

## **FEATURES OF ORGANIZATION OF THE EDUCATIONAL PROCESS IN THE CLUSTER OF PEDAGOGICAL EDUCATION AND FORMATION OF SELF- DEVELOPMENT COMPETENCIES AT STUDENTS**

N. Sharipova

TVCHDPI Researcher of the Faculty of Pedagogics,

raxshona@list.ru (+99893) 5705558

**Annotation.** A key resource of the modern education system is steadily becoming its personnel potential. It is the teacher who is called upon to become the main link that influences positive changes in education, which, in turn, presents him with significant professional and personal requirements: to be highly educated and cultural, competent not only in his subject area, but also in the field of education, psychology, pedagogical technologies, ready for innovative pedagogical activity. The article discusses the features of the organization of the educational process in the cluster of teacher education and the formation of self-development competencies among university students

**Keywords:** cluster, cluster approach, teacher education, teacher education cluster, individual educational environment, self-development, competence, competence, self-development competence

### **Introduction**

In modern conditions of increased requirements for the training of young specialists there is a need for new forms of organization of the educational process. One of the answers to the challenges of our time is the clustering of education. The educational cluster is a set of interconnected vocational education institutions, united by industry and partnerships with industry enterprises. Moreover, the educational cluster is a system of training, self-learning tools in the innovation chain science-technology-business, based mainly on horizontal connections within the chain. Among the institutions in the educational cluster of education, higher priority is given to universities, because today the role of universities as significant development entities in shaping the humanitarian potential of the region is being strengthened, a system of integrating university functions in an integrated national-regional educational system is emerging, which is reflected in a number of documents of the Bologna process.

When studying the formation of self-development competencies of students in the context of a cluster of teacher education as a pedagogical problem, first of all, we consider the theoretical aspects of the problem: “cluster”, “cluster in education” or “cluster of education”, “development of competencies”, “personal competence”, expand content and the essence of the concept of “self-development competence”, to determine and justify the structure of self-development, to exert a pedagogical influence on the formation of self-development competencies among university students.

The word “cluster” goes back to the English word cluster, clustre, clyster, which means a bunch, a bunch, a bush, a common yard and surrounding courtyards [2]. For the first time this term was introduced into scientific use by Michael Eugene Porter.

A cluster is a group of objects that are related to each other and separated according to some common characteristics.

Initially, this term appeared in the field of statistics and computers, and then began to be widely used in economics and sociology. Currently, the cluster system is widely used in various fields, including education. Although this term is derived from the characteristics of science and industry, it is defined differently and interpreted differently, but there are common features that unite them: mutually beneficial cooperation; increased competition; equality of participants; general purpose; personal interest in the common good; economic, social, legal significance; the location of objects in one geographical area; complementarity of subjects; increasing the economic and social potential of the region, etc.

According to S. N. Rastvortsev, N. A. Cherepovskaya, the educational cluster is a system of education, peer education and self-study within the framework of the innovation chain of education-technology-development, which is based on the stability of horizontal connections. At the same time, through the integration of educational institutions and employers, an integrated system of multi-level training for enterprises will be created, which, in turn, will increase the quality of training, reduce staffing time, strengthen the role of graduates in educational institutions and create jobs, you can create a system [23 , p. 125].

Currently, the problem of creating innovative clusters in our country is at the formation stage. Teacher training cluster - training, interconnected educational and technological - innovation

production chain, peer education system (improving the quality of training and optimizing the duration of training, which accelerates the development of educational institutions and employers). An educational cluster is a joint training of educational institutions and employers using open a set of programs. The term “cluster” together with the quality of “innovation” does not confirm the thesis that cluster and cluster approaches are intended primarily for innovative education, and educational clusters are one of the forms of organization of innovative education. The cluster form of organization of education allows the training of highly qualified teachers with the necessary professional competencies. The cluster of teacher education can be implemented at the following levels: international, national, regional; in a particular type of education, in a separate curriculum. In our studies, educational institutions at all levels of the region, employers, as well as educational institutions working in a cluster environment consisting of a number of organizations and authorities involved in scientific and pedagogical research and the production of teaching aids, teaching aids, work within the framework of a cluster cooperation agreement, study the problem of training.

