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TEACHER ACTIONS IN PROFESSIONAL DIRECTION OF SECONDARY SCHOOL CHILDREN (according to the educational cluster)

Abstract. This article analyzes the advantages of the cluster approach to improving the quality of education, the world experience of educational guidance, the problems and shortcomings of educational guidance in secondary schools in Uzbekistan, the importance of target cooperation between parents and teachers.

Keywords: integration, innovation, innovative cluster of pedagogical education, social partnership, “innovative coach”, career indicators.

At a time when market relations in Uzbekistan are developing, high demands are placed on the process and quality of training. As the development of each sector of society depends on qualified specialists who can fully meet modern requirements, it is important to find a solution to this problem on the basis of an innovative cluster of pedagogical education, which is being tested in the experience of Uzbekistan.

On October 24, 2017, the Cabinet of Ministers of the Republic of Uzbekistan adopted Resolution No. 868 “On measures to establish specialized educational and production complexes for secondary school pupils of 10–11 grades of general secondary education.” However, it should be noted that there are serious shortcomings in the general education system in guidance. While an important stage in the training of qualified personnel is career guidance, the cooperation of teachers and parents is important in this regard. The concept of “cluster”, which has been used in the world for almost a quarter of a century, has been used only as a method. The issue of introducing the cluster into education as an integrated system awaits research and studies. The practical significance of a cluster is to increase the competitiveness and high efficiency of the economies of countries, industries and enterprises. A cluster is defined as an independent system with its

own characteristics, consisting of several similar elements [1, 152].

In pedagogy, the cluster represents the following concepts: Cooperation of employers and educational institutions with the help of educational and production complexes.

School cluster: “For each cluster, the base school has pedagogical partners (accompanying schools), social partners (higher education institutions, libraries, media).

Job cluster: is a cultural-educational system that combines interconnected educational, cultural, scientific, social, technological and production organizations [2, 106]. If we look at the experience of developed countries in training specialists, the economy in Japan is largely related to the integration of education, science and industry. Universities in Japan train staff in almost all specialties in the world. The process of integration with industry in Japanese universities is carried out on the one hand by conducting joint research with production and applying their results in the educational process, on the other hand through the development of technopolises in close contact with the university and industry. Technopolis is a specialized scientific production association that establishes links with production through

scientific research, on the other hand, through the training of specialists directly. Such associations establish links with the education of university students and college students through the training of specialists directly in continuing industrial practice [3, 121]. Mixed education, i.e., on-the-job training, is widespread abroad. A significant part of the management training program is built on a certain principle, that is, the periods of short-term courses are alternated with the stages of work in enterprises. That is, he applies not only theoretical knowledge but also practical knowledge.

Education in Bulgaria starts at the age of 6. In the first stage, extensive general training is provided, interest in labor is formed. The duration of the second and third stages is 2 years (11th and 12th grades). At the same time, students learn the basics of the profession in a broad polytechnic direction, gradually acquiring certain specialties. Upon completion of the stage, students are issued special documents: after the first stage, a certificate of completion of the student's professional orientation is issued; upon completion of the second stage, a certificate of general education preparation is issued.

In Italy, education is provided in two types of educational institutions: two- and three-year vocational schools and secondary technical schools, as well as five-year technical institutes that train administrative staff. Graduates of the institute have access to universities.

The British education system, as in other countries, reflects the economic situation. Since 1980, a national vocational qualification project has been developed and approved in Britain.

The project includes five levels: Level 1 – the ability to perform the same work; Level 2 – higher component than the profession: the employee performs more complex tasks; Level 3-high component: the employee performs more complex tasks; Level 4 – high component in the performance of complex and structured work; 5-level-top category specialist.

Students in their chosen major can study for one to five years. Education is based on three technologies: instruction (low level), teacher-led education (intermediate level), independent learning (high level) [4, 114–120]. The experience of foreign countries shows that training is mainly focused on job training. The preparation is carried out in close connection with the production and the result is positive.

When we look at the foreign experience, a legitimate question arises? So, how is the work on job guidance organized in Uzbekistan?

According to statistics, every year more than half a million graduates in Uzbekistan need employment assistance. There is also a disproportion of labor supply and demand [5, 166]. It follows that we need to develop measures to direct our youth to the profession.

Students' interests become unstable. The book you read, the movie you watch, and even the daily grade you receive will cause a change in the student.

As a student gets older, the form of the coach's methods of working with them also changes. The coach's knowledge and upbringing is his ideological conviction and spiritual maturity, the key to the success. Especially in high school students, many questions arise about personal social life. These questions should receive reasonable answers from the home teacher. Student learning is an integral part of the educational process. The level of social development of school students is very dynamic, so the process of leading this development should ensure that teachers achieve the most appropriate results in this work, and encourage students to actively develop themselves. There is a need for new methods of cooperation between cluster entities in preparing the child for independent living and career guidance.

Criteria for career orientation technology: Subjectivity; Value orientation; Systematic; Freedom of choice. These criteria complement and complement each other [6, 320].

Every aspect of coach-student communication needs to be taken into account in career guidance. It is not enough to choose a profession. It is necessary

to turn a passive state into an active one, that is, to put it into practice.

Therefore, when choosing a particular profession, each student should take into account their real capabilities. As we mentioned above, the cooperation of cluster entities in this regard gives good results. One of the main tasks of parents is to prepare our youth for socially useful work from an early age so that they have the opportunity to choose the right profession. In choosing a profession, in most cases, our young people and their parents pay more attention to its material aspects than to their interests and abilities. But if a person engages in a profession that he or she does not like or has no ability to do, there will be no development in his or her career. Some of our young people in our country, regardless of their professional interests, work in any way, or in any direction, as if "... I want to study in higher education."

What measures should we take to overcome this problem?

Of course, one side of the problem is the family, and the other side is that the school does not provide enough information about career indicators, our young people do not know their abilities and can not make accurate assessments. Tashkent State Pedagogical Institute, Department of Social Sciences on

the basis of the project "Innovative Coach" studied students of 8A -, 8-B grades as an object of research in school laboratories. The analysis of the essay on "My interests", "My lofty dreams" revealed that students do not have enough information about the current professional indicators in Uzbekistan. Because 90% of our students have chosen the professions of teacher, military, lawyer, doctor. Our students do not have information about the current career indicators in Uzbekistan. Very often, our young people confuse interests with inclination. Determining ability in children is a complex issue. One should not be in a hurry to conclude whether any student has a talent or not. The great Russian writer Gogol was once considered by primary school teachers to be incompetent in Russian. The famous physicist Newton was expelled from school because his teachers had no ability to read. There is not enough information on career choice in school.

Many young people make mistakes in choosing a career because they do not receive the necessary advice in a timely manner. Establishing targeted partnerships between general education teachers and education cluster subjects can help solve the problem in determining the life paths that suit the personal and social interests of our students.

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