American Journal Of Social Sciences And Humanity Research
(ISSN – 2771-2141)
VOLUME 04 ISSUE 11 PAGES: 161-168
OCLC – 1121105677

Publisher: Oscar Publishing Services

Journal Website: https://theusajournals.com/index.php/ajsshr

Research Article

COLLABORATION ACTIVITIES OF VOCATIONAL EDUCATION INSTITUTIONS WITH HIGHER EDUCATION INSTITUTIONS BASED ON A CLUSTER APPROACH" IN ENGLISH

Submission Date: November 15, 2024, **Accepted Date:** November 20, 2024,
Published Date: November 25, 2024
Crossref doi: https://doi.org/10.37547/ajsshr/Volume04Issue11-21

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ABSTRACT

Activity on cooperation of secondary general educational institutions with higher educational institutions on the basis of cluster approach, joint activity of the head of educational organisation, distinctive features of educational cluster, study of teachers' needs in interaction with educational institutions, level of pedagogical and psychological training of teachers, effective management of innovation processes in educational institutions.

KEYWORDS

Cluster approach, clustering, innovative process, integration, social competence, methodological competence, psychological competence, informational competence, creative competence, innovative competence, "IT-Nation" program.

INTRODUCTION

The cluster approach requires integrating several interrelated activities around a common goal, which necessitates precise calculations and scientific solutions, resulting in guaranteed scientific and theoretical projects. Only then can the cluster approach gain the confidence of its subjects. The cluster approach cannot be implemented in the collaborative activities of educational organizations

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through bureaucratic and administrative commands. It can only be effectively carried out based on the voluntary goodwill of the subjects involved.

In education, the cluster approach represents an innovative process in our national pedagogy, encompassing not only the integration processes between types of education but also between science, education, and production, as well as the innovative management of education and related fields involving educational tools and forms. According to Harvard Business School Professor Michael Porter, an expert in studying competitive opportunities, clusters should have the following common characteristics:

- Existence of research institutions;
- Availability of work resources;
- State of competitiveness;
- Industry affiliation;
- Existence of specialized educational institutions, etc.

In pedagogy, "cluster" is also referred to as a network method technology, and this method is understood within the framework of logical thinking and general reasoning.

In this regard, the educational institution leader must possess the following competencies to implement collaborative activities: Social competence – the ability to demonstrate activity in social relationships, skills in communication, and the ability to engage in dialogue with subjects in professional activities.

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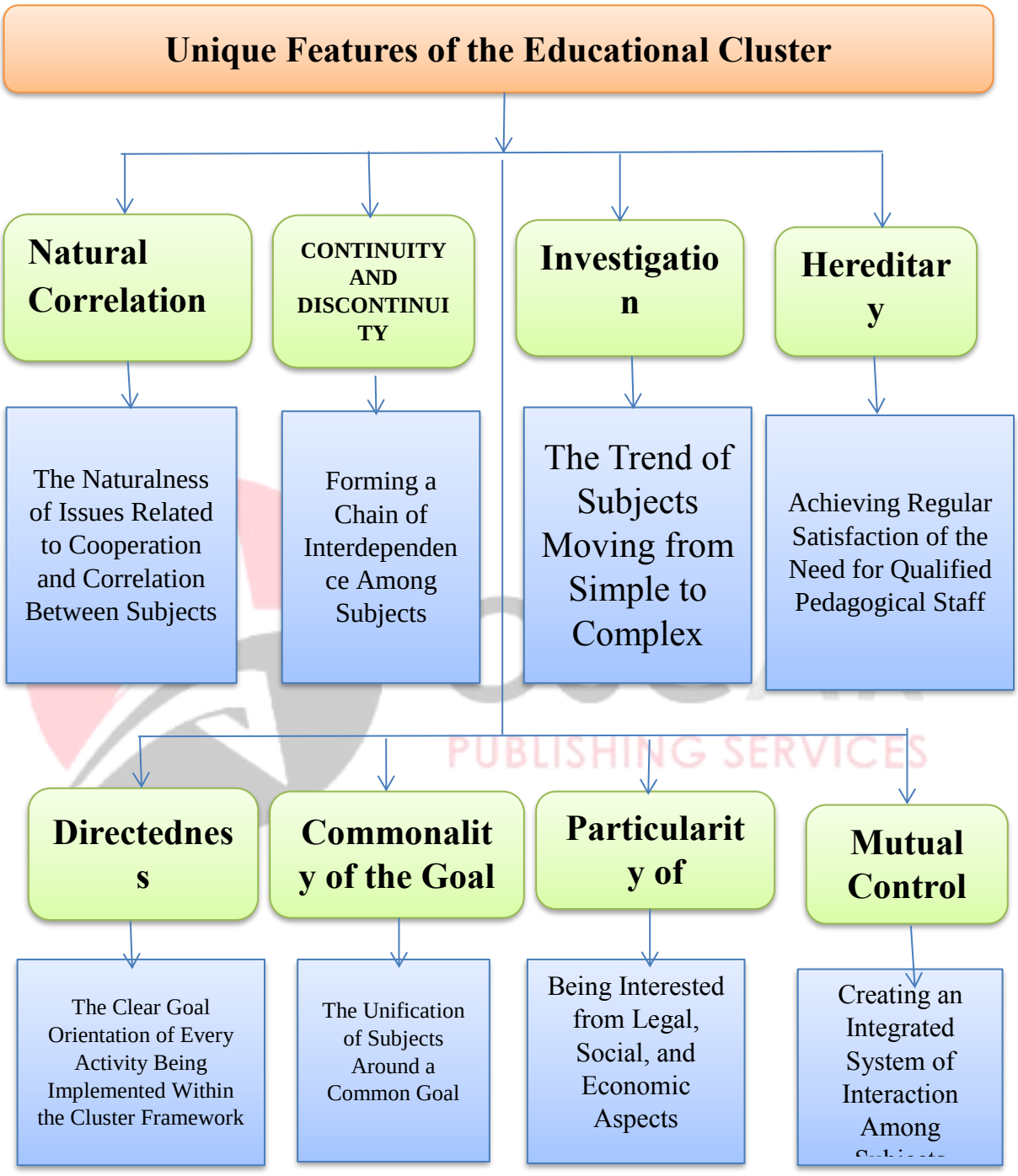

