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TRAINING-LABORATORY CLUSTER AS AN INNOVATIVE MECHANISM OF IMPROVING THE QUALITY OF EDUCATION IN SCHOOL EDUCATIONAL ORGANIZATIONS

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Abstract:

The article discusses the mechanism of increasing the quality of education in pre-school educational institutions, the organization of educational-scientific complex laboratories and their use in the preparation of competitive personnel.

Keywords: Quality of education, competitive, preschool education cluster, cluster structure, educational-scientific complex laboratory, innovation-integration site.

The cluster structure implemented in the field of preschool education is a new process, and the innovative sites of " educational-scientific complex laboratory" are recognized as one of the main means of its implementation. Within the pre-school education cluster, the activity of "educational-scientific complex laboratory" sites will be established in order to direct the scientific, theoretical, practical, methodical potentials of the types of education to a single goal, to eliminate existing problems or to use them rationally to increase the efficiency of the work of pre-school education organizations in a certain direction . "Educational-scientific complex laboratory" innovative and integrative platforms for the development of scientific, methodological and educational tools in the process of higher education and preschool education organizations, pilot testing of scientific and pedagogical programs and projects related to the implementation of the cluster structure in the practice of preschool education, and higher education - MTT - consists in the development of practical integrated activities between continuous professional development . It is clear from this that " educational-scientific complex laboratories " help to activate the processes of mutual integration of continuous professional development of higher education - MTT, to effectively use their potential, to find innovative forms of solving existing problems and to form scientific approaches to solutions, coherence in the preschool education system, serves to ensure continuity and consistency. In the conditions of the pre-school education cluster, theoretical and practical work within the framework of cooperation between higher and pre-school education is put into a specific system, attention is paid to increasing the capacity of the system to organize general practice and experimental work based on the unification of the forces of the subjects. Therefore, it is appropriate to look at " educational-scientific complex laboratories " as an innovative form of educational cooperation. " Educational-scientific complex laboratories " serve as a unique quality personnel training base in the implementation of innovative projects related to preschool education cluster. In order to achieve its goal, " educational -scientific complex laboratories " are innovative-experimental, scientific-methodical, scientific-research, information-analytical. in directions such as it is possible to state a scientific hypothesis that the activity increases its quality.

Based on the above considerations, the " educational-scientific complex laboratory " innovative experimental site is a subject of the pre-school education cluster, and is a system aimed at the development of scientific, methodical, educational and educational activities, and performs the task of implementing innovative-integrative programs and projects.

During the research, the cooperation of preschool education and higher education will be the basis for creating a base complex in the economic and social direction of the society. Components of pre-school education, continuing professional development institutions and higher education should include innovative components that are mutually fundamental and practical in nature.

