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## **Socio-Educational Partnership as a Factor in Increasing the Efficiency of Preparing the Teaching Staff**

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### **Abstract**

The article is devoted to actual problems of modernization of pedagogical education in view of educational priorities and demands from consumers of educational services. Based on the held experiment and generalized experience there were revealed the forms of the implementation of socio-educational partnership between the pedagogical institutions and the state and local governments, the educational establishments, the cultural and sports establishments, the public organizations. The most optimal forms of socio-educational partnership were considered the following: participation of employer's representatives in correction of curriculum and teaching programs, direction of the course and diploma projects, final state attestation of graduates; running joint experimental researches; conducting joint scientific and entertaining activities; employment assistance. The study concludes that social-educational partnership facilitates the increase of quality of educational process and plays an important role in increasing the quality of training of the future teachers.

**Keywords:** Socio-educational partnership, Teaching staff, Experiment and generalized experience.

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## **INTRODUCTION**

Despite of the popularity of the higher education and a relatively steady contest within the pedagogical branches of education, Kuban, as one, and the rest of Russian Federation, as whole, show a lack and aging of pedagogical staff. It is connected to the fact that many graduates of the pedagogical institutions frequently either don't try to get employed after the specialty or leave the educational establishment after facing the adaptation problems. Nowadays the educational system needs young, vigorous, creative teachers, who know the school methods, how to work with children, can develop personal methodical approaches, and be flexible and original in their decisions (Zelenko & Zhadan, 2014).

Thus, first, the system of preparing the teaching staff has a problem of forming the professional position and the motivation to work in pedagogical capacity. Second, pedagogical institutions are facing a necessity to have a clear order from the consumers of educational services, with the quantity (target contract training) and quality of professional education of graduates.

In such conditions, the professional pedagogical education is not able to develop as an enclosed system. Socio-education partnership can be an effective way leading to the renewal of the content of education, to the increase of its social and economic effectiveness, and to the increase of the innovative potential of the pedagogues (Program of Development of Education, 2016)

The state and local governments, the educational establishments, the cultural and sports establishments, the families of the pupils, the public organizations – they all can the roles of partners of the educational establishments. But a special role is given to the employers – the establishments of education where the graduates will be working.

## **DISCUSSION**

Today the interaction between the pedagogical institutions and the employers becomes an important indicator of the effectiveness of the institution's activities, one of the most important criteria of its competitiveness on the educational and labor markets.

Armavir State Pedagogical University (ASPU) already has some experience of the socio-educational partnership. Not for the first year, the representatives from the employers (administration, the employees of educational establishments) participate together with the university's employees in the expert evaluation and correction of the curriculum and teaching programs; directing the course and diploma projects; running the scientific activities

(innovation projects, scientific-practical conferences, round tables, master-classes); final state attestation and employment of the graduates.

It is a common practice in ASPU to cooperate with schools and to appropiate the innovative forms of educational work. In this period of transition to the standards of new generation many professors, students and school teachers conduct joint pilot experiments to create the instrumental methodological provisions for the taught disciplines. The prospective graduates are widely involved in designing the programs for the curriculum subjects, developing the technological maps of the lessons and the diagnostic materials for projected results. The students frequently use the created data in their course and final qualification works (Galustov & Zelenko, 2015)

The highest grade from the employers was received by the graduating qualification works, dedicated to the creation and development of the universal academic actions of students, achievement and evaluation of projected results, development of metasubject assignments, and organization of project activities.

The forms of socio-educational partnership ‘pedagogical university – school’ are quite diverse and allow solving the problems of the quality of trained teachers, the problems of the professional orientation of school students and also adding to their ‘all sided’ development.

The first problem can be solved in a few directions. The preparedness of the baccalaureates and the masters in the areas of pedagogical education should not and must not be limited by the walls of the universities and the pedagogical practice at schools in its traditional way. Interaction with schools within the extra curriculum activities allows the future teachers to discover their own methodical approach, acquire the experience of interaction with as colleagues and school administration, so with students.

As an example of such interaction can be many years of activities of the School of Physics and the Minor Department of Mathematics of ASPU where prospective graduating university students par with their professors give lessons to the school students. Originated in early 90s as circles for those interested in physics and mathematics, where the high school pupils could perform physical experiments, these forms of extra curriculum activities have outgrown into a series of steps of varied subject preparation – from mini researches of phenomes and solving entertaining challenges for pupils in 5-9 grades to in-depth studies in physics and mathematics for pupils in 10-11 grades, including preparation to EGE. Many graduates of the School of Physics and the Minor Department of Mathematics enter ASPU and successfully graduate from it. A similar work was begun by the Division of Informatics, whose graduates of the

‘Sunday School’ are noticeably advanced in their knowledge upon entering the universities compared to other students.

