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Konferensiyaning maqsadi jamiyatda inson farovonligini oshirish muammolarini o'rganish va bu yo'lda izlanishlar iolib borayotgan tadqiqotchilarga amaliy yordam berish, ularni birlashtirishdan iborat. Insonning hayotda yashash darajasining sifat jihatidan o'sib borishi, raqamlashtirish jarayonlarining jamiyat, ijtimoiy guruhlar va shaxslarga ta'sirini o'rganishga fanlararo yondashuvni ishlab chiqishni nazarda tutadi. To'plamdan shaxs farovonligining psixologik, inson farovonligining demografik jihatlari, ijtimoiy-madaniy aspektlari, ta'lim inson farovonligining bosh omili ekanligi, mustaqil-ta'lim klasteri inson farovonligining asosi va raqamlashtirishning inson farovonligini ta'minlashdagi qulayliklari masalalariga bag'ishlangan maqolalar o'rin olgan. Kitob soha mutaxassislar, ilmiy tadqiqotchilar, magistrantlar va bakalavriat talabalari hamda keng o'quvchilar ommasiga mo'ljallangan.

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CLUSTER OF DEVELOPMENT OF INTELLECTUAL AND CREATIVE ABILITY TO ENSURE STUDENT WELL-BEING

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Explanation text: *It is necessary to prepare future pedagogues for professional activity based on modern requirements, to create new forms of organizing the educational process. Clustering of education has become a major issue in recent years. A cluster is a group of organizations that operate in a certain field and are characterized by common activities and complement each other.*

Key words: *Professional activity, educational cluster, intellectual-creative ability, higher education.*

It is necessary to prepare future pedagogues for professional activity based on modern requirements, to create new forms of organizing the educational process. Clustering of education has become a major issue in recent years. A cluster is a group of organizations that operate in a certain field and are characterized by common activities and complement each other. Educational cluster is a set of educational institutions united in cooperation with organizations. At the same time, the educational cluster is a system of teaching, mutual learning and self-learning tools based on horizontal links in the innovation chain of science and technology. Among the institutions in the educational cluster, higher education is the leader. Because today, the role of pedagogy as an important subject in the development of humanitarian potential in the region is becoming increasingly stronger. As a result, a system of family and neighborhood unification is being created in cooperation with continuous education. Features related to the scientific theory and practice of the cluster approach were studied by foreign scientists M. Porter, M. Enright, D. Hard and others. The introduction of the cluster approach to the higher education system is an innovative process, and it is considered a mutually beneficial relationship based on the approaches that should be implemented in cooperation with the types of

continuous education (higher, general secondary and preschool education). 'can be riffed on. According to T.V. Sikan, "a cluster is a regionally limited form of economic activity within the framework of relevant sectors closely related to a certain scientific institution (research institutes)" We envisage that it will consist of education school + preschool education department + vocational schools + professional education + preschool education organization + family + neighborhood.

This increases the possibility of developing students' intellectual and creative abilities. Russian scientists M. Tereshin and V. M. Volodin consider the concept of "Cluster" from the point of view of the network approach. A cluster is defined as a network group of mostly independent, geographically contiguous, mostly informal system of interdependent relationships. Based on the mentioned comments, it can be said that the concept of "cluster" has a general characteristic and is the proximity of organizations and social institutions that are geographically united and located close to each other. It can be said to be a broad group of participants with a strong leader in the pursuit of a common goal. F.R. Karaeva divided the cluster approach into systematic and special principles. The scientist developed systematic principles based on general requirements for clustering. That is, consistency, comprehensiveness, scientific, synergistic, effective, dynamic balance, flexibility, motivational. In particular, it meant voluntariness, partnership, integration of the cluster's socio-economic development strategy and the cluster's corporate strategy, compliance of the strategic goals of the participants with the goals of the regional cluster being formed, personal benefits, security of resources and maximum use of existing potential. According to T.I.Shamova, "the cluster approach is a mechanism for strengthening the organizational forms of the union of organizations interested in achieving competitive efficiency." It is appropriate to take into account the content of educational processes organized in HEI+MTT-School+Secondary special education+Professional development centers in the development of students' intellectual and creative abilities. However, in the decision "On additional measures for the further improvement of the educational system"², "Together with the Ministry of Pre-School, Public Education, and Higher and Secondary Special Education of Finland, the task of implementing comprehensive measures to introduce the positive experience in the field of education into the educational system of the Republic of Uzbekistan and into the Program is defined. This decision envisages implementation of the social order chain based on the principles of integrity, continuity, and consistency. Turning to the issue of social order in the educational cluster, the interdependence between the types of education is the provision of a person who meets the requirements of society. A number of tasks have been defined on the basis of Decision No. 213 3 on measures to further improve the activities of the Chirchik State Pedagogical Institute of the Tashkent region, regarding the introduction of a cluster in the field of education in our country. The effectiveness of the cluster approach is proving itself in practice in many areas. Sh.Mirziyov, a cluster approach to the scientific research of the scientists of our republic G.Mukhamedov, U.Khojamkulov, Sh.Botirova, S.Toshtemirova, R.Nosirova and others. On additional measures to further improve the education system. Decision No. PQ-4884. T.: 2020. November 6. 3 On the measures of the Cabinet of Ministers of the Republic of Uzbekistan to further improve the activities of Chirchik State

