



INTERACTIONS OF EDUCATIONAL INSTITUTIONS WITH THE EXTERNAL ENVIRONMENT AND SOCIAL ORGANIZATIONS

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ABSTRACT

Strategic directions of the cluster approach (collaborative activity) of the educational process carried out in educational organizations, means of using the power of the globalization process "against oneself", best practices of foreign countries, external environment of educational institutions and social organizations relationship with, the infrastructure of innovative activity, the characteristics of educational organizations, the innovative management competency of the head of the educational organization.

KEYWORDS

External environment, social organization, cluster approach, cooperative activity, globalization, globalization, competitive, scientific and production entities, personnel infrastructure, mobile principle of education, collectivity, integrative, communicative, formation, creative environment, differentiation, innovative environment, constructive, competence, programmatic approach, research approach, macrocultural approach, methods of information gathering and its monitoring.

INTRODUCTION

In the conditions of Uzbekistan, the strategic directions of the cluster approach (collaborative activity) of the educational process carried out in educational organizations are determined in the organization of the interaction of educational

institutions with the external environment and social organizations. In this regard, in-depth study of the nature and characteristics of globalization creates an opportunity to adapt to it, change its directions as needed, and use its power "against itself". It is clear



from this that the development of methods, tools and mechanisms of positive and creative use of the globalization process on a scientific basis is one of the urgent problems of today.

A cluster approach model can be cited as one of the means of using the power of the globalization process "against itself". Today, it has become a vital necessity to create a new mechanism for the organization of cooperation activities between the Higher and Pre-school and school education systems and other educational organizations, in which both mutual control and competition between the types of education, as well as the satisfaction of interests requires the need to provide and work in mutual cooperation.

The main product of the cluster approach of cooperation of educational organizations is educational services. The cluster approach in cooperation should, first of all, be aimed not only at the implementation of educational services, but also at providing competitive quality education in changing market conditions. Competitive education requires constant innovation, modernity and balance between supply and demand. In this process, activity directed to educational services shows growth indicators.

Based on the best experiences of foreign countries, the main task of education today is to teach students to be able to operate independently in the information-educational environment that is increasing day by day, to use the flow of information wisely. For this, it is necessary to provide them with the opportunity and conditions for continuous independent work.

The use of the cluster approach in the management of the educational organization provides the following advantages:

firstly, mechanisms of interaction of educational institutions with the labor market are formed, its

dependence on individual business groups is prevented;

secondly, personnel infrastructure will be improved;

thirdly, the infrastructure of innovative activity will be developed, a positive innovative environment will be created, the available opportunities will be expanded, an effective, flexible, controlled system will be formed;

fourthly, the application base of the model system of education based on mobile principles will be formed, subject teaching will be abandoned, interdisciplinary relations will expand;

fifthly, pupils (students) are given the opportunity to independently form their educational "road map" as a subject of market relations;

sixthly, a high level of intellectuality and openness of the educational process is ensured, as well as various forms and means of education are introduced.

As a result of increased efficiency in the system:

- effective cooperation consisting of common and private goals is created;
- the effectiveness of the quality of education increases in the implementation of equality between the pedagogue and the student, democracy and mutual cooperation between subjects;
- specialties in demand of the consumer will be created;
- as a result of effective experiments, the activity of the systematic chain is improved;
- integration of science, education and production is effectively used;
- promotion of general projects will increase.

As a result of creating an opportunity to achieve a HIGH result:



- makes it possible to achieve high performance based on innovative ideas;
- advanced innovative resources are created as a result of effective cooperation;
- develops the technological activity of education and determines promising results;
- subjects create an opportunity for their knowledge, skills and competences.

In our country, the following can be noted as the subjects of the cluster approach model in the effective organization of the interaction of educational organizations with the external environment and social organizations, as well as cooperation activities:

- all kinds of pre-school, general secondary, special secondary, which carry out educational, scientific research, innovative and design activities of students, masters and doctoral students, where pedagogical practices are carried out, and which serve as an educational and experimental base. professional education, higher and additional educational institutions;
- all types of pre-school, general secondary, secondary special, professional education, higher and additional educational institutions, as well as retraining and professional development institutions for pedagogues;
- scientific and scientific-methodical structures, centers, scientific research institutes that are directly or indirectly related to pedagogical activity and engage in scientific research activities that determine the principles of its development;
- pedagogical communities, initiative communities, public associations, state and non-state organizations;
- foreign higher education institutions and scientific research centers.

