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## STRATEGIES FOR ORGANIZING AN INTEGRATED CREATIVE ENVIRONMENT BASED ON A CLUSTER APPROACH IN PEDAGOGICAL HIGHER EDUCATIONAL INSTITUTIONS

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### Abstract

The article examines the organization of an integrated creative environment in pedagogical higher education institutions based on the cluster approach. Using the experience of the ArtInnova research center, the pedagogical effectiveness of the cluster model, its development strategies, and the outcomes of the “Future Teacher” project are analyzed. The findings demonstrate that the cluster approach effectively enhances educational quality and develops professional competencies.

**Keywords:** Cluster approach, integrated education, creative environment, pedagogical higher education, Art Innova, future teacher.



### Introduction

#### PEDAGOGIKA OLIY TA'LIM MUASSASALARIDA KLASTER YONDASHUVI ASOSIDA INTEGRATSIYALASHGAN IJODIY MUHITNI TASHKIL ETISH STRATEGIYALARI

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## Annotatsiya

Maqolada pedagogika oliy ta'lim muassasalarida klaster yondashuvi asosida integratsiyalashgan ijodiy muhitni tashkil etish masalalari yoritilgan. ArtInnova tadqiqotlar markazi faoliyati misolida klaster modelining pedagogik samaradorligi, rivojlanish strategiyalari va “Kelajak o'qituvchisi” loyihasi natijalari tahlil qilingan. Tadqiqot natijalari klaster yondashuvi ta'lim sifatini oshirish va kasbiy kompetensiyalarni rivojlantirishda samarali ekanligini ko'rsatadi.

**Kalit so'zlar:** klaster yondashuvi, integratsiyalashgan ta'lim, ijodiy muhit, pedagogika oliy ta'limi, ArtInnova, kelajak o'qituvchisi.

## Аннотация

В статье рассматриваются вопросы организации интегрированной творческой среды в педагогических вузах на основе кластерного подхода. На примере деятельности исследовательского центра ArtInnova анализируется педагогическая эффективность кластерной модели, стратегии её развития и результаты проекта «Учитель будущего». Полученные результаты подтверждают эффективность кластерного подхода в повышении качества образования и развитии профессиональных компетенций.

**Ключевые слова:** кластерный подход, интегрированное образование, творческая среда, педагогический вуз, ArtInnova, учитель будущего.

## Introduction

Today, the global education system is undergoing a radical transformation. Interdisciplinary integration, the formation of practical competencies, and ensuring the close connection between education and the labor market are becoming priority tasks of modern pedagogy. In this process, the traditional model of providing education in pedagogical higher education institutions is not able to fully demonstrate its potential.

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Therefore, the need for integrated educational models based on the cluster approach is growing in the education system. Today, this approach is considered an effective mechanism that allows combining education, science, and practical activities in a single pedagogical space. Especially in the field of artistic and pedagogical education, this method is of great importance in forming a creative environment, preparing students for professional activity, and developing pedagogical competencies.

This article analyzes the issues of organizing an integrated creative environment based on the cluster approach in pedagogical higher education institutions using the example of the ArtInnova Research Center, implemented at the Faculty of Art History of the ChDPU. Also, the short, medium and long-term development strategies of the center and the effectiveness of the “Teacher of the Future” project are scientifically substantiated.

Since the beginning of the 21st century, the requirements for the education system have changed radically on a global scale. The sharp increase in the flow of information, the rapid renewal of knowledge, the transformation of professions and the need for flexibility in the labor market require the reorganization of education not as a set of traditional disciplines, but as a complex and open system. In such conditions, interdisciplinary integration, practical orientation and social cooperation are gaining priority in the educational process.

As a result of these processes, a cluster approach was formed in modern pedagogy. Although the cluster approach was initially used in economic and territorial development theories, later its possibilities in the field of education were identified. The cluster approach in the education system serves to ensure the seamless connection between various subjects - higher education institutions, general education schools, research centers, production and cultural institutions. In international studies, the cluster approach is also recognized as an important factor in introducing innovations in education and increasing competitiveness [13,15].

The relevance of the cluster approach in the development of modern education is determined, first of all, by the need to harmonize educational outcomes with

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real social needs. Indeed, modern pedagogy is increasingly demanding the integration of the educational process in higher education institutions, linking it with practical activities. Research shows that the cluster approach is an important pedagogical mechanism for establishing effective cooperation between educational subjects, preparing students for professional activity, and forming a creative environment [4, 8, 13]. Today, the quality of education is assessed not only by the level of mastering the curriculum, but also by the formed professional competencies, creative thinking, problem-solving skills, and social activity. The competency-based approach is one of the main directions of the modern pedagogical paradigm, and the cluster model allows us to implement this approach in practice [11, 17]. The cluster approach is emerging as an effective pedagogical mechanism for achieving these results.

