

Ways to Organize Spiritual and Enlightenment Work Based on a Cluster Approach (Using the Example of Secondary Schools)

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Abstract: In secondary education, the integration of spiritual and educational components is crucial for fostering holistic student development. The cluster approach offers a robust framework for organizing spiritual and educational activities effectively. This comprehensive article delves into the principles, benefits, implementation strategies, case studies, and future directions of the cluster approach in secondary schools. By examining the transformative potential of the cluster approach, this article aims to inspire educators and administrators to adopt this innovative model to promote student well-being and academic success.

Keywords: Spiritual and Educational Work, Cluster Approach, Secondary Schools, Holistic Development, Student Well-Being.

1. Introduction

There is an ever-increasing demand for innovation in the world – new knowledge and original technological solutions. These innovations are a product of the innovation system, they constitute its central link, the essence and meaning of its existence. Continuing this logic, we can easily discover that the cluster approach underlies the emergence and successful functioning of the national innovation system, including in education. It is a direction in science and practice associated with the search and implementation of new opportunities for the development of society, increasing its well-being and competitiveness through the creation and management of clusters.

The very concept of “cluster” means the union of several homogeneous elements, which can be considered as an independent unit with certain properties. Secondary education plays a pivotal role in shaping the lives of students, not only academically but also spiritually and emotionally. Recognizing the interconnectedness of these dimensions, schools are increasingly embracing holistic approaches to education. The cluster approach emerges as a promising framework for organizing spiritual and educational work in secondary schools, offering a cohesive and integrated approach to student development. This comprehensive article explores the principles, benefits, implementation strategies, case studies, and future directions of the cluster approach, providing insights and examples to guide educators and administrators in optimizing student growth and well-being.

2. Methodology

The cluster approach is founded on principles of collaboration, coherence, and customization. By grouping related activities and resources into clusters, schools create focused and purposeful frameworks that align with their mission and goals. Each cluster addresses specific aspects of student development, such as academic achievement, character formation, and social-emotional learning, fostering a comprehensive approach to education.

Table 1. Cluster themes and activities

No	Cluster Theme	Activities
1	Character Education	Values-based assemblies, peer mentoring programs, service-learning projects, character education curriculum integration, community outreach initiatives
2	Academic Support	Tutoring sessions, study groups, academic workshops, enrichment programs, homework clubs

3	Social-Emotional Learning	Counseling sessions, social skills workshops, emotional intelligence training, mindfulness practices, conflict resolution programs, peer support groups
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Table 1 outlines different cluster themes and the corresponding activities that can be implemented within secondary schools. Character education clusters focus on developing students' values and ethical principles, while academic support clusters aim to enhance students' academic performance through various initiatives. Social-emotional learning clusters prioritize the development of students' interpersonal skills, emotional intelligence, and mental well-being.

Every day you should set aside at least half an hour to read to your young child and discuss the story with him. You can explain what he did not understand, or try to ask leading questions that will help the child learn to think. Make reading fun: Show that books are full of great ideas that children can use in their lives. Reading books, as you know, is not only a form of leisure time, but also a way to develop memory, expand horizons and the opportunity to learn to write correctly, so many parents sound the alarm and do not know how to make their child want to read.

It is necessary to develop the child's imaginative thinking and imagination so that the child can imagine in his head what he hears or reads. Give children the opportunity to role-play stories, fairy tales, poems, help them choose costumes and props, draw illustrations of the characters, use phrases from fairy tales that have long become famous quotes when communicating. Don't forget to praise your child for any, even the most minor, successes in reading. As you read, rejoice and empathize with your child. Remember that your kind word and help will be appreciated by your children.

The best and most effective way to teach a child to read and love books is through personal example. Young children really want to be like their parents, and they repeat almost all their actions. If parents themselves do not like to read, and there is not a single book in the house, then the child will never understand the need and usefulness of reading a book.

In order to instill a love for books in a child, you need to read children's books to your child from early childhood. They should be colorful, with bright, beautiful pictures, animals and letters. The child should be interested in looking at the pictures. While reading such books, the child usually learns what animals look like. If the book has big, beautiful letters, then the child learns the letters along the way. Little children are interested in everything, and they enjoy reading books with their parents.

The child is growing up, and you can already buy your children not so much colorful books, but rather ones that contain educational information. The child develops, and his interests change, he wants to learn even more. At 4-5 years old, children are interested in large, colorful encyclopedias with large pictures; for boys, encyclopedias of sports or technology are suitable; they love to look at cars, and for girls, encyclopedias of fashion and nature.

