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A Cluster Approach to Organizing Pedagogical Practice in Improving Students' Professional Training

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Abstract: In this article, the content of preparing future technology teachers for creative activities, types of creative activities and stages of development of creative activities, issues of improving modeling and design skills are described scientifically.

Keywords: Creativity, creative activity, activity, flexibility of thinking, criticality, development, design.

Introduction: In the current phase of technological education, the search for new ways to improve the professional training of students is becoming an increasingly urgent task. As a social institution, the problem of organizing the educational process to create a chain of interaction between higher education, general secondary education, extracurricular education and production has become the most important issue.

The need to develop the educational and upbringing space in an innovative direction arose in modern society and is explained by the fact that its solution has not been completely eliminated.

It is recommended that preparation for pedagogical activity, as a form of professional and pedagogical orientation, be considered in conjunction with other characteristics of the individual, in particular, worldview, life beliefs and spiritual values, as well as moral-volitional and emotional aspects, independent study and self-education.

The analysis of didactic literature considered the professional training of future teachers as a category of the theory of activity (state and process), the category of the personality (attitude and belief), and the category

of the theory of the professional training of teachers for pedagogical activity.

METHODOLOGY

A.R. Khodjabayev developed scientific and pedagogical foundations for the creation of an educational and methodological complex for the training of teachers of labor education and general technical subjects based on the requirements of reforms in general secondary education, secondary specialized and vocational education, and higher pedagogical education. A model was identified that ensures the optimization of the educational process in terms of content. A number of factors that ensure the training process of teachers of labor education (Technology) were identified and substantiated [1; 60-b].

In the works of U.N. Nishonaliyev, the process of training labor education teachers was studied in different historical periods and the innovative qualities of labor education teachers were studied [2].

N.Sh. Shodiyev's works focus on and address the issues of career choice, which is considered one of the important areas of career guidance, instilling enthusiasm for professions, career guidance, work on motivating students to choose a profession, conducting extracurricular and extracurricular activities, organizing career information, preparing students for a profession, and research [3].

A. Avazboyev's works cover the basics of integrating the content of subjects in the methodological group and the issues of substantiating the scientific methodology of teaching them on the basis of the subject "Methodology of Labor and Vocational Education" [4].

D.V. Cmipnov noted in his research that the concept of preparation for pedagogical activity is included in the concept of the socio-professional group, the system of activity management, and in this case, pedagogical preparation constitutes a subsystem within the system of pedagogical activity [5]. According to this research, pedagogical activity includes the following subsystems:

- professional values: standards, goals and objectives, educational process, educational knowledge, skills, activity planning, social status, professional prestige;

- psychological component: motives, needs, aspirations, personal characteristics inherent in members of a social group;

- pedagogical component: knowledge, skills and competencies related to the organization of activities in accordance with goals and objectives.

The professional preparation of students for pedagogical activity should be considered as a whole, as a set of knowledge, skills, qualifications, qualities and qualities of a person who prepares the ground for the successful solution of the various tasks assigned to the teacher.

The level of a teacher's pedagogical activity and skills should be determined by the scientifically and theoretically correct basis of the process of solving practical pedagogical tasks.

M.T. Gromkova, studying the model of interaction between subjects of the pedagogical process, emphasizes that it is necessary to consider the child's consciousness as a set of interrelated elements that constitute the unity and integrity of needs, abilities, and norms, and which, in turn, have a complex structure [6].

The teacher analyzes his/her pedagogical activities, scientifically and theoretically substantiates them, and develops certain pedagogical principles and rules for their implementation.

The ability of a teacher to analyze and summarize his or her own activities and develop a logical sequence of pedagogical influence indicates that he or she has reached the pinnacle of pedagogical skill.

RESULTS

Solving pedagogical tasks, analyzing pedagogical situations, that is, requires teachers to use mental methods of activity - critical, analytical, logical thinking.

This pedagogical activity is based on the skills of dividing the educational process into main stages and designing future tasks.

A teacher's good mastery of pedagogical theories, constant study of the work experience of his colleagues, generalization and regular analysis of the results of his pedagogical activities, allows him to increase the effectiveness of the educational process, and select effective tools, methods, and forms, taking into account the characteristics of the educational content.

This process includes the following trends:

1. Support and protection of the developing individual, creation of favorable conditions for his creative development, orientation towards "the formation of social integration and mobility" in the conditions of a market economy.

2. Developing the student's own "spiritual" image in the process of mastering embedded spiritual values and self-education.

3. To develop education as a single "most convenient space" in order to create conditions for creative activity for every teacher and parent, student (pupil).

The pedagogical cluster approach to the educational process is implemented through the clustering of a system of scientifically based goals, rules, and methods of educational activities aimed at ensuring the

formation and development of a socially and morally mature person.

The methodology for improving pedagogical practice includes the following key components:

- identify, understand, generalize and systematize the results of diagnostic and educational work;

- preparing constructive - educational recommendations, taking into account the capabilities of the educational institution, using pedagogical experience and preparing teachers for experience development;

- developing a mechanism for disseminating creative and pedagogical experience and introducing it into the educational process.