Well-known academic teachers G.I. Mukhamedov, Yu.N. Khojamkulov recognize that one of the modern methods of integration, of course, is the cluster approach. One of the main issues of our domestic pedagogy is the study of it as a scientific and pedagogical problem, the substantiation of its effectiveness and the development of scientifically based proposals on the mechanisms for its implementation [4, p.16].

The cluster approach requires not only the continuity of education, but also the constant development of educational institutions and students, or rather, their continuous self-development. Due to the radical changes taking place in modern society, its rapid development requires future specialists not only highly qualified, but also a number of personal qualities, activity, individuality, especially professionalism, communication, creativity, methodology, technology, independent search, storage, analysis information, production and synthesis, independent decision-making in various professional situations and quality [5].

To form a cluster of teacher education, a number of important conditions are needed. These include: establish cooperation between educational institutions, using the competitive advantages of the region; identification of leaders defining long-term innovations and other

strategies of the entire cluster system; the creation of scientific organizations that promote the development of qualifications of employees of educational institutions and ensure internal and external competitiveness; environment of trust and creativity; common interest of educational institutions in the region.

The cluster of teacher education can be implemented at several levels: at the international level, at the national level, at the regional level, in a specific type of education, in a separate curriculum. The study includes a study of a cluster of educational institutions at all levels, employers at the regional level, as well as a group of coordinators and authorities whose activities are related to the closest production and are aimed at training based on an innovative approach.

The self-development of students as individuals is not only an object of research, but also an indicator of assessing the development of the welfare of society and the institution that provides it - education. Today, self-development is carried out as self-education on its own basis. "Education" and "self-development" have the same meaning. Of great importance is the organization of pedagogical support for the development of the student's personality and self-development, which is based on an integrated approach to solving the personality problem. Psychological and pedagogical and methodological developments are aimed at identifying optimal conditions for the development of education, the development of students' personal abilities, analytical thinking, predicting the results of their activities, finding ways and methods of solving problem skills. Self-development of students is a priority in the educational process of universities.

Increased attention to the problem of students' self-development in the conditions of the educational cluster is determined by high requirements for the qualities of activity, initiative, independence, readiness for self-development, understanding that it is important in the development of free, original thinking. A direct indicator of the effectiveness of the pedagogical support of student self-development is conditional: the student himself acts as a criterion, pedagogical activity has a delayed result in the field of human development. Thus, pedagogical support has two different results: the education of students in the context of open learning, the result of education under the influence of the social environment and the result

of the learning process associated with self-development. The educational activity of students of higher educational institutions (in its various forms) is the main activity that ensures the process of self-development. At the same time, pedagogical support is considered as pedagogical activity carried out to solve the problem of development of subjects of a specially organized educational process and conditions that allow students to make the most optimal decisions in various life situations. It is important and relevant not only for students to demonstrate their intellectual potential, satisfy their spiritual needs, but also to express themselves in terms of value motivation and practical activity.

Speaking about the development of the student's personality, it should be emphasized that the teacher's position is important, which develops with him in a single educational environment. Pedagogical support for the development of the student's personality involves a warning about possible deviations and difficulties. Here, the principle of self-coordination and activation of the mechanism of self-development of all links (cluster subjects) involved in the pedagogical process on the part of assistance and support is implemented. The fact is that pedagogical support does not reduce the importance of individual activity, but allows a person to create conditions for self-understanding and self-development and does not exclude help and support. Educational and pedagogical interaction in the field of educational disciplines can be considered as an important area of pedagogical support for the student's personal development (based on joint research and educational work with students and specific pedagogical assistance and pedagogical support). The generalized basic concepts of pedagogical support of the student's personal development are as follows. A person is not formed as a subject of cognition and creative activity, he is a subject of cognition and creative activity from the very beginning, individuality, inner harmony, self-confidence, self-esteem, priority of identity is formed by a student in the period before the impact of a specially organized educational process in higher education institutions.

