



The Stages of Organizing Social Cooperation Between Educational Institutions and Enterprises in Directing Guards to Professions

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ABSTRACT

Attracting cooperation in the creation of the content of vocational education is achieved by analyzing the labor market and its main tasks, the object of the labor market analysis and the analysis of the needs for professional knowledge, skills and qualifications. This article shows that the educational process, which is organized within the framework of social cooperation between educational institutions and enterprises, is carried out within a number of interconnected activities.

Keywords:

Career orientation, social cooperation, general secondary education, professional education, enterprise, monitoring, education.

Introduction:

Production is the main customer who determines the need for personnel, as well as requirements for the quality and level of their training, and is a participant in the process of providing the personnel training system in terms of finance and material and technical aspects. Revitalization of the integration of the production and education system is defined as one of the priority directions of the development of the personnel training system. This urgent issue requires the establishment of mutually beneficial cooperation between production enterprises and educational institutions.

In the period of modernization, educational institutions are becoming a means of solving economic problems, meeting the needs of employers by professions, and ensuring the reciprocity of supply and demand for school graduates with the necessary knowledge, skills and abilities. To solve this problem, it is necessary to form a completely

new system of relations - relations of social cooperation.

Establishing social cooperation between educational institutions and production enterprises remains one of the urgent issues of today. Social cooperation implies not only the one-sided relations and interests of partners, but also the effective organization of relations that are beneficial to both parties.

The new system of relations allows educational institutions to fully take into account the requirements of employers, quickly adapt to changes in demand and supply in the labor market, and ultimately, the main task of the educational institution is to provide quality personnel training in the specialties required in the labor market. allows to provide.

Main Part:

Establishing and strengthening relations with enterprises, labor bodies, local executive authorities gives educational institutions the following opportunities[1]:

- to have information about the labor market (in which professions and how many specialists are required in the labor market);
- taking into account the requirements of employers regarding the content of specialist training (general secondary and professional education areas, qualification descriptions);
- development of new training plans and programs, and making changes to the old ones, which ensure training of specialists who meet the requirements of employers;
- to have a wide range of opportunities to organize students' practice;
- organization of short-term training (internship) of teachers at production enterprises in order to familiarize students with the latest equipment, types of equipment and technological processes;
- expanding employment opportunities for graduates;
- initiating new joint commercial projects to supplement extra-budgetary funds of educational institutions (opening short training courses for enterprise employees, establishing joint workshops, public service centers, etc.).

At the same time, the interest of all participants of the social cooperation system in its resolution does not mean that this process will be smooth and problem-free. There are many objective and subjective reasons for this process: not only in the industry, but also in the educational institutions, the lack of association with the employers, the relationship between the education management and the labor authorities is not at the required level, and others can be included. Therefore, the successful formation of the system of social cooperation in the field of general secondary and professional education often depends on the educational institutions themselves, as well as how carefully the stages of the organization of this process are developed. In order to start this process, the leaders of educational institutions need to understand the importance of initiative, factor, cooperation, and to be able to explain the need for cooperation to all subjects who are inclined to be partners in both the labor market and the market of educational services. Organization and implementation of social cooperation between educational

institutions and enterprises is carried out in the following stages.

Preparation stage. The main goal of the preparatory stage is to determine the range of tasks that educational institutions need to solve. For this, it is recommended to know the following:

- it is necessary to understand the system of social cooperation;
- to determine which problems of the educational institution can be solved by developing the system of social cooperation;
- determining who can be the main partner for this educational institution;
- the educational institution should know what it can give to its existing and future partners.

In order to know the above, it is necessary to analyze the existing and future partners of the educational institution, to determine their interests, and for which sector of the economy they train personnel, it is necessary to conduct an analysis in this sector. This requires studying the information about which enterprises, organizations, institutions belong to this field, their place and potential in the long-term development plan of the region.

It is an important task of the first stage for the entire team of the educational institution to deeply understand the need to perform the complex and hard work of forming a stable system of cooperation with various categories of social partners [2].

