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THEORETICAL BASIS OF CLUSTER APPROACH IN FINE ARTS EDUCATION

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Abstract
The article highlights the need to create an innovative cluster of pedagogical education as a new mechanism for mutual control, positive competition and the satisfaction of private interests between the types of education, the main stages of its formation, mechanisms of interaction between schools and higher education institutions. The theoretical foundations of an innovative approach to the organization of cooperation between schools and higher education institutions, the form and content of activities of education cluster participants, as well as the formation of "school-laboratory" innovative experimental platforms to ensure the connection between the learning process and practice.

Keywords*:* Innovation, Educational Cluster, Interaction, Collaboration, Integration, School Laboratory, Fine Arts, Creative Ability.

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INTRODUCTION

In the context of highly innovative development of socio-economic spheres, we see that the problem of increasing the competitiveness of the pedagogical education system and raising it to the level of world standards is becoming more acute. Indeed, a timely step towards the development of the education sector is a guarantee of a strong and sustainable future for the entire state. Education has always been an important step for a person to improve his personal life and reach great heights. Without education, it is impossible to achieve the set goal, to implement current ideas in life, which are built on the destiny of society and man. Today, higher pedagogical education institutions also do not cover the "whole continuing education" stages, and it is clear that educational services, including large research centers, cannot compete in the global market unlike Western higher education institutions in terms of theoretical and practical research. According to international experts, our education system also ranks last in the ranking of higher education institutions, which brings together experts from the world's leading economists. Therefore, the modern education system in the Republic has been constantly reformed and updated in recent years. On April 20, 2017, by the decision of President Shavkat Mirziyoev, the State Inspectorate for Quality Control in Education in Uzbekistan was established. The newly formed inspectorate has been assigned a number of tasks, such as making a radical turn as an educator, improving the quality of personnel graduating from higher education.

Indeed, in recent years, education at all levels has become important for the policy of the Republic, and remains the focus of attention of the head of our state and government. As a result, there has been a revival in the education system, as in all areas, as if the clock had stopped. But this is still very rare; it is only the first starting point of the process.

In his speeches, the President of the Republic has repeatedly stressed the importance of introducing advanced foreign methods and pedagogical technologies in educational institutions, improving textbooks and manuals, attracting qualified specialists in the field. In order to radically reform the education system, the tradition of creating complex integrated education systems (education clusters), first of all, through the strengthening of higher education institutions, has been entering a systematic path over the past two years. At a video conference on August 23 last year, the head of state stressed the importance of the formation of a national idea based on the principle of "national revival - national uplift" and the development of school education should become a mass movement. In his speeches at the solemn meeting dedicated to the 27th anniversary of the adoption of the Constitution of the Republic of Uzbekistan, it was noted that the achievements in the field of education, further goals and objectives are firmly defined. It should be noted that in recent years, significant reforms have been carried out in this area. Defects that have been unresolved for a long time are being gradually eliminated. On February 7, 2017, the President signed a decree "On the development strategy of the Republic of Uzbekistan", which sets tasks to improve the social sphere, including the education system. The document outlines measures to improve and strengthen the material and technical base of educational institutions, build new ones and repair and overhaul existing ones, provide them with modern teaching and laboratory equipment, computers and manuals.

THE MAIN FINDINGS AND RESULTS

In modern conditions, the process of training highly qualified personnel should be carried out on the basis of modern teaching systems and new innovative pedagogical technologies. The nature of new pedagogical technologies is that the learning process is planned and implemented, which guarantees the achievement of the goals set in it. In fact, 80 percent of training success is attributed to the proper design, organization, and implementation of the learning process [1].

In the design of educational processes, the content of education, the intended purpose, the correct definition of the expected result, the correct choice of teaching methods, forms and tools, the development of clear criteria for assessing students' knowledge, skills and abilities, their correct implementation in the allotted time It is advisable to pay attention to the compatibility with.

The purpose of any activity is an imaginary expression of the result of future activity. Modern teaching technology is a reliable basis for the consistent goal setting and is a source of feedback that quickly returns with its result in this regard. In this case, the learning objectives are defined as much as possible.

Modern pedagogical technology has its own theory related to pedagogy and other scientific achievements; it is primarily aimed at building the educational process on a scientific basis; creates a basis for joint activities of teachers and students based on the extensive use of information media, didactic materials, active methods of teaching [2].

