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PRINCIPLES OF ORGANIZING THE PEDAGOGICAL PROCESS BASED ON THE CLUSTER APPROACH

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ABSTRACT

The article highlights the principles of providing individual educational directions, taking into account the interests and needs of students, organizing the pedagogical process within the cultural and educational sphere of the general educational institution formed because of a cluster approach.

KEYWORDS

Cluster, social partnership, innovative training, retraining, skill improvement, cultural and educational sphere.

INTRODUCTION

Currently, each educational institution requires a certain position in the cultural and educational sphere of the city, which, in turn, largely determines the priority directions of its development. Based on this, each school formulates its own mission and develops a flexible development-oriented model. Accordingly, the

strategy of the development of the general educational institution is developed based on a deep analysis of the programmatic and regulatory documents of all levels, the real situation in its external and internal environment, and the influencing factors of the prospects under construction.

The purpose of the cultural and educational sphere of the general educational institution formed based on the cluster approach is to provide individual educational directions taking into account the interests and needs of students, which implies a significant increase in the number of students involved in extracurricular activities and receiving additional educational services.

In our country, scientific research related to the cluster approach dates back to the 2000s, which is an initiative of the President of the Republic of Uzbekistan Shavkat Mirziyoyev to increase the competitiveness of the country's economy on the basis of deepening democratic reforms, modernization and diversification of the leading industries in the Action Strategy for the five priority directions of the development of the Republic of Uzbekistan in 2017-2021 began with large-scale reforms in all areas.

The word "cluster" is widely used in various fields of science today. A cluster is a combination of different objects or groups of people, which is widely used in many natural and economic sciences.

Because of the implementation of the main educational project, the following are distinguished as social effects predicted:

- Development of social partnership;
- To find resources for innovative training, retraining and professional development of pedagogical staff;
- To obtain qualitatively new results of education based on the child's continuous development;
- The possibility of improving the general image of institutions.

The following principles are of primary importance in the organization of the pedagogical process within the

cultural and educational sphere of the general educational institution formed because of a cluster approach:

1. The principle of humaneness includes building relationships between teachers and students, recognizing the uniqueness of each child, respecting his personality, the teacher's attentiveness to his needs, and the purposeful formation of a state of psychological comfort, in which children feel protected, needed and important they do.
2. The principle of natural compatibility, compulsory consideration of the age and gender characteristics of learners; construction of education and training based on the natural self-development of the child, which includes taking into account the laws of this process.
3. The possibility of the environment, the formation of a single cultural-educational field as an indispensable quality sign of the educational institution in the educational activity, and the use of the opportunities of the internal and external environment in the development of the child.
4. Individual approach to education and training, selection of content, forms and methods in accordance with the individual characteristics of learners, taking into account their age, psychological characteristics, physiological health capabilities, creation of a wide selection to meet the cultural-educational needs and requests of the child, a condition for the formation of individual educational directions - providing conditions.
5. The principle of group influence in the organization of education, harmonizing individual, group and collective forms of work, helping to form social adaptation skills and forming collective relationships among students.

6. The principle of integration is to integrate classroom and extracurricular activities within the framework of a single psychological and pedagogical, cultural-educational and information field, to ensure the organizational unity of all structural divisions of the school and the unity of the content of the educational process;
7. The principle of network cooperation envisages the construction and active operation of a network of social partners who jointly perform tasks for the improvement of the educational process.

The inclusion of active network clusters in the educational process built based on cooperation with the school's additional educational institutions, sports and cultural institutions, higher educational institutions, scientific organizations, methodological services of various levels.

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