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DEVELOPMENT OF PROFESSIONAL COMPETENCE OF STUDENTS WITHIN THE FRAMEWORK OF EDUCATIONAL CLUSTER ON THE BASE OF PERSONALIZED EDUCATIONAL TECHNOLOGIES

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Abstract
The article shows the development of individual-oriented educational technologies in ensuring students' professional competence based on theoretical approaches. Also, the article describes the advantages of education directed at the individual, in which the student is interpreted not only as a subject, but also as an object of research, and the factors of ensuring his professional development are shown. The article describes the functionality of the innovation cluster environment, paying attention to the issues of scientific modeling of the modernization of education based on modern approaches, and puts forward conclusions on the introduction of new approaches and methods to the systematic activation and stimulation of the cognitive activity of the learner, the formation of professional competence.

Key words and phrases: pedagogical education, competitiveness of personnel, competence, educational cluster, teaching tools, methodical impulse, functional block, inclusive education, cooperation environment, conceptual basis.

INTRODUCTION

The 21st century requires rapid development in all areas, economic and social factors of the society to rely on sources of deep scientific importance. From this point of view, there is a social need for highly competent specialists in all spheres of society. This puts the need for higher education institutions to develop and implement innovative pedagogical programs that ensure the competitiveness of future personnel.
Today, it is more important than ever for higher education institutions to organize competence-oriented work in a purposeful and targeted manner. In this, first of all, in the training of modern specialists in higher educational institutions, it is necessary for the student to firmly master the basics of professional activity, to form practical skills and qualifications [1, 2, 3, 4, 5].

The professional competence that a modern student should acquire is practical experience, the ability to develop the acquired knowledge theoretically and practically. In today's changing and unstable situation, it is possible to enumerate the training of personnel with professional training, quick adaptation to development, formation of their psychological stability, development of the ability to forecast the situation in advance.

In this regard, the educational cluster is an integral system of continuous training of professionals with professional competence required by the state and society, and it is one of the factors that determine the future of modern innovative education in terms of meaning and content.

ANALYSIS OF LITERATURE ON THE THEME

Based on the important social importance of the concept of cluster in the sustainable development of society, modern requirements of pedagogical education, problems in the system and some non-integrated relations between science, production and educational links in solving them, today it is necessary to transfer continuous pedagogical education to the model of cluster development. on measures for the further development of the field of education" dated February 27, 2020 PQ-4623, aimed at establishing an effective system of training competitive personnel for the field of pedagogical education and improving the quality of education It can also be explained by the adoption of Decision No. 213 "On improvement measures"[17]. Wide introduction of knowledge and skills provided in the conditions of the educational cluster into the educational system is considered as a new innovative approach in the system of increasing the competitiveness of educational institutions[18].

In this regard, the scientific views of R.M.Asadullin, L.I.Vasilev are of special importance, according to their point of view, today it is necessary to teach the student to act independently in the fast information society, because in today's process of globalization, the future cannot be determined with certainty. Current development has several potential directions, and man is in a constant state of choice and seeks the optimal solution according to changing conditions[6].

According to the scientific opinions of researchers S.N. Rastvortseva and N.A. Cherepovskaya, the educational cluster is the construction of an integrated system of multi-level training of specialists for enterprises based on horizontal links in the chain in accordance with the system of training tools in the innovation chain "education - technology - production". The integration of educational institutions and employers is to reduce the training time, provide enterprises with quality personnel, and create a flexible system of improving the qualifications of specialists in enterprises taking

into account production requirements in advance [13.123-133]. E.V. Bondarevskaya, M.E. Kuznetsov, L.M. Mitina, G.K. Selevko, V.V. Serikov, E.N. Stepanov, I.S. Yakimanskaya and others have developed the theory and practice of person-centered educational technology, according to which, in person-centered education, personality development is in the first place[11].

RESEARCH METHODOLOGY

In the process of research, scientific-pedagogical, methodical literature, educational-normative documents, analysis, synthesis, comparison methods were used.