In today's world, where various contradictions are growing, it is more important than ever to strengthen the spiritual immunity of our youth through new methods and pedagogical technologies, to spend their free time meaningfully. Therefore, the President put forward 5 important initiatives to organize work in the social, spiritual and educational spheres on the basis of the new system.

The first of these initiatives is aimed at organizing systematic work to promote the arts, which will serve to increase the interest of young people in music, painting, literature, theater and other arts, to reveal their talents.

In order to provide our youth with a decent education, to realize their aspirations for science, we must develop the system of pre-school education, radically improve the material and technical base of secondary schools and universities, the quality of scientific and educational processes [3].

At the same time, the President has repeatedly stressed the need to further improve science, modern and continuing education. These efforts require a deeper understanding of the essence of Uzbekistan's education policy [4]. Therefore, one of the most important issues today is to further increase the scientific potential of higher education institutions; expand the scope of training of scientific and scientific-pedagogical personnel.

It is obvious that in recent years the country has been paying great attention to the radical reform of the system of continuing education, improving the quality of specialists trained in higher education, in particular, the application of the experience of developed countries.

The “Strategy for further development of the Republic of Uzbekistan in 2017-2021” also focuses on radical improvement of education. All of these documents, aimed at developing and improving the education system, have common aspects related to the introduction of innovations in the field, the adoption of foreign experience, support for creative approaches, strengthening the integration process between types of education [5].

The study and analysis of the existing shortcomings in the education system of Tashkent region showed that the lack of coordination of pedagogical education, future planning, communication and integration between the stages of education, the fragmentation of educational institutions, unmet needs for teachers, the quality of education in the region. Therefore, the Chirchiq State Pedagogical Institute has identified a new system of creating an innovative cluster of pedagogical education in the region as its priority strategic direction and is carrying out certain work on the basis of this system [6].

Indeed, in recent years there have been a number of delays in educating young people in the system of continuing education. There are shortcomings in the coherence and continuity of the subjects taught in the system of pre-school education, primary education, general secondary education, secondary special vocational education and higher education. The recurrence of subjects taught in continuing education, the lack of systematic teaching of subjects due to the level of complexity, the decrease in specialty subjects in higher education and the increase in soft subjects have hindered young people from receiving quality education.

It has become commonplace to leave the main responsibility for the education of young people entirely to teachers in educational institutions. As a result of the lack of cooperation between family and school, our children are less able to direct their aspirations to great goals, such as what kind of career they will pursue in the future, what kind of career they will have. Until recently, graduating from high school was a big challenge for parents as to which university to go to and what profession to pursue in the future. Even the eleventh-grader did not even realize what kind of career he would have on the last day he applied to college.

The lack of interaction between the secondary school community and parents within the common goal has led to the neglect of issues such as the formation of the spiritual and educational outlook of students, legal literacy, vocational guidance and preparation for independent living. It is also true that a young specialist, who graduated from one or another prestigious university with the "advice" of parents, could not work in the field of study for four years in the future and worked in another field.

Ensuring the discontinuity and continuity of the educational system in the current conditions, which are constantly changing at high speed, is one of the most important tasks. Has a high level of knowledge for the system of continuing education in higher education, a serious approach to the pedagogical profession, a willingness to conduct research, the ability to introduce scientific and methodological innovations developed by foreign and Uzbek scientists in the educational process and the use of modern pedagogical technologies in education, training of creative teachers is a key component of the pedagogical innovation cluster.

Therefore, the main goal of the cluster is to combine the educational-scientific-innovative potential of the cluster not only with a high level of civic and professional competence, but also to train modern educators with competitiveness, ability to accept innovations, design and implement new educational programs and technologies [7].

This task requires scientific support of the goals, content, methods, tools and organizational forms of science, science and personal development in higher education using science, technology and innovative technologies [8]. Higher pedagogical education is tasked with meeting the needs of employers in this system for teachers, providing educational institutions in districts and rural areas with highly qualified teachers and training teachers with higher education in accordance with international standards.