From a pedagogical point of view, the cluster approach involves organizing the educational process as an integrated, multi-subject, and result-oriented system. In this approach, the educational process is not limited to classroom activities, but is inextricably linked with scientific research, creative activity, practice, and social cooperation.

The pedagogical essence of the cluster approach is manifested in the following main aspects:

Firstly, the cluster approach is based on equal cooperation of educational subjects. In it, the teacher, student, tutor, practicing specialist and employer appear not as passive performers, but as active participants in the educational process. This allows for the implementation of person-centered education in real pedagogical practice.

Secondly, the cluster approach provides interdisciplinary and cross-sectoral integration. Taking into account that modern problems cannot be solved within the framework of one discipline, the cluster model allows for the integration of knowledge, its application in real situations and the development of new pedagogical solutions.

Thirdly, the cluster approach enhances the practical orientation of education. Students do not receive knowledge in a ready-made state, but independently master it in the process of project, research and creative activity. As a result, the

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educational process becomes an active environment serving the professional and creative development of the individual.

Fourthly, the cluster approach brings the mechanisms of reflection and assessment to a new level in the pedagogical process. Educational outcomes are assessed not only through tests or tests, but also through practical products, creative developments, collective projects, and social impact.

In pedagogical research, the concept of an “integrated creative environment” is interpreted in direct connection with the cluster approach. In the process of modernization of the education system of Uzbekistan, interdisciplinary integration and innovative approaches have been identified as a priority task [1, 2]. An integrated creative environment is a pedagogical space where education, research, and practical activities complement each other, ensuring the creative and professional development of the individual.


The cluster approach creates the necessary conditions for the formation of this environment. In such an environment, the student has the opportunity to test knowledge not only at the theoretical level, but also in real social and professional situations. Especially in the field of pedagogy and art education, the creative environment plays an important role in the formation of an individual’s aesthetic thinking, independent thinking, and professional identity.

The main features of an integrated creative environment include:

- open communication and cooperation between educational entities;
- support for creative initiatives;
- priority of project and research activities;
- integral unity of theory and practice;
- favorable psychological environment for personal development.

The cluster approach combines these features into a single system, forming an educational institution not only as an educational organization, but also as a creative and innovative center.

Pedagogika oliy ta’lim muassasalarida klaster yondashuvining ahamiyati, avvalo, kelajak o’qituvchisining kasbiy kompetensiyalarini shakllantirish bilan bog’liq bo’lib, zamonaviy ta’lim tizimida klaster yondashuvi ta’lim, fan va amaliyot integratsiyasini ta’minlovchi samarali model sifatida qaralmoqda [13,

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14]. Bugungi o‘qituvchi nafaqat o‘z fanini bilishi, balki ijodiy fikrlashi, muammoli vaziyatlarda mustaqil qaror qabul qilishi, jamoa bilan ishlashi va innovatsion texnologiyalarni qo‘llay olishi lozim. Bizning tadqiqotlarimizda badiiy ta’limda klaster yondashuvi asosida integratsiyalashgan ijodiy muhitni shakllantirish pedagogik jihatdan samarali ekanligi asoslangan [4,].

Klaster yondashuvi pedagogika OTMlarida ushbu sifatlarni rivojlantirish uchun qulay pedagogik muhit yaratadi. Mana shunday qulay pedagogik muhitda ustoz–shogird an’analari va zamonaviy t’yutorlik faoliyatining uyg‘unlashuvi kasbiy kompetensiyalarni rivojlantirishda muhim omil hisoblanadi [5, 7]. OTM, maktab, ilmiy markaz va amaliyot maydonlarining integratsiyasi orqali talabalar kasbiy faoliyatga bosqichma-bosqich tayyorlanadi. Bu esa bitiruvchilarning maktab muhitiga moslashuvini yengillashtiradi va ularning kasbiy ishonchini oshiradi.

Shuningdek, klaster yondashuvi o‘qituvchilarning kasbiy rivojlanishini ham qo‘llab-quvvatlaydi. O‘qituvchi klaster muhiti doirasida nafaqat dars beruvchi, balki tadqiqotchi, mentor va ijodiy loyihalar rahbari sifatida faoliyat yuritadi. Bu holat o‘qituvchining kasbiy motivatsiyasi va fidoiyligini oshirishga xizmat qiladi.

