Asian Journal of Technology and Applied Sciences
ISSN: 2301-xxxx (online) | IF: 10.01 | Vol: 1, issue 1
Available: http://asiansciencejournal.org

THE IMPORTANCE OF PROFESSIONAL COMPETENCE FOR FUTURE PRIMARY EDUCATION TEACHERS AROUND THE WORLD

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Annotation: The article discusses the main approaches to the creation of educational clusters, provides an analytical review of the activities of clusters in the CIS countries and abroad. From these positions, the essence and features of the republican educational-scientific-innovative cluster of continuous pedagogical education are revealed.

Key words: cluster, cluster development of continuous pedagogical education, educational-scientific-innovative cluster.

Login.

The expansion of integration forms is one of the main trends in the development of continuing pedagogical education. The modern system of continuing pedagogical education in the Republic of Belarus is characterized by work in a development mode; it is characterized by openness, gradation, multi-level and multifunctionality. At the same time, the analysis of educational practice made it possible to identify a number of problems in the field of continuing pedagogical education: fragmentation in determining the strategy and tactics of educational institutions for the training, retraining and advanced training of educational specialists; insufficient integration of educational and scientific-methodological institutions to improve the quality of continuing pedagogical education; insufficient assessment of the potential of branches of departments, experimental and innovative areas in preschool education, special, general secondary educational institutions, children's and youth additional educational institutions to create conditions for the progressive personal and professional development of teachers.

Literature analysis.

Based on the analysis of scientific literature, the cluster approach to the development of education in the Russian Federation is based on the mutual and self-development of cluster entities, carried out on the basis of social partnership, which increases the specific advantages of both individual participants and clusters as a whole (TI Shamova, EI Pavlova, EI Pavlova). Researchers NA Sharay, LN Nikolaeva, TV Vdovina consider the educational cluster as an integrative system of organizing educational resources. The experience of creating a system of integrating lyceums, universities and production in the interests of sustainable development of the quality of education was summarized by VL Chudov, LM Perminova. The same typological characteristics of educational cluster models were proposed by M. Yu. Baryshnikov, II Chinnova, AV Simonov. The scientific and educational cluster is considered in the studies of LV Ovsienko, IV Zimina, NN Klintsova as the most promising structure for implementing network cooperation within the framework of social partnership, including universities, enterprises, secondary vocational education educational organizations, and general schools.

Research methodology.

An effective mechanism for ensuring the continuity of teacher education and effective cooperation of all entities participating in this process has become the transition to the organization of clusters. The concept for the development of pedagogical education in 2015-

2020 provides for "the use of clusters as the main elements of the development of the system of professional training, retraining and advanced training of professors and teachers".

A cluster in the field of pedagogical education is a set of territorially localized institutions and organizations that cooperate on the basis of agreements and participate in the implementation of scientific, educational and innovative goals of training specialists in the field of education.

Cluster development of teacher education is a conceptual approach that involves the use of clusters as key elements for developing a system of professional training, retraining and advanced training of education specialists.

A systematic analysis of foreign experience on the issue showed that the development of education based on the cluster approach began in Europe in the 1990s as a result of extrapolation of the theory of clusters and cluster development developed by M. Porter. Over the past 20-30 years, universities in both Europe and the USA have expanded through organizational mergers. As a result of mergers, new disciplines are being formed, which ensures savings in administrative costs and improves the performance of the national education system in international rankings.

In Finland, higher education institutions are developing consistently in this direction, where in recent years the number of universities has decreased from 20 to 15. In Denmark, out of 25 universities and research centers, 8 were established as universities and 3 as research centers. In France, the largest university in the country was established as a result of the merger of three universities. As part of the creation of educational clusters, it is planned to reduce the number of universities from 87 to 10. The most actively developing clusters in the country include state educational institutions, scientific laboratories, business companies, and clusters aimed at improving ecosystems.

In Germany, the TU9 Union of Technical Universities was founded in 2006 to improve cooperation with the real sector of the economy, production and business. In 2012, another 15 universities with a good reputation in the educational services market merged into an organization called U15. Integration processes have been ongoing in Norway since 1994. A distinctive feature of integration in this country is that universities that decide to merge can return to their previous organizational and legal format within a few years. In the UK, educational clusters operate in the health sector.

Universities play an important role in the development of clusters and the regional economy of the United States. M. Porter, analyzing the Massachusetts educational cluster, the leaders of which are the universities of Massachusetts and Harvard, shows in detail the role of the cluster in the country's educational sector in comparison with other states (primarily California) and other countries.

Examples of innovative education clusters include the Swedish Education Cluster based at Uppsala University and the Research Triangle Cluster in North Carolina (USA). These clusters include innovative companies in the same regions. However, the dominance of educational activities remains with local universities.

China has established 1,300 industrial and innovation clusters. Currently, more than 560,000 scientific and engineering personnel (including more than 52,000 masters and more than 9,000 candidates of science) and one-third of college graduates (1.33 million out of 4 million) work in this system.

A cluster is in a sense similar to such organizational forms as a concern, consortium, corporation. An example of cluster relations in the field of education is the interaction of a school and kindergarten with the creation of educational and multidisciplinary complexes. In

Soviet times, there were scientific-production complexes, regional production cooperation, and production-territorial complexes. Clusters are often identified with the above complexes.

