

# THE ROLE OF THE INNOVATIVE EDUCATION CLUSTER IN THE PROCESS OF FORMING THE PROFESSIONAL COMPETENCES OF DEFECTOLOGISTS

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## Abstract

This article describes the ways to develop the professional competencies of future speech pathologists, the innovative cluster of pedagogical education, all types of education in the system of continuing education, research institutes and centers, practice bases, the integrity of scientific and scientific-methodological structures. It is said that it will allow to raise the system to a qualitatively new level.

**Keywords:** Competence, defectologist, children with disabilities, Innovative Education Cluster, qualified teacher.

## DEFEKTOLOGLARNING KASBIY KOMPETENSIYALARINI SHAKLLANTIRISH JARAYONIDA INNOVATSION TA'LIM KLASTERINING O'RNI

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## Annotatsiya:

Mazkur maqolada bo'lajak defektologlarning kasbiy kompetensiyalarini rivojlantirish yo'llari, pedagogik ta'lim innovatsion klasteri uzluksiz ta'lim tizimidagi barcha ta'lim turlari, ilmiy tadqiqot institutlari va markazlari, amaliyot bazalari, ilmiy va ilmiy-metodik tuzilmalarning bir butunligi bo'lib, ularning birgalikdagi vazifalar taqsimlangan faoliyati pedagogik ta'lim tizimini sifat jihatidan yangi darajaga ko'tarish imkonini berishi haqida so'z yuritilgan.

**Kalit so'zlar:** Kompetensiya, defektolog, imkoniyati cheklangan bolalar, Innovatsion ta'lim klasteri, malakali pedagog.

## Аннотация:

в статье описаны пути развития профессиональных компетенций будущих логопедов, инновационный кластер педагогического образования, все виды обучения в системе непрерывного образования, научно-исследовательские институты и центры, основы

практики, целостность научных и научно-методических структур. Говорят, что это позволит вывести систему на качественно новый уровень.

## Introduction

The strategic direction of the development of the education system in society is the intellectual and moral development of a person on the basis of purposeful independent activity in various areas. In our country, along with the developed countries of the world, the promotion of independent education is becoming an important direction in the process of educational reforms. The study of the phenomenon of educating the professional competence of a teacher has found its expression in the works of a number of scientists. These authors put forward the idea that professional competence, together with the qualities of reliability, characterizes the pedagogical culture of a teacher as a professional and individual phenomenon. In turn, the concept of professional competence, as noted by V.A. Slastenin, expresses the unity of the theoretical and practical readiness of a teacher to carry out pedagogical activity and characterizes his professional formation.

Competency-oriented education is education aimed at the formation of competencies in students to apply the acquired knowledge, skills and qualifications in their personal, professional and social activities.

When assessing the professional competencies of future defectologists, the main attention should be paid not to the presence of individual elements of competencies, but to the ability to demonstrate their ability to solve the tasks set in working with children with disabilities.

It is advisable to formulate the tasks given for assessment in the form of imitation of real professional tasks, in which the level of development of various elements of competencies manifested in the process of solving issues of developing the professional competencies of future defectologists is assessed. In addition, the conclusions on the results of the assessment should answer the question of whether the identified qualifications of the future specialist are sufficient to perform professional (functional) tasks. If this is not enough, it is necessary to have a clear idea of what developmental measures can be implemented to raise professional competencies to the required level.

The main forms of assessment of professional competencies differ from the forms of assessment of general competencies. This is due to the specificity of the indicators for assessing the elements of professional competencies. As noted above, in order to develop the ability of learners to successfully solve professional problems, it is necessary to develop tasks similar to real professional problem situations.

Currently, modern information technologies are one of the most important factors that effectively affect the development of all areas. Therefore, in order to ensure the introduction and development of an innovative pedagogical education cluster in the region, it is necessary to effectively use modern information technologies, in particular the Internet, in the process.

It is worth noting that cluster members exchange information on a platform organized for one purpose through a global network, enrich resources, get acquainted with the information of other members and express their opinions, as a result of which a chain is created between the objects and subjects of the cluster.