Zamonaviy pedagogik paradigma shaxsga yo‘naltirilgan, kompetensiyaviy va natijaga asoslangan ta’limni ilgari suradi. Klaster yondashuvi ushbu paradigmaning barcha asosiy talablariga mos keladi. U ta’lim jarayonini ochiq, moslashuvchan va innovatsion tizim sifatida tashkil etish imkonini beradi.

Klaster yondashuvi doirasida ta’lim:

- uzluksiz rivojlanadi;
- ijtimoiy ehtiyojlarga moslashadi;
- shaxsning individual qobiliyatlarini namoyon etadi;
- innovatsion pedagogik yechimlar uchun maydon yaratadi.

Shu bois, ushbu yondashuv bugungi kunda pedagogika oliy ta’lim muassasalarini modernizatsiya qilish, ta’lim sifatini oshirish va kelajak o‘qituvchisini tayyorlashda muhim strategik yo‘nalish sifatida qaralmoqda.

Zamonaviy pedagogika oliy ta’lim muassasalarida ijodiy, ilmiy va amaliy faoliyatni bir butun tizim sifatida tashkil etish ehtiyoji tobora ortayotganligi



kuzatiladi. An'anaviy ta'lim modeli ko'p hollarda bilim berish bilan cheklanib, talabalarni real pedagogik, ijtimoiy va ijodiy muammolarni hal etishga yetarli darajada tayyorlay olmaydi. Shu nuqtai nazardan ArtInnova tadqiqotlar markazi pedagogika oliy ta'lim muassasasida klaster yondashuvi asosida integratsiyalashgan ijodiy muhitni shakllantirishga qaratilgan innovatsion platforma sifatida tashkil etildi.

ArtInnova markazining konseptual asosini uchta o'zaro bog'liq yo'nalish tashkil etadi:

- birinchidan, ta'lim, ilmiy-tadqiqot va ijodiy amaliyotni integratsiyalash;
- ikkinchidan, pedagogik kadrlarni zamonaviy kompetensiyalar asosida tayyorlash;
- uchinchidan, oliy ta'lim muassasasining hududiy va ijtimoiy rivojlanishdagi rolini kuchaytirish.

Mazkur markaz klaster modeli asosida faoliyat yuritib, pedagogika oliy ta'lim muassasasi, umumta'lim maktablari, madaniyat va san'at muassasalari, ijodiy markazlar hamda amaliyot bazalarini yagona pedagogik makonga birlashtiradi. Bu esa ta'lim jarayonining uzluksizligi va natijadorligini ta'minlash imkonini beradi.



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The structural model of the ArtInnova Research Center was developed based on the basic principles of the cluster approach, in which all subjects work together.

The following main areas of the center's activities are distinguished:

The first area is research activities. In this area, scientific research is conducted on current problems in the field of pedagogy and art education, the activities of PhDs and independent researchers are supported, scientific seminars and discussions are organized. This process orients teachers and students to scientific thinking.

The second area is creative and practical activities. Students and young specialists have the opportunity to demonstrate their professional potential through creative projects, exhibitions, master classes and art projects. This type of activity enriches the educational process with real creative experience.

The third area is pedagogical innovations and methodological developments. Within the framework of the ArtInnova Center, new pedagogical technologies, integrated teaching methods and cluster-based educational modules are developed. These developments are introduced into the practice of secondary schools and higher education institutions.

The fourth direction is social cooperation and regional integration. The center's activities are carried out in close cooperation with educational and cultural institutions in the region, serving to strengthen the social role of the educational institution in society.

The formation of an integrated creative environment at the ArtInnova Research Center is considered not as a one-time event, but as a systematic and step-by-step pedagogical process. This process is ensured through the following mechanisms.

First, the interdisciplinary and interdisciplinary integration mechanism. Fine arts, design, pedagogy, psychology and other disciplines are combined in the educational process. This teaches students to take an integrated approach to problems.

Second, the project activity mechanism. Students develop projects based on real pedagogical and creative problems and test them in practice. Project activity increases the independence and responsibility of the individual.

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Third, the teacher-student and tutoring mechanism. Experienced teachers and specialists work together with young researchers and students. This process ensures the transfer of professional experience and the adaptation of young specialists.

Fourth, the mechanism of reflection and monitoring. The results of the activities are regularly analyzed, the achievements and problems are identified. This allows for continuous improvement of the educational process.