This integrated complex, created as a result of their interaction, is distinguished from other mechanisms by the following main features:
Programs and projects developed in cooperation with the MTT higher education institution;
additional educational services, international assessment programs and basic training in the subjects listed by consumer requirements;
methodical recommendations of professors-teachers of continuous professional development institutes to future kindergarten teachers-pedagogues;
mastering teaching methods by teachers through scientific-research works managed by pre-school departments of higher educational institutions;
active participation in various levels of examination competitions and scientific seminars through mechanisms of cooperation with higher education institutions;
possibilities of using the information resources of higher education institutions of preschool teachers, etc.
Improving the quality of pre-school education based on the cluster approach makes it possible to search for and implement new opportunities for the development of science and education, and ultimately, society in practice. Mutual integration of several entities within the cluster is a complex, multidisciplinary scientific and practical process. Combining several interrelated activities around a common goal requires accurate calculations and scientific solutions, joint projects with a guaranteed result, so that the cluster structure gains the trust of the subjects. Innovative and integrated education is organized on the grounds of " Educational-Scientific Complex Laboratory ", the expected result is to improve the quality of preschool education and achieve positive changes in society through the mutually successful activities of higher and preschool education. Achieving these goals and developing activities in " Educational and scientific complex laboratories " largely depends on the level of education, general culture, professionalism, competence, civic activity, patriotism, and responsibility of students and MTT educators, as well as how effectively integration processes in education are implemented. In this respect, "educational-scientific complex laboratories" can be considered as a scientific-practical-integrative complex .
Another condition for the implementation of a new integrated complex in cooperation between higher education institutions and preschool education organizations is the scientific justification of the interdependence of basic knowledge and professional specialization, as well as not only providing existing knowledge to students, but also developing new knowledge required by science. transition should be done through formation. It is important to involve future educators in scientific research and innovative projects, to ensure the transparency and reality of the practice carried out in MTTs, and to direct future educators to conduct independent analytical processes with information.
Based on the purpose of the pre-school education cluster, the " educational-scientific complex laboratory " innovative-integrative complex presented in the study defines the following tasks:
further development of the principles of mutual innovative-integrative cooperation with preschool education organizations based on the strategic concept of higher education institutions;
continuous professional development institutes and improvement of the system of preparation for studies in the areas of preschool education in higher education, development of varied curricula and programs in cooperation, organizing the practical part of education together with the theoretical part ;
organization of the educational process based on the cluster approach;
to increase the influence of teachers of pre-school educational organizations in our country and to eliminate psychological obstacles in the choice of these professions among learners;
" educational-scientific complex laboratory " integration complex, etc.
" educational-scientific complex laboratory " to carry out activities in the following directions in the performance of the tasks described above:
in addition to the mastering of basic knowledge, effective organization of vocational guidance among higher education specialists in preschool education through pedagogical and psychological opportunities;
" educational-scientific complex laboratories " with the participation of professors-teachers of the higher educational institution, discussing the works prepared by educators and students oriented to scientific research in the prescribed manner, ensuring their competitiveness;
Students organized in the conditions of the pre-school education cluster to create conditions for cooperation to improve practice, to encourage them, to create wide opportunities for organizing real practice;
development of a system of continuous training of students for the profession in the conditions of the " educational-scientific complex laboratory ", as a result, the development of the process of preparation for the profession of students;
In order to further improve the activities of the " educational-scientific complex laboratory " innovative-integrative complexes, to expand the volume of theoretical and practical research, to prepare scientific-methodical manuals, to publicize active, effective results, etc.
Another successful aspect of preschool education cluster " educational-scientific complex laboratories" is improvement based on the principles of democratization and humanization.
The main goal of introducing " educational-scientific complex laboratories" is to change the organization of practice. If these changes occur on the basis of a cluster approach, its effectiveness will increase. In this case, ensuring the cooperation of several areas based on such approaches as meaningful (implemented through changing educational

programs), active (implemented through a common structure) and processual (determining the types of communication and methods of organizing educational activities, the main part of which is activity, cooperation) will lead to high results. goes

" educational-scientific complex laboratories " is important because the teacher demands to change the control "over the student" . In this process, the principle of self-management develops, and through this, the process of "new motivation" is created in the future teacher. Implementation of subject-subject relationships in preschool education cluster is a two-way process. It creates the necessary conditions for future teachers to show their uniqueness in the " Educational-scientific complex laboratories ". At the same time, it eases its activity. In this case, the student's individual methods serve as a means, condition and result of the implementation of subject-subject relations of the participants of the educational process. It is very important for a specialist that everyone has leadership, organizational skills, communication skills and qualities such as free thinking, literate speech, and personal charm. These skills ensure the development of future educators, creativity, and this is done through social activities.

" Educational-Scientific Complex Laboratory " practice areas . On the basis of higher educational institutions, it is desirable to combine educational services aimed at preparing students for pre-school education into a cluster structure.

Increasing the variety of educational services in pre-school educational institutions, increasing their competitiveness is connected with the need to fully take into account the student's professional interests and compliance with the educational goals of a person based on the principle of "learning throughout a person's life" in continuous education.