ANALYSIS AND RESULTS

What is meant by Pedagogical Education Innovation Cluster (PTIK) environment or conditions of educational innovation cluster, where the cluster conditions are created, and the interests of the cluster subject in its activities, we will briefly discuss. The essence of PTIK is to coordinate the cooperative relations of educational institutions, to direct them to the "methodical impulse" that eliminates the existing shortcomings in the conditions of conflict of interests, that is, to develop the necessary and effective methods that the parties lose in the process of learning or teaching and during their professional activities, with the possibility of using them in their daily pedagogical activities. is determined. Solutions to existing problems are found in "School-laboratories" based on joint projects of professors and teachers of the institute and teachers of general education schools. In this case, gathering the scientific potential of the university and the experience of the teachers of the general education school in cluster conditions and finding the common denominator of the solutions will have a good effect.

Second, preschool education, general secondary education, higher education, and post-higher education are established in a beneficial way in the environment of the innovative cluster system of pedagogical education (Figure 1.1), in particular, with the purpose of purposeful organization of pedagogical practice of students and the formation of comprehensive support mechanisms for employment. "kindergarten-laboratories" and senior students during their practice period in pre-school educational organizations or general education schools within the framework of the educational cluster serve to form research skills regarding the problem and its solution, even if it is a small one, is also a specific link of the cluster.

If we look at the functional block of the innovation cluster of pedagogical education as an example of preschool, general education schools and higher education levels, the

main essence of this block is to identify a point of intersection beneficial for all educational institutions [19].

It is precisely at this point that the combination of positive-creative-pedagogical research results ensures the high-quality implementation of the educational cluster. The block presented in Figure 1.1 allows for a sufficient understanding of the environment of the innovation cluster of pedagogical education.

For example, preschool education organization (kindergarten) students are operated on the basis of the "First Step" state program. In this case, the problems that arise when MTT students are admitted to the elementary school class are: the presence of a speech deficiency in entering into dialogue; it is possible to list such things as the fact that inclusive education has not been implemented effectively.

Their solution, as an execution mechanism, is the MTT-laboratory; mental development psychological games; inclusive didactics; Such as "academic case cluster" can be cited.

In place of the achieved result, on the example of the experience of Chirchik State Pedagogical University, a conference was held on the topic "Modern cluster system in the context of innovations and reforms in education: problems, approaches and perspectives", scientific articles and candidate (PhD) dissertations are being defended within PTIK, "Hemispheric asymmetry" in students of MTT in Chirchik on the basis of learning" to develop their cognitive characteristics, "Didactic box" home education prepared by students for children with disabilities in the city of Chirchik based on the project "Bir Sada" and "School under the open sky" is aimed at creating an inclusive educational environment for children with disabilities in the city of Chirchik, directing students to independent education the cluster process results can be cited.

Thus, the condition of the educational cluster includes the possibilities of diagnosing existing problems between the stages of educational institutions, developing a mechanism for its elimination as the logistics of solving the existing problem, and providing a methodical impulse by the relevant higher education institutions as this mechanism. The methodical impulse given by the Higher Education Institution means the need to establish continuous and continuous methodical cooperation of professors and teachers with all links of education. Table 1.1 shows an example of the cluster's work carried out in the context of school-university cooperation.

In the science of pedagogy, the influence of the social and cultural environment of the subjects of the educational cluster on the formation and development of the individual, on the self-development of his surroundings, in the environment of the educational cluster, has not been comprehensively and deeply researched. The results of the research indicate that a person develops within the environment, experiencing

the effects of the environment, and at the same time, he himself affects the environment and changes it. For the emergence of healthy competition and mutual pedagogical interests in the environment of the innovative cluster of pedagogical education, the conditions of PTIK activity, its promotion (logistics, diagnosis, competence requirements), activity of subjects, and scientific and methodological approaches are required (Table-1.1).

Table-1.1

School-HEI educational cluster environment		
	At school (student)	At university (student)
Existing problem	-gaps in mastering sciences; - psychological instability; - lack of classification of educational plans; - excessive training loads; - lack of basic professional competence of the teacher;	- insufficient formation of independent learning skills; - lack of scientific qualification; -increasing tendency to become attached to virtual life;
Performance mechanism	- establishment of "school-laboratories"; - organization of trips to historical places and museums; - organization of history circles;	"I heard-saw-did" project; - selection of the educational cluster as an object of scientific research; - "Three steps for my profession" methodical system of early preparation of students for professional practice.
Expected result	Links to educational institutions and the process of reconnecting with them will improve. A person with knowledge, skills, skills and competence, adaptable to the conditions of education and training is formed.	Different forms of education, science and production practices are combined. A competitive staff is prepared for the labor market. A specialist with professional competence is trained.
Beneficial effect доираси	- choosing a target profession; - improvement of educational content; - creation of varied educational programs and environment; - directing students to targeted education based on a creative approach; - providing materials based on international assessment criteria.	

