



## **Editorial Problems of Organizing the Innovative Activity of Preschool Education Organization Editors Under Educational Cluster Conditions**

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**Abstract:** This article talks about the organization of innovative activities of preschool education pedagogues in the context of an educational cluster. The researches of scientists about the concepts of cluster, educational cluster, innovation, educational innovations are widely studied, and a point of view is shown regarding the conclusions obtained from them.

**Key words:** cluster, system, innovation, technology, pedagogical technologies, special pedagogy, optimality, effectiveness.

## **Ta'lim Klasteri Sharoitida Maktabgacha Ta'lim Tashkiloti Pedagoglarning Innovatsion Faoliyatini Tashkil Etishning Pedagogik Muammolari**

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**Annotatsiya:** Ushbu maqolada ta'lim klasteri sharoitida maktabgacha ta'lim pedagoglarining innovatsion faoliyatini tashkil etish haqida so'z boradi. Klaster, ta'lim klasteri, innovatsiya, ta'lim innovatsiyalari tushunchalari haqidagi olimlarning izlanishlari keng o'rganilib, ulardan olingan xulosalarga nisbatan nuqtai nazar ko'rsatib o'tilgan.

**Kalit so'zlar:** klaster, tizim, innovatsiya, texnologiya, pedagogik texnologiyalar, maxsus pedagogika, optimallik, natijaviylik.

As we know, the changes taking place in our society in recent years also cover the field of education. If we look at the changes in the national education system, we can see that many positive things have been done. In particular, the decisions and decrees adopted in the preschool education system brought significant innovations in this field. In particular, specialized preschool educational organizations for the blind sector and defines the goals and tasks, rights, obligations and responsibilities of preschool education organizations of the same type, as well as the procedure for organizing their activities.[1]

At the beginning of the speech of the head of state Shavkat Miromonovich Mirziyoyev at the 2nd UNESCO World Conference on Raising and Teaching Young Children, which was held in Tashkent on November 15, 2022, he touched on the world situation in the field, and the limited access of millions of children to primary education, experts said that it is important to unite and increase the coverage of preschool education. Emphasizing that in Uzbekistan decent living conditions are being created for the population based on the principle that "human dignity, his rights and interests are the highest value" we pay attention. By developing children from a young age, we create a solid foundation for them to fully express their identity in the future. After all, there is no doubt that the investments spent on this noble goal will return tomorrow with several times more." The head of state also touched on the issue of integrity in the education system. He emphasizes that the great thinkers who grew up in our country founded two renaissance periods, and that present and future generations should strive for knowledge. "We are raising the issue of the Third Renaissance



in our country as a strategic task and raising it to the level of a national idea. We consider pre-school education and school education, the higher education system, and scientific and cultural institutions as four integral links of the future Renaissance. We consider our kindergarten teacher, school teacher, professor-teachers and scientific and creative intellectuals to be the four pillars of the new Renaissance," says the resident.[2]

On March 10-11, 2017 and February 16-17, 2018, our resident Sh.M. Mirziyoyev communicated with the people and got acquainted with the reforms being implemented in the areas, and explained the scientific basis of organizing production based on the cluster system in Uzbekistan. showed. In fact, the innovative cluster system is rapidly entering all fields. In particular, there is a cluster in the education system. This is aimed at the development of a person and becoming a mature person, and his connection - pre-school, general high school, academic lyceum, vocational college, higher education institution, doctoral studies, professional development, etc. encompassing processes that link the chain of lifelong learning. That is why, based on the goals and plans set by our president for the development of our national economy in the "Cluster method", the establishment of "Competitive staff training clusters" in HEIs and other educational institutions is one of the urgent issues of today.

Speaking about the educational cluster, we considered it necessary to introduce the opinions and comments of scientists who have conducted scientific research in this regard.

The word "cluster" is an English word, translated as "net", "net", "group", "concentration", "clustering into groups", "growing in clusters". At first, this term was used in the field of statistics and computers, and later it was widely used in economics and social sciences. American economist M. Rorter, professor of Harvard Business School, the founder of the cluster theory in the economy, explains the mechanism of cluster formation as a combination of directly related industries, which causes the growth of mutual competitiveness.

