order to further increase the responsibility of parents for the upbringing of their children, each student should be supervised by the school, family, neighborhood, the organization where parents work, the management of the production enterprise, youth organizations, and trade union employees, and parents should periodically feel responsible for their child's education, upbringing, morality, and behavior before the labor team.

In the conditions of new Uzbekistan, all state and non-state organizations that serve to improve the quality of educational, scientific, and methodological activities of institutions can be understood as subjects of the innovative cluster in education. The cluster model unites entities that are each operating separately around a common goal, and at the same time, each entity acts in its own interest, proceeding from a common goal. The entities of the cluster model support and control each other, each creates a spiritual and intellectual space for a separate cluster, expanding its mutual social influence and significance [7]. Also, innovative cluster entities in education are based on the following strategies:

- a geographical strategy from the point of view of the territory;
- a lottery strategy in terms of its relationship with production and academic science;
- a technological strategy from the point of view of proximity in educational and training technologies;
- a focused strategy from the point of view of unification around a common goal;
- a qualitative strategy from the point of view of how to organize and develop cooperation.

The fact that entities simultaneously carry out several strategic activities and adjust their focus to both the general and specific goals of the cluster is a rather complex process. But addressing this complexity from a scientific and practical perspective is a key prerequisite for the clustering process.

The process of continuous education is a multi-stage system, and changes in the social level and the professional potential of subjects create favorable conditions for its development. Therefore, the main goal of the idea of continuous education is to form the qualities of a person, to optimally adapt his desires, talents and abilities to knowledge, labor and social relations in a rapidly changing world.

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