Psychological Competence – the ability to create a healthy psychological environment during the educational process, to establish positive communication with students and other participants in the educational process, and to recognize and resolve

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various negative psychological conflicts in a timely manner.

Methodological Competence – the ability to organize the educational process methodologically, to properly define the forms of educational or upbringing activities, to select scientific-methodological methods and tools appropriately, to effectively apply methods, and to successfully use educational tools.

Informational Competence – the ability to search, collect, sort, process, and purposefully, appropriately, and effectively utilize necessary, important, and useful information within the information environment.

Creative Competence – the ability of leaders and teachers to demonstrate a critical and innovative approach to activities during the educational process, showcasing their creative skills.

Innovative Competence – the ability to improve indicators that raise the quality of education, to promote innovative ideas aimed at enhancing the effectiveness of the educational process, and to apply them effectively in practice.

Communicative Competence – the ability of all participants in the educational process, including teachers, to engage in sincere communication with students, to listen effectively, and to exert a positive influence on them.

School Cluster (Educational Organization Cluster) – the collaboration between general secondary education institutions (often referred to as vocational education institutions) and higher education institutions (referred to as universities) to work together for various purposes: preparing teachers with high competence, preparing students for the process of studying at universities, and supporting the application of conducted research directly in the classroom. The Technical University of Munich had previously unified several neighboring schools based on this concept. This system later became widely recognized as the term "school cluster." To establish this, the initial step is to create a central school that serves as a coordinator, with that university as a permanent contact point. This university will also serve a multiplicative role within the framework of the cluster approach.

Objects of the Educational Cluster – these may be organizations (universities, business structures, educational institutions, etc.) or a combination of structures participating in resolving specific tasks. The composition of the participants in the educational cluster (its objects) can be filled based on the situation.

Infrastructure of Educational Organizations – a list of measures to ensure the modern school infrastructure based on a cluster approach should include developing relationships among educational institutions and

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organizations across various fields such as culture, healthcare, sports, business, and more.

In organizing collaborative activities based on the cluster approach, several educational institutions unite and interconnect their resources. Alongside educational institutions, out-of-school organizations (employment centers, training centers, etc.), local industrial enterprises, and various social organizations can also be included. In this way, schools in the region enhance their interrelations and achieve effective organization of communication with universities without complicating organizational matters. Events conducted by universities in remote areas are deemed more beneficial.

The primary goals intended in organizing this collaborative activity include:

- Improving communication opportunities in the implementation of innovative ideas between universities and vocational education institutions.
- Creating conditions for teachers of vocational education institutions to directly utilize the existing resources of universities, including resource centers, modern ICT, and laboratories, as well as university professors and teachers.
- Establishing and organizing mutual cooperative relationships between educational institutions and employers and other organizations, thereby providing targeted job placements for graduates and ensuring their employment.