During our research, we determined that it is appropriate to develop and use methods and techniques that will create the following conditions to improve students' preparation for professional activity:

- identifying and developing students' socially and professionally significant needs and interests;

- develop students' abilities, their creativity and mobility;

- positively influencing the physical, volitional, and intellectual aspects of a person;

- implementation of cultural, activity-oriented, person-centered, and competency-based approaches to the individual in educational work;

- to develop gnostic, project-constructive, organizational, communicative, and self-assessment skills in students;

- organizing creative dialogue, because dialogue leads to a process of exteriorization, in which thought is objectified and learns to reflect and criticize;

- formation and development of subjective opinion;

- to cultivate a responsible attitude towards one's own activities in the process of thinking.

It allows the development of the educational process using modern methods, traditional and innovative methods, and the identification of traditional and innovative effective features of education as a result of their use [7].

"If the method is a didactic model of the interconnected activities of the teacher and students, what are the main tasks of the teacher?"

One of the main tasks of the teacher is to optimize the educational process, and the essence of optimization is to achieve the goal in the shortest possible way. The teacher's help is required to guide the student in the right direction. This activity of the teacher is considered managerial. Thus, the main task of the teacher is to manage the activities of students, their self-education. At the same time, the teacher's managerial activity has a complex structure and includes the following structural elements: forecasting, goal setting, planning, organization, coordination, control, correction, motivation.

To implement the control function, a control object and a subject are needed. As is known, control is the process of the subject's information influence on the object, aimed at achieving the object's goals. The control subject must know the state of the object in order to be able to adjust the control effect. Ideally, the goals of the subject and the object should coincide.

Traditional approaches to education are based on the idea that the subject of management is the teacher, and the object is the student (his or her activity).

In the process of innovative education, due to the importance of ensuring the function of self-education, teaching the goals of self-development of education is considered an important task. As a result, the teacher's management function is transferred to each student and at the same time the student becomes a subject of activity.

The student has the following activities in self-development and management:

- predicting the results of one's own activities; "setting a goal (conscious self-change: I know, I understand, I decide);

- planning;

- organize one's own activities and self-manage;

- analyze the results of one's own activities in the context of self-control;

- evaluate the results of one's own activities [8, 203-b].

Thus, there are several innovative ways to improve students' professional training, and they are most effective when implemented in classrooms collectively, individually, and in groups.

Organizing classroom activities in the form of interactive games.

Interactive games are educational and educational, and their essence is to organize communication between students to develop a collective solution to a problem through mutual organization and reflection.

Stages of organizing an interactive game.

1. Entering a problem situation, formulating the problem, setting the goals and objectives of students' educational and cognitive activities, and determining the rules of the game.

2. Form creative teams (3-5 people each). Select

moderators (organizers of the video dialogue).

3. Conducting research and cognitive activities in teams.

3.1. Players self-determine their own actions, see the problem. "What happened?" What are the facts that are unsatisfactory, unlike the ideal situation? This section is factual and objective. Group members collect the necessary information to solve the problem.

3.2. Brainstorming. Requires a lot of creativity from team members. One team member writes down all the proposed solutions. The team moderator should constantly motivate everyone during the activity, encourage teamwork, and freely express team relationships;

3.3. Decision-making. Group members analyze the proposed solutions, discard some of them, combine others, and come to a final decision that satisfies all participants.

3.4. Prepare a report on the implementation of the resolution adopted by the team.

4. Introducing Hicobots.

4.1. The group discusses the content of the work.

4.2. Discuss the teams' proposals (programs, projects), make changes if necessary, and develop a consensus.

5. Investigation and reflection.

Was the problem solved, was the goal achieved? Did everyone understand the situation? The progress and results of the game are highlighted, and the participants' attitude to the need to continue it.

6. As a result, problem solutions and a general conclusion are reached.

It should be noted that the activity of students, both collective and individual, is a systemic factor in the effectiveness of interactive games.

C.R.E.A.T.E. (Consider, Read, Elucidate hyrotheses, Analyze and interpret data, Think of the next Experiment) is a method that improves students' critical thinking and integration skills, while increasing their self-awareness in the area of "personal development" [8, 204-b].

CONCLUSION

Only when the student has internal social and professional motivations, he becomes a subject of activity. The problem of modern pedagogy and pedagogical psychology is the organization of communication and communication. The reason for this is that modern socio-economic conditions in different countries of the world impose new requirements on the professional competencies and personal qualities of a modern specialist (Appendix 1). The goals of education, including pedagogical education, have changed, and other, innovative, educational and upbringing goals that meet the goals are needed. Such goals lead to new changes in the interaction of the subjects of the pedagogical process.

Within the framework of innovative goals of education, the main focus is on organizing creative dialogue between students, moving from managing the individual activities of the student to self-management, to dialogic management, which includes equal communication between all subjects of the educational process.

The psychological dictionary defines communication as follows: "Communication is a complex, multifaceted process of establishing and developing relationships between individuals, including the needs of joint activity and the exchange of information, the development of a single strategy of interaction, the perception and understanding of another person."

Thus, communication in communication can be divided into two distinct aspects, the recursive and the interactive aspects. The interactive aspect of communication includes joint work to develop an agreed idea and a solution.

Part of the business dialogue is reflected in the creativity of students. Personal activity is a distinctive feature, "the ability of a person to implement socially significant changes in the world through the mastery of material and spiritual cultural resources ...".

The problem of managing the educational process is determined by the fact that the student community is a complex hierarchy of groups and individuals with conflicting interests and goals. The goals of students are often contradictory and unstable.

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