

# The Effectiveness of the Organization of Classes in Primary Classes Based on the Cluster Module

**Akmal Abduganiyevich Taniberdiyev**

Doctor of Philosophy in Pedagogical Sciences (PhD), associate professor, Gulistan State University.

**Abstract.** This research paper provides definitions of productive methods and technologies for the training of teaching staff in institutions of higher education, trends in the development of continuous professional education in general and teacher education in particular, and the educational tasks that arise from them that are relevant for the university.

**Keywords:** forms, methods, technologies for training future teachers, continuous pedagogical education, educational-scientific-innovative cluster of continuous pedagogical education.

## Introduction.

In today's world, a person's need for communication, training, education and self-development is increasing. The formation of communicative competence is one of the priority areas in the activities of a modern educational institution. To help a student learn to “hear”, “speak” and “act” means to help him in his development and self-determination. Undoubtedly, communication skills are not only a guarantee of emotional well-being and overcoming negative feelings in the course of educational activities, but also contribute to solving the problem of socialization, which is relevant for all school graduates. It is very important to form communicative competence among students who want to become teachers, since communicative competence is a fundamental element of a teacher's professionalism. After all, the ability to competently and intelligibly explain, listen, hold a discussion, defend one's opinion, take into account the opinion of an interlocutor or opponent, speak in public, establish contacts, work in a team, cooperate all this is the constituent elements of a teacher's characteristics. . As practice shows, young teachers, and even more so students of pedagogical classes, have poor command of the means of verbal and non-verbal communication, they hardly use the knowledge and skills of a communicative nature, which is an obstacle to choosing a teaching profession.

For successful pedagogical profiling of students at the II and III stages of general secondary education, it is important to create an environment for communication and cooperation of participants in the educational process in the school to achieve the goal. In our case, the goal is to awaken students' interest in the teaching profession, identify and develop professional inclinations, and foster a respectful attitude towards the work of a teacher. We see multilateral communication as a pedagogical resource for revealing the personal capabilities and inclinations of students as an interactive method of organizing pre-profile and specialized pedagogical training.

## Methods of research.

“Interactive methods are built on the interaction schemes “teacher - student” and “student - student”. That is, now not only the teacher involves children in the learning process, but the students themselves, interacting with each other, influence the motivation of each student.

The one-way form of communication, which dominated the organization of the educational process for many years, is losing its relevance, as it is a passive method of teaching and education. And today it is justified only in the case when only a teacher can give information. A multilateral form of communication is an active method that involves the activity of all participants in the educational process, and not just the teacher. But the role of the teacher still remains the main one: he organizes, prepares assignments, formulates topics for discussion and questions, conducts consultations, and controls the execution of assignments.

During multilateral communication, there is intense contact between students and the teacher and students among themselves, if we consider extra-curricular activities, then legal

representatives of students also enter into communicative contacts. Psychologists have found that in conditions of multilateral communication there is an increase in the accuracy of perception, the effectiveness of memory work increases, such intellectual and emotional properties of a person develop more intensively, such as stability of attention, the ability to distribute it, observation during perception, the ability to analyze activities partner, to see his motives, goals. In order to develop a personality capable of self-development and self-determination, it is necessary to bring to the fore "dialogical methods of communication, a joint search for truth, development through the creation of educational situations, various creative activities". For multilateral communication, typical forms of work are group and collective.

Collective creative activity is not only an effective method of teaching, developing and educating students, but also the formation of communicative competence. In the process of activity, a comprehensive development of the personality takes place - creative, intellectual, social, emotional. In collective creative activity, students of different classes, students and teachers, teachers and parents, parents and children interact. Students acquire organizational experience, realize communication needs, and show creativity. Collective creative work allows everyone to show, develop and improve their inclinations and abilities, to grow morally and spiritually.

The formation of a model of a specialist with a certain set of competencies, depending on the profile of future professional activity, is the key to sustainable socio-economic development of the country. In recent decades, the exponential development of technology has led to accelerated progress in various areas of professional activity. The rapidly changing technologized world, which directly affects the cognitive and creative abilities of a person, requires the active development of the educational sphere in the direction of creating and effectively using new scientific knowledge.

Continuing education is no longer just one aspect of secondary and vocational education; it becomes the fundamental principle of the educational system and the participation of a person in it throughout the entire process of his life. These changes require from a modern teacher an appropriate level of his technological culture, which will provide the variability of technological foresight through the exponentiality of thinking.

The consultant takes the position of a researcher and a catalyst for the procedure for developing a realistic, material and measurable solution for the teacher-client. This is achieved by means of game-technical modeling, which involves a joint study by the client-teacher of the main source of the problem in his professional practice together with the collective subject "consultant" until the latter independently "discovers" a way out of it.

Constantly communicating in the process, the teacher-client comprehends and reproduces (not only for himself, but also for others) both himself and his knowledge about the relationship of the objects and phenomena under discussion. The obtained data is processed at different levels of personal consciousness, turning into deep and superficial mental structures. Stimulated by situations that arise in the consulting process, individuals as carriers of consciousness, and hence mental structures (impressions, knowledge, and relations-ideas connecting them), seek to explicate them, make them available to others, seeing this as the basis for self-expression and self-affirmation. The consequence of this desire is the actualization of these mental structures in information communication, within which they acquire a different value, becoming the property of others. As a means of facilitating the tasks of the necessary understanding by others of the author's texts, the schemes developed in the methodology were used.

In game-model interactions, reflexive processes and mechanisms implement, along with the normative and critical, the research function [6, p. eighteen]. The teacher's in the process of forming his TC through game modeling provokes the acceleration of changes and development of both counselees and consultants.

