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Cluster Approach in Fine Art Education as a Factor for Improving the Educational System

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Abstract

The article highlights the need for modern changes in the market of modern educational services in the country, new innovative technologies, analyzes the concept of "educational cluster" and defines the role of higher education. It is concluded that the introduction of the cluster approach not only leads to the training of highly qualified competitive personnel in demand on the labor market, the formation of professional motivation, the development of artistic abilities among students and schoolchildren, and the stimulation of their interest in creative activity. The issues of forming an educational and practical center for fine arts, created to improve the integration of education and production in science and higher educational institutions, will also be considered.

Keywords: *Educational Cluster; Laboratory School; Innovations; Fine Arts; Creativity; Pedagogical Technologies*

Introduction

With the inflow of high technologies and foreign investment in our Republic, the need for competitive personnel in accordance with the requirements of the labor market in all areas is growing. In this context, the training of qualified personnel in higher education with a deep fundamental knowledge and the ability to conduct research at a high level and solve important socio-economic problems remains a very important task.

On October 29, 2020, the rapid development of economic sectors and the social sphere of the country, the full use of scientific and innovative potential with full mobilization of scientific, intellectual and financial resources, setting priorities for the future reform of science, modern knowledge and independent thinking In order to train qualified personnel, to raise the modernization of scientific infrastructure to a qualitatively new level, as well as in accordance with the state program on the implementation of the Action Strategy for the five priority areas of development of the Republic of Uzbekistan in 2017-2021 in the "Year of Science, Enlightenment and Digital Economy", the Presidential Decree "On approval of the Concept of Science Development for 30 years" was signed.

Increasing the training of scientific and scientific-pedagogical staff in higher education institutions, further enhancing their scientific potential has become one of the key issues. In other words, each university is expected to cooperate with the industry, network research institutions, design bureaus, experimental and innovation centers. The Higher Education System has a great responsibility to train a new generation of high-intellectual and spiritual personnel capable of coming up with new initiatives and ideas for the development of the country, to form the necessary skills and knowledge for graduates [1] of educational institutions to become modern professionals. In other words, life itself shows that the need for a radical change in the quality of the higher education system is a requirement of today.

The main solution to these issues should be among the leading countries in the field of science and innovation, to achieve international competitiveness during the fourth Industrial Revolution, as well as the settlement of the accumulated institutionalization.

Over the past three years, on the initiative and efforts of the head of our state, more than twenty legal documents - resolutions, decrees and orders have been adopted in the field of education and science. In the past year alone, the issuance of 11 decrees related to the development of higher education shows that huge changes have begun in this area.

The purpose of the study. Chirchik State Pedagogical Institute aims to study the effectiveness of the work on the system "Teacher-Apprentice" aimed at creating conditions for the integration of science, education and production, accelerating the process of preparation for pedagogical professional activity on the basis of cluster approach to fine arts education and improvement of teaching technologies. At the same time, the aim is to highlight the importance of the activities of the Center for Fine Arts in the education of students, based on a cluster approach.

A brief analysis of the scientific works of other scholars on the subject. The cluster system, which has been tested in the economy and is recognized as an effective model in the manufacturing sector, is finding its place in practice as a promising modern innovative idea. The question of what a cluster is and what the meaning and content of this model means is of interest to all of us. In fact, the word "cluster" is derived from the English language and translates as "set", "ball", "group", "concentration", "grouping", "growth in sets". Initially, the term appeared in the field of statistics and computers, and later began to be widely used in economics and sociology. There are many definitions of this by scientists around the world. For example:

A cluster is an aggregation of directly interrelated areas that lead to an increase in the mutual competitiveness of the formation mechanism [2].

A cluster is a mechanism for strengthening the organizational forms of merging industries that are interested in achieving competitive efficiency [3].

A cluster is an association of entrepreneurs that interacts strategically under a partnership agreementCluster is an association of entrepreneurs that interacts strategically under a partnership agreement [4].

A cluster is an interconnection of several closely related networks with certain characteristics that can be considered as an independent collaboration [5].

Scientific and theoretical bases of the innovative cluster of pedagogical education in our country, its description as a new innovative direction and mechanisms of its implementation in practice G.I. Muhamedov [6], U.N. Khodjamkulov [7], Sh.Q.Mardonov [8], R. Eshchonov, D. Bekchanov's [9] research. In particular, the technology of improving the effectiveness of education in general secondary education on the basis of the

cluster approach is to some extent covered in the research of SA Toshtemirova [10], Sh. Botirova, N. Koshanova, K. Mahmudov.

Based on the above analysis, it can be recognized that the cluster approach in the teaching of fine arts is a problem that has not yet been studied in our country. An analysis of this scientific literature revealed that there are a number of contradictions in the process of developing students' creative abilities in higher education and in schools:

- between the objective current state of cooperation between the institutions of continuing education and the variability of the demand for competitive personnel in the labor market;

- between the creative process in the learning process, the high demands placed on the development of creative skills and the lack of hours devoted to the science of fine arts, which are important in the development of these skills;

- between the high need to update technology in modern education and the sluggishness of teachers' desire to adopt new innovative technologies;

- between the effectiveness of creative activity of students and the lack of methodological and pedagogical model of involvement in the process of mastering modern innovative technologies aimed at creating a creative environment;

- between the creative nature of the subject and the lack of influence on the general education sciences.