Today, based on these tasks, the staff of the institute has developed its own directions and development concept for the use of innovative educational cluster methods in the education system. Each faculty and department develops roadmaps for practical work, conducts research in order to identify scientific and practical problems of these tasks, to find the most effective solution and its implementation in practice. In particular, the most talented students of the bachelor's degree program "Fine Arts and Engineering Graphics" in full-time, part-time, evening and special part-time forms were involved in research activities by teachers of the department. They seek to carry out their scientific activities in direct connection with the educational work plans of secondary schools. Indeed, the scientific principle serves as the basis for shaping the student’s worldview [9].

Today, in this direction, special attention is paid to the application of innovative cluster technologies in pedagogical education and the supply of competitive personnel. The application of scientific and methodical works of bachelors, masters and doctoral students in the field of scientific research to all sections of continuous education was considered the main goal of this technology. In cooperation with other parts of the department education system, significant practical work is carried out in the implementation of such important tasks as professional training of teachers in the field of Fine Arts and

drawing, pre-school education, secondary general education schools, educational institutions specializing in art, delivery of pedagogical personnel to high schools. The main thing is that all professors, teachers, students who work in schools, lyceums in addition to studying in the form of evening, correspondence or daytime education, are also covered by this process, which is the main idea of our institute.

The purpose of the department is to increase the capacity of qualified scientific personnel by conducting research in collaboration with teachers of secondary schools and professors of the department. At the same time, the main task of the department is to identify and attract teachers who are able to conduct research in secondary schools. The mechanism of the task is the organization of scientific work in collaboration with teachers of secondary schools and professors of the department. Through this cooperation, experimental research in the field of innovative clusters of pedagogical education will be carried out in collaboration with teachers of universities and secondary schools. Of course, we believe that this will result in the creation of quality educational literature in line with the interests of the partner institutions to improve the teaching of fine arts.

The first steps have been taken to create textbooks (textbooks, manuals, lecture notes) in collaboration with teachers of secondary schools, artists and potential professors of the department involved in the cluster module. The participants of the seminar "school-laboratory" and teachers of fine arts and drawing working in schools, studying the views of our students working in schools, are studying the existing textbooks in secondary schools, their shortcomings. Their suggestions and comments are being analyzed by the "school-laboratory" project teams. Mechanisms for creating educational literature (textbooks, manuals, lecture notes) on fine arts and drawing are being developed in collaboration with an experienced *"secondary school teacher, pedagogical scientist and advanced methodologist of science"* aimed at improving the quality of continuing education. Examples of this are: special part-time education, evening education, full-time students - young teachers currently working at the school are given the task to study the problems of teaching fine arts and drawing, to come up with proposals for its solution.

In order to develop the scientific, methodological and educational activities of the institute, a new innovative project – "school-laboratory", which is the subject of an innovative cluster of pedagogical education, was established at the Institute [10]. This project aims to disseminate innovative methods in the areas of scientific and methodological and scientific research, mainly collected through experiments. One of the main goals of the "school laboratories" is to search for talented young people, to ensure their participation in various competitions and, most importantly, to guide them to choose a profession for their own future. To do this, the pedagogical head of the educational institution, the professor of the higher education institution and the parents must work in one system. This system itself also forms a separate collaboration cluster.

The innovative cluster of pedagogical education ensures the integrity of all types of education, research institutes and centers, practice bases, scientific and scientific-methodological structures in the system of continuing education. Raising the system of continuing education to a qualitatively new level on the basis of jointly defined tasks and allowing the teacher to make better use of the conditions and opportunities of the educational institution [11].

Therefore, the main goal of the cluster is to combine the educational-scientific-innovative potential of the cluster not only with a high level of civic and professional competence, but also to train modern educators with competitiveness, ability to accept innovations, design and implement new educational programs and technologies [12].

The department holds regular seminars called "Pedagogical synergy" to discuss the existing problems in the activities of the experimental sites "School-Laboratory" with schools that have a cooperation agreement on the cluster. The seminar is also attended by teachers of fine arts and drawing working in the region's preschool, general secondary education, children's music and art schools and other institutions. A telegram group called "school laboratory" was set up to establish quick contacts with them.

The first seminar was attended by 8 school teachers, while the number of school teachers among the participants of the next seminar increased to 25.

