

**ИЗУЧЕНИЕ ТЕОРЕТИЧЕСКИХ АСПЕКТОВ КЛАСТЕРИЗАЦИИ
ОБРАЗОВАТЕЛЬНОГО ПРОЦЕССА И ЭФФЕКТИВНОГО ПОВЫШЕНИЯ
ПРАКТИЧЕСКОЙ ДЕЯТЕЛЬНОСТИ**

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**STUDYING THEORETICAL ASPECTS OF CLUSTERIZATION OF THE
EDUCATIONAL PROCESS AND EFFECTIVE INCREASE OF PRACTICAL
ACTIVITIES**

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Annatotsia:

The process of implementing the development of a culture of cooperation in the student community involves organizing events to develop a culture of cooperation among students by involving them in cooperation using a cluster approach.

Keywords: Culture, problem, synthesis, position, value, goal.

In the process of theoretical analysis and understanding of the educational potential of cluster interaction, we created an algorithm for the joint activities of its participants. This involves identifying the main stages of students creating clusters. Each of them is aimed at developing certain components of a culture of student cooperation. The main stages of the cluster interaction algorithm aimed at developing a culture of student cooperation were the following:

Step 1. Study the interests of cluster-based interaction participants.

Stage 2. Analysis and research of the main problems of the cluster.

Step 3: Start the cluster.

Step 4. Presentation of the product of activity as a result of cluster interaction.

Step 5. Assessing and reflecting the effectiveness of cluster interaction.

In turn, the stages of cluster interaction were associated with the components of the process of forming a culture of cooperation among students, as well as the developed qualities of university students, the synthesis of which represents a culture of cooperation as an integral personal characteristic. It determines a person's ability to enter into effective relationships with other people.

Let us turn to the characteristics of the stages of cluster interaction. The implementation of the first stage of the algorithm “Studying the interests of participants in cluster interaction” was aimed at studying the interests of participants in interaction with the aim of further uniting students into clusters based on their common interests.

When developing the content of this stage of interaction, we started with the so-called critical mass, grouping students by interests. They combine many of the essential particle components required to produce the best results at this

D. S. Renzulli organized the collection of information about the interests, preferences and talents of students through the use of a questionnaire to determine the interests of students and the effective use of assessment tools. These methods allowed us to identify areas of interest to students. Based on them, a reserve of potential topics for future clusters was created. At the same time, students independently realized their interests and preferences, including specific ones, and identified the most important of them. After analyzing their responses, they compiled a list of topics of greatest interest, which were then organized to select research areas for clusters.

Students were given the opportunity to choose a topic they wanted to explore in more detail in the cluster. On the chosen research topic, students were united into cluster teams based on common interests. Thus, at this stage of cluster interaction, students develop important personal qualities, such as the ability to form a community with subjects of joint activities.

We took into account that students’ choice of one or another cluster team is determined by the level of trust in each other. If the experience of previous interaction with one of the representatives of the emerging cluster was negative, the student can pass it on. One can highlight such things as preference for another cluster group to the detriment of one’s own cognitive interests or the manifestation of trust, despite the fact that the other is not treated as a psychologically safe and reliable subject. Thus, this stage of cluster interaction contributed to the development of interpersonal trust, which is the most important fundamental component of the culture of student cooperation.

When organizing the first stage of cluster interaction, we focused on the possibilities of personalization in the choice of a problem by students, the significance of the problem for each participant in the cluster interaction and the newly formed team with common interests. In this way, students develop the ability to concentrate on a problem that has personal significance for an individual or a team.

In our opinion, this stage of cluster interaction is the starting point of the process of forming a culture of cooperation, since the convergence of students’ interests leads to the emergence of a sense of community. In turn, the common interests of cluster participants contribute to the creation of more creative cooperation.

During the implementation of the second stage of cluster cooperation “Analysis and research of the main problems of the cluster”, students united by a common research topic in cluster teams were included in the analysis of the main problems.

The students studied the content of the questions and came to the conclusion that they could get complete answers to the questions if they organized a meeting with professional specialists in a certain field. When searching for specialists, students took into account the presence in the city of many different professional organizations and societies, whose representatives can not only provide information, but also act as assistants to a particular cluster. Another way to learn the basics is to look for methodological literature - manuals containing the necessary “advanced” information.

A generalization of the results obtained allows us to conclude that the formation of a culture of cooperation among students is activated through the introduction of cluster interaction into the educational process as a means of shaping the phenomenon being studied.

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