The tasks submitted for consultation are built on the basis of system representations of the object type, which corresponds to the extraction of the corresponding concept, which has integrity, independent of the current situation. Its content is presented in a schematized form containing a sequence of steps to manage the basic activities of the teacher's NE in the process of forming his TC. From this scheme, a sequence of questions and answers is developed on the structure of the presented system, the processes in it, and the correspondence of their specific consulted activities.

Then follow the actions subordinated to the answers to these questions, which are fixed by a sequence of schematic images.

Stabilization of the managerial activity of the CS NE of the process of forming the teacher's TC is ensured by the possibility of technological integration of analytical activity with pedagogical. Increasing the level of decision-making culture and their subsequent implementation in an adequate way are the fundamental conditions for the implementation of the world community.

In the framework of our study, acts as a controlled system, and the consulting function acts as a mechanism for its management at the level of an individual specific teacher and the organization "educational institution" as a whole. Consequently, it is possible to manage not one or another component of the educational process, but the properties (methods of manifestation) of these components, their compliance with certain norms.

The structure of a game-modeling event involves the formation of a setting for the game among the participants of the CS through compliance with the target guidelines of the studied professional practice. In the process of direct game interaction, a specific task is solved through steps that include the formulation and solution of a problem that actually arose in the professional practice of a teacher-client through a demonstration of a professional action. The latter provokes gaming communication, which is implemented as a discussion in a group or intergroup form. Game reflection is an obligatory component of game-model interaction. It sequentially goes through the stages: intra-group - inter-group - organizational.

The reflexive-activity approach to the implementation of the teacher's the process of forming, overcoming the mass-reproductive nature of modern education, brings it to the personal level, ensures the identification and formation of the teacher's creative individuality, the development of his own views and beliefs (reflexive position), unique activity "technology". The reflexive position that underlies the analysis and introspection of one's own BUT during the formation of the ensures the unity of the implementation of these processes. Awareness of one's own results of activity acts as an incentive motive: it leads to the identification of the need to improve the methods, organization, technology of existing professional practice.

Without creating anything external, the continuous formation of the TC develops the personality of the teacher, the elements of the game give this process a unique, creative character. On the one hand, the participants of the develop an initiative, a desire to search for something new, on the other hand, the technology implemented according to the rules and regulations, and the process.

Methods of personification of pedagogical knowledge make it possible to create such situations in the educational process and thereby bring the learning process in the pedagogical class closer to the formation of value meanings. Under the conditions of pedagogical profiling, personification means establishing a connection among students of specialized classes between their understanding of the meaning of the teaching profession and personal meanings of being. The personification of pedagogical knowledge aims teachers of specialized classes to select illustrative examples from books, biographies of people, phenomena of school reality, illustrating pedagogical ideas and patterns, and thus ensures the sensory assimilation of pedagogical ideas and values and restores the dissonance between pedagogical training and personal readiness. - the ability to master the teaching profession by students. Methods of personifying pedagogical knowledge also make it possible to include students in activities aimed at recreating pedagogical reality in its situational manifestations. The choice of one or another solution offered to students allows them to take a conscious professional pedagogical position. Thus, the manifestation of the personal attitude of students of specialized classes to the studied pedagogical phenomena is actualized, causing high school students have personal experiences. Personification methods activate the inner work of a person to rethink himself, his position in the world, his life experience while getting acquainted with a different point of view on the same circumstances, events, facts of pedagogical reality.

The second group of methods - methods for creating profiling situations - includes methods that allow students to be included in a subjectively significant, stimulating activity and initiative

educational and cognitive activity, in which, along with knowledge and ideas about the specifics of pedagogical work, they master the skills necessary to form readiness for choice. pedagogical professions.

## Results.

The methodological basis for the selection of such a group of methods was the key position of the activity approach that human life is a constant action, activity. Methods for creating profiling situations are also based on the specifics of the competence-based approach and involve the implementation in the educational process of the mechanism of creative transfer of the conditions of pedagogical reality into the context of the learning situation.

Under the conditions of pedagogical profiling, the creation of profiling situations involves the use of plot-role-playing, business, simulation games, cases and trainings, project work, etc. in the educational process, during which a real problem of professional reality is modeled, requiring a creative solution. The main requirement for such methods is to focus on the student's "zone of proximal development", in which the educational material proposed for study will not be too difficult and not too easy to provide a motivational stimulus for learning. According to researchers, thanks to its game, search content, motivation to study the profession of a teacher increases, an attitude is formed for the student to constantly compete with himself and improve his knowledge, skills and abilities, which will subsequently form the basis of the teacher's pedagogical culture [ 3].

In general, the technological specificity of pedagogical profiling at school lies in the fact that, along with the study of the theoretical part, presented in the content of the relevant elective courses, students of pedagogical classes participate in pedagogical tests, project and research activities, in a complex of extracurricular activities of a pedagogical orientation. Thus, high school students get the opportunity to consolidate psychological and pedagogical knowledge at the level of formation of their own competencies. In the process of organizing specialized pedagogical education, the implementation of the competency-based approach determines the predominance of independent cognitive activity of students, ensuring their individual educational trajectory, the possibility of creating their own educational product and its presentation, public presentation, the development of reflective skills and individual assessment of each.

## Conclusion

As we can see, the choice of forms and methods of working with students of pedagogical classes (as well as at the stage of pre-profile pedagogical training) is due to the fact that an important result of profile education is the formation of a cognitive-reflexive strategy for cognition and critical thinking skills of students, expanding understanding of their ideas in the field of knowledge and self-knowledge, development of their communicative competence. For example, while studying the content of the sections "Discover the teacher in yourself" and "My professional choice" of the optional course "Introduction to the teaching profession", high school students are in a situation of assessing their personal and professional capabilities, building a strategy for personal growth using the potential of the chosen profession.

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