• In the framework of the organization of interaction between educational institutions and social organizations, combining several types of interrelated activities around a common goal requires accurate accounting books and scientific solutions, projects with guaranteed results, and only then will the cluster approach gain the trust of the subjects. Based on the cluster approach, the cooperation of educational organizations cannot be implemented by bureaucratic and administrative means. It can be organized and work effectively only on the basis of the voluntary goodwill of the subjects.

• If we consider the educational process as a whole system, with the interaction of the external environment and social organizations with the educational organization, their management should also have a systematic nature. We can see the content and essence of the systematic approach to the analysis of the specific characteristics of educational organizations based on the following principles:

- complexity - the fact that the object is a set of interconnected constituent parts;
- integrativeness - mutual unity of internal and external factors serving movement and development;
- interdependence - the existence of the object as a separate system and as a constituent part of a higher-order integrated system;
- communicability - the fact that it has the characteristics of interaction with external and other systems.

As an important aspect of organizing the educational process on a scientific-methodical basis, based on the interaction of educational organizations with the external environment and social organizations, it is necessary to create a continuous methodical service that ensures that science teachers operate in



accordance with the requirements of the time within the scope of their knowledge, skills, and professional skills. Each of the teaching methods, according to its general didactic essence, is a model of action in cooperation between the subjects of the educational process, the teacher and the student.

The unity of the socio-economic system determines the unity of the school education system. As a mechanism supporting this integrity, the management system has a special place and is expressed in the following aspects:

innovative management of the educational organization is carried out based on the interests of the community and relevant organizations, which in turn leads to a single, multi-level management;

innovative management is determined by the fact that the subordination and subordination in various components of the activity are aimed at one goal;

temporary errors in some elements of the management system do not prevent the functioning of the whole;

there is a complex chain of relationships within the innovative management system. It is a communicative link that exists from the highest level to the lowest level, and this chain is inseparable from each other;

despite the fact that innovative management forms are diverse, relations at all levels of management activity are stable.

- To express the innovative management competence of the leader of the educational organization through the three sub-systems, that is, the concepts that need to be known, the skills that need to be mastered, and the personal qualities that need to be formed in them, and the activities of the leader in cooperation with the

relevant educational organizations, to have the following skills and characteristics:

reflexive skills that serve to analyze and objectively evaluate the effectiveness of teachers' work;

skills to anticipate the results of teachers' actions and their readiness to master modern methods and methods planned to be studied;

the ability to ensure the activity of learners and coordinate activities in problematic situations that arise in educational processes;

the ability to identify in advance the factors that negatively affect the effectiveness and activity of teachers in educational processes;

the ability of teachers to form positive learning motives and to use leadership styles wisely according to situations;

able to create a creative environment and conditions for talented, intellectually gifted students to engage in small scientific-research works;

gifted, talented, intellectually capable, having the ability to scientifically and practically organize issues of preparation of students for republican and international science olympiads, examination competitions;

having a scientific vision and belief about a healthy lifestyle and the need to follow it, physical training, knowledge and skills;

use of modern educational technologies in the organization of training sessions in an educational institution, application of advanced pedagogical experiences to the educational process, know how to organize and manage innovative activities; introduction of effective forms and methods of spiritual and moral education of students based on the



rich intellectual heritage of the people and universal human values.

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the end of the 20th century, one of the ultimate goals of the society is to introduce and implement serious changes in the field of education reform, not only in the field of education system, but also in its content, technologies and organizational forms. The development of educational practice begins with the organization of complex economic, financial, territorial management.

At this point, let's talk about the essence of the cluster approach. The cluster approach is a geographically unified group of interconnected organizations, specialized suppliers, firms in related industries, and organizations related to their activities. In relation to education, the cluster model supports innovation in the education-science-technology-production system. - a tool for forming support, a mechanism for strengthening the organizational forms of the union of the spheres (education, economy, social organizations, etc.) interested in achieving competitive efficiency.