The Russian scientist T.I.Shamova imagines the cluster as a separate field (education, economy, etc.) and understands it as a mechanism for strengthening



the organizational forms of the union of fields interested in achieving competitive efficiency.[3]

According to the Uzbek scientist U.N. Khodjamkulov, a cluster can be called a system based on certain cooperation, but it has different aspects from a normal system. It's a special, unique system that improves performance by adding elements, but removing them doesn't have fatal consequences. Based on the results of his research, the following conclusions are drawn:

Although each of the elements of the system performs a separate task, they differ from each other according to the level of importance. The elements of the cluster are equal members.

The failure of one of the elements in the system will cause the entire system to malfunction or not work. The failure of one of the elements in the cluster can reduce the performance, but does not stop the operation of the remaining elements.

The system can be organized on the basis of mechanical relatedness, but the elements in the cluster are based on conscious, natural and purposeful relatedness.

Self-interest is not always required in the elements that make up the system, but entities without self-interest in the cluster do not work.

The system has a single purpose and every element is subordinated to that purpose. In a cluster, in addition to a single goal (common goal), each element has a specific goal. The private goals of subjects are no less important than the general goal.

A system can be said to be a whole consisting of separate parts, and a cluster can be said to be a whole consisting of separate wholes.[4]

The purpose of forming clusters for the development of preschool education is to gradually introduce innovations at an intensive pace and monitor their effectiveness. The prerequisite for success is the transparency of the processes within the cluster process and the presentation of the results to all educational institutions. Preschool educational institutions wishing to join development clusters make decisions independently (without the participation of



management departments), develop a development program, determine the planned result of innovative activity, levels, criteria and performance indicators. The team of preschool educational institution participating in the organization of the development cluster has a common vision of the future, a desire for self-improvement, learning, coordinating their actions, making joint decisions and implementing them with joint efforts. should be able to achieve results gradually. The achievements of one team can be a model for other organizations.

Sh.Sh. According to Mirziyoyeva in her scientific research, the cluster of preschool education allows to ensure real integration between various educational organizations related to this field: higher education institutions, colleges of pedagogy and preschool education organizations. Such a combination affects the wide spread of new knowledge that stimulates innovation in the system of training and education. The preschool education cluster can be seen as an ecosystem that ensures the quality of preschool education and develops the innovative competence of the leaders of preschool education organizations, because the educational ecosystem is primarily a new effective management approach to the training and retraining of the educational staff in this system. and pre-school education is to ensure the effectiveness of the educational process in organizations. In addition, the cluster allows for continuous education during professional activity, that is, from the formation of professional competences to their continuous improvement.[6]

One of the effective means of improving the activities of editors is the use of modern technologies, including the achievements of the science of psychology and editors, information technologies, health is the use of innovative educational tools such as retention technologies.

The analysis of the psychological-pedagogical literature shows that rehabilitation and correction in preschool education, in particular, with children with special needs (children with retarded mental development, speech disorders, hearing and vision problems, locomotor disorders) special scientific studies aimed at



forming the readiness of editors to use modern technologies while conducting work are not blind.

Implementation of innovations in the activities of preschool education organizations of the blind sector is one of the main conditions for reforming and improving the preschool education system. If the editorial staff is qualified specialist staff in their field, the educational process organized in pre-school education is carried out at a high-quality level. Therefore, raising the quality of education to a higher level is organized on the basis of the use of innovative technologies. Teaching through innovative technologies and methods is one of the most important factors in the development of the continuous education system. They are manifested in the integrated system of various initiatives and innovations that lead to certain changes in the educational process, enriching the content, quality and effective organization of education. The successful implementation of educational activities in the educational process depends on the correct organization of the editorial process in preschool educational organizations.

Shavkat Mirziyoyev, Resident of the Republic of Uzbekistan: "Innovation is the future. If we start building our great future today, we should start it on the basis of innovative ideas and an innovative approach. In the coming year, the task of developing scientific research and innovative activities, mobilizing the necessary financial resources for this, supporting the participation of talented young people, creative ideas and developments in this process will be in the center of our attention. It has been expressed that it is important to carry out on the basis of innovative ideas and technologies.[7]