A systematic analysis of the experience of creating clusters in the CIS has shown that the use of the cluster approach occupies one of the main places in the socio-economic development strategies of a number of subjects of the Russian Federation and municipalities where projects for the creation of territorial production clusters are being implemented. Through the creation of territorial innovative educational clusters, organizational, economic and socio-pedagogical mechanisms are being developed that can combine education, science, business and production.

According to V.A. Bolotov, it is economically beneficial to cluster "sequential" levels of education - high school and college, kindergarten and junior school, which will allow college teachers to teach in specialized school classes. The system of educational clusters helps a child to find his own vector of development from an early age and become a highly qualified specialist in the future.

In the Moscow microdistricts - Nekrasovka, Kapotnya and Maryino - a university-school cluster consisting of 33 educational complexes, including 220 schools and kindergartens, operates in an experimental mode; teachers work in a new paradigm of activity-based learning. In Tatarstan in 2007-2008, the cluster approach was recognized as the main promising tool for increasing the efficiency of the republic's economy; The concept of forming educational clusters was developed and approved.

A regional professional and pedagogical cluster is being created on the basis of Omsk State Pedagogical University as a network association of professional and pedagogical educational organizations. It is assumed that the activities of this cluster will allow the implementation of a regional system of training of teachers facing the consumer, and will form a distribution system for training educational specialists taking into account the needs of the labor market in the Omsk region.

The experience of creating an innovative educational cluster in Kazakhstan shows that it provides students with the opportunity to constantly "immerse" themselves in the field of their future professional activity, allows them to study, generalize and accumulate best practices, quickly test scientific achievements, organize professional training and update and generalize its content.

The innovative education cluster operates on the basis of Nazarbayev University in two directions: technology transfer and commercialization by disseminating the results of its research to the market; attracting business entities, including foreign enterprises, to establish scientific departments, pilot plants, and high-tech companies on the university's industrial platform.

Cluster policy in Ukraine involves the formation of modern educational centers aimed at training highly qualified specialists and creating intellectual educational technologies. The scientific and educational cluster of Ukraine aims to introduce innovations and advanced world experience into the Ukrainian education system, attract a wide range of partners for the effective development of the scientific and educational sphere, and assist in the development, preparation and implementation of socially significant projects in the field of education.

Analysis and results.

Analysis of cluster development experience has shown that different types of clusters operate in the CIS space: by area of activity (competence-oriented; scientific-innovative; innovative education; socio-cultural); by level of organization (regional, republican, city, institutional, international); by educational sectors, etc. Different types and levels of organizational clusters are considered not to be mutually exclusive, but rather complementary.

By type, clusters can be conditionally divided into educational, such as "lyceum - college - university", and mixed, for example, "scientific-educational" and "production-educational". The goal of forming production and education clusters is to eliminate obstacles to mutually beneficial cooperation between businesses and universities, and to accelerate the transfer of innovations.

The most important from the point of view of innovative development are mixed clusters, as they ensure interaction between the producer of educational services and the final consumer, including the involvement of practitioners, as well as the use of employers' funds and production base. This allows for the effective transfer of innovations into educational practice.

In 2015, the Educational, Scientific and Innovative Cluster of Continuing Pedagogical Education (UNIC NPO) was established in the Republic of Belarus as a set of educational institutions of various levels of education, scientific, scientific, methodological, public organizations. The conceptual and theoretical-methodological approaches to the creation of the UNIC NPO are based on the research of prominent Belarusian scientists AI Zhuk, AV Torkhova.

The main advantages of UNIC NGOs are: quality, modernity, convenience, continuity, succession. This allows obtaining a number of practical and economic benefits: uniting intellectual resources around key issues, organizing network cooperation of all participants; eliminating the shortage of applicants for pedagogical specialties, attracting the best students; strengthening practice-oriented training, retraining and advanced training of pedagogical personnel; creating an advanced development environment, reducing the time for professional training and adaptation of an educational specialist.

Thanks to cooperation, mutual trust, and communication with educational institutions at the stage of opening popular specialties, discussing and preparing curricula and training programs, and distributing young specialists to workplaces, personnel customers can participate in the UNIC of NGOs.

Educational and methodological cooperation is being effectively implemented at UNIK NPO, including the design of educational and program documents in institutions included in the cluster; joint development of teaching aids, their examination; generalization of innovative experience in educational, training, scientific and scientific-methodological work; master classes on teaching methods of academic subjects are being held, which ensures improving the quality of training future teachers, sustainable development of educational institutions, and increasing the competitiveness and mobility of teachers and students.

UNIC NGOs organize scientific cooperation to identify priority areas of psychological and pedagogical research in the field of education, coordinate joint work on scientific and innovative projects; organize the research activities of students of pedagogical classes, students, postgraduates, which helps to unite the intellectual resources of all subjects of this cluster around topical scientific and pedagogical problems.

In conclusion.

In conclusion, this article suggests that the interaction organized in this way allows for the creation of a practice-oriented educational environment that increases the competitiveness of all subjects of the cluster. Provides training of highly qualified specialists in optimal terms; allows for the construction of individual educational trajectories of professional self-realization. Thus, it can be said that clusters and the cluster approach are, first of all, for innovative education, and educational clusters are one of the forms of organizing innovative education. The cluster form of organization leads to the creation of a concentrated innovative

specialist. Organizing education on the basis of a cluster has a positive effect on the quality of education, its quality assurance.

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