



**УШБУ СОНДА НУКУС ДАВЛАТ ПЕДАГОГИКА
ИНСТИТУТИ ПРОФЕССОР-ЎҚИТУВЧИ,
МАГИСТРАНТЛАРИНИНГ ИЛМИЙ МАҚОЛАЛАРИ
ЎРИН ОЛГАН**

**A SYSTEM FOR TEACHING FUTURE PRIMARY SCHOOL
TEACHERS TO DESIGN LEARNING CLUSTERS**

Abdullayeva Gulmira Abdullayevna

*Assistant teacher of the department of primary education
Nukus State Pedagogical Institutenamed after Ajinyoz Ellikqala
Pedagogical faculty, Uzbekistan*

Annotation: This article examines the role of cluster design in the activities of future primary school teachers, the methodology of cluster-based education. The object of the article is the design of clusters. The relevance of the article lies in the current need for cluster design. The article analyzes the tools and methods of studying the design of clusters in the future primary school teacher.

Key words: teaching, learning, elementary school, method, cluster, approach, problem, solution, knowledge, experience, skill.

**BO‘LAJAK BOSHLANG‘ICH SINIF O‘QITUVCHILARINING
O‘QUV KLASTERLARINI LOYIHALASHGA O‘RGATISH TIZIMI**

Abdullayeva Gulmira Abdullayevna

*Boshlang‘ich ta‘lim kafedrası assistent o‘qituvchisi
Ajinyoz nomidagi Nukus davlat pedagogika instituti Ellikqal’a
Pedagogika fakulteti, O‘zbekiston*

Annotatsiya: Ushbu maqolada bo‘lajak boshlang‘ich sinf o‘qituvchilari faoliyatida o‘quv klasterlarni loyihalashning o‘rni, klaster asosida ta‘limni tashkil etish metodologiyasi o‘rganib chiqiladi. Maqolaning obyekti bo‘lib klasterlarni loyihalash hisoblanadi. Maqolaning dolzarbligi klasterlarni loyihalashning bugungi kundagi zaruriyatida. Maqolada bo‘lajak boshlang‘ich sinf o‘qituvchisida klasterlarni loyihalashni o‘rganishning vositalari, metodlari tahlil etiladi.

Kalit so‘zlar: o‘qitish, ta‘lim, boshlang‘ich sinf, usul, klaster, yondashuv, muammo, yechim, bilim, tajriba, ko‘nikma.

СИСТЕМА ПОДГОТОВКИ БУДУЩИХ УЧИТЕЛЕЙ НАЧАЛЬНЫХ КЛАССОВ К ПРОЕКТИРОВАНИЮ УЧЕБНЫХ КЛАСТЕРОВ

Абдуллаева Гульмира Абдуллаевна

*Ассистент преподавателя, кафедра начального образования,
Нукусский государственный педагогический институт им. Ажиниёза,
педагогический факультет, Элликала, Узбекистан*

Аннотация: В данной статье рассматривается роль кластерного проектирования в деятельности будущих учителей начальных классов, методика кластерного обучения. Объектом статьи является проектирование кластеров. Актуальность статьи заключается в актуальной необходимости кластерного проектирования. В статье анализируются средства и методы обучения проектированию кластеров у будущего учителя начальных классов.

Ключевые слова: преподавание, обучение, начальная школа, метод, кластер, подход, проблема, решение, знание, опыт, умение.

INTRODUCTION. Today in a number of developed countries there is an opportunity to use modern pedagogical technologies that guarantee the effectiveness of the educational process. Widely used in educational institutions Cluster is a rational organization of the teaching process in solving problems in the implementation of the educational process as a whole, to increase the interest of pupils by the teacher, to divide the learning material into small pieces. an activity or problem interaction in the independent discovery of their content, the use of techniques such as brainstorming, working in small groups, discussion, problem situation, project, role play - demonstrates its effectiveness in solving problems in a collaborative way of thinking in a debate [1]. The advantage of this method is that it teaches the pupil to think independently and prepares them for independent living. The choice of cluster methods of teaching takes into account the purpose of education, the number and capacity of pupils, the educational and material conditions of the educational institution, the duration of education, the pedagogical skills of the teacher and others.

MATERIALS AND METHODS. Foreign pedagogical scientist N.V. Kuzmina recommends the formation of the image of primary school teachers on the basis of the following approach: professional knowledge; to be a project; be constructive; to be a consultant; to be organized [2].

The meaning of these components is as follows: the future primary school teacher must have professional theoretical knowledge, independent thinking and constantly work on himself; its design is determined by the

way each lesson is conducted; is constructive, communicative, and childlike; consultation with pupils and their stakeholders; and its organization is determined by its ability to apply new pedagogical technologies in practice.