The creation of an additional electronic platform on the websites of higher and preschool educational organizations and continuous professional development institutes at each site of the " educational-scientific complex laboratory " organized on the basis of pre-school education clusters will increase its efficiency. Through this electronic system, all subjects have information on the "educational-scientific complex laboratory" sites, social-pedagogical and psychological services to all participants of the educational process of the institution, information and methodological recommendations on the processes being carried out on the development of the pedagogical, social and physical environment in the institution . will happen. Such an electronic platform, which is considered as a technological process within the framework of the unified management of preschool education clusters at the regional level, provides rapid mobile communication between the subjects of the cluster structure, territorial integrity, helps to develop communication activities, and increase the prestige of the institution. As a result, the ability of the educator-pedagogue, who works together with the educator-teacher in the development of the future educator, will be improved, and an environment will be formed that will have a suitable effect on the changes related to the personality of the kindergarten student.

" Educational-Scientific Complex Laboratory ", the formation of project groups from the composition of practitioners and educators in several areas ensures that its activity is systematic and multidisciplinary. During the research, as a result of studying the existing problems , programs and projects were developed in the following directions in the " educational-scientific complex laboratories " organized at MTT .

1. "Improving the quality of education" means successfully solving the complex task of increasing the quality of education, its improvement is carried out based on the effective construction of the teaching and learning process based on a comprehensive objective analysis of pedagogical activities. The purpose of the program is to integrate, coordinate and direct the mechanisms of activities of programs and projects aimed at increasing the effectiveness of preschool education based on the cluster approach, to serve common goals based on private interests. Achieving this goal is ensured through experience, existing achievements and identified problem areas, methods, forms and means of solving them . The program for improving the effectiveness of pre-school education, as a characteristic sign of integrity, ensures the effectiveness of other projects and programs implemented in the institution as a whole, in harmony with each other, and the compatibility of the goals and tasks of the projects. In the study, the mechanism of mobilization and implementation of innovative projects in MTTs was developed through this program.
2. "Student with ability" project direction - development of information resources on identifying students' abilities, supporting them, teaching, educating and developing them; creating an environment conducive to the realization and proper direction of their abilities.
3. The direction "Innovator educator" means creating an environment and information supply for the active implementation of innovative processes in the preschool education system, attracting future educators to innovative projects, improving the techniques of working with them, developing pedagogical competencies and supporting them. These directions cover almost all spheres of activity of MTT, and it is assumed that the pilot-testing of the implemented innovative projects will certainly lead to full-fledged activity of educational institutions.

New projects, developments, innovations aimed at improving the activity of MTT in "Educational-Scientific Complex Laboratories" should be pilot-tested, and if the pilot-testing works are considered successful, they should be disseminated to the entire system. Only then, the activity of the "educational-scientific complex laboratory" innovative experimental sites will correspond to its purpose and essence. Cooperation within the framework of the project should be aimed at a specific goal. The effectiveness of the activity of "Educational-scientific complex laboratories" depends on work on new innovative projects, innovative and creative potential of higher and MTT teachers.

The existing problems in the preschool education system can provide necessary material for the development of projects of various directions as an object for the " educational-scientific complex laboratory" . Also, the further

clarification of the areas of activity will provide materials that will be the basis for new projects related to the specific nature of each educational area.