The first one-year activity of the ArtInnova Research Center, established on the basis of the order of the rector of Chirchik State Pedagogical University No. F-14 dated April 30, 2025, was carried out as a pilot stage. At this stage, the pedagogical effectiveness of the integrated creative environment organized on the basis of the cluster approach was tested.

During the year of operation:

- 1 international conference, 5 scientific seminars and 3 creative meetings were organized;
  - 3 competitions were held with the participation of students and teachers in collaboration with Vista-artista (RF) OJSC, the International Plein Air Practice in collaboration with the RF, NGPU, the “Rainbow ART” festival in collaboration with secondary schools, and the “MentorCraft” pedagogical model was created;
  - methodological developments on pedagogical innovations were developed, such as “Methodological Instructions for Tutors”, “Practical Recommendations for Establishing Interdisciplinary Cooperation in an Integration Environment” and “Organization of Education and Training on a Cluster Basis in the Fine Arts”;
  - practical training sessions were held in collaboration with secondary schools.
- As a result of this activity, students' creative activity increased, their interest in scientific research increased, and their professional competencies developed. Teachers, in turn, had the opportunity to apply new approaches to organizing pedagogical activities.

The ArtInnova Research Center plays an important role in the modernization of the educational process in pedagogical higher education institutions. It serves to

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organize education not only within the framework of classroom lessons, but also in a broader pedagogical and social space.

Through the activities of the center:

- students are prepared for real pedagogical situations;
- teachers' professional development is ensured;
- the inextricable link between education, science and practice is strengthened.

As a result, the pedagogical higher education institution is formed as an innovative and creative center.

Modern pedagogical higher education institutions require that the development of scientific research and creative activities be carried out not as random events, but on the basis of a clear strategy. In particular, the activities of centers based on the cluster approach cannot develop sustainably without a planning system that includes short, medium and long-term prospects. In this regard, the activities of the ArtInnova Research Center were organized on the basis of a phased development strategy.

The pedagogical essence of the strategic approach is that it involves solving problems arising in the educational process not only from the current state, but also from the perspective of future needs. Strategic planning at the ArtInnova Center is aimed at improving the quality of pedagogical education, forming the professional competencies of future teachers, and strengthening the role of higher education institutions in regional and social development.

This strategy was developed based on the main principles of the cluster approach - integration, cooperation, openness, and result-orientedness.

The one-year development strategy of the ArtInnova Research Center was defined as a pilot stage. At this stage, the organizational and legal framework for the center's activities was created, the concept of the cluster approach was tested in practice, and a preliminary model of an integrated creative environment was formed.

The main tasks of the one-year strategy were:

- Development of a conceptual model of the ArtInnova Center;
- Integration of research and creative activities;
- Involvement of students and teachers in cluster activities;

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- Establishment of practical cooperation with secondary schools.

At this stage, scientific seminars, creative laboratories, master classes, and project training were organized. Students and young specialists participated in projects aimed at solving pedagogical and creative problems. This process served to activate the educational process, develop students' creative thinking, and increase professional motivation.

The results of one-year experience showed that the integrated creative environment organized on the basis of the cluster approach is pedagogically effective and created a solid foundation for the next stages.

The five-year development strategy of the ArtInnova Center is aimed at forming the center as a stable and institutional-level pedagogical structure. At this stage, the center's activities are not a set of separate projects, but rather an integral part of a higher pedagogical educational institution.

The priority areas of the five-year strategy are:

- Formation of the ArtInnova Center as a scientific school;
- Systematic support for the activities of PhDs and independent researchers;
- Creation of integrated educational modules and methodological developments;
- Expansion of cooperation at the regional and republican levels.

At this stage, it is planned to organize scientific projects, grant programs, and advanced training courses within the ArtInnova Center. This will allow teachers and students to be actively involved in research activities and to implement pedagogical innovations in practice.

In the five-year perspective, it is envisaged that the activities of the center will become an important strategic resource serving to improve the quality of education of the pedagogical higher educational institution.

The twenty-year development prospects of the ArtInnova Research Center are aimed at forming a long-term sustainable educational ecosystem. At this stage, the center's activities are envisaged to become a center that influences the development of education and culture not only within the framework of a higher educational institution, but also at the regional, republican and international levels.

In the long term, the ArtInnova Center can be formed as:

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- the central link of the national artistic and pedagogical cluster;
- a scientific platform for developing innovative pedagogical models;
- a center contributing to the creative economy and cultural development.

