EDUCATIONAL CLUSTER - AS TEACHING TECHNOLOGY OF PEDAGOGICAL COOPERATION

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ABSTRACT

One of the main urgent tasks of higher education of the Republic is to ensure the quality of training of future specialists, the solution of which is largely determined by the implementation of interaction between higher educational institutions and industrial enterprises. In this article we are talking about the need to develop educational clusters as a pedagogical technology of interaction and the creation of its didactic support.

Keywords: Cluster, educational cluster, cooperation, technology of pedagogical interaction, industrial enterprises, University complex, models of educational cluster.

INTRODUCTION

Today, it is widely acknowledged that the quality of training in higher education does not fully meet the requirements of the real sector of the economy, which is one of the main problems in this area. One of the effective solutions to this problem is the cooperation of higher education institutions and manufacturing enterprises. Such cooperation requires, first of all, the introduction of innovative forms and technologies of organization of the educational process in higher education institutions.

LITERATURE REVIEW AND METHODOLOGY

As a methodological basis for the formation and development of educational clusters, the Decree of the President of the Republic of Uzbekistan dated April 20, 2017 No. PP-2909 "On measures for further development of the higher education system" dated July 27, 2017 -3151 "On measures to further expand the participation of industries and sectors of the economy in improving the quality of training of specialists with higher education", June 5, 2018 "On improving the quality of education in higher education institutions and their implementation in the country Resolution No. PQ-3775 "On additional measures to ensure active participation in the ongoing comprehensive reforms" and the cluster approach in vocational education,

the theory of pedagogical design and activity, the concept of continuing education , research on social partnership and higher education quality management.

The issue of cooperation between the subjects of the system of continuing education and manufacturing enterprises was discussed by CIS scientists A.P. Belyaeva, N.V.Goncharova, I.D. Klochkov, Yu.F. Shubert, P.G. Separately studied by Matrosov et al. The study notes that many countries in the world community lack practical experience of young professionals in the labor market and face difficulties in adapting to real professional conditions. Cooperation between industrial enterprises and higher education institutions also remains a topical issue, and both parties are interested in further strengthening relations.

Enterprises, as consumers of higher education graduates, have the opportunity to further clarify the state order and provide their own requirements in addition to the standard requirements for the quality of training of young professionals. Additional training, advanced training and retraining of employees in higher education institutions at their own expense, the implementation of its personnel policy and the care of social workers for the quality of life , the ability to implement issues such as the formation of the optimal composition of the age and gender of employees is expanding.

RESULTS

The state, the higher education institution, the manufacturing enterprise, and the student interact as subjects of the process of meeting the existing demands and needs for educational services. The main purpose of this relationship is not economic gain, but the interaction of higher education institutions and manufacturing enterprises, companies and firms can serve as a source of extra-budgetary funding for higher education institutions.

A cluster is a stand-alone system consisting of several similar elements with specific properties [6]. The education cluster consists of integrating the activities of educational institutions that are close to each other in terms of network characteristics into a single space with manufacturing enterprises in the field. At the same time, the implementation of educational clusters will help to overcome the difficulties in financing educational institutions, the problems of ensuring the professional and practical competence of future professionals, as well as the effective integration of science, education and industry.

There are various definitions of the concept of education cluster in the scientific and pedagogical literature. In particular, the definition of "cluster" is a set of companies and organizations that are closely interrelated and complementary, operating in a particular field "[7]. possible. There is also a description in the literature that it is the result of a network and geographical integration of

manufacturing enterprises, which are closely related to the concept of "cluster" and allow to increase the competitiveness of each other [8].

