

# IMPROVING THE QUALITY OF EDUCATION IN GENERAL SECONDARY EDUCATION INSTITUTIONS ON THE BASIS OF CLUSTER APPROACH

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## Abstract

In this article, the strategy of improving the quality of education in general secondary education institutions on the basis of cluster approach, the principles of pedagogical education, the content of education and the specifics of the field in the organization of joint activities of educational organizations based on a cluster approach, innovative management of the pedagogical process of an educational organization based on a cluster approach, the use of competitive advantages of the territory, pedagogical education On the basis of a cluster approach, it is about ensuring competitiveness in the market of educational services.

**Keywords:** Cluster, pedagogue-innovator, indicator, collaboration, pedagogue-innovator, indicator, education-upbringing, "form of information", "material information", cluster model, education management, innovative approach.

## Introduction

The fundamental changes that are taking place in society, without shubhas, are also encompassing the field of education. When we look back at the performance of the national education system over the next quarter century, we see that many positive things have been done. In subsequent years, President Mirziyoyev paid serious attention to reforming the education sector, radically improving the

quality of training, in particular, introducing into the system the experience of developed foreign countries. Reforms in this area are reflected in the Presidential Decrees of April 20, 2017 "On measures for further development of the higher education system", dated May 22, 2017 "On measures to further improve the postgraduate education system", August 8, 2017 "On improving the activities of the Ministry of Public Education of the Republic of Uzbekistan". As a result of the further development of the cluster model, which is considered in world practice as a new mechanism for increasing and improving the effectiveness of all types and stages of education, it becomes increasingly important to find new opportunities for educational paradigms, to guarantee their future outcomes by establishing beneficial cooperation of subjects, to develop new approaches and methods that serve the quality education of the individual.

### **Object of the research and methods used**

Work on building a democratic, legal and civil society of social development in our country is being carried out gradually. The primary goal of all reforms is to create decent living conditions for citizens. That is why raising a spiritually perfect person remains one of the most important tasks. In this regard, from the very first steps it is aimed to bring the national education system up to the level of world standards.

In recent years, the introduction of clustering model in the education system of Uzbekistan has been noticed, especially in the scientific research of Uzbek researchers such as G.I. Mukhamedov, Sh.Q. Mardonov, U.N. Khodjamkulov, R. Eshchanov, B. Eshchanov, J. Usarov, A. Shafkorov, S.A. Toshtemirova to ensure the continuity between regional types of education, improve the quality of education, introduce innovative ideas on the training of qualified personnel on the basis of innovative clusters of pedagogical education, Effective analysis of experience with regard to the creation of scientific theoretical foundations and their practical application is presented.

The term "cluster" is a French word, which means "baggage", "group", "gathering". The basis of cluster theory is Alfred Marshall's "Principles of Economics" (1890), written at the end of the 19th century, on the coherence of specialized network spheres in separate regions. This method in the educational process is a well-thought-out strategy and its use in the process of individual or group training with students leads to effective results. The practice of using this

approach in education is found in the experience of developed foreign countries. The world leading countries such as the People's Republic of China, India, Indonesia, Malaysia, Saudi Arabia, the United Arab Emirates have extensive experience and expertise in this regard. In particular, the experience of the People's Republic of China is invaluable in this regard. Innovation clusters in China are mainly centered around science and technology parks and research centers established at Xinhua University in Beijing and Fudong University in Shanghai. In our country, a number of measures are being taken in this direction.

### **The results obtained and their analysis**

The role and significance of the subject of general secondary education in the example of literature education within the cluster of pedagogical education is defined in the following directions:

1. Establishment of cooperation in education based on the principle of social partnership;
2. Development of Interaction Based Teaching Technologies in Literature Education.
3. Clarification of forms of interaction in literature education.
4. Definition and description of the tasks of cluster partner subjects in literature education.
5. Development of innovative projects aimed at improving the teaching of literature and experimental testing of them in "schools and laboratories".
6. Improving the effectiveness of teaching and upbringing in preschool and general secondary education institutions by regulating the flow of scientific potential in literature education.

One of the forms of literature education cluster at the general secondary education stage is the development and implementation of collaborative teaching technologies. In pedagogy, collaborative learning technology involves a two- or multifaceted collaboration of teaching. Collaborative learning technologies are more based on a system of relationships between teacher and learner, learner and learner.

On the basis of a cluster approach, the specific goals and objectives of educational organizations to organize the pedagogical education process in cooperation and improve the effectiveness of the educational program are defined in order to foresee the strategy of activities, on what principles it will be based. Based on the



principles of education policy and the existing opportunities in our country, the following principles of pedagogical education are proposed in the organization of joint activities of educational organizations on the basis of a cluster approach: natural relational - interaction between subjects on the basis of a cluster approach, the naturalness of the issue of affiliation, that is, the objectivity of the issue of dependency in territorial, sectoral or functional terms; Continuity and continuity – on the basis of a clustered approach, subjects form a chain in interaction, each joint forming the chain has its own specific functions, in a chain of continuity Cluster approach is an education model based on the integration of educational institutions into networks and the effective distribution of resources, experience and methodologies between them. This approach will strengthen the interaction between educational institutions and contribute to their systematic development. Improve quality of education – reliable and strong education institutions raise the overall level by exemplary and exchanging experience.

Teacher training – trainings, master classes and advanced training courses are organized between schools within the cluster.

Sharing of educational resources – Schools, laboratories, libraries and innovative teaching tools are shared.

Curriculum co-ordination – each school follows a common programme, not individual development

Introduction of innovative pedagogical methods – widespread use of modern educational technologies and approaches is created.

Cluster system strategy for improving the quality of education

Designation of cluster centers – one leading school is selected in each region, which becomes a methodological and organizational support center for other schools. Development of mechanisms for interaction - ensuring systematic exchange of experience and cooperation between the schools of the cluster.

Professional development and training - organization of regular courses and methodological seminars for teachers.

Resource Provision – Schools shall be equipped with necessary teaching aids, information technologies and material and technical base.

Organizing events among students - increasing interest in education through the organization of competitions, contests and creative projects.

The cluster approach is an effective way to improve the quality of education in general secondary education institutions and ensures the joint development of

educational institutions. This approach helps to improve the skills of teachers and students, to use resources efficiently and to introduce innovative methods.

**In conclusion**, it should be emphasized that at the current stage of development of our society, the innovative cluster of pedagogical education is presented as the most important system in the near future, ensuring internal and intersectoral connectivity in education, effectively implementing the experience gained in research, scientific and methodological institutions and the achievement of scientific achievements in all spheres of education, socio-economic life. The introduction of the cluster system in all areas of education, especially in physical education lessons, is the leading factor in the development of physical education and sports, improving the effectiveness of the lessons and providing students with new knowledge and skills of physical education.

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