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## CHARACTERISTICS OF IMPLEMENTING THE CLUSTER APPROACH IN THE EDUCATIONAL SYSTEM

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### ABSTRACT

Issues of early social adaptation of children with developmental problems are defined as one of the priorities of the state policy in Uzbekistan. As an important strategic mechanism for the implementation of the new educational policy, the issue of uniting educational institutions into an educational cluster is considered.

### KEYWORDS

Educational transformation, inclusion, model, educational space, correctional and social support, mechanism.

### INTRODUCTION

Integration and coordination of educational institutions into an educational cluster helps to increase the efficiency of the special education system. The most important criterion for defining a scientific and educational cluster is the existence of a single common goal for all its components, during which

positive qualities are formed in the participants, in particular, for each of the students, as well as new vital and social powers of the organizations included in the cluster.

Cooperation within the cluster is organized in accordance with social and ethical standards, voluntarily, respecting mutual interests, and in order to develop opportunities. Through the development of the educational system based on this approach, the entities strengthen the partnership and interact with each other, while the individual elements also strengthen the advantages of the cluster.

The cluster approach provides undeniable advantages over other approaches and becomes an important strategic mechanism for the implementation of the new educational policy.

### **LITERATURE REVIEW**

Michael Fullan, a scholar of educational reform, has argued that large-scale educational policy reform and quality effectiveness can only be achieved if teachers think only at the level of their classrooms and at the level of other teachers and the school as a whole. If he has absolutely no interest in their success; if school principals think at the level of their own school and have absolutely no interest in the success of other principals and schools in their district; comprehensive education reform cannot be achieved if district officials plan only within their own districts and have no vested interest in the success of other districts. These ideas of the researcher make the management of the system based on the cluster approach. These ideas of the researcher make the management of the system based on the cluster approach. The ultimate goal of this model is to involve subjects in the success of the entire system, to ensure direct participation in the change process. [1].

### **RESEARCH METHODOLOGY AND EMPIRICAL ANALYSIS**

Pedagogical education innovation cluster is a unity of all types of education, scientific research institutes and centers, practice bases, scientific and scientific methodological structures in the continuous education system, and their joint distributed activities bring the pedagogical education system to a new level in terms of quality gives the opportunity to raise. [2].

Therefore, the main goal of the cluster is to develop the educational – scientific – innovative potential of its members not only with a high level of citizenship and professional competence, but also with competitiveness, the ability to receive news, and the ability to design and implement new educational programs and technologies, is to bring together modern education specialists for training.

It can be seen that the cluster management of the quality of education is a comprehensive approach aimed at improving the quality of education in the region where the subject is located, growing from the level of individual subjects. Because it is impossible to achieve large-scale efficiency and reform with individual entities without increasing the potential of the region. [3].

Therefore, the innovative cluster model of pedagogical education is necessary for the development of pedagogical science in the country.

The use of a cluster approach in the management of the quality of education at the regional level allows to reduce costs due to the formation of a cooperative environment of regional systems and educational institutions, the popularization of the use of reserve forces, and is aimed at strengthening the development of best practices. Cluster relations and the competitive environment have a decisive influence on the directions and pace of innovative development, project activities, as well as on the prospective

development of the internal components of the cluster. Based on the results of the conducted scientific research, the process of the general education quality of the region and its main elements, characteristics (subjectivity, content, structure, dynamics, compliance with the requirements of the individual, society) modern education based on the ideas of humanity, continuity, democratization, and complex, directed and coordinated influence for the purpose of development.

## RESULTS

Cross-collaboration between educational types is not new to the field. Pedagogical education cluster differs from existing cooperation in some aspects. For example, until today, the issue of increasing the capacity of relatively weak links is being solved by means of organizing a forced flow of scientific potential. By means of a pedagogical education cluster, the flow of scientific and pedagogical potential towards relatively weak links in subjects united around a single goal becomes a natural process. The strengthening of cooperation, competition and innovative activity by means of the cluster provides an opportunity for this industry to adequately face the pressure of national and global competition.

## CONCLUSION AND DISCUSSION

From these definitions and descriptions, it is understood that competition is an objective process specific to the educational system. It also requires rapid assimilation and application of innovations to production processes. The cluster is an innovation for the field of education, and its adoption increases the competitiveness of the field, as well as ensures its speed and adaptability to the times. In the cluster method of teaching, the method of openness, openness and striving for efficiency is primary.

According to him, the basics of cooperation between the teacher and the students will be primary. The teacher does not limit himself to imparting theoretical and practical skills, on the contrary, he also examines the level of practical mastery of the student. Therefore, in the cluster method of teaching, the tasks of the participants are clear. In this, the teacher also acts as a coordinator and guide. The first experiments on the cluster method of teaching are being carried out in our country. For this purpose, it is necessary to carry out large-scale research works in the field of science. Therefore, the effectiveness of teaching should be determined based on the scientific cooperation of professors, teachers and specialists.

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