In our view, the image of a future elementary school teacher should include: childcare; love of one's profession; be pedagogically active; constantly working on himself.

There are many participants in primary education: pupils, teachers, parents, educational institutions, non-governmental educational institutions and the school community. These participants are grouped together using the cluster method. Therefore, in the cluster approach to primary education, the following are important: setting a single goal; participants perform their duties; use of convenient and easy-to-use tools; efficiency evaluation.

These issues need to be addressed, especially by future educators.

More recently, the role of organizations has been exaggerated when some studies have focused on the cluster approach to teaching. However, when clustering is used in primary education, it is important to keep in mind that the teacher has a key role to play. All other educational institutions will assist. This is because the primary education teacher is the "developer" and the rest of the participants are the facilitators and consumers. In this regard, the following system is perceived [3].

RESULTS AND DISCUSSION. At the end of the 19th century, the German scientist K. Gross tried to systematically study games, while the German psychologist K. Bühler studied games as a «satisfying» activity. According to L.S. Vygotsky and A.N. Leontiev, they studied games from a theoretical point of view by connecting them to certain activities according to their social nature. But the only and most important feature of games is their importance in education.

In games, the child's behavior is freely formed and socialized. The most important aspect of the games is its two-sided nature, which is also suitable for dramatic art. On the one hand, if the participants of the game perform real activities related to certain non-standard tasks during its implementation, on the other hand, the games acquire a conditional character that deviates from real situations, feeling responsible for most of these activities. Therefore, the double-tasking of games is the reason for its developing result. Elements of game activity are widely used in the educational process. They include business games, didactic games, role-playing games, computer games.

Business games are a form of re-creating the subject or social content of professional activity, modeling the system of relationships specific to this type of practice. The purpose of conducting games is to develop the activities of its participants in a special (game-like) simulation model. According to the nature of the games, educational process games are divided into research

games, management and certification games. Games related to the educational process create conditions for the correct organization of professional activities in the future and the formation of a person in accordance with the goals. The new knowledge obtained as a result of these conditions will help to set up the future professional activity correctly. It is known that education is based on cooperation and acquires a collective character; it is carried out in accordance with the rules of activity specific to the profession and the social rules of the community. In this sense, the didactic and educational importance of education is combined, and the activity of students increases in the form of game activities. The problem task recommended in business games motivates the participants, increases their interest, and creates an emotional spirit on the basis of appropriate dialogic communication.

The process of creating a syncway helps to better understand the topic. Rules for creating a syncway:

Line 1: The topic is expressed in one word (usually a noun is chosen).

Line 2: The subject is represented by two adjectives (2 adjectives are written).

Line 3: Actions within the subject are expressed in three words. (3 verbs or adverbs are written).

Line 4: A four-word opinion is written that represents the attitude towards the topic (a sentence of four words is written).

5th line: Write one word that repeats the essence of the topic and its meaning is close to it (write a synonym for the topic).

Example: The person is energetic and happy.

Searches, thinks, strives for perfection.

What a great and complex creature. Man. Cluster method. Clustering is a pedagogical strategy that helps students think freely and openly about a topic. This method develops multi-variant thinking, the skills of making connections between the studied concepts (events, events). The word «cluster» means a group. Clustering can be used to encourage thinking at the stages of invitation, realization, and reflection. It is basically a strategy to awaken new thoughts, to reach existing knowledge, and to encourage new thinking on a specific topic.

Didactic games fulfill educational goals and are adapted to them. F. Fribil and M. Montessori developed the system of didactic games for the first time in the preschool process, while O. Dikroli conducted research for primary education. From the 60s and 70s, it began to be used not only in primary education, but also in general secondary education.

Clustering sequence:

A «key» word or phrase is written in the center of a large sheet of paper or on a class board or surface that can be used for writing;

Words and phrases that come to mind and are considered relevant to this

topic are written;

Identifying possible connections between ideas when ideas appear and writing them down;

All the thoughts that come to mind are written down until the thoughts run out or the time runs out;

The quoted words and thoughts are divided into categories depending on their content and proximity.

Insert method. The insert method is a comprehension tracking tool. Insert is a powerful tool that gives students an opportunity to actively monitor their understanding in the learning process, because there is such a problem that a person may not remember what is written there after reading the text to the end. This is an example of cases where a person does not understand what he is reading, does not actively participate in the reading process and does not monitor his understanding. Insert is a powerful tool to support activity when working with text.

The cluster method is a method that activates learners and encourages independent thinking, encourages active participation of educators and learners who are at the center of the learning process. The learner is actively involved during the learning process. In this process, learners develop a high level of learning, initiative and responsibility in adapting their knowledge to their goals and needs, and the ability to reason through supportive action.

