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22
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erishgan bilim, ko'nikma va malakalarini tekshirishda namoyon bo'ladi. Bunday jarayonlarda kompyuter turli vazifalarni, xususan, pedagogik ta'lim vositasi, ta'lim obyektini, o'zaro muloqot hamkori kabi funksiyalarni bajaradi. Ta'lim vositasi sifatida kompyuter quyidagicha namoyon bo'ladi: matnlarni tayyorlash va saqlash muhiti; matnlar muharriri; grafiklarni tuzuvchi va ularning muharriri; keng imkoniyatli hisoblash mashinasi va modellashtirish vositasi. Kompyuter ta'lim obyektini sifatida quyidagi vazifalarni bajaradi: dasturiy mahsulotlarni yaratish; turli axborot muhitlaridan foydalanish. Kompyuter va Internet yordamida keng auditoriya bilan bog'lanish natijasida o'zaro muloqotlashuvchi hamkorlik muhiti yaratiladi. Ayniqsa, kompyuter texnologiyalaridan ma'lum mavzuni o'qitish yoxud alohida didaktik masalalarni hal etishda asosiy, aniqlovchi va muhim tavsiflovchi sifatida foydalanish mumkin.

Kompyuter, shuningdek, boshqa texnologiyalar orasidagi munosabatlar mustaqil ta'limni tashkil etishda dolzarb sanaladi. Ta'kidlash lozimki, kompyuter texnologiyalarining mustaqil ta'limni tashkil etishga qaratilgan yana bir muhim yo'nalishi audio va video vositalaridan foydalanish bilan bog'liq. Shuning uchun mustaqil ta'limda kompyuter texnologiyalari orqali o'qitishning audiovizual vositalari va maxsus ishlangan audiovizual o'quv materiallaridan keng foydalanish talabalarning bilish faoliyatini boshqarishda muhim o'rin tutadi.

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Yuqoridagi vazifalardan kelib chiqib, oliy ta'lim muassasalari professor-xodimlarining mustaqil ta'limni tashkil etish orqali ularning xorijiy til bo'yicha kasbiy kompetentligini rivojlantirishga xizmat qiluvchi axborot-metodik ta'minot elektron tizimi ishlab chiqildi. Elektron tizimning birinchi qismida o'qitiladigan modul yuzasidan barcha ma'lumotlar (elektron darslik, qo'llanma, o'quv-uslubiy majmua va qo'shimcha manbalar) joy olgan. Tinglovchilar modul mazmunini shu qismda joylashtirilgan resurslar asosida o'rganadi. Bu qismdagi barcha materiallarni serverdan yuklab olib, foydalanish mumkin. Tizimning ikkinchi qismi nazorat qismi bo'lib, unda tegishli modul bo'yicha nazorat topshiriqlari, nazoratlarni tashkil etish uchun test savollari joylashgan. Ushbu imkoniyatlardan foydalanilganda quyidagi samarali natijalarga erishiladi:

– kompyuter testlari yordamida nazoratning tashkil etilishi va fan mazmunini ifodalovchi bilimlar bo'yicha savollarning vazifa qilib berilishi obyektivlik va tezkorlikni ta'minlashi bilan qatorda test-sinovlarini tekshiruvchilar uchun qulay sharoit yaratadi;

– kompyuter texnologiyalarining mustaqil ta'limni tashkil etishga qaratilgan muhim yo'nalishi – audio va video vositalari o'quv materiallaridan keng foydalanish talabalarning xorijiy tillarni o'zlashtirish darajalarini oshirishda muhim o'rin tutadi.

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THE PRINCIPLE OF SOCIAL PARTNERSHIP IN TEACHING AN INNOVATIVE CLUSTER OF PEDAGOGICAL EDUCATION

The innovative cluster of teacher education has a special methodological significance in a particular field of science, and the development of mechanisms for its implementation is one of the urgent problems.