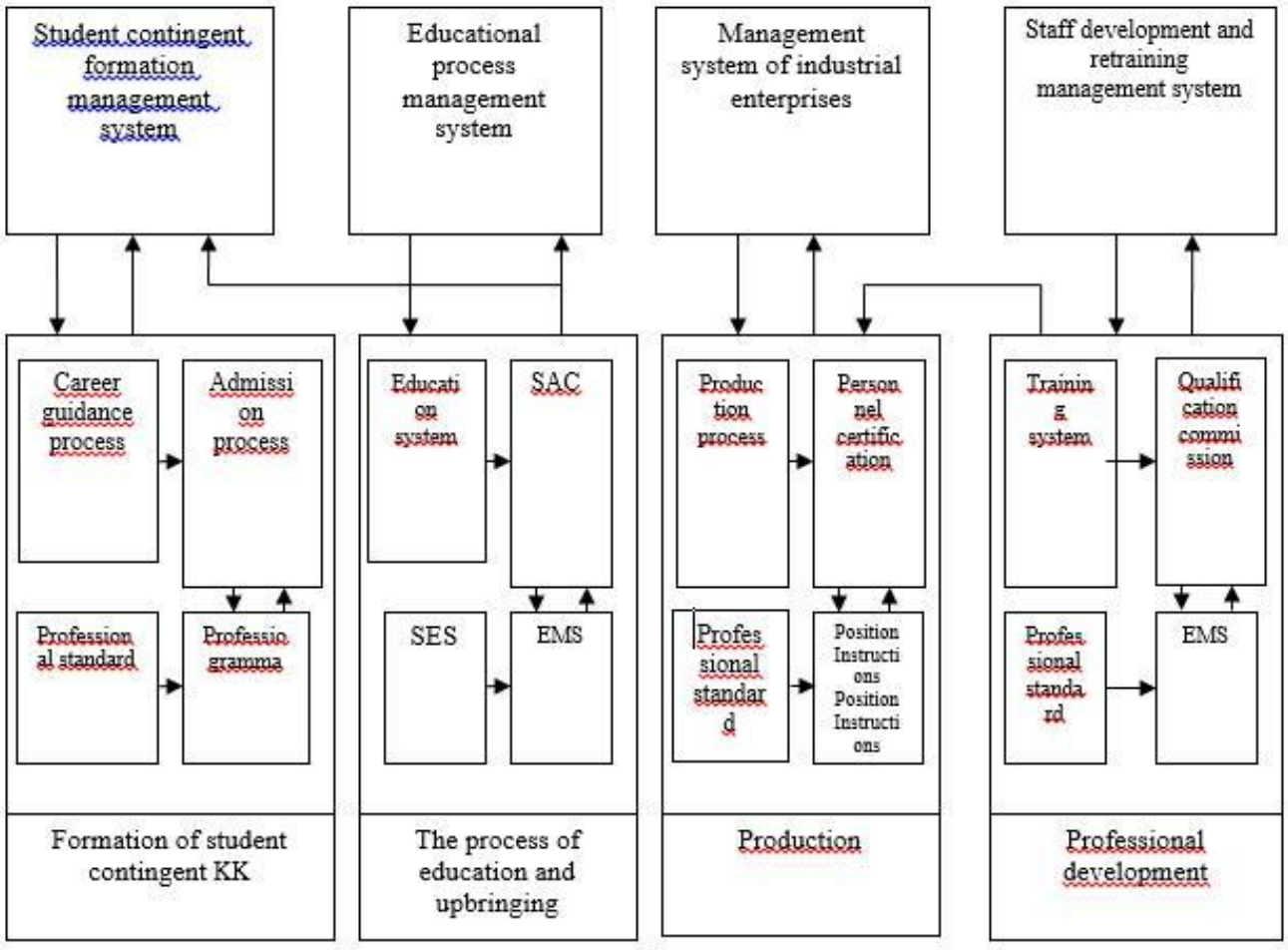
An education cluster is a complex created by the partnership of manufacturing enterprises and educational institutions according to the characteristics of the industry [9]. Education clusters can be implemented based on the following models:

1. Territorial educational clusters consisting of professional colleges, academic lyceums, higher education institutions, research institutes and manufacturing enterprises.

2. University complex, which includes educational and research institutes, colleges, lyceums, general and extracurricular education, postgraduate education.

Areas of implementation of education cluster models may include [10].

The real sector of the economy is the organization of monitoring the objective views of employers on the level of formation of the necessary professional and personal qualities in graduates of educational institutions. Monitoring will provide an opportunity to meet the needs of the labor market, such as identifying the needs of external and internal consumers of educational services, assessing and comparing the quality of vocational training, identifying promising areas for the development of social partnership (Figure 1).



DISCUSSION

Figure 1. Educational institutions and manufacturing enterprises - an organizational and technological model of cooperation between customers

1. Organization of the educational process in higher education institutions in accordance with the requirements of the international quality management system, rapid and effective elimination of identified problems and shortcomings through the introduction of TQM - principles, methods and tools of universal quality management , make timely adjustments to improve the existing social partnership system: have constant access to information on the labor market, timely clarification of the structure of demand for personnel in the labor market, the requirements of the employer accounting, the introduction of effective forms of organization of student internships in enterprises and organizations of the sector, the implementation of the activities of independent experts to assess the quality of training, etc.

2. Organization of professional internships in manufacturing enterprises on the basis of theoretical knowledge and innovative technologies increases the level of motivation for the chosen profession and constantly updates the type of internship and content of curricula, increases the percentage of employment of graduates in their specialty .

3. Align the requirements of the customer with the professional knowledge, skills and competencies of graduates of higher education institutions by organizing regular scientific and methodological seminars for the subjects of the education cluster.

4. Organization of advanced training and internships, retraining courses for students, masters and professors of higher education institutions.

5. Activities aimed at developing cooperation - the organization of conferences, meetings, excursions.

Education clusters focus on higher education institutions. Education clusters may also include preschools, secondary schools, academic lyceums and vocational colleges, and research and design institutes. It should be noted that it is difficult to imagine education clusters without close cooperation with manufacturing companies and key employers. Education develops in close connection with production. Employment of graduates is one of the main tasks of the education system. Industrial enterprises, in turn, cannot develop without cooperation with the education system.

Cooperation between educational institutions and industrial enterprises is a continuous assessment of such processes as the formation of the student body, the organization of the educational process, employment of graduates in their specialty, training and retraining of specialists, as well as social training. - aimed at ensuring a certain level of quality through the analysis of economic, psychological, pedagogical, technological and organizational aspects.

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