The successful completion of the first stage of the formation of the social cooperation system is determined by achieving the following results:

- the team of the educational institution aims to develop social cooperation;
- creation of a database of acceptable social partners according to existing and future forms and categories of cooperation;
- creation of a database of educational institutions operating in one type of educational services market;
- creating a database of existing educational programs;
- analysis of prospects for the development of this sector of the economy in a specific region;
- assessment of the prospects of training specialists at a certain level of education for

this sector of the economy (quantitative analysis of the labor market).

Organizational stage. The purpose of this stage is to establish stable relations with social partners. At this stage, cooperation agreements are prepared, the technology of interaction with different categories of social partners is developed, i.e., the elements of the planned social cooperation system are created, and the circle of social partners is formed in the educational institution.

For objective and subjective reasons, some educational institutions are not always able to successfully communicate with employers. In this case, sometimes due to the lack of mutual interests, or the inability to find mutual interests due to the lack of communication skills, the representatives of the educational institution have to put the negotiation process on the right track. It may occur due to the fact that they do not know how to prepare for the meeting and consolidate the results of the negotiations. That is why it is recommended to carefully prepare every work carried out in social cooperation.

The problems that may arise when communicating with social partners can be divided into the following categories.

First, problems related to the partner's terminal personal-psychological characteristics are caused by the following[3]:

- Different value system (selfishness, indifference to other people's problems, striving for profit by any means, absolutization of money relations, etc.);
- the socio-cultural level of the partner is not high (in a narrow view, lack of deep understanding of the impact of education on the quality of work, lack of understanding of words and categories used in the negotiation process, etc.);
- the partner's lack of analytical thinking ability (not understanding the importance of joining forces in the market economy, not being able to adequately assess the level of education of their employees and the advantages of cooperation with an educational institution, etc.);

- characteristics related to the personality of the partner (scrupulosity, suspicion, psychological depression, philanthropy, etc.). Secondly, external factors, problems related to situations that arise during negotiations:

- wrong choice of visit time;
- impact of emergency situations that occurred before the visit;
- that other events are being held at the same time as the visit.

In order to avoid problems related to this category as much as possible, it is necessary to carefully prepare for the first interview with a social partner. For this, the following is recommended:

Preparation of the visit, namely:

- it is necessary to clarify the goals and tasks of the visit and to discuss them in advance at the board meeting of the educational institution;
- in order to show the necessary knowledge and interest in the process of communication, it is advisable to have as much information about the partner as possible before going to him (the size of the enterprise, the main directions of its activities, trade unions affiliation, etc.);
- it is necessary to agree on the meeting in advance and strictly adhere to this agreement;
- it is appropriate to choose the person who communicates directly (an employee sent to a social partner) based on his social status (a teacher or student cannot be sent to the head of a large company);
- preparing the presentation package of the educational institution and proposals for cooperation in advance;
- if the meeting is organized on the territory of the educational institution, it is necessary to ensure a calm and orderly environment, to plan a break.

The following procedures for conducting negotiations within the framework of social cooperation help to facilitate the establishment of relations between an educational institution and an enterprise:

- first introduce yourself and exchange business cards;
- it is better to start talking about the goals and tasks of the meeting by describing the problem, focusing the interlocutor's attention on the social aspects of the problem;

- it is appropriate to emphasize the interest in cooperation with this particular social partner and to inform him about how the educational institution can benefit him;
- to listen carefully to the interlocutor, to pay attention to his point of view, to demonstrate the complete compatibility of the comments on the causes of general secondary education problems;
- trying to control the topic of the conversation, to learn and develop the main ideas of the interlocutor, without allowing to deviate from it;
- at the end of the conversation, to conclude on the results of negotiations, agree on future joint actions, express gratitude for the meeting.

In the course of cooperation, the educational institution itself can evaluate the requirements of employers for personnel qualifications, the degree to which the knowledge and skills of graduates correspond to the needs of the labor market, using the simplest sociological methods and methods (distribution of questionnaires, conducting interviews).

