

CLUSTER APPROACH IN THE IMPLEMENTATION OF THE REGIONAL MODEL OF THE CONTINUING PEDAGOGICAL EDUCATION

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Abstract. Approaches to the substantiating the concept, the main stages of the formation, the mechanisms of interaction between schools and universities are described in the article. It is represented that the improving of the effectiveness of the integration of schools and universities can be achieved by the ensuring of interaction of contributing to the increasing of the competitiveness of educational organizations within the cluster.

Keywords: continuing pedagogical education, pedagogical cluster, interaction, partnership, integration of educational institutions, pedagogical education

Introduction

For almost two decades the European Union has been implementing the strategy of continuing education which was initiated by the signing of the Memorandum of continuing education in 2002.

The European Union attaches great importance to lifelong learning for a number of reasons. It includes an aging population, growing migration and the need for skilled workers. The E.U. documents emphasize that the emergence of knowledge based on society requires improved means of transferring and using knowledge and opportunities for continuous learning. Lifelong learning is a key component of the Lisbon agenda – the road map, which was developed at the summit of European leaders, held in March, 2000 (Memorandum in lifelong learning) [5]. As stated by the European Commission training opportunities should be available to all citizens on a permanent basis. In practice it should be mean that each citizen must have individual training paths which appropriate to the needs and interests at all stages of life. The continuing educational program includes key components of the knowledge society: promoting continuous and collaborative learning, increasing the spiritual and economic potential of the individual, as well as public awareness and active citizenship in the European community. The Memorandum also notes that the successful transition to the economy and society based on k, should be accompanied by a process of continuing education (lifelong teaching). Continuing education in the European employment strategy is defined as a comprehensive educational activity carried out on an ongoing basis in order to improve knowledge, skills and professional competence. Thus «the lifelong teaching» becomes the main principle

of the EU education policy and the basis for building the European model of education.

Continuous pedagogical education

In the connection with the above in the system of training of pedagogical personal, one of the priority tasks the solution of which is aimed at the efforts of specialists dealing with the problem of improving the quality of pedagogical education is to ensure the implementation of the principle of non-mandatory training of future teachers. Continuous pedagogical education is designed to ensure consistency sequence continuity of educational activities. It focuses of schools, higher schools, centers of additional pedagogical education for individualization and differentiation of professional training and retraining subjectivity and reflexivity of students' positions creating conditions for them to build individual educational routs and professional development trajectories.

The teacher in education is the main figure distinguished by its creativity, activity, individuality, possessing critical thinking, professional and pedagogical competence namely a set of competencies as well as the desire to improve constantly the level of their pedagogical skills through the introduction of modern educational technologies.

You need a pedagogical orientation, professionally significant personal qualities, basic pedagogical skills, professional competency, continuous self-improvement, advanced training, pedagogical creativity and innovation to acquire professionalism.

Professional tasks, solved by the teacher in pedagogical activity are the main factor which affects the content of teachers' training. Speaking about the professional competence of a teacher, it is necessary to note the unity of his theoretical and practical readiness in the implementation of pedagogical activities.

The professional competence of the teacher can be attributed by knowledge, skills and abilities which are the main characteristics in its activities and are also an important condition for efficiency in professional and pedagogical activities [1].

In turn the teacher's professionalism should include not only a variety of knowledge and skills, but also important personal qualities as well as an experience.

According to the professional standard of the educator, the teacher must have personal qualities and professional competencies necessary for the teacher for activities.

A large role of a modern teacher is played by his training in higher school in the formation of the professionalism. We need a partnership between schools and universities to make training more affective and to carry out the order of the educational labor market.

At the moment there are several traditional models of interaction between general and higher education: organization of profile classes, conducting pre-university training of senior students. However the disadvantage of most of these models is that they are one-sided; the school acts as a customer and the University – as a performer.

So the basis of partnership (interaction) should be equal cooperation of all participants, united by the solution of jointly set tasks (and not only preparation for admission to the University) where the effects of each of the subjects and harmoniously combined with the interests and needs of the others.

Nowdays, the concept of professional-development education is actual and has an integrative nature. Students of pedagogical University must have knowledge of pedagogy and psychology, know a modern school, a kindergarten, a college (practice), be managers and researchers. Otherwords the student must perform with some measure of completeness learning activities. So the future teacher should get not only operational experience of teaching of performing special formations in the profession during the years of training, but also social and practical experience. It will help them to integrate into the practice and corporate environment of the educational institution successfully and make it easier to survive social and industrial adaptation.