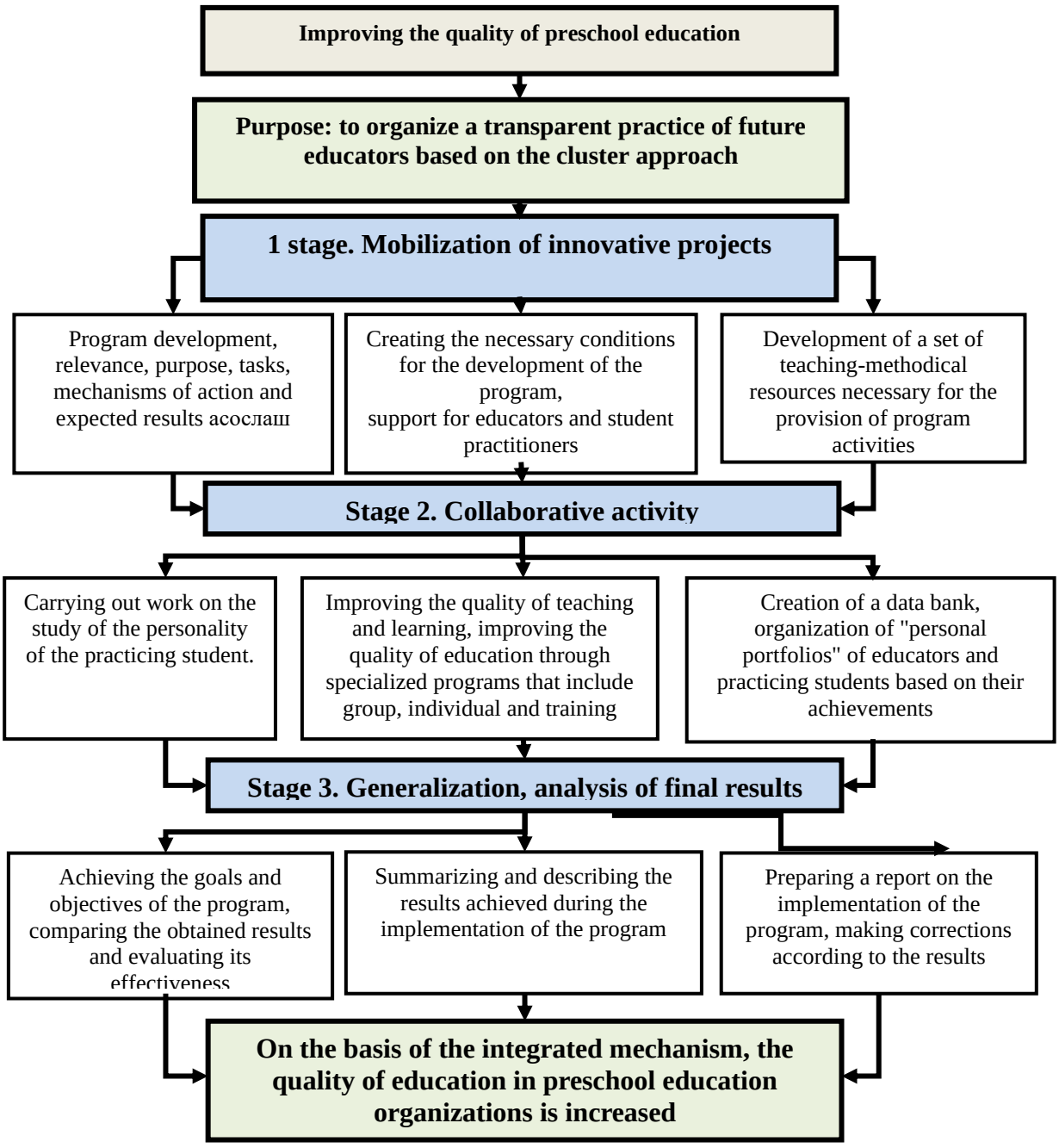

Figure 1. Mechanism of the program for improving the quality of preschool

In this regard, it is appropriate to carry out the following activities: defining the research object by identifying the existing problems; to determine the directions of the project for pilot testing ; approval of project groups, determination of their tasks; assigning to the established working groups the task of developing a new innovative project in a certain direction within a specified period; examination of proposed projects; development of the implementation program for each project, etc.

Therefore, the program and project directions developed on the basis of the cluster approach to improve the quality of preschool education are voluntary in nature. This issue is a growing, variable indicator that requires a creative approach. Changing the directions of the project during the activity, adding additional resources and mechanisms will bring its result to a higher level. Determining the tasks of the project groups is one of the important stages of establishing the activity of the " educational-scientific complex laboratory ".

Thus, the organization of innovative and integrated practice areas of the " educational-scientific complex laboratory " aimed at the joint improvement of the educational process proposed in the research, the development of the quality of the preschool education system, creates a great opportunity to eliminate the problem of coherence between the types of education, and to improve the competences of the teacher and the student. In these "laboratories", an environment based on humanistic, democratic principles of education is formed among the participants of the

preschool education process, which helps to organize education based on the individual, self-knowledge and development.

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