Based on the comments given to the cluster approach, we believe that the cluster model of pedagogical education development is teaching, creating new educational literature, increasing the scientific potential of pedagogic personnel, conducting activities in general directions related to the integrity of education and training, and at the same time managing and organizing education through these general directions. we can admit that it is important to carry out privatization processes in areas such as types and directions of education, ensuring coherence and integration, teaching methods and tools.

In the processes of applying the cluster approach model to the educational system, first of all, the results of foreign studies are deeply analyzed, and special

attention is paid to the use of effective methods and tools adapted to our regional mentality. In the research conducted by the Russian researcher V.A. Bolotov, today, first of all, the issues related to the main directions of modernization of the general secondary education system are highlighted, which are reflected in the following:

modernizing and optimizing the content of education in each subject, taking into account the transition to specialized education, with the development and improvement of school standards;

strengthening the practice-based approach to free time to develop students' creative abilities, taking into account the control function in teaching;

to have the opportunity to determine the level of formation of general education and basic skills of graduates by preparation for tasks of the unified state exam;

improvement of school textbooks with reference to national education, inclusion of tasks in them, provision of search for additional information that the student should learn to search independently with the help of modern media and methods.

modernization of the pedagogical education system, taking into account modern education, training and retraining of pedagogic and management personnel;

training of students and schoolchildren at all levels and stages of education with the creation of a unified system for assessing the quality of education, including monitoring analysis.

The next principle of this idea is self-organization in the educational process, which is primarily characterized by the transition from the position of "the teacher follows the learner" to the position of "the learner looks forward". Therefore, it is necessary to emphasize



that this term has become one of the main aspects of person-oriented pedagogy today.

Self-organization is "a set of inseparable, natural and socially acquired features, which are reflected in the conscious features of the will and intelligence, in the themes of behavior and are implemented in the order of activity and behavior." Therefore, we should consider the first sign of a high level of self-organization as an active creation of oneself as a learner.

We considered it appropriate to note the positive results of the implementation of this process. The person first:

planning one's activities;

to control one or other methods in one's life activity;

formation of full preparation for life choice;

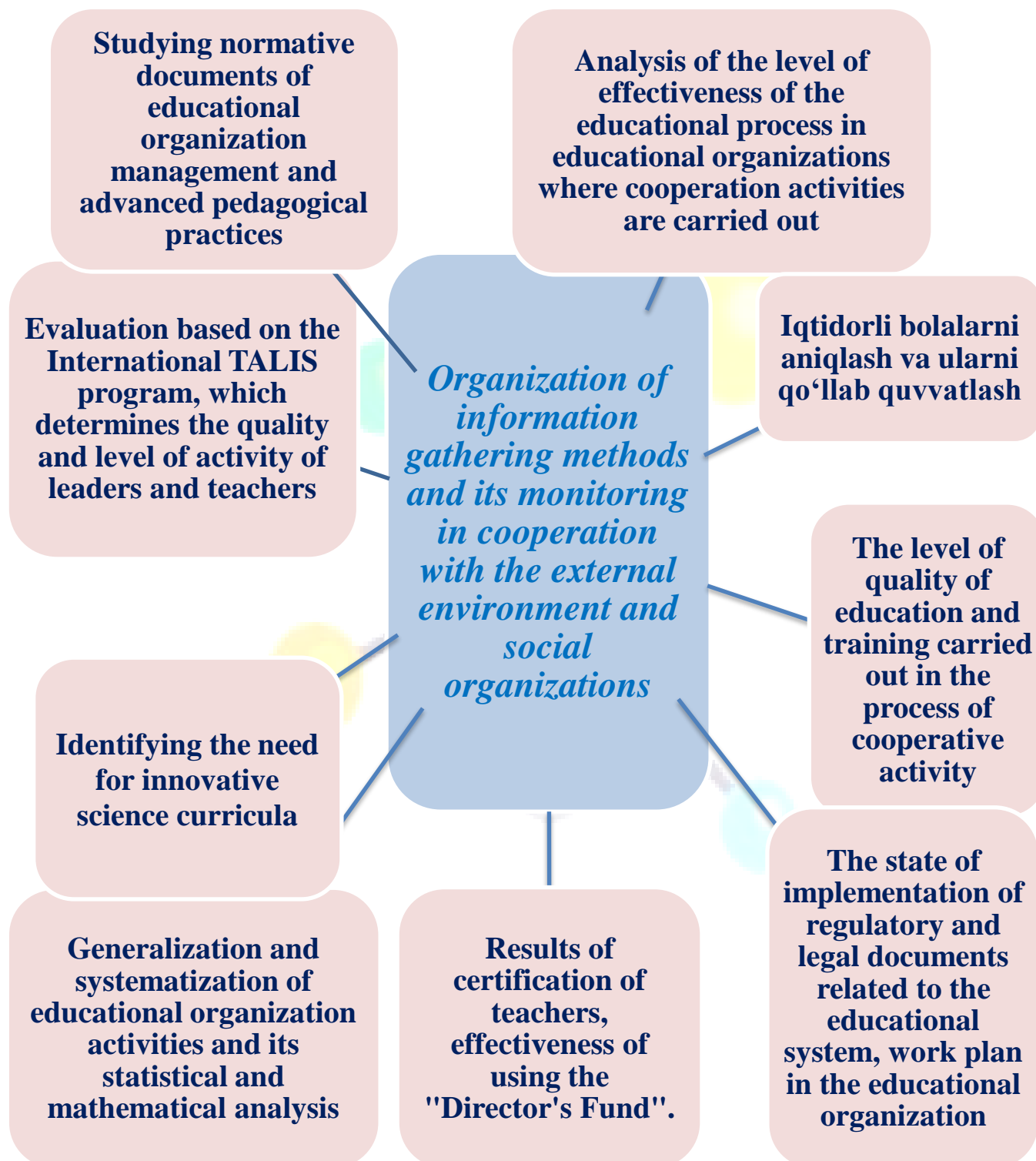
formation of the need for self-motivation;