New traveling form of work with students is now the work of small research groups, when 2-3 university students direct a research group of school pupils of 8-9 grades in one of the cities’ schools that conducts experiments studying the physic phenomena in AFS, L-micro labs. The capacities of the laboratories are much wider than required by the school level of physics, and the students interested in physics, gladly participate in studying the occurrences on a deeper level. The management of such groups of university students by their professors is minimal - the later consult the students about the choice of experiments, recommend the approaches of work with school pupils, but do not have a direct contact with those school pupils – the groups work under the schoolteacher’s supervision and almost independently.

The second and third problems have a few solutions as well. For the last 10 years the university students actively participate in organization, preparation and running of the annual scientific practical conferences for school pupils and university students. Quite popular among the pupils is the conference “Physics in the context of the scientific technical progress”, where takes place of judgment of projects, with a few nominations (the judges are schoolteachers and university professors). The students run the conference, speak in the framework of the plenary meetings, tell about their research (many times it is connected with their course and final works in physics) and, besides an interesting content demonstrate a proper presentation of research results. The themes of the speeches can be different, but the preference is given to an unusual content and performed experiments (Non-Newton liquids, Rubens’ experiment “Sound Fire”). Afterwards the school pupils and the technical school students can present their projects under a few sections with different topics – astronomical, physical and technical.

In different years, this event would gather between 25 to 50 pupils with their schoolteachers and parents, and at the end, the winners would receive small prizes and diplomas, and all the participants – a certificate of participation. The rewards are also given to the best instructors. However, the most important is the created by the conference the atmosphere of cooperation of like-minded people, interested in the world around us, and learning the research skills. The conference is run like a real “adult” one – where the pupils prepare their speeches and presentations, participate in discussions, and at the end a collection of articles is printed – the first publications of future students and scientists.

The experience shows that the students participating in preparation and running of such activities are more self-assured as beginner-teachers, strive to creativity in their profession. During the conference also take place the prof-orientation work – the school pupils are

acquainted with the university (there is an excursion), learn more about students life in real conversations. For a university student it is much easier to find a common language with a school pupil – they are closer in age, perception of the word, interests, and speak almost the same language.

Yearly under ASPU roof take place School Subjects' Olympics for school pupils, contests, competitions, business games, and the university students participate in running them all. All together it creates the very same educational atmosphere where every participant can learn something: pupils learn from students, students – from schoolteachers and professors, schoolteachers – from professors and even students etc.

In the more recent years due to the implementation of new educational standards, an important place takes the problem of retraining the teaching staff and advancing qualification – yet another problem of socio-educational partnership. Almost in all subject areas that the university trains the teachers in, exist the courses for advancing one's qualification – both, located in ASPU itself and travelling (to the distant areas). Methodical support of the standards is still being developed and the lecturers-methodists offer the listeners of the courses their vision of how to solve the problems that schools might face, working ahead of the problems. Such a form of collaboration strengthens the link university-school, allowing those who train teachers to receive the information about the necessary aspects of training from “the first hands” – school reality, and to those who are working teachers to learn the latest methodical novelties, promoting effective professional activity. As a rule, collaboration continues and after that – ASPU together with the teachers run conferences, publish scientific methodical journal “Methodical Search”, that is included in Russian Science Citation Index (RSCI), and where are presented the scientific and practical works by research scientists as well as by practicing teachers, and takes place the exchange or experiment.

A joint work of university educators, schoolteachers and students promotes rebirth and development of university's mentorship, significantly increases the effectiveness of education and allows the employers the opportunity to evaluate the professional potential of students in industrial conditions, choose the best and invite them to work. For the graduates the positive experience of the scientific pedagogical activity serves as a base for a successful self-presentation of one's achievements, promotes adaptation to professional work, forms the bases of responsible behavior, civic stand, and stimulates social activeness.

An important role in creating in ASPU the system of collaboration with organizations-partners plays Department of professional orientation, practice and employment. The main directions of the department:

- Research and analysis of supply and demand on the market of educational services in the region, analysis of employment of the university graduates and demand for work force.
- Coordination of engagement of all structural units and departments regarding the questions of organization and conduction of prof-orientation work.
- Establishment of affiliate connections with cities' and regions' departments of education and school principals regarding the questions of demand for pedagogical staff, organization and management of the process of practical preparation of students (ASPU, 2017).

The employees of the department conduct a large study directed to examine the demand for pedagogical staff not only in Krasnodarskiy kray but also in the whole country; to uncover the dynamic of employment of university graduates, the factors of attractiveness of the educator profession; professional orientation of the different year students, reasons for choosing one's profession, attractiveness of receiving the education etc. The received data is then being used in practical work.

Created by the department, the Center for career management "Formula of success" is rather interesting. The Center's mission is individual approach to each student, help in planning and development of one's career, in employment, and also in choosing additional training programs and internships. Here the students and the graduates of the university can receive information about what professions are in demand on the labor market in Krasnodarskiy kray; how to plan one's job search; how to write a resume; how to prepare for the interview; what vacancies exist in Krasnodarskiy kray and other regions of Russia; what legal documents are important for employment; how to adapt in a new work place (Zelenko & Dorokhina, 2015).

