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ALEKSANDR PUSHKIN TAVALLUDIGA 222 YIL



BULBUL VA GUL

*Bahor chog'ida xoli bog'da bir zulmatli tun erdi,
G'arib bulbul fig'on aylab, "Gulim, rahm aylagil", derdi.
Biroq ul gul quloq solmas edi faryod-u afg'ona,
Faqat orom olardi noladin to'lg'ona-to'lg'ona.*

*Seni hech sevmagan bir gul uchun, ey shoirim, sen ham,
Yonarsan, o'rtanarsan, yod etarsan tinmayin bir dam.
Qo'y endi, behuda dod etma, ohing unga yetmaydi,
Qaraysan, yashnagan bir gul, faqat dodingga yetmaydi.*

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Ushbu sonda



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3-bet

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tashkil etishda masofaviy didaktik
o'yinlarning afzalliklari



Dolzarb mavzu

6-bet

Prinsipning o'zbekchasi – tutum,
tamoyil emas!



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«Ташкент – столица нашей Родины»



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petence. From our point of view, it is legitimate to include the following competencies in the communicative competence: speech, linguistic and socio-cultural, linguistic and educational-strategic, as well as foreign communicative competence.

The main characteristic features of foreign communicative competence are: dynamism, implicitness, complexity, cultural coherence and relativity. The purpose of the formation of foreign communicative competence is to teach interaction in the field of professional communication in a foreign language in accordance with the norms and cultural traditions of this language and achieve mutual understanding both in terms of direct and indirect contacts. In a generalized form, competence includes knowledge, skills, abilities, experience, and the ability to work independently. In the process of forming foreign communicative competence, the sequence of providing learners with knowledge, the formation of skills and the development of skills can be different. Thus, students can acquire knowledge simultaneously with mastering speech skills and abilities. The purpose of the formation of foreign communicative competence is not the accumulation of knowledge, skills and abilities, but the actual ability to use their foreign communicative competence in a foreign language professionally oriented activity.

I.A. Zimnyaya defines speech competence as mastering the methods of forming and formulating thoughts through language, which makes it possible not only to implement communicative intentions, but also to understand the thoughts of other people, express their own judgment and achieve mutual understanding. [7] Speech competence includes a number of competencies: listening, speaking, reading, writing, and translation. In general, speech competences determine the ability of students to:

- understand by ear the content of authentic texts;

- carry out oral communication (in monologue and dialogical forms);
- read authentic texts of different genres and types with different levels of understanding of the content, considering them as a source of various information and as a means of mastering it;
- carry out communication in writing in accordance with the tasks;
- realize the functions of a mediator (mediator) of cultures in the process of intercultural communication;
- use the experience gained in the study of the native language, considering it as a means of conscious mastering of a foreign language.

It is known that in modern teaching of a foreign language the emphasis is not on language as a system, but on speech. Obviously speaking is always situational. The situation is determined by the place and time, the purpose of communication and the readiness for it, the characteristics of the communication partners, the peculiarities of the culture of the people of the target language, etc.

So the analysis of the structure of communicative competence makes it possible to conclude that a foreign language plays an important role in the training of a specialist. The ability to carry out professionally oriented foreign language communication is a professionally significant factor that largely determines the professional growth and career of a specialist. Along with other disciplines of a foreign language, it participates in the formation of professionally important qualities of a specialist. These qualities can have general and specific features, and it is also important to consider both when teaching professionally oriented foreign language communication, and when testing the level of formation of a foreign language communicative competence.

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THE PRINCIPLE OF SOCIAL PARTNERSHIP IN TEACHING AN INNOVATIVE CLUSTER OF TEACHER 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 the traditions and experience of cooperation between pre-school and general higher education with higher education.

The role and significance of the subject of general se-

condary education on the example of literary education in the cluster of pedagogical education can be seen in the following directions:

- 1) establishing cooperation based on the principle of social partnership in education;
- 2) developing interactive learning technologies in literary education;
- 3) determining the forms of interaction in the study of literature;
- 4) defining and describing the functions of the cluster partner subjects in literary education;
- 5) developing innovative projects aimed at improving literature teaching and its testing in "laboratory schools";
- 6) improving the effectiveness of education and training in preschool and general secondary education by regulating the flow of scientific potential in literary education.

The correct organization of the education system in our country has always been an important component of the state's activities, and education has always been an important value, since it is the basis for the economic development of society, one of the factors of social stability, and the growth of intellectual resources, spiritual and moral potential. Today, the population's demand for education, and the number of students entering higher education institutions is growing. In modern Uzbekistan, different types of educational institutions are expanding, strengthening ties, improving and, at the same time, enhancing the formation of management, methodological and research services in the education infrastructure, strengthening the personnel base, updating the form, content and methods of teaching, 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 and methodological resources from preschool to higher education, and to the correct direction and development of joint activities. For the development of the education sector, it is necessary to use the resources of society, collect life experience of the educational community and cluster partners, form the competitiveness of educational organizations in the market of educational services, and promote the positive aspects.

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

- openness and cooperation;
- the need for development, communication and exchange of views;
- cooperation aimed at increasing the number of educational services provided in the society, 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 of educational institutions with subjects and institutions of the labor market, state and local government bodies, public organizations aimed at maximum 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, 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 of 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": *it is a form of mutually beneficial cooperation of educational entities, 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 in 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 affect the potential of teachers. Also, the example of literary education in the region does not imply a mutually beneficial social partnership. In our opinion, the provision of educational and methodological assistance to preschool and general education 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, open to cooperation with schools. In our opinion, in such conditions, the issue of rapid and high-quality satisfaction of teachers' needs in the region can be provided in Chirchik State Pedagogical Institute by transferring the areas of education 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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