

**IN THE CURRENT AGE OF RAPID INFORMATION, THERE IS GREAT ATTENTION
TO THE INTRODUCTION OF TRADITIONAL AND INNOVATIVE FORMS OF
STRENGTHENING AND SUPPORTING THE PHYSICAL HEALTH OF STUDENTS**

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ABSTRACT

The effectiveness of modern physical education is determined by the level of development of innovative processes. This requires the acquisition of new knowledge about physical education and its application in practice. The experience of most countries shows that an important tool for increasing the effectiveness of the development of physical education is the active use of the cluster method.

INTRODUCTION

The mechanism for ensuring quality and efficiency for modern physical education requires the interaction of educational entities, and this process requires the implementation of cooperation on a cluster basis. A systematic analysis of foreign experience on the problem of organizing education on the basis of a pedagogical educational cluster also serves to determine the prospects for the development of the field of physical education in our republic.

In Europe and the USA, in the 20s and 30s of the last century, the organizational unification of universities led to the formation of new entities in international ratings in order to save administrative costs, improve national experiences and performance. Education based on the cluster approach was developed in Europe in the 1990s by M. Porter as a result of extrapolation and development of cluster theory.

According to the definition given to the concept of a cluster by M. Porter, this is a group of geographically interconnected companies (suppliers, manufacturers, intermediaries) and related organizations (educational institutions, government agencies, management, infrastructure companies), operating in a certain territory and complementing each other. He proposes a system of not artificially creating clusters from above, but discovering them in real life, implemented by government agencies and research institutions.

In the concept of territorial cluster development developed by M. Enright. A cluster is defined as a geographically defined agglomeration of interconnected firms.

According to the American economist S. Rosienfeld, the territorial concentration of the relevant mass of firms is not enough to form a regional cluster. There must be active channels, transactions, dialogue and contacts for business.

After analyzing various clusters by experts of the European Commission for Monitoring the Development of Small and Medium-sized Enterprises, through research, M. Storper developed the following scheme for the development of an "ideal" regional cluster, which includes six stages.

- Formation of leading companies based on the specific characteristics of local production, on this basis the creation of a specialized labor market and supplier system;
- Support for companies operating in the cluster, ensuring the formation of new organizations;
- Attraction of domestic and foreign firms to the cluster;
- Effective use of highly qualified workers in the organization of new cluster firms;

- Stimulation of the system of information and latent asset creation;
- possible period of cluster reduction, potential and closure to external innovations due to the exhaustion of innovative capacity.

From a systematic analysis of the experience of creating clusters in the countries of the Commonwealth of Independent States, it becomes clear that the use of the cluster approach occupies a leading place in them. In particular, in Russia, the creation of regional innovative educational clusters that combine education, science, business and production through organizational, economic and socio-pedagogical mechanisms has been initiated.

Typological characteristics of models of combined educational clusters were proposed by M.Yu. Baryushnikov, I.I. Chinnova, A.V. Simonov. V. Ovsienko, I.V. Zimina, N.N. Klinsova assessed cooperation in the system of continuing education as the most promising sector in the social sphere. Such a cluster, in a certain sense, is organizationally similar to such forms as a concern, consortium and corporation.

Researchers such as N.A. Sharay, L.N. Nikolaeva, T.V. Vdovina consider an innovative pedagogical cluster as an integrated system aimed at organizing educational resources. The experience of creating an integrated system was summarized by V.L. Chudov and L.M. Perminova based on the conditions of sustainable development of secondary schools, lyceums, higher educational institutions and production quality.

V.A. Bolotov considers the cluster to be economically beneficial. Continuous levels of education in a row - preschool educational institutions, secondary schools, lyceums and colleges - allow teachers to take profile classes at school.

Educational clusters help children find a development vector from an early age and form certain skills in the sphere of their future specialty, starting from the upper grades. In our opinion, the activity of the pedagogical innovative educational cluster serves to meet the needs of the labor market in the education system, to distribute the territorial training of teachers in front of the consumer.

The experiences of the innovative educational cluster operating in Kazakhstan, which allows for indicative - continuous work, have become popular, which shows the effectiveness of the mechanism for targeted selection of the content of the field of future professional activity for students.

The cluster policy implemented in Ukraine includes a system for the formation of modern educational technologies. The country has set itself the goal of introducing the scientific and educational cluster experience of developed countries. The Ukrainian education system relies on a wide range of cooperation in the effective development, support of the field of continuing education, development, preparation and implementation of socially significant projects.

The development strategy of the new Uzbekistan for the period until 2026 sets out the issue of creating innovation clusters - universities, scientific organizations, enterprises, innovation companies on the basis of multilateral agreements - in the areas of development of science and innovation. It is worth noting that the function of regulating the effective implementation of cluster policy in the field of education in the Republic of Uzbekistan belongs to the state, which allows the use of administrative tools. This, in turn, increases the cluster potential of the entire physical education system.

The solution to the problem of the innovation cluster of pedagogical education is sought in the research of Professor G.I.Muhamedov as an "innovative strategy of mutually beneficial cooperation between territorial structures of the country". U. Khodjamkulov emphasizes the universal nature of the issue, noting that its important aspect is "to eliminate the fragmentation existing in the

system of continuous education, unite types of education around a common goal, establish coherence and continuity, form an environment of mutual competition and control, and create a basis for creating a holistic system that ensures effective succession in the pedagogical field."

In the research of Sh.I. Botirova, which covers the issue of literary education clusters, the concept of a cluster is explained as follows: "a system that ensures the coherence, continuity and integration of equal educational entities in interaction in order to meet the needs of a certain socio-geographical area for quality literary education."