An analysis of the methods of collecting information and the directions of organizing its monitoring in cooperation with the external environment and social organizations is attached (Figure 1).





(picture 1)





All this contributes to the self-development of a free person, which is the main way of revitalization and high quality of education by the national educational philosophy. is defined as

Continuing the idea of democratization of education, we should pay special attention to the following principle - the principle of cooperation. The above-mentioned principles of self-management and mutual cooperation are closely related, and as a condition of cooperation, we can clearly see the changing role of the teacher and the learner. The condition for the implementation of the principle of cooperation is significant as it requires changing the position of the teacher in the educational process "over the pupil (student)" to "together with the pupil (student)". In this process, as noted above, the principle of self-management develops, and through this the process of "moving forward" develops. One of the main conditions of cooperation is their democratization, because it is one of the main methods of self-development and manifestation, taking into account the special interests of the partner.

Today, the principle of cooperative organization of education shows the importance of replacing the "teacher-pupil + science-knowledge" harmony characteristic of traditional pedagogy with the harmony of "team of learners + integrated knowledge + individual education based on interests".

Another important condition for the implementation of the principle of openness of the educational institution is the development of market relations and open relations with social and foreign partners in the educational system. The activation of scientific, creative and other cooperative relations with educational institutions in other regions of the country and foreign colleagues, taking into account the basic and additional possibilities of continuous education in

various forms, that is, at any stage, level and directions, further develops the principle of institutional openness of the idea of democratization of education.

Another important principle of the idea of democratization of education is territorialization of education. The main task of the democratization of the education management system is its centralization, which means the need to take into account the specific characteristics of the region, human resources and other characteristics, its development prospects in the management of education. Historical, cultural, natural geographical, socio-demographic, socio-economic, administrative-political and economic characteristics determine the specific characteristics of the region, but none of them should be the only basis for regionalization of special education.

As mentioned above, the regional principle means not only centralization, but also maximum consideration of the history and current situation of the region, the advanced trends of its development.

Based on the principle of centralization of the regional education system, the method of interaction with the external environment and social organizations through social-state management is effective, and education is a socio-cultural process between the interests of the state and civil society, and educational subjects are manifested as a socio-cultural institution. The main essence of this principle is to improve public management functions, control it by determining the main mechanisms of financing, management and control.

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