

**THE USE OF THE CLUSTER APPROACH IN THE SYSTEM OF PROFESSIONAL DEVELOPMENT OF TEACHERS**

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Abstract

The article deals with the use of the cluster approach in the training of educators. The definition of the cluster as a form of organization bringing stakeholders towards achieving competitive advantage: research, teaching at all levels (school, university, further education).

Keywords: training, cluster, cluster approach, continuous professional education.

Introduction

The restructuring of the vocational education system is being actively carried out, the stimulating basis of which is the search for state mechanisms for the development of the vocational education system and the activity of the educational institutions themselves. An important task of the transformations associated with the reconstruction of vocational education is:

- expansion of the educational space through the integration of vocational education and research activities;
- integration of educational institutions implementing various educational programs;
- raising the status of the educational institution.

New developments in the system of vocational education and the results of transformational activities, achieved through the formation of a single educational space for training specialists of various profiles, become the topics of dissertation research [2], [3]. The goals and objectives of dissertation research, addressed to the problems of the formation of continuing professional education, are aimed at developing models of continuous training (engineer, teacher, law enforcement officer, etc.), determining the methodological basis for the functioning and development of continuous education in modern Russia. One of the new formations actively developed in the first decade of the 21st century is the educational cluster. The creation of sectoral educational clusters reflects changes in the labor market, when "enterprises and organizations of all types of economic activity" are in dire need of workers.

The Concept of the Cluster Policy of Uzbekistan until 2030 states that "A cluster is a relationship associated with functional dependence in the process of production and sale of



goods and services in a certain territory, concentrated in a certain territory. a group of independent and complementary business entities, research and educational organizations". According to the classic definition of M. Porter, "A cluster is a group of interconnected companies, specialized suppliers, service providers, firms in related areas, as well as their activities in certain areas that compete, but at the same time together represent a territorially concentrated group of working organizations ". The article by E. M. Tereshina and V. M. Volodina defines the concept of "Cluster" from the point of view of the author's network approach: flexibly and quickly on the principles of cooperation, competition and networking in similar areas, increasing their competitiveness and economic activity.

Based on the analysis of various formulations of the term "cluster", we can propose the following interpretation of the concept of "Educational cluster": An educational cluster is a group located on the same territory, connected by horizontal and subjects, bodies carrying out activities in the field of vocational education. achievement of common goals based on the goals of individual participants, that is, a synergistic effect.

In our country, the problem of the cluster of teacher education and its implementation has been widely studied in recent years as a separate object of research. The advantages of the mechanism for implementing the planned tasks are based on managing the process based on the cluster approach. . Based on the cluster approach, it is possible to find a scientific solution to existing problems in the management of the educational process, to solve them through mutual cooperation. Based on the current state of the system of continuous education, it is necessary to clarify the main directions for applying the cluster approach based on advanced foreign experience to the management of the educational process, based on the need to introduce learning technologies based on the cluster approach.

The integration of cooperation between higher and secondary education through a cluster approach is the main condition for ensuring the harmony of theory and practice in integration, the development of students' self-organization, organizational skills necessary for their unification into a free creative team. a mechanism built on the basis of independence and freedom. As a condition for ensuring the harmony of theory and practice in education, based on their own interests, a harmonious movement towards a common goal in cooperation, mutual trust and sincere attitude is indicated. The directions used in the education of the creative abilities of young people, the development of creative imagination and thinking in lifelong education are indicated. The connection of theory with practice, the promotion of independent activity is the most important means in the preparation of teachers and educators, it serves to further clarify the conditions for activating pedagogical creativity and introducing innovative pedagogical technologies into the educational process.

In the conceptual field of modern pedagogy, the term "educational cluster" is considered as a single system of continuous education from school to production; as the interaction of educational, scientific, industrial and other organizations and the implementation on their basis of various forms of educational activities within the framework of a continuous process, taking into account the continuity of modules and programs at different levels of pre-university, university and postgraduate education; as social partnership and education quality management. The formation of a system of continuous education involves ensuring



the continuity of levels of education, the introduction of new educational technologies, and networking. Network interaction is considered by us as a cluster form that combines new ideas and technologies in the system of continuing professional education.

The introduction of a cluster form of organization of continuous professional education should contribute to: harmonization of the situation in the educational services market and the labor market within the framework of the practical orientation of training programs; promotion of new ideas and technologies; improving the quality of training and qualification of personnel. The training of a specialist is a complex multifaceted process, which involves not only universities, but also industrial institutions, research organizations, and administrative structures. By interacting, partners form an "educational cluster", which can grow in size, complicate its structure through additional partners or content components. Distance programs for advanced training and professional training of teachers and specialists in the field of Russian as a foreign language are mainly offered to teachers of Russian studies from foreign countries. An individual approach is combined with the organization of collective classes, each student is given the opportunity to choose an individual curriculum with options for the content and pace of learning. The training is based on a modular principle, which implies the division of the selected course into logically closed blocks, within which both the study of the material and control measures to verify its assimilation take place.

Updating based on the continuity of the content of educational programs within the framework of the cluster approach is the development of an integrated curriculum in accordance with the requirements of the standard of professional activity; calendar training schedule; work programs of disciplines (modules); practice programs and other components of the educational process, ensured by the participation of educational, research and production organizations in order to optimize the use of partners' resources, as well as to determine evaluation and methodological materials aimed at modernizing the organizational and pedagogical conditions, forms of quality control of implemented programs and certification of students in system of continuing professional education. At the same time, the learning outcomes should be based on the following principles: individualization of education; continuity of the content of educational programs; integration of educational structures; organizational flexibility.

Conclusion: Analysis of the results of the study led to the conclusion that training will be effective if the following conditions are met:

- 1) the professional skills, skills and competencies obtained in the advanced training courses will be in demand in the practical activities of the teacher, the educational institution will create conditions for applying the acquired skills in the educational process;
- 2) a teacher who has improved his qualification will be provided with post-course consulting, methodological, informational support both from the institution of additional professional education and from more experienced colleagues in the professional pedagogical community.

Thus, having identified as one of the priority areas for the development of education in general the increase in the efficiency of the system of additional professional education, we

consider it expedient to use the cluster approach in the system of professional development of teachers.

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