At this stage, digital technologies, international cooperation, academic mobility and transdisciplinary research will become an integral part of the center’s activities. This will ensure the competitiveness of the ArtInnova Center in the global educational arena.

The development strategies of the ArtInnova Research Center will manifest their practical results through the “Teacher of the Future” project. This project is aimed at forming the professional, creative and social competencies of pedagogical personnel being trained on the basis of a cluster approach.

Within the framework of the “Future Teacher” project, students:



- work in an integrated educational environment;
- participate in research and creative projects;
- test their professional potential in real pedagogical situations.

The results of the project are manifested in an increase in students' professional readiness, increased creative activity and pedagogical motivation. Therefore, this project is considered an important pedagogical indicator in assessing the development strategies of the ArtInnova Center.

In modern pedagogical research, the effectiveness of theoretical models and strategies is determined only by testing them in practice. In this regard, special experimental work was organized to assess the pedagogical effectiveness of the cluster approach and the integrated creative environment model developed within the ArtInnova Research Center.

The experimental work was aimed at forming students' professional competencies in the process of teacher training in higher pedagogical educational institutions, increasing their creative activity and determining the level of readiness for pedagogical activity. In the research process, the educational environment organized on the basis of the cluster approach was studied in comparison with the traditional educational model.

The methodological basis of the experimental work was the competency-based approach, person-centered education and activity-based pedagogical paradigm.

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The methods of observation, interview, diagnostics, monitoring and pedagogical analysis were used in the research process.

The experimental work was carried out in three stages: diagnostic, formative and final stages.



At the diagnostic stage, the initial pedagogical preparation, creative activity and professional motivation of students and young specialists were determined, and existing problems were analyzed. The results of this stage showed that, despite the possession of theoretical knowledge, students could not demonstrate sufficient independence and confidence in practical activities.

At the formative stage, an integrated educational environment based on the cluster approach was created within the ArtInnova Center. Students were involved in an active pedagogical process through scientific research, creative projects, pedagogical practice and the mentor-student system. At this stage, students had the opportunity to independently operate in real pedagogical situations, solve problems and apply creative approaches.

At the final stage, the results of the formative experience were re-diagnosed and the changes that occurred in the professional development of students were analyzed. The results confirmed that the educational environment organized on the basis of the cluster approach served to increase pedagogical efficiency.

The results of the pilot work showed that the following key competencies were formed in students and young specialists within the framework of the “Future Teacher” project:

- Professional and pedagogical competence - the ability to plan the lesson process, take into account the psychology of the student and effectively organize the educational process;
- Creative competence - a creative approach to pedagogical situations, the use of innovative methods;
- Scientific and research competence - scientific analysis of problems, conducting small studies and summarizing the results;
- Communicative and social competence - working in a team, effectively communicating with a teacher and colleagues;

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- Professional motivation and reflection - analyzing one's own activities and striving for continuous development.

These competencies were systematically formed through an integrated creative environment and a cluster approach.

Tajriba-sinov ishlarining tahlili klaster yondashuvi asosida tashkil etilgan ta'lim muhitining an'anaviy ta'lim modeliga nisbatan bir qator ustunliklarga ega ekanligini ko'rsatdi. Xususan, talabalar ijodiy faolligi va pedagogik mustaqilligi sezilarli darajada oshdi, ularning maktab muhitiga moslashuvi tezlashdi.


Monitoring natijalari talabalar o'z kasbiy faoliyatiga nisbatan ijobiy munosabat shakllanganini, pedagogik faoliyatga bo'lgan ishonch va motivatsiya kuchayganini tasdiqladi. Shuningdek, o'qituvchilar va ustozlar tomonidan berilgan ekspert baholari ham klaster yondashuvining pedagogik samaradorligini ko'rsatdi.

Mazkur tadqiqotda pedagogika oliy ta'lim muassasalarida klaster yondashuvi asosida integratsiyalashgan ijodiy muhitni tashkil etish masalalari nazariy va amaliy jihatdan tahlil qilindi. Olingan natijalar klaster yondashuvi zamonaviy ta'lim tizimida fanlararo integratsiya, ta'lim va amaliyot uyg'unligini ta'minlashda samarali pedagogik mexanizm ekanligini ko'rsatdi.