The need to cultivate creative skills in students, the current state of the theory of creating an effective working model of education in collaboration with higher and general secondary education and the need for practice cluster approach in fine arts education.

This means overcoming existing problems in the interaction of institutions of the continuing education system, such as the ineffectiveness of clear mechanisms between the government, employers and graduates, the lack of a centralized division of labor in sectors and industries, the inefficient employment of graduates in their specialties. Revise the system of continuing education based on the requirements for competitive personnel in the global labor market;

- training of competitive personnel in accordance with the requirements of the labor market through the development of creative thinking, creative skills;

- between the high need to update technology in modern education and the sluggishness of teachers' desire to adopt new innovative technologies;

- etween the effectiveness of creative activity of students and the lack of methodological and pedagogical model of involvement in the process of mastering modern innovative technologies aimed at creating a creative environment;

- between the creative nature of the subject and the lack of influence on the general education sciences.

We must first train a qualified teacher with high professional skills who will provide quality education to current students, that is, extra professionals for the future. Therefore, it is obvious that new education cannot be obtained using outdated pedagogical methods. In line with the times, new innovative technologies are essential for the educational process [11].

In this process, the cluster approach allows to ensure the effectiveness of the activities of each educational institution included in it as an innovative management mechanism for the development of the general education system [12].

According to our experts, "Pedagogical education cluster - a mechanism that enhances the integration of individual entities, technology and human resources in close contact with each other in order to meet the needs of a particular geographical area for competitive teaching staff" [13].

The scientific essence of the article is reflected in the new processes of integration in the system of continuing education and the new cluster approach to solving problems related to the application of theoretical knowledge in practice and its advantages from a scientific point of view on the example of the subject of fine arts.

Research object. The process of introducing a cluster approach to fine arts education and improving teaching technologies in the system of continuing education has been identified as the object of research.

Research methods. Theoretical (analytical-statistical, comparative, modeling), diagnostic (interview, survey, observation, classification), prognostic (expert assessment, generalization of independent assessments), mathematical and pedagogical experiment (mathematical-statistical analysis of data) aimed at ensuring adequate learning in the study , graphical representation of the results, etc.).

Higher education institutions, which play the role of integrators of vocational education and science regional culture, play a special role in the innovative development of the regions. In this new landscape, it is important that universities, local governments or other educational institutions make wise use of opportunities such as mediating, assisting and supporting cluster collaboration.

The importance of such tasks as "Increasing the capacity of quality educational services, training highly qualified personnel in line with modern needs of the labor market" is also reflected in the education policy of the Republic [14]. The Decree of the President of the Republic of Uzbekistan No. PF-5987 dated April 29, 2020 identifies the creation of educational clusters as a factor in ensuring efficiency in the field [1]. Resolution of the Cabinet of Ministers of the Republic of Uzbekistan dated April 14, 2021 No 213 "On measures to further improve the activities of the Chirchik State Pedagogical Institute of Tashkent region" and other regulations related to this activity determine the urgency of implementation. The cluster approach and the application of teaching technologies to the teaching of fine arts require an in-depth study of the problems of developing mechanisms to nurture creative skills in students.

On the basis of the order of the rector of Chirchik State Pedagogical Institute of Tashkent region dated July 5, 2021 "On the development of scientific capacity, development of science and innovation at the Institute" No 01-180 "Research Laboratory of Advertising Design and Wood Carving" was established at the Department of Fine Arts . At the Department of Fine Arts developed a program "Research Laboratory of Advertising Design and Wood Carving".

The main task of the Fine Arts Training and Practice Center is to develop modern research methods in the field of fine arts and drawing and to coordinate research, scientific-methodological and experimental work on current pedagogical issues.

It is also designed to accelerate the process of preparation of students for professional activity, the implementation of the introduced educational cluster, to unite the activities of the institute-school, teacher-student in the system "Teacher-Apprentice" for a single purpose and to provide quality training in a market economy. The program provides for the formation of professional skills of students, the development of organizational skills, pedagogical profession, interest in creative activities, active participation in the implementation of the educational cluster.

The purpose of the Fine Arts Training and Practice Center:

- creating conditions for the mutual integration of science, education and production based on a cluster approach;
- accelerate the process of preparing students for pedagogical careers through the application of theoretical knowledge in practice;
- encourage students to acquire independent knowledge in the educational process and creative classes, develop creative thinking, creative skills;
- training of modern, "extra class" specialists;
- establishment of "feedback" between teacher-student-student in the learning process based on the cluster approach, the emergence of "power of interaction";
- accelerate the process of preparation for pedagogical professional activity through the system "Teacher-Apprentice"
- creation of a mechanism for testing the results of research in practice;
- to attract students to the pedagogical profession through joint activities, to enrich students' perceptions of their chosen profession, teaching responsibilities, to create opportunities for successful adaptation to professional activities at school;
- introduction of fine arts through the activities of the educational and practical center is to expand the scope of research work on the education cluster.