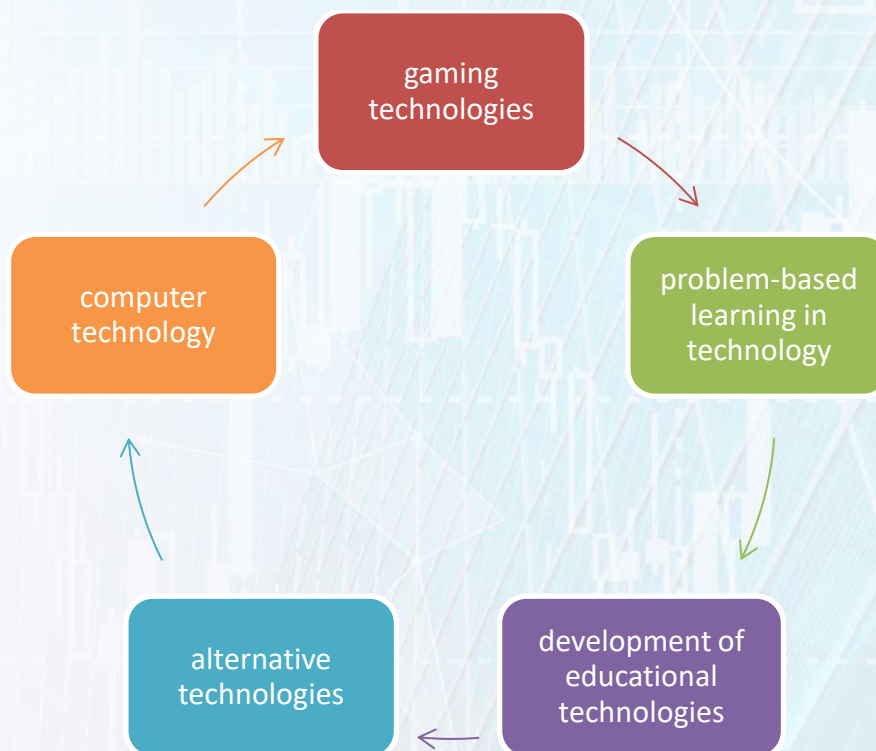
According to the analysis of several definitions given to the concept of "innovation" used in editorial research and scientific work, the concept of innovation is used in the sense of content changes in editorial processes, that is, the development or effective organization of a certain process based on the introduction of innovation. Also, innovative activity means effective coordination of a certain process on the basis of innovation in the field.



So, the concept of "innovation" means innovation, something new, change; innovation presupposes the introduction of something new as a tool and process. In accordance with the educational process, innovation implies the introduction of innovations in the goals, essence, methods and forms of education and training, and the organization of joint activities of the educator and the student.

Based on the analysis of educational technologies carried out by Selevko, it is possible to distinguish the innovative technologies used in the preschool education system, represented in scheme 1.[8]

**Scheme 1:**



According to A.R.Ibragimova's researches, innovative educational technologies are understood as a process of purposeful, systematic and consistent new methods and tools, educational methods necessary for children with special needs. Innovative pedagogical technologies differ according to various factors: the goals and tasks, the availability of pedagogical tools, the tasks performed with the help of technologies, the ability to use educational and technical equipment, visual aids on the spot.



In special education, innovative technologies should ensure the development of the child's personality, taking into account the individual characteristics of the child, and education should be provided in a person-oriented manner. The network of methods and technologies that make up its content is very large: game technologies, healthcare technologies, interactive technologies, multimedia technologies, distance education technologies, etc. Modern society places great demands on the result of education: educational institutions should not only provide the child with solid knowledge and skills, but also support the development and education of students in accordance with their educational opportunities and needs, requirements, inclinations and abilities. need An important element of this process is the creation of an educational and developmental environment for children with special needs, at the same time, the basic level of knowledge, skills and qualifications will be transformed from an educational goal into a means of updating the intellectual, creative and personal capabilities of students. The educational environment should be focused not only on educational goals, but also on the best ways to successfully adapt to life for each child with special needs.

Thus, innovations in special education include the development and implementation of new forms, tools and methods of increasing the effectiveness of educational-corrective-developmental and enabling processes and the popularization of the use of person-oriented, neuropsychological, art-therapy, information technologies. contributes.

The innovative direction is determined by the following factors of editorial innovation:

1. A novelty that can determine the degree of uniqueness of the experience. Absolute, local-absolute, conditional and subjective levels of novelty are distinguished.
2. Optimism - helps the participants of the pedagogical process to achieve high results while spending the least amount of physical and mental energy;
3. Effectiveness and efficiency - shows the stability of positive results in the editor's activity.





4. The possibility of creative use of the results obtained in the mass experiment, which implies the suitability of the proven experiment for mass introduction in educational institutions.[9]

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