Today, society needs smart, ethical employees who can independently make responsible decisions, cooperate, have dynamic, non-standard and creative thinking, and develop a sense of responsibility for the fate of the country. One of the conditions for the implementation of these tasks is the use of traditions and experience of cooperation between preschool and general secondary education with higher education.

The role and significance of the subject of general secondary education on the example of literary education in the cluster of teacher education can be seen in the following areas:

1) establishing cooperation based on the principle of social partnership in education;

2) developing interactive teaching technologies in literary education;

3) determining forms of interaction in the study of literature;

4) defining and describing the functions of cluster partner subjects in literary education;

5) developing innovative projects aimed at improving the literature teaching and its testing in "laboratory schools";

6) increasing the effectiveness of education and training in preschool and general secondary education by regulating the flow of scientific potential in literary education.

Proper organization of the education system in our country has always been an important component of state activities, and education has always been an important value, as it is the basis of the economic development of society and one of the factors of social stability, the growth of intellectual resources, spiritual and moral potential. Today, the need of the population for education and the number of students entering higher education institutions is growing. In today's new Uzbekistan, the network of various types of educational institutions is expanding, strengthening ties, improving and at the same time complicating the formation of managerial, methodological and research services in the education infrastructure, strengthening the human resources base, updating the form and content of teaching methods, and focusing on education to increase its importance.

The innovative cluster of teacher education supports the principle of social partnership in education. Social partnership contributes to the distribution of educational, scientific, methodological resources from preschool to higher education, and the right direction and development of joint activities. For the development of the education sector, it is necessary to use the resources of society, collect the life experience of the educational community and cluster partners, form the competitiveness of educational organizations in the educational services market, and promote positive aspects.

Social partnership allows all partners to operate effectively and successfully with a common vision and priority. A set of activities based on social partnership will provide the most effective and cost-effective assistance to community members participating in partnership. The relationship between the general secondary school and higher education based on such a partnership should be based on the following mechanisms:

- openness and cooperation;
- the need for development, communication and exchange of opinions;
- cooperation aimed at increasing the number of educational services provided in the community, etc.

Currently, there is no single definition of the concept of "social partnership in education". Some definitions of this concept are given by foreign, including Russian researchers:

1. This is a special type of interaction between educational institutions and subjects and institutions of the labor market, state authorities and local governments, public organizations aimed at maximizing the coordination and implementation of the interests of all participants in the process.

2. A special type of joint activity of the subjects of the educational process is characterized by trust, common goals and values, voluntary and long-term relationships, as well as recognition of the mutual responsibility of the parties as a result of cooperation and development.

According to I.M.Remorenko, social partnership in the field of education means the following:

- interaction of a certain team of specialists in social education groups;
- interaction of employees of the education system through appeals to representatives of other industries;
- cooperation initiated by the education system as a special area of public life that contributes to the formation of civil society.

In our opinion, the problem of social partnership in education cannot be thought separately from the cluster approach. Because the goal of social partnership is reflected in the essence and principles of the cluster. Thus, the fact that the definitions given to this concept by foreign scientists do not reflect its relevance for the cluster approach indicates the need to reform these definitions. Therefore, we propose the following definition of the concept of social partnership in education: this is a form of mutually beneficial cooperation between subjects of education, state and local authorities based on the principles of voluntariness and a long-term cluster approach.

At the present stage of development of the education system of Tashkent region, literary criticism has a number of unique features. Insufficient demand for teachers in the region, the lack of a competitive environment in the market of educational services, naturally, negatively affects the potential of teachers. Also, the example of literary education in the region does not imply mutually beneficial social partnership. In our opinion, the provision of educational and methodological assistance to preschool and general educational institutions of secondary education is relevant. In this context, we believe that the methodological classes organized at the institute should be systematic in form and content, as well as open to cooperation with schools. In our opinion, under such conditions, the issue of quick and high-quality satisfaction of teachers' needs in the region can be provided at Chirchik State Pedagogical Institute by transferring the educational areas that need teachers in the region to dual education. The practical form of training future teachers involves mutually beneficial cooperation between secondary schools and pedagogical universities in the region.

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