Pedagogical Institute of Tashkent region. Decision No. 213. T.: 2021. April 14. Issue 26 is banned. In particular, G. I. Mukhamedov revealed the strategic and pedagogical possibilities of mutually beneficial cooperation between the territorial structures of the country. As a result, scientific and practical works have been launched in order to implement the innovative cluster of pedagogical education implemented by the scientist today through the intersection of goals between each link of education and partner organizations. According to Sh.I.Botirova, "educational cluster is a system that ensures the integrity, continuity and integration of equal educational subjects in interaction in order to satisfy the need for quality literary education of a certain socio-geographical region". An important aspect of the cluster approach is to dispose of the subjects related to higher and preschool education in a certain area as a whole system, to ensure integration between them and to coordinate their activities from the point of view of common goals and private interests. S. Toshtemirova "educational cluster - providing the social order in the needs of society on the basis of the principle of commonality of purpose and particularity of interest, integration of scientific and technological infrastructure and human resources, providing a rapid communication system, at different levels (state, region, territory, institution) a structure that forms a competitive environment and effectively popularizes innovative projects" - describes the Cluster approach as a complex of educational and scientific-innovative processes.

The main goal of the complex is to create a comprehensive system of multi-level training of specialists for higher education institutions and employers. Also, in cooperation with educational organizations, it is necessary to find a problem, to activate the participants of education, to organize and encourage seminars on various topics, to conduct scientific research, and to create a flexible system of training specialists. This activity is a cluster approach in the development of intellectual and creative abilities of students. Its essence is that the student's theoretical knowledge is put into practice based on the attitude of various subjects. The participants of this approach organize, adapt, coordinate and organize a multi-cycle system of training future pedagogues. In this process, if higher education takes the lead in training pedagogues with high intellectual level, creative, modern knowledge and competence, customers, preschool education organization, general secondary schools, professional education, vocational Vocational schools take an active part in the process based on their interest. The cluster approach is based on bilateral partnership agreements, which provide for the organization of work in the field of higher education, general secondary education, vocational training, professional development and retraining, and scientific research. As a result of these approaches, scientific and research institutes will have the opportunity to combine theoretical knowledge with practice and form a specialist in the scientific and educational base according to their needs and development prospects. Optimizing the content of higher education, increasing the quality of education is characterized by the use of keyboarding, the organization of innovative pedagogical activities, the creation of effective technologies, and the integration of educational subjects. It is also directly related to achieving common goals, solving problems in the educational process, finding and implementing innovative solutions. Within the framework of collaborative cooperation, it is aimed at increasing the content and quality of

education, developing intellectual and creative abilities of students, improving educational activities and ensuring their integration. In our study, the mechanisms of the cluster approach were developed and the integration of the types of education in a single system and around a common goal was ensured. Priority was given to the concentrated process and the integration of educational subjects.

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TALABALAR INTELLEKTUAL FAOLIYATINI OPTIMALLASHTIRISHNING PSIXOLOGIK DETERMINANTLARI

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Izoh matni: *Intellekt tarkibiga idrok qilish, xotirlash, fikr yuritish, so'zlash hamda psixik jarayonlar kiradi. Intellektning rivojlanishi tug'ma iste'dod, miya imkoniyatlari, jo'shqin faoliyat, hayotiy tajriba kabi ijtimoiy omillarga bog'liq. Intellekt saviyasi, darajasi inson faoliyatining natijalariga, shuningdek, psixologik testlar asosida aniqlanadi.*

Kalit so'zlar: *talaba, intellekt, iste'dod, qobiliyat, kreativ fikrlash, tafakkur, aqliy test.*

Explanation text: *Intelligence includes perception, memory, thinking, speech, and mental processes. The development of intelligence depends on social factors such as innate talent, brain capacity, energetic activity, and life experience. The level of intelligence is determined based on the results of human activity, as well as psychological tests.*

Key words: *student, intelligence, talent, ability, creative thinking, thinking, mental test.*

Mamlakatimizda maktabgacha ta'lim tizimini, raqobatbardosh malakali mutaxassislar bilan ta'minlash, oliy ta'lim tizimida kadrlarga bo'lgan ijtimoiy buyurtmasi, fan va texnika yutuqlaridan kelib chiqqan holda takomillashtirishga e'tibor qaratilmoqda. Malakali mutaxassis qachon tayyorlanadi, qachonki kreativ fikrlaydigan yoshlar salohiyati va iqtidori rivojlantirilsa. Kreativ fikrlash talaba shaxsida intellektni rivojlanganligiga bog'liq. Intellekt lotincha so'z bo'lib, bilish, tushunish, idrok qilish ya'ni insonning aqliy qobiliyati; hayotni, atrof muhitni ongda aynan aks ettirish va o'zgartirish, fikrlash, o'qish-o'rganish, dunyoni bilish va ijtimoiy tajribani qabul qilish qobiliyati; turli masalalarni hal qilish, bir qarorga kelish, oqilona ish tutish, voqea hodisalarni oldindan ko'ra bilish layoqati. Intellekt tarkibiga idrok qilish, xotirlash, fikr yuritish, so'zlash hamda psixik jarayonlar kiradi. Intellektning rivojlanishi tug'ma iste'dod, miya imkoniyatlari, jo'shqin faoliyat, hayotiy tajriba kabi ijtimoiy omillarga bog'liq. Intellekt saviyasi, darajasi inson

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