

Qabul qilindi: 01.05.2025

Chop etildi: 30.06.2025

UDK:37.013+316.4

COME ASPECTS OF SOCIAL PARTNERSHIP IN THE DEVELOPMENT OF EDUCATION

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НЕКОТОРЫЕ АСПЕКТЫ СОЦИАЛЬНОГО ПАРТНЕРСТВА В РАЗВИТИИ ОБРАЗОВАНИЯ

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Abstract: The article notes that the most successful implementation of the processes of reproduction of competitive specialists and the development of social partnership is seen precisely within the framework of the concept of lifelong education.

Keywords: social partnership, continuing education, education system, interaction, partnership in education, labor market, competent specialist.

Аннотация: В статье отмечено, что наиболее успешная реализация процессов воспроизводства конкурентоспособных специалистов и развития социального партнерства видится именно в рамках концепции непрерывного образования.

Ключевые слова: социальное партнерство; непрерывное образование; система образования; взаимодействие; партнерство в образовании; рынок труда; компетентный специалист.

Annotatsiya: Maqolada ta'kidlanganidek, raqobatbardosh mutaxassislarni ko'paytirish va ijtimoiy sheriklikni rivojlantirish jarayonlarini eng muvaffaqiyatli amalga oshirish aynan uzluksiz ta'lim konsepsiyasi doirasida ko'riladi.

Tayanch iboralar: ijtimoiy sheriklik, uzluksiz ta'lim, ta'lim tizimi, o'zaro hamkorlik, ta'limda sheriklik, mehnat bozori, kompetentli mutaxassis.

Social partnership is regarded as one of the leading social institutions closely related to the main spheres of society: politics, economy, culture and society. Social partnership acts as a system of relationships between stakeholders. For example, between workers and employers; state authorities, local self-government bodies, which is aimed at ensuring the coordination of the interests of employees and employers on the regulation of labor relations and other relations directly related to them. Also, this phenomenon is considered as a type of social interaction, which is characterized by a way of regulating social, relations between large groups of the population and the state. Social partnership presupposes equal cooperation and integration of the interests of all parties involved. In economic terms, social partnership presupposes

material and moral stimulation of the interest of employees in the growth of labor productivity. The main principles of social partnership are legally enshrined positions [1]:

- equality of the parties involved;
- respect and consideration of the interests of the parties;
- interest of the parties in participating in contractual relations;
- assistance of the state in strengthening and developing social partnership on a democratic basis;
- powers of representatives of the parties;
- freedom of choice when discussing issues related to the sphere of work;

- voluntary acceptance of obligations by the parties;

- the obligation to comply with collective bargaining agreements and agreements;

- control over the implementation of the adopted collective agreements and agreements;

- responsibility of the parties, their representatives for non-fulfillment through their fault of collective agreements and agreements.

Thus, the idea of social partnership is based on voluntary and mutually beneficial cooperation aimed at achieving some common social goals by its participants. Its rules for interaction on labor relations are legally sufficiently outlined by the Labor Code of the Republic of Uzbekistan. Modern society is experiencing the impact of globalization processes taking place in the world, global local social communities are emerging, multidimensional social ties in all spheres of life are characteristic. As a consequence, the phenomenon of social partnership expands its boundaries and becomes relevant not only for the world of work. One of the principles of the development of civil society is the versatility of needs and the desire to take them into account as much as possible when making decisions.

The analysis of scientific works in the field of pedagogy allows us to state the fact that today the concept of social partnership is increasingly of interest to educational researchers and educational practitioners. Obviously, in the field of education, the term social partnership implies slightly different interacting parties, but is implemented according to similar principles. Social partnership in education implies constructive interaction of all public sectors to develop the education system in the country, create favorable conditions for various types of education, including self-education [1]. The phenomenon under consideration in the field of education translates the idea of voluntary mutually beneficial cooperation to solve common problems through the following approaches:

- equality of participants;
- mutual respect;
- interest in results;
- freedom to discuss issues of interest;
- voluntary assumption of obligations;

- a responsibility.

The interacting parties, in this case, are formed depending on the tasks expected to be solved. As a rule, the partners are an educational institution and a consumer of educational services. With the expansion of the tasks solved in the course of social partnership, the number of parties interested in social cooperation also expands. There are several options for the emergence of social partnership in the educational sphere from the standpoint of initiative [2]:

- in a preschool educational institution, the institution itself usually becomes the initiator;

- in the case of secondary education, it can be both the school and other stakeholders;

- state bodies and employers become interested in partnership with a vocational education institution.

In the logic of the development of interaction between the education system and social partners, different positions are emerging regarding the choice of a training profile. Professional orientation of the population is carried out from other "angles of view". Social partnerships in the educational field are focused on achieving common interests:

- ensuring partnerships aimed at improving the competitive status of educational institutions;

- the formation of competencies among students, allowing them to professionally competently, mobilely solve practical problems and be able to adapt to the conditions of the labor market.

Participants in educational relationships unite for the purpose of social partnership to solve the following tasks:

- implementation of joint mutually beneficial activities to improve the education system;

- creation of a regulatory framework for social partnership as a platform for the formation of the labor market and educational services;

- increasing the social security of students, creating structures to promote the employment of young specialists.

For any of the educational institutions, the main task of social partnership is to improve the quality and efficiency of education and improve those

performance indicators. However, at each of the levels of the educational process, a specific range of tasks solved by social partnership in the field of education is designated as a priority. Effective partnership, in this case, contributes to the successful adaptation and purposeful transition of students from one level to another. Educational institutions of vocational education are interested in the further employment of their graduates, therefore, the social partnership of educational institutions and employers is highlighted as significant. The most successful implementation of the processes of reproduction of competitive specialists and the development of social partnership is seen in the framework of the concept of lifelong education.

Continuing education is now recognized as the main principle for the implementation of education reforms and is in the focus of researchers. In this vein, it is legitimate to pay attention to the development of the system of nonformal (informal) education and to the development of the system of additional professional education. Modern challenges of the time exacerbate the need for real practice in competent specialists who possess not only special knowledge and professional mobility. The most important thing is to satisfy the educational needs of the individual throughout his life and to provide the economy with the required competent specialists. Social partnership within the framework of lifelong education orients educational institutions, employers and the state to take into account the constantly changing requirements of the economy.

Social partnership in the context of lifelong education is carried out not only between educational institutions of different levels and a potential employer. Close cooperation of the real sector of the economy is carried out with institutes for advanced training and additional professional education, leads to high-quality results and opens the following additional opportunities[3]:

- constant informing of the training party about the labor market;

- taking into account the requirements of employers in the development of training programs;

- implementation of new joint commercial projects to replenish the extrabudgetary fund of an educational institution.

The idea of social partnership in education is defined as one of the topical directions for the development of the system of lifelong education, focused on the future. Expanding and strengthening social partnerships in continuing professional education can be considered:

- as a factor in the stabilization of the regional labor market;

- as a way to integrate the innovative and educational activities of the partners in the partnership with the aim of positive socio-economic changes;

- as a technology for interaction of specialists in the field of professional problems in order to optimize the decisions made;

- as a certain type of relationship in which various social groups and the state as a whole are interested.

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