Based on the above scientific considerations about the innovative pedagogical education cluster, we formed our following definition. Pedagogical innovative educational cluster is a focused integrated system of continuous education from pre-school to higher education and related educational entities, the main product of which is high-quality educational services and specialist training with high competence. It is assumed that all educational subjects complement each other in mutually beneficial cooperation at each of its stages.

Therefore, it is important that the person is at the center of achieving the set goal within the pedagogical innovation education cluster. It is based on person-oriented educational technologies that allow the subjective approach of the learner during the trajectory of individual development, increasing personal activity, self-development, creative thinking process, making coordinated decisions in non-standard situations. This process is necessarily directly related to the development of personal and professional competence of the learner [8, 9, 12, 14, 15, 16].

The transformation of the 21st century into the information age, the rapid development of information technologies and the influence of global information on the social space make it a social necessity to activate subjective actions related to the transmission of specific information about science to the learner, their analysis, assimilation and transformation into competence. requires the development of professional competence on the basis of person-oriented educational technologies.

It should be noted that competence has become a priority in the process of introducing educational standards and training personnel based on social order, ensuring the development of society [20, 21]. This, in turn, imposes its demands on the quality and efficiency of education, denying the pure transfer of knowledge by the teacher to the learner, and prioritizes the formation of personal educational technologies and professional competences based on theoretical and practical skills, mastered skills.

Based on the above considerations, it can be concluded that the following should be taken into account when introducing a person-oriented approach in the educational process:

firstly, a person should develop himself, control his activities, think independently, make rational decisions;

secondly, effective use of individual and group work technologies, pedagogical methods that serve to increase the quality of education in the organization of the educational process;

thirdly, formation of competence to apply the knowledge and skills acquired in the educational process.

According to the researcher V.P. Bespalko, educational technology is a set of tools and methods of reproduction of theoretically based educational and educational processes, which allows to successfully achieve educational goals [7]. According to M.V. Klarin, educational technology is understood as a systematic sum of all personal, instrumental and methodological tools used to achieve pedagogic goals and the procedure of operation[10].

On the basis of person-oriented education, the personality of the student becomes not only a subject, but also a priority object, inviolable, conflict-free conditions for

development are provided. The equal cooperation of the teacher and the student is observed during the entire teaching period: development of the purpose of the subject, selection of content, management of the process, evaluation becomes a creative act.
Based on the above analysis, we define the technology of person-oriented education from the author's point of view as follows:
Person-oriented educational technology is a dynamic process aimed at the personal development of the learner, providing a certain result in professional and pedagogical situations, leading to success in mutual relations, and coordinating the integration of theoretical and practical knowledge.
The scientific-theoretical basis of person-oriented educational technologies (personal beliefs, attitude to education, value system orientation, passion for learning, commitment to professional activity), conceptual basis (personal life position, thinking and consciousness, creative approach to scientific and practical problems, modern desire to master technologies), distinguishing such components as the pedagogical and psychological content of education (motivation to learn, competence to transfer knowledge, content of educational programs, implementation of DTS, coordination of curricula, science programs and its improvement), revealing the nature of the assigned task serves to give.

CONCLUSION

Thus, in the formation of professional competence of students in the educational process of higher educational institutions:
in the development of professional competence of students on the basis of person-oriented educational technologies, focusing on the student's personal development, ensuring that he achieves a certain result in professional and pedagogical situations, for this purpose, focusing on the dynamic features of the integration of theoretical and practical knowledge in order to improve the health of mutual relations and ensure that he achieves success;
in order to strengthen the effectiveness of the innovative cluster system in education, it is desirable to form mechanisms for the purposeful organization of pedagogical practice of students and comprehensive support for employment. For this, it is necessary to form research skills in relation to the problem and its solution, even if it is small, within the framework of the educational cluster during the practice period of "kindergarten-laboratories" and senior students in pre-school education organizations or general education schools;

in the research of person-oriented educational technologies, it is appropriate to pay attention to its scientific-theoretical aspects, ideological foundations, as well as its conceptual foundations, pedagogical-psychological content of education.

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