1.1. The mission of the Fine Arts Training and Practice Center:

- serves to integrate the educational process with creative and entrepreneurial activities;
- acts as a key mechanism to ensure the integration of science, education and production;
- Ensures the direct participation of students in the process of improving the quality of education, achieving competitiveness;
- Helps to prepare students for professional activities, flexibility in working with students, the formation of creative skills;
- Transforms the activities of scientific and creative circles organized at the department into an effective activity, summarizing the entire scientific and creative process and ensuring the active participation of students in the cluster approach to education.
- Organizes exhibitions of students' creative work, produces a variety of fine and applied arts, carries out entrepreneurial activities such as providing paid services.
- Assists in preparing students for professional activities through leisure time, education, occupation, teamwork, organizational orientation;
- promotes the implementation of STEAM education based on the integration of modern sciences;
- Supports the initiatives and ideas of students in the field of science, education, art and creativity by stimulating their talents.

Types of activities of the training center

- ✓ organization of educational process in fine arts (academic painting, composition of fine arts, miniature, applied arts), applied arts, sculpture;
- ✓ conducting various events, creative competitions among pupils and students in the framework of cooperation between schools and educational clusters;
- ✓ Involvement of school teachers, talented students in research work, conducting experiments on research on "Cluster approach and teaching technologies in the education of fine arts";

The educational-practical center has a creative-research laboratory of jewelry training-practical laboratory, sculpture, model design, wood carving, miniature, composition, design, applied arts educational-practical laboratory. In the newly established center, along with professors and teachers, there is an opportunity for gifted students to engage in pedagogical professional activities, to test their theoretical knowledge in practice, to improve their skills. In addition to training sessions, conditions have

been created for students, pupils and young people from the mahallas of the region to spend their free time meaningfully, develop creative skills, and receive additional vocational training.

Results and Practical Examples

Theoretical knowledge is applied in practice through the activities of the **Fine Arts Training and Practice Center**. In the process, students and learners develop independent thinking, reasoning, and creative thinking. Also, self-monitoring and management of students, effective communication, working with teachers, peers and students, listening to and understanding their opinions, critical thinking, promoting alternative proposals, free expression of opinions, defending their views such qualities are improved. In the education system, the formation of qualities such as striving to find a solution to a problem, overcoming complex situations is achieved. Most importantly, it allows students to objectively assess their knowledge and skills by directing, managing, monitoring, and analyzing them to master a specific area of knowledge. The following positive results are achieved as a result of the use of interactive educational technologies aimed at combining theoretical knowledge and practice in the teaching process:

- ✓ Each participant of the educational process is rewarded according to their work; Acquisition of professional skills in their specialty accelerates the process of preparation for pedagogical professional activity;
- ✓ Has a positive impact on each student's creative skills and professional abilities;
- ✓ Prepares students for independent activities, teaches creative thinking;
- ✓ Quickly adapting to different situations, the "extra class" leads to the training of future teachers, who develop vital skills and competencies;
- ✓ By creating a "teacher-student" system, "feedback" is established between teacher-student-student, creating a "force of interaction" to move forward;
- ✓ Students who actively participate in the educational cluster collaboration process are involved in research;
- ✓ Competences to apply the acquired knowledge in practice are developed;
- ✓ Through collaborative activities, students become interested in the pedagogical profession, enrich students' perceptions of their chosen profession, teaching responsibilities, adapt to professional activities at school, act independently in proving their identity, understand the importance of creative thinking;
- ✓ students develop the ability to think independently, to communicate their ideas to others;
- ✓ Ensures the formation of positive qualities in the behavior of students.

Conclusion

Our goal was to use the cluster approach in fine arts education as a factor in improving the education system, to create conditions for the integration of science, education and industry, and to study the problems of improving teaching technologies. Based on the above data, we have come to the following conclusion:

- "It turned out that the activities of the Center for Fine Arts, based on a cluster approach based on the system "Teacher-Student", play an important role not only in the education of students, but also schoolchildren and youth in the region.

- Due to the decision of the cluster approach in the education of fine arts and the introduction of teaching technologies in higher education will be solved not only the training of highly qualified personnel required in the labor market, the formation of professional motivation, but also the expansion of research, improvement of curricula, student and fostering students 'artistic creativity skills also leads to stimulating their interest in creative activity.

- In cooperation, innovative activities in continuing education will be developed and conditions will be created for the institute to become a regional center of entrepreneurial activity. This, in turn, will work as a clear mechanism of interaction between employers and graduates, increase the attractiveness of the institute, increase the chances of graduates to have additional professions.

Suggestions*:* Based on the findings of the study, we propose the following practice:

- The cluster approach used in the education of fine arts can be used in the integration of science, education and production to increase the effectiveness and scope of research work on the topic;

- Based on the observed results, the activities of the educational and practical center of fine arts established at the Chirchik State Pedagogical Institute can be popularized in other higher education institutions of the Republic;

- Based on these experiences, we believe that it would be appropriate to develop methodological recommendations for a cluster approach in the teaching of fine arts.

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