Here takes place the establishment of liaisons with companies-employers and acquainting students with them via different career-related events; collaboration with the other universities' career centers, state and private organizations, helping to employ young specialists; creation of the informational and material-technical resources improving the quality of provided services.

An important place in the work of Center belongs to using the social networks to create the more effective interactions between students, graduates and employers. As of the time this article was written, the group of the Department of Professional Orientation in Contact ([https://vk.com/practica\\_agpu](https://vk.com/practica_agpu)) consisted of 353 people, with about 120 people checking the group news on the wall or in the newsfeed daily. Every user can receive an on-line consultation regarding the questions of job search, writing a resume, having an interview, learn about upcoming profession-related competitions. Under the heading "They could, so can

you” the group places the information about ASPU graduates, who reached success in their professional and scientific work. The interaction between students and employers via social networks also creates such additional plusses as speedy filling of pedagogical vacancies in establishments of education of Kuban through informing the first ones of open vacancies with the second ones in shortest times.

Another example of interaction with employers can be the traditional for the university week of help with employment of students and graduates “Career development – a way to your success”, which includes Career Days for baccalaureates of various educational programs, for example, Career Day for the elementary school teacher. For graduates there are organized the round tables, where are discussed the problems and the prospects of the employment of young specialists. Those participating in the work of the round tables are school principals, vice-principals and school teachers, all of them – successful graduates of ASPU.

The first phase in professional self-determination of a student is his or her preparedness to present oneself on the labor market. For this purpose every Career Day holds a role-game for the graduates “Job Interview”, that allows to learn how to feel self-confident during a job interview, how to establish a link with a employer, be prepared for practical activity. During the game, all those in attendance are divided into the immediate participants, job searchers, and active observers, watching the game.

During the second phase of “Career Day” every department conducts a psychological training, where all the participants can see the idea of a successful specialist and discover their own personal traits that would them to succeed in life. Training consists of a row of exercises: “Name”, “Psychological portrait of the successful person”, “Air Balloon”, “The factors of personal and professional successfulness”, “Draw your professional success”, and also a contest for the best “Formula of auto-training of successful person”.

In ASPU within the framework of contracts about collaboration frequently take places the campaigns “Pedagogical Bus”, when the graduating students go to different establishments of education in kray and perform open lessons with the goal of forming the skills to build the education process accordingly to the new demands of DFOS. The future young educators not only succeed in building the educational process with the pupils but also receive a positive professional experience.

The other direction of collaboration of ASPU with social partners is the activity of detection and development of young talents, organization and realization, jointly with schools and establishments of middle professional education, of Olympics and contests. Work with talented children and creative youth is considered a priority direction of educational and

scientific activity of the university, an integral part of its educational mission to prepare a modern educator: with creative thinking, in possession of the instruments of scientific research and open to innovation.

The university has a vast experience in support and development of talented youth. An active work is carried out to create the conditions for development of different kinds of activeness and creativity (movement KVN, mentoring work, intellectual and creative contest for students and pupils). A Center for detection and development of young talents “Olympic Talent” was created, its goal being the support and development of motivated, talented youth, creative and intellectual development of students and graduates. It was established a normative base of the center functioning. The university developed a system of events, to participate in which are attracted the pupils of schools and technical schools and colleges of the city of Armavir and nearby districts.

Traditional became the running of musical contest “Two stars” (a school pupil and a university student), contests of banners “Teacher is my profession”, intellectual contest “The smartest”, intellect-show “Clever Boys and Clever Girls”, video competition “ASPU – the university aiming for the future” and others.

Within the framework of collaboration with social partners ASPU works together with department of education and the center of development of education. As such, for many years the university has been a base for carrying out the municipal stage of country-wide subject Olympics, with professors and students closely following the conduction of the Olympics, participating in development of the challenges of municipal level and processing the results.

## **OVERVIEW**

The conducted research’s findings are thus: the socio-educational partnership plays a significant role in the increase of quality of training the future teachers. The most optimal forms of socio-educational partnership considered the following:

Joint (university professors, school teachers, university students and school pupils) experimental researches;

participation of employer’s representatives (government, employers of educational establishments) in correction of curriculum and teaching programs, direction of the course and diploma projects, final state attestation of graduates;

Joint scientific and entertaining activities (scientific practical conferences, innovation projects, round tables, master-classes, musical and intellectual completions);

establishment of affiliate liaisons with the departments of education and the school principals regarding the questions of demand of pedagogical staff, and assistance with employment of graduates through the analysis of their professional intentions and evaluation of the situation and existed conditions on the labor market.

## **CONCLUSION**

In the modern conditions only in close contact with social partners can give a high quality professional training for the professions in demand on the labor market that the pedagogical university fulfills this main purpose. Socio-educational partnership facilitates the increase of the quality of educational process, creates the conditions for professional self-determination of the students, serves the development of professional competences of the students, and increases the possibilities of employment of graduates.

## **CONFLICT OF INTERESTS**

The author confirms that the provided data does not have the conflict of interests.

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