

FACTORS IN IMPROVING THE QUALITY OF PROFESSIONAL EDUCATION

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Improving the quality of professional education directly depends on an established effective system of social partnership with various public spheres: business, educational, scientific and cultural institutions. Social partnership involves mutually beneficial cooperation, joint activities of an educational institution and social partners. The most important problem of the social partnership development is the lack of a clearly defined regional order for graduates' professional training.

Keywords: social partnership; quality of professional education.

ФАКТОРЫ ПОВЫШЕНИЯ КАЧЕСТВА ПРОФЕССИОНАЛЬНОГО ОБРАЗОВАНИЯ

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Повышение качества профессионального образования напрямую зависит от налаженной эффективной системы социального партнерства с различными общественными сферами: бизнесом, учреждениями образования, науки и культуры. Социальное партнерство предполагает взаимовыгодное сотрудничество, совместную деятельность образовательного учреждения и социальных партнеров. Важнейшей проблемой развития социального партнерства является отсутствие четко сформулированного регионального заказа на профессиональную подготовку выпускников.

Ключевые слова: социальное партнерство; качество профессионального образования.

Nowadays, the successful activity of a university graduate is largely determined by the level of their professional training, which correlates with the presence of professional competence, the ability to think creatively, effectively adapt to changing socio-cultural conditions, and the formed need for self-education. The guarantor of the implementation of this is the system of the social partnership system, on which the management of education quality in each specific educational institution is based. The system of social partnership with various public spheres – business, educational, scientific and cultural institutions – involves mutually beneficial cooperation, joint activities of an educational institution and social partners. The key goal of social partnership of an educational institution is mutually beneficial cooperation.

The problem of social partnership is the subject of study in the works of such scientists as D.S. Brazevich, L.B. Kraeva, O.V. Pankratiev, K.V. Silaeva [1], O.L. Guzakova, O.A. Ivasyuk [2], A. Yu. Svezhentseva [3], N.P. Litvinova, Z. N. Safina [4], M.V. Lushnikova, D.A. Smirnov [7], D.V. Nefedov [5], Prokhorova, A.M. Petrovsky [6], T.A. Tskvitaria [8].

Thus, A.V. Korsunov, N. P. Litvinova, Z. N. Safina [4], considering the category of social partnership in the field of formal and non-formal adult education, note the breadth of understanding and interpretation of this concept. In M.P. Prokhorova and A.M. Petrovsky's article [6], social partnership is analyzed in the context of the innovative development of the professional education system in the context of its modernization. According to the authors, social partnership in professional education institutions ensures the achievement of the social partnership subjects' goals, contributes to improving the effectiveness of solving the problems of employment of educational institutions graduates at the regional level.

The work of M.V. Lushnikova and D.A. Smirnov [7] presents a detailed analysis of the legislation on social partnership in force in the Russian Federation and the practice of its application, along with a systematic presentation of the complex provisions of the sectoral theory of labor relations collective bargaining regulation, as well as the procedure for resolving collective labor disputes. The authors pay considerable attention to the consideration of international legal acts on social partnership.

A special place is occupied by research on the history of the legislation and foreign experience development in the legal regulation of social partnership relations (N.N. Zhuravleva, A.Yu. Svezhentseva [3], D.S. Brazevich et al [1], D.A. Smirnov [7], D.V. Nefedov [5]).

The study by K. Mikhailova, T. Zverko, R. Mayboroda, A. Bubela [10] is dedicated to identifying the specifics of various sociological models of social partnership. T.A. Tskvitaria [8] notes that the social partnership development is directly related to the successful implementation the processes of competitive specialists' reproduction. O.L. Guzakova and O.A. Ivasyuk's work [2] shows the perspectives for the social partnership development between schools and institutions of culture, sports and additional education, demonstrating the possibilities of potential partners of educational institutions for social interaction in various areas [9].

As one can see, most authors consider the phenomenon of social partnership as an approach to improving the education system. Social partnership is the most important factor affecting its quality, since it ensures including in the pedagogical process organization the main consumers of educational services who have their own interests, their own ideas about the tasks and role of professional education, and its quality.

The main criterion for the effectiveness of social partnership in the field of professional education is such a qualitative characteristic as the demand for graduates in the labor market, expressed through such indicators as: the percentage of employment, the quality of the job offered, the duration of their consolidation in the workplace. We consider social partnership as a joint collective activity of various social groups, the main forms of one in education system are:

- partnership between employees of the education system and representatives of other social reproduction spheres;
- partnership between different professional groups within the education system;
- a partnership initiated by the education system itself, aimed at contributing to the civil society formation.

Social partnership in the professional education system is the most effective and economically justified both for partners and in terms of the civil society formation.

The most important problem of the social partnership development, in our opinion, is the lack of a clearly defined regional order for graduates' professional training. The solution to this problem, of course, actualizes the joint activities of educational institutions, providing educational authorities, professional training, employment services, representatives of employers of ownership various forms.

The study of the social partnership practice in the system of professional education indicates that educational institutions which have a sufficiently high level of education quality achieve this due to internal factors of improving the education quality. The internal factors of improving the education quality include such as:

- effectiveness of educational process management;
- effectiveness of all forms of training;
- increasing students' motivation to acquire the knowledge necessary in their professional activities;
- the use of modern technologies aimed at developing cognitive interest in obtaining knowledge, forming and developing skills.

The development of social partnership is also significantly influenced by an external factor involving the use of the labor market actors' opportunities, as well as state and public structures, interested persons (authorities, enterprises and institutions, parents).

Social partnership is an effective mechanism for the implementation of high-quality graduate training in the professional education system, largely due to the active participation and support of the professional community in this process.

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