Respondents should be:

- employers - typical representatives of network enterprises (to define and define the list of knowledge and skills required of a specialist, his personal qualities);
- employers - employees of industrial facilities where students will practice (to assess the proportionality of the knowledge and skills acquired at the educational institution to the specific requirements of employers);
- students undergoing practice (to determine the level of preparation of students to perform work functions (how they evaluate themselves), their knowledge deficits);
- graduates of educational institutions (to clarify the quality of general secondary and professional education, its compliance with the requirements of the labor market);
- teachers (for additional assessment of the level of training of specialists).

The organizational stage of forming a system of social cooperation should produce the following results:

- signed agreements on cooperation with various categories of social partners on student

internships, employment of graduates, examination of educational and methodological documents, internships of pedagogical staff and other areas;

- statistical and analytical data on the situation in the labor market, its parameters in terms of quantity and quality, and the structure of the demand for interesting professions in terms of qualifications.

The final stage of social cooperation. The purpose of this stage is to combine existing and developing elements of social cooperation into a single system. Maintaining communication with employers is becoming one of the most important functional tasks of employees of an educational institution. For this purpose, it is necessary to clarify the job instructions, to include measures related to social cooperation in the work plan of the educational institution. The formation of organizational structures that unite all participants in the process of social cooperation and regulate relations between them is becoming one of the most important directions of the activity of an educational institution [4].

At the final stage of the formation of the social cooperation system, the interaction of the educational institution with all interested parties is brought to a technological scale, and social cooperation technologies are formed at the level of the educational institution.

The results of the final stage include:

- duties and job instructions for working with social partners;
- educational institution work plan enriched with social cooperation measures;
- sample documents related to social cooperation, including student internships, teacher internships, activities of the Board of Trustees, agreement on educational and methodological documents, contracts on employment of graduates, regulations;
- Permanent Board of Trustees;
- sustainable cooperation with different categories of social partners.

It is very important for educational institutions that the results achieved at the final stage are constantly maintained and strengthened, because the operation of social cooperation during the transition period is not

stable, and the system itself is influenced by subjective factors of social development. Therefore, it is very important to monitor the effectiveness of general secondary education schools' work with social partners.

Organization of monitoring of social cooperation between educational institutions and enterprises is one of the most important issues, and its main goals are as follows:

- evaluation of the results and effectiveness of the educational institution's work with social partners;
 - development of recommendations on improving social cooperation in the field of educational institution.
- Indicators embodying the effectiveness of educational institutions working with social partners are as follows:
- existence of demand for graduates in the labor market;

- there is a demand for a general secondary or vocational school in the market of educational services;
- increase in non-budgetary financing for the provision of various educational services;
- the presence of measures related to social cooperation in the work plan and normative documents of the vocational education institution;
- that educational institutions implement various forms of cooperation with social partners.

Based on this, all agreements and activities on cooperation with various categories of educational institutions (internship of students, employment of graduates, examination of educational and methodical documents, internship of pedagogical staff, etc.) it can be said that the following factors cause the transfer:

- names of joint agreements and activities on cooperation with enterprises;
- availability of a schedule of internships by students in enterprises, according to terms and number;
- the number of employed persons by enterprises and professions;

- the number of specialists of enterprises participating in the process of education in educational institutions;
- the number of pedagogical staff who completed internships in enterprises;
- the number of unemployed people who have undergone training, retraining and advanced training in professional education;
- participation of enterprises in the final state certifications.

Conclusions:

In conclusion, it should be said that the training of highly qualified graduates necessary for the country's economy is entrusted to general secondary and professional education, which is one of the main links of the continuous education system. In order to fulfill this responsible task, it is important to establish strong relations between production enterprises and educational institutions, in other words, to establish mutually beneficial social cooperation. Therefore, for the effective functioning of the educational system, it is necessary to take into account the constantly changing requirements of the general secondary and professional education, the labor market and employers regarding the qualified labor force, the skills and knowledge of trained specialists, in accordance with these changes. It is necessary to revise educational programs, improve educational standards, curriculum and programs. As a result of this, it is possible to establish the system of vocational guidance of students in educational institutions.

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