

DEVELOPMENT OF METHODOLOGY OF TEACHING INFORMATICS AND INFORMATION TECHNOLOGIES WITH CLUSTER

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ANNOTATION

Work based on the cluster approach provides opportunities for the formation of a regional pedagogical (educational) cluster. Approaches to the formation of the concept of pedagogical (educational) cluster development, the main stages of its formation are described. Mechanisms of interaction of participants of cluster integration, pedagogical (educational) cluster development management system are presented.

Keywords: cluster integration of educational institutions, cluster approach, system of management of pedagogical (educational) cluster participants in the framework of cluster integration.

INTRODUCTION

In general, the difference between the regional education system and the pedagogical (education) cluster is that the cluster is more economically viable than a single system related to the provision of educational services by educational institutions and the formation of a pedagogical community. ensures effective integration, as well as brings together other stakeholders of the evolving innovative education system. Functionally, the regional pedagogical (educational) cluster actively participates in the process. At the stage of creation and formation of innovations in the field of education, organizational and managerial innovations appear, and with the onset of activity, their other types (information technology, pedagogical, etc.) appear.

LITERATURE ANALYSIS AND METHODOLOGY

A pedagogical cluster is a set of educational institutions in which general and vocational education are interconnected on the basis of a partnership based on a balanced representation of the interests of participants in the interaction of common goals and clusters. The pedagogical cluster is now considered an important system of new types of interaction based on voluntary cooperation, advanced communication and social partnership. You can specify:

- 1) concentration on a geographical basis;
- 2) specialization;
- 3) many participants;
- 4) cooperation and competition;
- 5) significant mass;
- 6) cluster life cycle;
- 7) innovative.

RESULTS

In general, the cluster approach involves the formation of a vertically integrated system consisting of organizations that perform different functions and are integrated into a single process, resulting in the final product created by the efforts of all participants. Thus, the following key points can be highlighted in the implementation of the cluster approach: umumiy maqsadga ega bo'lish;

- ✓ Existence of legal bases of joint activity of subjects;
- ✓ Development of mechanisms for interaction of clustered entities;
- ✓ mechanisms designed to manage the implementation of the cluster approach;
- ✓ Availability of technologies to implement a cluster approach in line with common goals.

The relevance of the introduction of network (cluster) forms of interaction for the education system is determined by the following factors:

- Accelerated pace of reform of higher education, in which short-term adaptation to new conditions can be achieved only with the active cooperation of all subjects of educational activity on the basis of common goals and interests, which allows to use a clear sectoral partnership;
- Improving the quality of education requirements is related to the specificity of the individual-oriented educational service in each case (for each student).

DISCUSSION

Thus, obtaining a quality educational outcome depends in many respects on the increase in the number of subjects of educational activities, because within an educational institution it is impossible to take into account all the educational needs of a person, a separate educational institution is limited resources, something that narrows the opportunities to achieve the set learning goals, allows the network (cluster) to share resources and create conditions for effective joint learning activities [1; 2].

An education cluster is a system of educational activities that today has an informal center (HEI) that integrates education and management structures into a single system [3]. The main task of organizing educational clusters is to increase the attractiveness of cooperation between educational institutions and network enterprises. This problem can be solved:

- birinchidan, kasb-hunar ta'limi sohasida innovatsion texnologiyalar transferlarining multiplikativ ta'sirini kuchaytiruvchi o'zaro ta'sirlar klasterida ta'minlash;
- ikkinchidan, telekommunikatsiya infratuzilmasi va ixtisoslashtirilgan servis sifatini yaxshilash hisobiga Klaster ichidagi ta'lim tashkilotlarining raqobatbardoshligini oshirish;
- uchinchidan, texnologiyalar va bilimlar sohasida raqobatning samaradorligi, o'qituvchilarning kasbiy malakasini oshirish orqali muammolarni bartaraf etish mumkin bo'ladi. Pedagogik klasteri tashkil etishdan maqsad ta'lim institutlarining klasterlararo hamkorlik ishtirokchilarining yuqori innovatsion faolligini ta'minlash imkonini beradigan yagona tizimga samarali integratsiyalashuvini ta'minlash bilan bog'liq.

CONCLUSION

The finished product of pedagogical (educational) cluster activities, in our opinion, will be innovative technologies introduced between educational institutions through cluster

integration based on the formation of formal and informal contacts between the participants of the interaction. The innovative development of organizations in the field of education is accelerated by the intensification of interaction between the participants of the innovation process located in the same region. The regional proximity of the elements of the Pedagogical Cluster increases the concentration of information and the speed of its exchange between the participants of the innovation process. Information exchange facilitates the exchange of information about changing the characteristics of needs and responding to them faster and more.

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