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IMPLEMENTATION OF TRAINING ON THE BASIS OF A CLUSTER APPROACH

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Annotation
The article deals with the main approaches to the creation of educational clusters, an analytical review of the functioning of clusters in the space of the CIS and abroad. From this perspective, the essence and characteristics of the national educational research and innovation cluster keeps continuously pedagogical education.

Keywords: cluster, cluster development of continuous pedagogical education, training, research and innovation cluster, partnership, innovative development.

Introduction

Expansion of forms of integration is one of the main trends in the development of continuous pedagogical education. For the modern system, continuous pedagogical education is multi-level and multi-functional, working in a characteristic mode of development.

Continuous improvement of the quality of pedagogical education integrated educational and scientific-methodological institutions; assessment of the lack of capacity departments in institutions, branches of experimental and innovative sites preschool, special, general secondary educational institutions additional education of children and young people for the creation of the environment provides rapid development of personal and professional development of specialists.

The educational and effective interaction of all subjects involved in ensuring continuity in pedagogical education was the transition to the cluster system. This provided for the development of education on the basis of "use of clusters" over the years [1].

Main part

A cluster in pedagogical education is an approach that includes the use of clusters, in which the total number of territorial localized institutions and organizations is based on contracts and innovative goals of training educational specialists involved in scientific, educational and implementation.

A systematic analysis of foreign experience on the problem showed that the implementation of education on the basis of a cluster approach began in 1990 year in Europe. Cluster theory exists both in Europe and in the US through the organizational unification of universities in the last 20-30 years. The result of such a merger is the formation of new subjects, which will provide the following savings in administrative costs and the improvement of national indicators to improve the education system in international ratings.

Institutions of higher education in this regard have consistently decreased the number of universities in recent years has been developing, where institutions of Finland, up to 15-20. In Denmark, 8 out of 25 universities and research centers were established. As a result of the merger in France, three higher educational institutions were established by the largest Strasbourg University in the country and it is planned to reduce their number from 87 studies to 10 on the account of the establishment of educational clusters [2, p. 108]. The most actively developing in the country are clusters containing state educational institutions, research laboratories, business companies, focused groups improving ecosystems.

In 2006 in Germany, the technical Union of Economy, production and business was established to improve cooperation with the Real sector. Norv integration processes in China come from 1994. Clusters in the US play an important role in the development of the regional economy.

M. Porterom Massachusetts, its leaders explained in detail the role of the cluster in Massachusetts and Harvard University education [3, C. 155].

In the state of North Carolina (USA), the cluster "Research Triangle" is actively operating. In China, 1300 industrial and innovative clusters have been established. This system is currently employed by more than 560 thousand scientific and engineering personnel (including more than 52 thousand Masters, more than 9 thousand PhD).

Development of education on the basis of the analysis of scientific literaturetirishga cluster approach is carried out on the basis of mutual and self - development of the subjects of the cluster as follows: kuchaytiradi social interaction, which clearly benefits.

Experience in the organization of educational resources, the creation of an integrated system of education for the purpose of sustainable development of the quality of lyceum, college, technical school, higher education and manufacture. Generalization was theoretically developed by L.M.Perminova who proposed the typological features of models of single educational clusters.

Results and Discussions

The use of the cluster approach indicates that the subjects can combine a number of socio-economic development strategies, the organization of territorial-production clusters in which projects are implemented, the developed organizational-economic and socio-pedagogical frameworks, education, science, business and production.

In the organization of regional innovative educational clusters, Bolotov believes that combining clusters is economically beneficial for "continuous" stages of education-the establishment of special classes in the kindergarten and Secondary School, which allow teachers of secondary schools and colleges, kindergartens, to teach in the school, and to find the vector of early age development for the child in the system of educational clusters [6,7].

In Tatarstan, the cluster approach is considered the main since 2007 year in the Republic developed and approved the concept of forming a promising tool for increasing the effectiveness of educational clusters [3].

The Omsk State Pedagogical University has united vocational education institutions as a Regional Vocational cluster network established on the basis of [8].

The experience of creating an innovative educational cluster in Kazakhstan makes it possible to constantly test, update and summarize the achievements of Science, which will allow students to learn, generalize and collect the best experiences in the field of future professional activities is considered as the content of professional training.

The cluster policy in Ukraine includes the modern formation, creation of highly qualified specialists and intelligent specialists aimed at the preparation of educational centers of educational technologies, innovation and implementation of best practices in the world that puts the scientific and educational clusters of Ukraine into place in order to ensure effective development, support of the scientific and educational sphere.

Analysis of cluster development experience in CIS operates in different clusters: on the direction of activity (competent orientation; scientific-innovative; innovative education; socio-cultural); on the level of Organization (Regional, Republican, urban, institutional, and international);

Other clusters of different types and levels of education and organization they are considered mutually complementary, and not necessarily.

The appearance of clusters can conditionally be as follows: "Lyceum-College-University" and mixed, for example," scientific education" and "production-education". The purpose of education is to overcome barriers of production and

education clusters, innovation which underlies mutually beneficial cooperation between business and higher education institutions is important.

From the point of view of innovative development, the most important are mixed groups, because the interaction of the manufacturer is ensured, the final consumer of educational services, including the involvement of practitioners, as well as the use of funds and production, allows to effectively implement the base of the employer organizations innovation should be transferred to educational practice.

Conclusion

The cluster of continuous pedagogical education interacts with Educational, Scientific, methodological, public organizations of the Society of educational institutions belonging to different levels, voluntarily on a contractual basis. The main advantages of the transition based on theoretical and methodological approaches to the creation of a cluster of continuous pedagogical education are: quality, modernity, accessibility, continuity, continuity. This makes it possible to obtain a number of practical and economic effects: integration of intelligent resources around the main problems, the organization of the network interaction of all participants; elimination of the scarcity of applicants pedagogical specialties, the attraction of the best students; the practical direction of development preparation, retraining and improvement improve the skills of teachers; provides an opportunity to create an advanced development.

Opening of specialties in which mutual trust and communication with educational institutions is in demand, discussion and preparation of educational sessions, plans and educational programs, practical preparation and distribution of young specialists to workplaces effectively carry out educational-methodical work in non-governmental organizations, jointly design educational-software documents, jointly develop educational manuals in the institutions of the cluster, expertize them, generalize educational, educational- master-classes on the technique increases the quality of training vs holding.

Thus, the cluster approach is typical, first of all, for innovative education and training clusters are one of the forms of Organization of innovative education.

The cluster shape of the organization will lead to the organization of general innovative training, they will have the necessary professional competencies to build the tape of products and suppliers more accurately. Within the framework of the Educational-Scientific Innovation Cluster, a single Information area is also organized, professional communication, dissemination of innovations, educational

technology, availability of common resources, efficient and rapid exchange of information allows participants to carry out joint projects.

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