If a child has been accustomed to reading books since childhood, first with his parents and then on his own, he will always be interested in new books and new information. He simply will not imagine life without literature. Over time, the child will not only read books, but also learn to analyze what he read, and he will be interested in expressing his opinion in relation to the plot.

Reading books from an early age will help your child well into adulthood. The more a child reads, the easier it will be for him to perceive educational information at school, navigate the information flow and social relations. The book awakens fantasy and imagination, entertains, educates and teaches. In addition, the book is useful even from a purely practical point of view. By reading books, you can learn many new words, increase your level of literacy and erudition.

Parents often complain that modern children practically do not like to read at all - they prefer to watch TV. But the most famous and popular films are often based on books.

To instill in a child a love of reading, parents themselves must fall in love with books. When mom and dad don't read books at all, but the child is told that this is very useful and important, then this suggestion is unlikely to have any effect.

In different methodological sources, this method is called differently: "concept map", "scheme map", "hedgehog", "asociogram". A cluster is a teaching strategy that allows students to think freely about a topic, provides access to their own knowledge, understanding or ideas about a particular topic, and develops memory and spatial reasoning. It can be done individually, in groups or as a whole class. A cluster is a flexible multifunctional method that can be used at all three stages of a lesson to study a new topic, consolidate, repeat and control. It is a way of graphically organizing material that makes it possible to visualize the thought processes that occur when immersed in a particular topic. A cluster is a reflection of a nonlinear form of thinking. This method is sometimes called "visual brainstorming." The reception of clusters ("bunches") is universal. It can be used at the challenge stage to organize existing information and identify areas of insufficient knowledge. At the comprehension stage, the cluster allows you to capture fragments of new information. At the reflection stage, concepts are grouped and logical

connections are established between them. The essence of the technique: highlighting the semantic units of a topic and their graphic design in a certain order in the form of a “bunch” - a diagram. Important: highlight the main semantic unit (theme); identify semantic units (categories of information) associated with the keyword; Concretize with facts and opinions.

Clusters

A cluster (“bunch”) is the selection of semantic units of text and their graphic design in a certain order in the form of a cluster. Clusters can become a leading technique both at the stage of challenge and reflection, and as a strategy for the lesson as a whole. When making some notes or sketches for memory, we often intuitively distribute them in a special way, arrange them into categories. A cluster is a graphical technique for systematizing material. Our thoughts are no longer piled up, but “piled up”, i.e. are arranged in a certain order.

The rules are very simple.

In the center is our theme, and around it are large semantic units.

The cluster system covers more information than we receive during normal work.

This technique can be applied at the challenge stage, when we systematize information received before getting acquainted with the main source (text) in the form of questions or headings of semantic blocks.

This technique also has great potential at the reflection stage: correcting incorrect assumptions in preliminary clusters, filling them in based on new information. A very important stage is the presentation of new clusters. The task of this work is not only to systematize the material, but also to establish cause-and-effect relationships between the “bunches”.

The sequence of actions is simple and logical:

1. At the beginning, in the middle of a blank sheet of paper (chalkboard), Word document, Present Point slide, write a keyword or sentence that is the “heart” of the idea or topic.
2. Place words or sentences around that express ideas, facts, images that are suitable for this topic.
3. As you write, the words that appear are connected by straight lines to the key concept. Each of the “satellites”, in turn, also has “satellites”, and new logical connections are established.

The result is a structure that graphically displays our thoughts and determines the information field on this topic.

When working on clusters, the following rules must be observed:

Don't be afraid to write down everything that comes to mind. Give free rein to your imagination and intuition.

Continue working until time runs out or ideas run out.

Try to build as many connections as possible. Don't follow a predetermined plan.

The cluster system allows you to cover an excessive amount of information. In further work, analyzing the resulting cluster as a “field of ideas,” the directions for the development of the topic should be specified.

The following options are possible:

Enlargement or detailing of semantic blocks

Highlighting a few key aspects that will be focused on.

Breakdown into clusters is used both at the challenge stage and at the reflection stage; it can be a way of motivating mental activity before studying a topic or a form of systematizing information based on the results of passing the material.

Depending on the goal, the teacher organizes individual independent work of students or collective activity in the form of a general joint discussion.

