

**ORGANIZATIONAL AND PEDAGOGICAL
MECHANISMS OF TRAINING COMPETITIVE
TEACHING STAFF BASED ON THE CLUSTER
APPROACH IN PRESCHOOL EDUCATION**

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Abstract:

This article examines the essence and significance of the cluster approach in the preschool education system, as well as its role in training competitive teaching staff. It also explores ways to improve interaction mechanisms between educational institutions, research organizations, and practitioners using the cluster approach. Furthermore, it explores the potential of educational clusters to ensure continuous education, develop the professional competencies of future specialists, and improve the quality of the educational process. The study substantiates that the cluster approach is an important factor in enhancing the effectiveness of education, strengthening the integration of theory and practice, and training competitive staff who meet modern labor market requirements.

Keywords: Cluster approach, preschool education, continuing education, teaching staff, professional competence, quality of education, integration, innovation, cooperation mechanisms, competitiveness.

Introduction

**MAKTABGACHA TA'LIMDA KLASTER YONDASHUVI ASOSIDA
RAQOBATBARDOSH PEDAGOG KADRLARNI TAYYORLASHNING
TASHKILIY-PEDAGOGIK MEXANIZMLARI**

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Annotatsiya

Mazkur maqolada maktabgacha ta'lim tizimida klaster yondashuvining mazmun-mohiyati hamda uning raqobatbardosh pedagog kadrlarni tayyorlashdagi ahamiyati tahlil qilingan.



Klaster yondashuvi asosida ta'lim muassasalari, ilmiy tashkilotlar va amaliyot subyektlari o'rtasidagi hamkorlik mexanizmlarini takomillashtirish masalalari yoritilgan. Shuningdek, maktabgacha ta'lim klasterining uzluksiz ta'limni ta'minlash, bo'lajak mutaxassislarining kasbiy kompetensiyalarini rivojlantirish va ta'lim sifatini oshirishdagi imkoniyatlari ochib berilgan. Tadqiqot natijalariga ko'ra, klaster yondashuvi ta'lim jarayonining samaradorligini oshirish, nazariya va amaliyot integratsiyasini kuchaytirish hamda mehnat bozori talablariga mos raqobatbardosh kadrlarni tayyorlashning muhim omili ekanligi asoslangan.

Kalit so'zlar: klaster yondashuvi, maktabgacha ta'lim, uzluksiz ta'lim, pedagog kadrlar, kasbiy kompetensiya, ta'lim sifati, integratsiya, innovatsion faoliyat, hamkorlik mexanizmi, raqobatbardoshlik

Абстрактный:

В данной статье рассматриваются сущность и значение кластерного подхода в системе дошкольного образования, а также его роль в подготовке конкурентоспособных педагогических кадров. Освещаются вопросы совершенствования механизмов взаимодействия между образовательными учреждениями, научными организациями и субъектами практической деятельности на основе кластерного подхода. Кроме того, раскрываются возможности образовательного кластера в обеспечении непрерывности образования, развитии профессиональных компетенций будущих специалистов и повышении качества образовательного процесса. По результатам исследования обосновано, что кластерный подход является важным фактором повышения эффективности образования, усиления интеграции теории и практики, а также подготовки конкурентоспособных кадров, соответствующих современным требованиям рынка труда.

Ключевые слова: кластерный подход, дошкольное образование, непрерывное образование, педагогические кадры, профессиональная компетентность, качество образования, интеграция, инновационная деятельность, механизм сотрудничества, конкурентоспособность.

The preschool education cluster leads to the innovative development of the network system. It is known that the innovative development of any network does not develop without an appropriate scientific basis.

It is worth noting that the preschool education cluster, as a component of the continuous vocational education system, allows strengthening the connection between educational institutions of different levels, improving the quality of practical training of students, increasing the efficiency of the educational process, and implementing the principle of consistency and integration processes in the preschool education system.



The preschool education cluster is a system of educational, mutual learning and independent learning tools in the science-technology-business innovation chain, based mainly on horizontal connections within the link. At the same time, the educational cluster is a set of social institutions connected by vertical relations for the training of the "ordinary person" and connected by horizontal relations for the exchange of technologies for the production of the specified product. Thus, a preschool education cluster is an interconnected complex of educational institutions united by a sign of belonging to the network and cooperative relations with industry enterprises.

The continuity of preschool education as a specific type of human activity, the theoretical and practical aspects associated with the knowledge of previous generalized experience and its application to obtain a specific product of activity, are realized in an educational cluster, which is an integrative educational structure of a continuous preschool education system.

The effective development of a preschool education cluster depends on the following conditions and factors affecting its success:

the availability of a technological and scientific infrastructure that meets the requirements;

the psychological readiness of participants for mutual cooperation;

powerful information technologies that ensure information exchange between cluster entities.

In addition to these, the following should be noted:

the presence of a solid strategy for the development of the educational cluster at different levels;

the possibility of using effective mechanisms for managing and implementing programs and projects aimed at experimenting;

the successful implementation of scientific and practical work related to educational clustering; adapting the existing technological and scientific infrastructure to the process in order to achieve efficiency in them;

through the implementation of promotional activities among the subjects of the educational cluster, achieving a full understanding of this innovative process, enabling them to understand that cooperation brings multiple benefits;

developing a well-thought-out strategy for cluster development, methods and ways of successful project management;

creating the opportunity for rapid information exchange between participants, etc.

Therefore, it can be concluded that the key to the success of a cluster is the successful implementation of scientific and practical work related to the clustering of preschool education, the adaptation of the existing technological and scientific infrastructure to the process in order to achieve efficiency, the implementation of promotional activities among subjects to achieve a full understanding of this innovative process, the ability to understand that cooperation brings multiple benefits, the development of a well-thought-out strategy for the development of the cluster, methods and means for successful project management, and the creation of opportunities for rapid information exchange between participants. However, this is a very large-scale organizational process that requires a lot of time and specific goal-oriented activities. N.N.Davidova, B.M.Igoshev [4; p. 75], G.E.Zakhidova, who are engaged in



clustering of education, emphasize that the tangible results of cluster development will begin to be seen in 5-7 years.

The cluster approach to education allows management bodies to provide specific tools for effective interaction within the system, to better understand problems, and to plan the scientific basis for development at different levels. All this confirms the idea that the educational cluster is a process of great scientific and practical importance. The educational cluster, creating an environment and conditions that ensure the competitiveness of the system, increases its political, economic, social and technological significance.

Improving the competencies of participants in the educational process based on the cluster approach to preschool education is effective on the basis of a cluster structure in cooperation with higher and general education institutions located in the same regional territory. Its activities are carried out by developing and implementing variable curricula, programs and projects designed in cooperation between subjects, provided with legal foundations. When organizing a cluster structure based on the interaction of types of continuing education, it is important to determine the separate and integrated mechanisms of activity of suppliers of social services that meet the requirements of consumers and the expected results from this.

To implement the cluster approach to preschool education, it is important to create a cluster environment in the educational context. The cluster environment is implemented through a joint curriculum and educational programs that take into account the general goals and specific interests of all types of education. In an educational cluster, the main consumer demand is the readiness of students to apply practical activities along with theoretical knowledge in educational programs, the ability to immediately start work in the next type of education or in production and apply the knowledge gained in an educational institution in specific tasks. S.M. Cherdantsev, who conducted research in this area, concludes that such skills should be formed during practice, which, on the one hand, is an integral part of the educational process that allows enriching professional knowledge, and on the other hand, can also serve as a “probationary period” to assess the future specialist’s compliance with the requirements of his work.

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