The event discussed the existing areas of education at the department, a rough example of the project areas of fine arts, applied arts, engineering graphics, working on the activities of innovative experimental sites "School-Laboratory" based on their professional characteristics, the purpose, objectives, name of the project, the composition of the members was determined. At the meeting, the participants were asked about the first activities of graduates of pedagogical universities in the school, the problems encountered in it. Among the experienced teachers who participated in the seminar, most of the teachers who have just started their pedagogical activity have difficulties in maintaining normative documents, young teachers often do not get used to it quickly, as a result they hear a lot from school administration, students of different ages (early childhood, childhood, transition). As a result of not being able to get used to communication quickly, they start their first job in a nervous state, it is not easy to overcome this state of mind, and some even have their own t. There are also cases of regret in the profession, in addition to the lack of classes in fine arts and drawing in other secondary schools, the inability of young professionals, sometimes even experienced teachers, to check homework and pass the subject, in watercolor, gouache. Students' album pages stick to each other because the work is not dry, students will not be able to collect everything until the next lesson, this is a negative impact on their mental, bags and school supplies for trying to publish a straight examined the children organization and discipline to stay on this property infringement that may occur. At the present time, in the direction of Fine Arts and engineering graphics, it was noted that applied arts disciplines are greatly reduced, and in the subjects of miniature, book graphics, graphics, science teachers meet with difficult situations to pass the subject.

At the seminar, many teachers expressed their views, valuable proposals on the development of the innovative educational cluster in the field of Fine Arts and engineering graphics in particular and further improvement of the system of activities in this area were studied.

It is often emphasized at the seminars that serious attention should be paid to ensuring the consistency of projects and plans that determine future activities, the optimization of criteria for the implementation of systematic work. This, in turn, is of great importance for the emergence of radical reforms in the field of education in our country, their practical implementation on the ground.

In order to scientifically substantiate the need for connection, interdependence and cooperation between the links of pedagogical education, the participants of the partner institutions on PTIK were tasked with a common task to consistently organize scientific activities in the field. These joint efforts will allow us to move from the old authoritarian pedagogical education system of "you do not touch me, I will not touch you" to the form of active cooperation [13].

The main purpose of the development of the above interactions is to ensure the discontinuity and continuity of the cluster entities, to form a chain of interconnectedness, to allow each link in the chain to function properly in its specific functions, to avoid gaps in the chain of continuity.

To study the problems of social protection of teachers in cooperation with partner institutions in the cluster, to raise issues related to increasing the respect of teachers in society; The issues of strengthening propaganda work to raise the status and status of the pedagogical profession in society are also discussed. The main task of the "Project Teams" is to facilitate the exchange of experiences between university students and schoolchildren through the activities of "School-Laboratories" in order to ensure that students are accustomed to future work. Practical visits of university students to schools and schoolchildren to the department are regularly organized. As a result, the exchange of experience between university students through the organization of practical visits to schools and schoolchildren to the department. It is observed that students develop skills for future work, work with students before graduating from the institute and go to school, develop their skills to engage them in science and creativity [14], and increase students' interest in entering higher education.

CONCLUSION

The purpose of the work carried out on the innovative experimental sites "School-Laboratory" is to achieve the following results:

Development of information resources for the identification, support, training, education and development of gifted children related to the activities of the pedagogical education cluster and experimental innovative experimental sites "School-Laboratory" at the department; The new project group "Creative-pedagogue", the project group "Educator-engineer", which aims to create an environment conducive to the proper orientation and realization of the abilities of gifted students, interest of students in applied arts, vocational training, formation of entrepreneurial elements, applied arts and strengthening the link between "higher education-school-preschool" institutions through folk crafts, Preschool education institution, handouts for primary school, middle and high school, visual aids work The project group "Knowledge, Action, Results" aims to organize school, district and regional exhibitions and competitions among children in the field of applied arts and crafts in collaboration with public educational institutions, to create an environment for active implementation of innovative processes in the education system and information , "Innovation-education" project groups have been set up to encourage and support teachers in innovative projects.

During this short period, the majority of teachers working at the department were involved in the work of "School-Laboratory". Talented students involved in this process participate in conferences with their scientific articles and test their opportunities in the scientific field, with these efforts encouraging them to do research; school attendance, the direct participation of school students in higher education, the organization of the process of working with students in clubs fosters students' flexibility in the teaching profession; There is a strengthening of cooperation between schools, preschools and the institute through the establishment of innovative experimental platforms "School-Laboratory", a significant acceleration of the implementation of the innovative cluster of pedagogical education and increase the efficiency of the pedagogical education cluster.

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