At Chirchik State Pedagogical University, practical work is being carried out based on the following goals: to improve the content and quality of education, to introduce innovative clusters of pedagogical education that are effective in training competitive, highly educated teachers with high knowledge and skills, to train highly qualified pedagogical personnel who are dedicated to their profession and have the skills to use modern information and communication and pedagogical technologies.

The cluster system unites subjects that each carry out their own activities around a common goal, and at the same time, each subject acts on the basis of private interest, proceeding from a common goal. The subjects of the cluster system support and control each other, each creates a spiritual and intellectual space for a separate cluster, expanding its social impact and significance. One of the tasks of the created innovative system is to provide modern knowledge for educational institutions in the region and assist qualified pedagogical personnel. To implement this goal, students of Chirchik State Pedagogical University were selected as an experiment.

Based on the high social importance of pedagogical education in the sustainable development of society, modern requirements, problems in the system, and ensuring the connection between science and education in solving them require the transition of continuing pedagogical education to a cluster development system.

The pedagogical education innovation cluster is a set of all types of education, scientific research institutes and centers, practice bases, scientific and scientific-methodological structures in the system of continuing education, the joint activities of which, with the distribution of tasks, allow raising the pedagogical education system to a qualitatively new level. Therefore, the main goal of the cluster is to combine the educational-scientific-innovative potential of its members to train modern education specialists with not only a high level of civic and professional competence, but also competitiveness, the ability to accept innovations, the ability to design and implement new educational programs and technologies.

The cluster system of pedagogical education development operates in general areas related to teaching, creating educational literature, improving the scientific potential of pedagogical personnel, and the continuity of education and upbringing. At the same time, these general directions are specialized in such areas as the management and organization of education, ensuring continuity and integration between types and areas of education, and the use of teaching methods and tools.

The following participate as subjects of the cluster system:

- preschool, general secondary, secondary specialized, higher and additional educational institutions, which serve as educational and experimental bases for students, master's and doctoral students to undergo pedagogical practice, conduct educational, scientific research, innovative and design activities;
- institutions of the system of additional education for adults, institutions of retraining and advanced training of pedagogical personnel of preschool, general secondary, secondary specialized vocational education of children and adolescents in accordance with the updates at different levels of education;



- scientific and scientific-methodological structures, centers, scientific research institutes engaged in and determining collaborative scientific research activities;
- pedagogical communities, initiative teams, public associations, state and non-state organizations;
- foreign higher education institutions and research centers.

The cluster system unites entities that operate separately around a common goal, and at the same time, each entity operates on the basis of its own interests, proceeding from a common goal. The entities of the cluster system support and monitor each other, each of which creates a spiritual and intellectual space for a separate cluster, expanding its social impact and significance.

The innovative cluster of pedagogical education is based on the principles of relevance, coherence, consistency, succession, modernity, orientation, and interest.

The main goals of the pedagogical education cluster are:

- ensuring effective succession in the field of pedagogy and promoting the best students to the pedagogical profession;
- conducting professional training of teachers based on practice and intensively ensuring effective communication with interested entities;
- creating an environment for training future education specialists on the basis of innovative practices;
- reducing the period of acquisition of professional skills by young specialists;
- ensuring direct participation of students in today's rapid development processes;
- creating a new generation of educational, educational-methodological, scientific literature, tools and didactic materials in pedagogical education;
- increasing the scientific, scientific-pedagogical potential of pedagogical education;
- integrating intellectual resources around urgent issues of pedagogical education development;
- searching for and implementing various forms and types of education, science and pedagogical practice in education;
- improving mechanisms that ensure the continuity of education and upbringing;
- creating the opportunity for rapid reconnection with preschool, secondary education and higher education institutions and other applicants in the training of pedagogical personnel;
- scientific substantiation of the need for communication, interconnection and cooperation between the branches of pedagogical education.

Based on these goals, the pedagogical education innovation cluster performs the following tasks:

- training pedagogical personnel with modern knowledge and skills for educational institutions in the region;
- effective use of innovative pedagogical technologies to improve the quality of education;
- consistent establishment of scientific activity in the field of pedagogy;
- ensuring the coherence and continuity of the content of the main (textbooks) and auxiliary (dictionaries, encyclopedias, electronic resources, etc.) educational tools across educational stages;



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