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

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Annotation: This articleexamines the roleof cluster design in theactivities of future primary school teachers, the methodology of cluster-based education. Theobject of thearticle is the design of clusters. The relevanceof thearticle lies in thecurrent need for cluster design. Thearticleanalyzes 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 SINF O‘QITUVCHILARINING O‘QUV KLASTERLARINI LOYIHALASHGA O‘RGATISH TIZIMI

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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

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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 theeffectiveness of theeducational process. Widely used in educational institutions Cluster is a rational organization of the teaching process in solving problems in the implementation of theeducational 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 useof techniques such as brainstorming, working in small groups, discussion, problem situation, project, role play - demonstrates its effectiveness in solving problems in acollaborative way of thinking in a debate[1]. Theadvantageof this method is that it teaches thepupil to think independently and prepares them for independent living. Thechoiceof cluster methods of teaching takes intoaccount the purposeof education, the number and capacity of pupils, theeducational and material conditions of theeducational 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 imageof primary school teachers on the basis of the following approach: professional knowledge; to bea project; beconstructive; to beaconsultant; to beorganized [2].

The meaning of thesecomponents 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 toapply new pedagogical technologies in practice.

In our view, the imageof a futureelementary school teacher should include: childcare; loveof one's profession; be pedagogically active; constantly working on himself.

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

These issues need to beaddressed, especially by futureeducators.

More recently, the roleof organizations has been exaggerated when some studies have focused on thecluster 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 whoareat thecenter of the learning process. The learner is actively involved during the learning process. In this process, learners develop a high level of learning, initiativeand responsibility in adapting their knowledge to their goals and needs, and theability to reason through supportiveaction.

The useof cluster methods in the teaching process has its own characteristics. Thecluster method used in educational practiceexpands pupils' thinking and has apositiveeffect on finding the right solution toa problem. Through thecluster method, pupils 'knowledge, skills, abilities, creativity and activism develop their views on theoretical and practical problems.

The positiveaspects of theeducation cluster for future primary school teachers are that it allows for constructiveand effectivecollaboration between relevant manufacturing enterprises, government, educational institutions and research laboratories, and other stakeholders.

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

For future primary school teachers, thereare special people (coordinators)

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

Theeffectiveness of thecreation of educational clusters for future primary school teachers is reflected, first of all, in the positive results of its implementation in practice. In order tocreate innovations in the higher education institution, toensure its effective results, it is necessary toestablish theactivities of specialists with all the necessary scientificand methodological potential.

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

All elements of interaction in thecluster regulatea multi-level system of training specialists with the necessary skills. Theemployer 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.

Thecreation of theeducational cluster will allow to raise the rating of «red» and «yellow» secondary schools. This development will beachieved through thecreation of modern, applied research centers and other means [6].

The Decreeof the President of the Republicof 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' knowledgeof the subject, as well as literacy, competenceand personal qualities;
- increase theactivity of future teachers and education participants.

CONCLUSION. Acluster approach toeducation is a prerequisite for increasing theeffectiveness 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 areaand implementing an action mechanism toachieve 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.

Thecreation of educational clusters will becomeacondition and a reason

toensure theeffectiveoperation of the system due toa 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 theestablishment of training clusters in Uzbekistan, it is necessary tocreatean 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 thecluster.

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