In cooperation with vocational education institutions, developing a strategy based on diagnostic analyses for studying the needs for teachers involves:

- Monitoring the growing student body in vocational education institutions (the increasing number of classes), considering retiring teachers, and developing a monitoring system for at least three to five years. This may involve forming memoranda with higher education institutions.

In this regard, it is recommended for university professors to collaborate with vocational education institutions to carry out the following activities:

- Organizing open communications and discussion circles with teachers, parents, and students.
- Developing plans and programs for engaging talented and intellectually capable children in research activities and conducting classes.
- Establishing clubs for "Sharp-Minded, Intellectually Capable Students," organizing consultative sessions on relevant topics, and helping them develop skills for engaging in scientific research.
- Conducting KVN (Club of the Funny and Inventive) and scientific-practical discussions with

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exemplary students from higher education institutions and intellectually capable students from schools.

- Preparing and conducting scientific-practical seminars for university professors and capable students in collaboration with higher education institutions, linking them with intellectually capable and sharp-minded students.

- Identifying gaps in the use of scientific, pedagogical, psychological, didactic, and methodological methods by teachers (educators) and outlining ways to fill these gaps.

- Organizing scientific-theoretical, practical, methodological, and targeted training for working with gifted children.

- Collaborating to prepare talented students in mathematics and chemistry for international science Olympiads in general education institutions.

- Preparing recommendations for computer science teachers in general education schools related to the implementation of the "IT-Nation" program, which aims to revise the teaching curriculum in computer science.

- Organizing videoconferences on educational topics in modern innovative directions.

A mechanism should be developed for organizing such traditions, with specific tasks and programs defined.

The relevant departments of higher education institutions should aim to theoretically and practically support the organization of seminars and defenses of scientific-research projects prepared by students.

One of the major problems faced by teachers in vocational education institutions is the inadequate level of their pedagogical-psychological preparedness and teaching methodology, as well as the existence of conflicts between teachers and students, and the insufficiently friendly relationships among them. To address these issues, the National Pedagogical Center and qualified, experienced specialists from the relevant departments of higher education institutions can organize special training seminars, seminar-training sessions, debates, and intellectual games.

Vocational education institutions are focused on achieving the established goals, engaging in activities related to innovative ideas that have successfully passed preliminary trials, incorporating both primary and auxiliary educational processes, and creating processes that provide the necessary conditions.

In this context, the developmental processes of vocational education institutions, linked to activities, are aimed at enhancing teachers' teaching capabilities and achieving higher quality outcomes based on this, thus increasing its effectiveness, where the teacher's self-improvement plays a crucial role.

As a specialist, a teacher should:

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- Improve the pedagogical process based on clear goals and aspirations.
- Increase the effectiveness of the pedagogical process and their own work engagement.
- Continuously acquire and update pedagogical knowledge.
- Stay informed about advanced innovative technologies, methods, and tools.
- Effectively apply the latest scientific and technological innovations in their activities.
- Enhance their professional skills and qualifications.
- Seek ways to prevent and address negative pedagogical conflicts, demonstrating their efforts to self-improve.

The direct collaboration of the relevant departments of higher education institutions with vocational education institutions is essential in the pedagogical field.

Research on the typology of teachers, their professional behavior, and their impact on students, as well as issues related to managing small groups, are fundamental to studying teacher activities and understanding how pedagogical relationships between teachers and students change over time, reflecting the necessity for ongoing research in our contemporary world.

The initial conditions for the effective implementation of innovative models in educational institutions include:

- The presence of common goals.
- A convenient and democratic nature of the management structure.
- The horizontal coordination of systems through an information exchange system.
- High professional competence of leaders (mastery in their field).
- A psychologically healthy environment within the team.
- Measures that ensure the effective participation of educators in innovative activities.

To effectively manage innovative processes in educational institutions, the following requirements must be met:

- Implementing the integration of existing technologies for innovative management in the educational system.
- Introducing a systematic approach to ensure the relevance of specialized educational programs in general secondary education.

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- Having convenient, developing, and innovative activity models that align with the management subject, object tasks, and structure.

CONCLUSION

In conclusion, it should be emphasized that the integration of all major forms of innovations in education requires the establishment of a refined educational program, ensuring the effective implementation of scientific and practical innovations, and developing a management structure enriched with developmental indicators.

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