

**FORMATION OF CONCEPTS ABOUT TEACHING CLUSTERS IN FUTURE  
ELEMENTARY SCHOOL TEACHERS****Kudyarova Artikgul**

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**Abstract.** The article discusses 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.

**Keywords:** teaching, learning, elementary school, method, cluster, approach, problem, solution, knowledge, experience, skill.

**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<sup>1</sup>. 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.*

**METHODS AND LITERATURE REVIEW**

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<sup>1</sup> 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.

*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<sup>2</sup>.*

*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.*

## **RESULTS**

*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<sup>3</sup>.*

## **ANALYSIS AND DISCUSSION**

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.

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<sup>2</sup> Mardonov Shukurullo Kuldashevish, Kuttibekova Guljan Tulepbaevna. Structure and Mechanisms of Action of The Educational Cluster. International journal of Psychosocial Rehabilitation, United Kingdom, 2020, Issue 07, pp. 8104-8111.

<sup>3</sup> Tojiboeva Gulmira Rifovna, Pulatova Dildora Turgunovna. Pedagogical competence: theory and practice. Academic research in educational sciences, Issue 3, 2020, pp 209-215.

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<sup>4</sup>.

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<sup>5</sup>.

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.

### **CONCLUSIONS**

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

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<sup>4</sup> Shamova T.I. Cluster approach to the development of the educational system.// Materials on the international educational forum. Belgorad .: Izd. BelGU. Shast 1. –P. 24-29

<sup>5</sup> Jabborova Onahon Mannapovna. (2019). Psychological and pedagogical foundations of the formation of the artistis perseption of students in sesondary sshools. European journal of researsh and reflection in edusational ssienses, 7 (10), 9-14.

(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.

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