Thus, the main goal of the pedagogical support of self-development is not the organization of its external expert assessment, but the acceleration of student awareness of their problems. The process of student self-improvement depends only on the will of the student, who receives pedagogical support. We can say that pedagogical support is, first of all, a holistic and complex

system of support and assistance; secondly, it is an integrative technology, the basis of which is the restoration of the possibilities of individual development and self-development and the creation of conditions for the effective implementation of tasks; thirdly, the process of specific relations between pedagogical support and a person in need of help. In our opinion, students' self-development can be activated through educational activities and pedagogical support of the same process. Although the idea of self-development is not “embedded” in the minds of students, the same process is triggered by the student’s personal work on himself. In addition, the professionalism of the teacher is a prerequisite for the work of the university. It should be borne in mind that the educational process is a creative process, a consciously organized process in which human relations are systematically developed and implemented on a regular basis.

In his research M.A. Shchukina emphasizes, “it is in the process of self-development that a person manifests himself as much as the creator of his “ I ”and lifestyle” [5, p. 112]. In this case, the author reveals the relationship between the two concepts - “self-development” and “subject of development”, noting that according to this interpretation of self-development, as a person becomes a subject of development, he begins to have the possibility of self-development. In this case, there is a transition from development to self-development with the help of external means, and this is a process of self-development.

In order for students to develop in the context of the cluster of teacher education, first of all, it is necessary to introduce a quality educational service. If the main product of an automotive cluster is a car, then in a chemical cluster it is a product of chemical production, in a training cluster it is a basic product - this is an educational service. The fact is that the educational cluster is focused not only on the creation of educational services, but also on the training and education of a person who is able to compete in constantly changing market conditions. To analyze the content of the concept of “self-development competence” among students of higher educational institutions, the first research topic was the approach to the concept of “self-development”, “self-transformation” (spiritual, moral and practical self-enrichment and capacity building, self-preparation and independent fulfillment of their social tasks in order to effectively demonstrate them opportunities in changing conditions) and “competence”

(interconnected knowledge, skills, competencies, working methods associated with specific subjects and processes that allow them to successfully solve problems at different levels) It is necessary to analyze and identify modern approaches to the formation of personal and professional competencies of students.

In modern conditions, the competence of self-development is one of the main competencies of the individual and is a basic component of the professional competence of graduates at different stages of training. The formation of self-development competence in the process of teacher education means that students know and understand their subjective independent activity and develop themselves in the process of this activity. To become a subject of the process of pedagogical activity means: understanding and determining the content of pedagogical activity; ability to realize it and creative reconstruction (knowledge of methods, techniques and tools for its implementation); assess the level of formation of self-development competencies, take on development responsibilities and look for development paths; monitoring the process of educational activity and its results; development of methods for the formation of self-development competencies.

Students' self-development in the process of cluster teaching involves knowledge of their strengths and weaknesses, the constant acquisition of knowledge related to teaching activities (spiritual, educational, cultural, professional, psychological). Students internally compare their knowledge, skills, practical work, behavior, qualities and abilities with their future careers, predicting them in accordance with the requirements of society and directing them to the internal state. Thus, a new need arises for independent training and self-development, which determines the activation of the work of a future specialist in self-organization. When it comes to methods and forms of pedagogical support for the formation of self-development competencies in students of higher educational institutions, initial diagnostic work is carried out to study the hidden potential of requirements: a) a diagnostic test to determine the initial level of self-development competence; b) a questionnaire to determine the motivation of pedagogical activity, the availability of pedagogical experience; c) a psychological test [6].

Another important aspect of the personal learning environment is that it pays close attention to the interaction in the learning process with other students. They interact with elements of

the content of the personal learning environment, participate in discussions, evaluate each other. Personal learning environment affects the formation of responsibility for the educational process in students. Students will be forced to think about what resources and technologies can help them learn more effectively.

In conclusion, it should be noted that pedagogical support for the formation of self-development competencies among university students in the context of the cluster of teacher education requires teachers to develop high-tech technologies and assist students in developing strategies. In our opinion, it is clear that the ability and preparation for self-development and self-improvement among students of higher educational institutions in modern conditions is such a quality that helps the future professional to conquer new horizons, to be mobilized and demanded specialist in life.

#### Literature

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