Tadqiqot natijalari shuni ko'rsatadiki, an'anaviy ta'lim modellarida talabalar ko'proq tayyor bilimlarni o'zlashtirishga yo'naltirilgan bo'lsa, klaster yondashuvi asosida tashkil etilgan ta'lim muhitida ular faol subekt sifatida shakllanadi. Bu holat talabalar ijodiy faolligi, pedagogik mustaqilligi va kasbiy mas'uliyatining ortishiga olib keladi. Mazkur natijalar kompetensiyaviy va shaxsga yo'naltirilgan ta'lim nazariyalari bilan uyg'un keladi.

ArtInnova tadqiqotlar markazi faoliyati misolida olib borilgan tajriba-sinov ishlari klaster yondashuvining pedagogik ta'limda amaliy qo'llanish imkoniyatlarini kengaytirishini tasdiqladi. Integratsiyalashgan ijodiy muhitda talabalar ilmiy-tadqiqot, ijodiy va pedagogik faoliyatni bir butun jarayon sifatida idrok etadi. Bu esa ularning maktab amaliyotiga moslashuvini yengillashtiradi va kasbiy ishonchini oshiradi.

Shuningdek, tadqiqot natijalari ustoz-shogird an'anasi va zamonaviy t'yutorlik faoliyatining klaster muhitida o'zaro uyg'unlashishi pedagogik samaradorlikni

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oshirishini ko'rsatdi. Tajribali o'qituvchilar bilan hamkorlikda olib borilgan faoliyat yosh mutaxassislarning kasbiy motivatsiyasini kuchaytirib, ularning pedagogik faoliyatga bo'lgan ijobiy munosabatini shakllantirdi. Bu holat ijtimoiy-o'rganish nazariyasi nuqtai nazaridan ham izohlanadi.

Tajriba-sinov natijalari shuni ko'rsatdiki, klaster yondashuvi nafaqat talabalar, balki o'qituvchilar faoliyatiga ham ijobiy ta'sir ko'rsatadi. O'qituvchilar ilmiy-tadqiqot va ijodiy faoliyatga faolroq jalb etilib, pedagogik innovatsiyalarni amaliyotga tatbiq etish imkoniyatiga ega bo'ldi. Bu esa o'qituvchilarning kasbiy fidoiyligi va ijodiy motivatsiyasini oshirishga xizmat qiladi.

Shu bilan birga, tadqiqot jarayonida ayrim cheklovlar ham aniqlandi. Jumladan, klaster yondashuvini to'liq joriy etish moddiy-texnik baza, tashkiliy boshqaruv va kadrlar salohiyatini tizimli rivojlantirishni talab etadi. Biroq mazkur cheklovlar klaster yondashuvining umumiy pedagogik samaradorligini pasaytirmaydi, aksincha, uni bosqichma-bosqich joriy etish zarurligini ko'rsatadi.

Umuman olganda, tadqiqot natijalari klaster yondashuvi pedagogika oliy ta'lim muassasalarida integratsiyalashgan ijodiy muhitni shakllantirish, kelajak o'qituvchisini zamonaviy kompetensiyalar asosida tayyorlash va ta'lim sifatini oshirishda samarali pedagogik model ekanligini tasdiqlaydi. Ushbu xulosalar mavjud ilmiy tadqiqotlar bilan uyg'un bo'lib, klaster yondashuvining pedagogik nazariya va amaliyotdagi ahamiyatini yanada mustahkamlaydi.

## Conclusion

This article comprehensively analyzed the scientific and pedagogical foundations of organizing an integrated creative environment based on the cluster approach in pedagogical higher education institutions. In the course of the research, it was substantiated that the cluster approach is an effective pedagogical model that serves to ensure interdisciplinary integration, harmony of education-science-practice in the modern education system.

The theoretical analysis conducted showed the pedagogical essence of the cluster approach, its inextricable link with competency-based and person-oriented educational paradigms. On the example of the activities of the

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ArtInnova Research Center, mechanisms for forming an integrated creative environment were developed and their possibilities for application in pedagogical higher education institutions were scientifically substantiated.


The results of experimental work confirmed that the educational environment organized on the basis of the cluster approach had a positive impact on the development of students' professional-pedagogical, creative and scientific-research competencies. The “Future Teacher” project, as a practical result of the cluster approach, was distinguished by being an effective model for training future pedagogical personnel.

In addition, the research results showed that the cluster approach is of great importance in increasing the professional dedication and creative motivation of teachers, organizing the educational process on an innovative basis, and strengthening the social role of a higher educational institution.

In general, the scientific conclusions presented in the article are of great theoretical and practical importance in improving the quality of education in pedagogical higher educational institutions through the introduction of a cluster approach, forming an integrated creative environment, and training modern pedagogical personnel.

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