In the dissertation work of S.A. Toshtemirova, who studied the problem of improving the quality of education in general secondary educational institutions based on the cluster approach, the concept of a cluster is defined as follows: "an educational cluster is a structure consisting of horizontally and vertically interconnected structural units of types of education, with specific integral features, providing a social order in the needs of society on the basis of the principle of common goals and specificity of interests, integrating scientific and technological infrastructure and human resources, providing a system of rapid communication, forming a competitive environment at various levels (state, region, territory, institution), and effectively popularizing innovative projects."

The definition developed by B.S. Ahmadaliyev is notable for its clear indication of the essence of a cluster. According to the researcher, a cluster is "an educational impulse in the process of learning, mutual education and self-education of the science-production innovation chain."

Researcher A.U. Kurbanova approaches the issue as follows: "A cluster is a group of interconnected, interacting and complementary neighboring entities, the effectiveness of which, due to the synergistic effectiveness of the whole system, exceeds the simple sum of the results of individual objects. The cluster approach is a modern management technology aimed at increasing the competitiveness of a particular region, industry, state through the support and development of existing clusters and the creation of new clusters."

A number of researchers, in particular I.K. Abdurimova, consider a cluster as "a common feature that unites different areas of human activity," while L.K. Narimbayeva notes that it is "a group of organizations operating in a certain field and characterized by common activities and complementing each other." This study is close to the content of these definitions.

Based on the research conducted on the topic of the study and the analysis of relevant literature, it was concluded that a physical education cluster is a single system in which there is an informal center that combines the activities of educational and management structures. After all, the main task of creating physical education clusters is to increase the attractiveness of cooperation between continuing education and industrial enterprises.

There is a possibility of solving this problem based on the following issues:

- 1) firstly, ensuring interactions within the cluster that contribute to the multiplier effect of the transfer of innovative technologies from industry in vocational education;
- 2) secondly, improving the quality of telecommunication infrastructure and specialized services;
- 3) increasing the competitiveness of educational organizations within the cluster;
- 4) the effectiveness of competition in the field of technology and knowledge;
- 5) improving the professional skills of teachers, etc.

Based on the above, a pedagogical cluster is an interconnected set of educational organizations united by partnerships based on common goals, expressing the interests of participants in balanced professional educational interactions. Today, the pedagogical cluster is considered an important system of a new type of interaction based on voluntary cooperation, developed communications and social partnership. In general, the difference between the pedagogical (educational) cluster of

the regional education system is that it provides a more economically efficient integration of other interested participants in the provision of educational services and the formation of a pedagogical team, the formation of educational institutions into a single system.

Functionally, the regional pedagogical (educational) cluster actively participates in the process of creating innovations in the field of education and is already at the stage of formation. Organizational and managerial innovations arise, and with the start of their operation, other types of them (information technology, pedagogical, etc.) appear. The concept of the development of a pedagogical (educational) cluster determines the content, purpose, task, means and indicators of effectiveness of cluster cooperation.

The development of innovative educational organizations is accelerated by the intensification of interaction between participants in the innovation process located in the same region. The territorial proximity of the elements of the pedagogical cluster increases the concentration of information and the speed of exchange between participants in the innovation process.

The changing nature of needs, their faster and more adequate response to them facilitate the exchange of information about the exchange of information. The purpose of creating a pedagogical cluster is to unite educational institutions, related to ensuring efficiency, into a single system that ensures high innovative activity of the participants in the interaction. The finished educational cluster, the product of pedagogical activity, in our opinion, will be of an innovative nature. Technologies introduced into the environment of educational organizations through cluster integration based on the formation of formal and informal ties, play an important role in the activities of the interaction participants.

The following issues are addressed in the development of the pedagogical cluster:

- stable relations between cluster participants and identification of their specific needs;
- coordinated implementation of activities of the coordinating council and commissions, actions for the development of the presented pedagogical cluster;
- joint forms of economic activity, different distribution of risks;
- increase investments in the development of physical education;
- reduce the costs of material resources, infrastructure, information support, personnel training;
- testing new technologies and innovations for personnel retraining, education and innovative activities;
- widespread implementation of the pedagogical education cluster in the activities of innovative physical education institutions;
- implementation of competitiveness through the use of new technologies;
- reduction of the time for processing information on innovative projects based on the creation and use of a single physical education information system;
- simplifying and accelerating the exchange of information, increasing the efficiency of the use of material resources, new technologies, using intellectual potential, establishing contacts in the training of pedagogical personnel and conducting scientific and research work;
- accelerating the pace of innovation by introducing new technologies and work methods;
- improving the quality and efficiency of the process of training physical education specialists;
- increasing competitiveness between all participants in the interaction.

According to Russian scientists, "The development of the pedagogical cluster is based on such principles of interaction as integration, corporatism, self-development, self-organization and social adaptation. Organizing cooperation between members of the pedagogical education cluster on the basis of these principles ensures the continuity and multi-stageness of pedagogical education, improves the material and technical base of educational organizations, and helps to select and

systematize its content".

Taking into account the interests of all subjects of the pedagogical education cluster stimulates the professional growth of professors and teachers, provides educational organizations with guaranteed remuneration. The order for the training of professors and teachers increases the possibility of developing various qualifications, experimental and educational base, increasing the level of education and diversifying it.

In this case, it will be possible to consider educational organizations as an element of the innovative educational cluster of the region and a complex set of internal structures of the cluster, which is part of regional and interregional educational systems.

Activities to form a pedagogical (educational) cluster include the following stages:

- assessment of the presence of interested parties in the cluster and the possibility of their formation;
- identification of participants interested in the development of integration;
- determination of the main principles of cluster activity, the strategic goal of integration, specific goals of participants;
- identification of relationships and interdependencies within the pedagogical cluster

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