The use of cluster methods in the teaching process has its own characteristics. The cluster method used in educational practice expands pupils' thinking and has a positive effect on finding the right solution to a problem. Through the cluster method, pupils' knowledge, skills, abilities, creativity and activism develop their views on theoretical and practical problems.

The positive aspects of the education cluster for future primary school teachers are that it allows for constructive and effective collaboration between relevant manufacturing enterprises, government, educational institutions and research laboratories, and other stakeholders.

Prospective primary school teachers The education cluster is widespread in developed countries. For example, in Germany, it defines the scope of activities of state research institutes, gives them the necessary powers and provides the necessary material base. The country's Ministry of Education and Science supports international knowledge exchanges and key innovations in areas such as health, biotechnology, information technology, ecology and transport, as well as educational and research programs. In Germany, there are close links between business and academia. University professors regularly cooperate with research institutes and manufacturing enterprises [4].

For future primary school teachers, there are special people (coordinators)

who interact with the participants of the Education Cluster networks. They are usually selected from among university professors. Maintains close ties with research institutes, universities and manufacturing companies [5].

The effectiveness of the creation of educational clusters for future primary school teachers is reflected, first of all, in the positive results of its implementation in practice. In order to create innovations in the higher education institution, to ensure its effective results, it is necessary to establish the activities of specialists with all the necessary scientific and methodological potential.

Education clusters are different from traditional industrial clusters. Education clusters provide a high level of education in the region as a generator of new knowledge and innovation.

All elements of interaction in the cluster regulate a multi-level system of training specialists with the necessary skills. The employer sets the requirements for education, educational institutions-approaches to teaching, the local government ensures the integration of education with production. At the same time, in the process of training specialists who meet the demand, their professional adaptation begins.

The creation of the educational cluster will allow to raise the rating of «red» and «yellow» secondary schools. This development will be achieved through the creation of modern, applied research centers and other means [6].

The Decree of the President of the Republic of Uzbekistan dated November 6, 2020 «On measures for the development of education and science in the new period of development of Uzbekistan» training as the next generation". In the process of fulfilling this task, our team is implementing the project «School-Laboratory». It should be noted that special attention is paid to the following tasks:

- Clustering as much as possible;
- cluster assessment of pupils' knowledge of the subject, as well as literacy, competence and personal qualities;
- increase the activity of future teachers and education participants.

CONCLUSION. A cluster approach to education is a prerequisite for increasing the effectiveness of innovative development in the field, and to increase the level of competitiveness among development and education participants.

Creating an education cluster as a social partnership area and implementing an action mechanism to achieve results such as providing a flexible strategy for education development (understanding common interests and addressing current issues through communication with employers) membership at all stages of the system of continuing education, creates feedback.

The creation of educational clusters will become a condition and a reason

to ensure the effective operation of the system due to a better understanding of the stages of education, types of education, production and higher education institutions, research institutes.

In addition to improving the regulatory framework for the establishment of training clusters in Uzbekistan, it is necessary to create an institutional and organizational environment to inform potential cluster participants about the possibility of combining benefits for each of them for successful cooperation. This should be done by creating an interactive geographic information map of the region / country that reflects the potential participants in each layer of the cluster.

REFERENCES

1. Akhmedov.B.A., Xalmetova.M.X., Rahmonova.G.S., Khasanova.S.Kh. (2020). Cluster method for the development of creative thinking of students of higher educational institutions. *Экономика и социум*, 12(79), 588-591.
2. Abdullayeva B.P., Abdullayev F. Organization Of Swimming Lessons In Preschool Institutions. *The American journal of social science and education innovations*. July 2020 pp. 322-330. Volume 02, Issue 07-42
3. Jabborova Onakhon Mannapovna, Jumanova Fotima Uralovna, Mahkamova Shohida Rahmatullayevna. (2020). Formation of artist perception of future teasers. *International Journal of Psychology and Rehabilitation*, 24 (4), 4087-4095.
4. Karimjonov Alijan, Jabborova Onakhon Mannapovna. Improvement of slaster training system. *Asademisia An international multidisciplinary research journal*, Kurukshetra (India), 2020, Issue 10, pp. 584-589.
5. Mardonov Sh.K., Jabbarova O.M. Zadashi urokov izobrazitelnogo isskustva v nashalnoy shkole. *Asademis research in educational sciences*, Issue 3, 2020, pp 862- 870.
6. Mukhamedov G., Khodjamkulov U. Innovative cluster of pedagogical education: definition, description, classification - *Shirshiq.*, 2019.