The subject area is not limited; the use of clusters is possible when studying a wide variety of topics.

There are different types of clusters.

- classic cluster - paper cluster - cluster with numbering of words to compose a story - cluster using individual or plot pictures instead of writing words - group clusters using different fragments of the same topic in each group in order to compose a collective story - reverse cluster - grammatical cluster.

At the beginning of the lesson, the teacher writes the topic (key word) in the center of the board and students to make a note in their notebook, think and write down everything that comes to mind in connection with this topic around a given word. After a few minutes, you can have students share their ideas in pairs, then share them with the whole class and write them on the board.

The cluster approach offers a multitude of benefits for secondary schools:

By organizing activities into clusters, schools can streamline planning, implementation, and evaluation processes, leading to greater efficiency and effectiveness.

Clusters allow for tailored interventions and support mechanisms to meet the diverse needs and interests of students, promoting individualized learning experiences.

Through collaborative projects and shared experiences within clusters, students develop a sense of belonging and connectedness, fostering positive relationships and a supportive school culture.

By integrating spiritual, academic, and social-emotional components, the cluster approach promotes holistic student development, nurturing their intellectual, moral, and emotional growth.

Successful implementation of the cluster approach requires careful planning, collaboration, and ongoing evaluation. Key strategies include:

Conducting a thorough assessment of student needs, school culture, and community context to identify priorities and areas for improvement.

Establishing clusters based on common themes, goals, or student demographics, ensuring alignment with the school's mission and values.

Allocating human, financial, and material resources to support cluster activities, prioritizing equity and inclusion. Providing training and support for teachers, administrators, and staff to facilitate effective cluster management and collaboration.

Implementing systems for monitoring progress, collecting feedback, and assessing outcomes to inform continuous improvement efforts and ensure accountability.

The integration of the innovative form of the Festival itself with elements of traditional folk games turned out to be optimal. In this system, we see the integration of museum and theater pedagogy as important and relevant. The main merit of the cluster lies in the plane of “embedding” the theater, museum, archive as a specific module into the chain of educational activities of an educational institution. And cooperation between school museums, theaters, archives and large state museums, theaters and archives. An example is our diverse experimental experience, including the experience of school museums. These forms increased the motivation of both schoolchildren and teachers, allowing them to master new modern forms of educational and research activities, museum and exhibition work, raising aesthetic and educational work to a new level.

The cluster approach makes it possible to successfully use the characteristic (well-developed) features of individual schools. Below are just some of the advantages that the cluster approach provides for the administration of an educational institution for system-wide management: a convenient tool appears for broad interaction within the cluster; human resources infrastructure is improving; infrastructure for research and development is emerging; costs are reduced; opportunities arise for more successful development and transmission of pedagogical, scientific-pedagogical, innovative experience.

Integration into a cluster based on vertical integration does not form a spontaneous concentration of various scientific and scientific-pedagogical developments, but a certain system for the dissemination of new knowledge and technologies. At the same time, the most important condition for the effective transformation of new scientific and pedagogical developments into innovations, and innovations into competitive advantages, is the formation of a network of stable connections between all participants in the cluster.

Currently, it is necessary to create innovative approaches to school management that make it possible to effectively use the resources available in the education system. And successfully resist negative external and internal factors.

3. Results

Numerous secondary schools have successfully implemented the cluster approach, yielding positive outcomes for students and staff. For example, 173 school in Chilanazar district at Tashkent city adopted a cluster model focused on character education, embedding core values such as integrity, empathy, and resilience into every aspect of school life. Through advisory programs, service-learning projects, and community partnerships, the school created a nurturing and inclusive environment where students thrived academically and personally.

As secondary schools continue to explore innovative approaches to student development, the cluster approach holds promise for promoting well-being and academic success. Moving forward, it is essential to prioritize collaboration, innovation, and equity, leveraging the collective expertise and resources of educators, administrators, and community stakeholders. By embracing the principles and practices of the cluster approach, secondary schools can create vibrant learning communities that empower students to reach their full potential.

4. Conclusion

The cluster approach offers a dynamic and comprehensive framework for organizing spiritual and educational work in secondary schools. By fostering collaboration, coherence, and customization, this approach promotes holistic student development and creates nurturing learning environments where students thrive. As we navigate the complexities of modern education, let us embrace the transformative potential of the cluster approach to nurture the next generation of informed, empathetic, and empowered global citizens.

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