The idea of combining education with practice should be the basis for teacher training.

Based on the above the integration of higher pedagogical education and school practice is considered as a process of combining theory and practice aimed at the developing the student's readiness for professional and pedagogical activities.

Education is a complex system in which there are many independent complementary and interrelated parts. Any system works effectively only there is a feedback. There fore the school and the University must learn to develop forms of cooperation. It is advisable to use a cluster model to implement such a partnership for the organization of the educational process.

The system analysis of foreign experience on the student problem has shown that the development of cluster-based education began in Europe in 1990 as a result of extrapolation of cluster theory and cluster development, developed by M. Porter (The Competitive Advantage of Nations, 1990 On Competition, 1998). He gave the analysis of the Massachusetts educational cluster, the leaders of which are Massachusetts and Harvard Universities. The role of the cluster in the country's education sector in comparison with the States (primarily California) and other countries is shown in detail.

A cluster in pedagogical education is geographically localized organizations that interact on the basis of agreements and participate in the implementation of scientific, educational and innovative goals for training education specialist [3].

In the Russian Federation approach to developing education is substantiated as mutual development and self development of subjects of the cluster based on social partnership, which enhances specific benefits, as individuals and clusters in general (T.I. Shamova, E.I. Pavlova, I.P. Markin).

It should be noted that there is currently no single definition of a cluster. Analyzing all known definitions we can distinguish two fundamental characteristics of this concept. First, enterprises in a cluster must be connected in some way with connections being both vertical and horizontal, and most of these connections involve social relationships that produce benefits for the organizations involved. Secondly clusters are geographically close groups of interconnected enterprises and organizations. Which contributes to the formation and increase of advantages.

Given the importance of the role of higher education in the cluster, we can distinguish this type of cluster as an educational cluster, which is a set of interconnected educational organizations united by industry and partner relations.

The main functions of the educational cluster include: creating a sphere of effective educational services that meet the needs of the industry in a timely manner, creation of guarantees for graduates of higher educational institutions, the improvement of modern educational technologies, career guidance work, the support of a legal framework for partnership relations, design of educational activities in the field of bachelor's master's.

A special case of an educational cluster is a pedagogical cluster, whose important distinguishing features are: creating conditions for the formation of teaching staff, integrating education with production and rising the teaching profession.

The model of the pedagogical cluster is a holistic education which includes organizational managerial, technological and content levels that allow you to present a purposeful process of partnership development clearly in order to improve the quality of training of graduates of higher pedagogical schools.

In Penza region there are all the conditions to implement the project to create a new educational space-pedagogical cluster, based on the network principle of interaction. There are all conditions – educational institutions interested in interaction, a university with highly qualified personal that implements the tasks of professional integration of the university educational complex, which is the Penza Institute named after V.G. Belinsky of the Penza State University is opened to a cluster approach in learning.

The nature of the cluster is determined by the presence of the university (in our case the Pedagogical Institute of Penza State University) the partner objects are concentrated on scientific, information, technical and other basis. On the basis of Pedagogical Institute of Penza State University a regional pedagogical cluster was created as a network association of professional and pedagogical educational

organizations. It is assumed that the activities of this cluster will determine the system of regional training of teachers will form a distribution system of training of education specialists taking into account the needs of the labor market in Penza region.

The survey of teachers of schools of the pedagogical cluster showed a high level of awareness of the essence and importance of integration of schools and universities. Most of surveyed teachers note that the interaction of higher and secondary schools expands the overall educational space and improves the quality of education and all subjects included in this interaction win and teachers are happy to take part in it. The university gets a real idea of the level of training of modern students and the opportunity to participate in its improvement getting well- prepared applicants and students.

Thus understanding the essence and practical implementation of the cluster approach create the necessary prerequisites for finding new resources and opportunities for developing the system of continuous pedagogical education improving its quality and competitiveness.

Organized partnership allows you to create a practice-oriented educational environment that increases the competitive ability of all subjects of the cluster; provide training of highly qualified specialists in the optional time; and makes it possible to build individual trajectories of professional self realization.

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