





## PARTNERSHIP AS A FACTOR IN THE EFFECTIVENESS OF PRACTICE-ORIENTED EDUCATION OF STUDENTS

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### ABSTRACT

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The task of ensuring the effectiveness of practice-oriented secondary and higher professional education based on social partnership and network interaction of subjects of education in an innovative educational environment is set based on the requirements of the Federal State Educational Standard 3+ for the pedagogical and psychological specialties in higher education and modern (actualized) educational standards for the specialties “Construction and exploitation of buildings” (08.02.01) and “Primary school teaching” (44.02.02) in vocational professional education for the formation of general (general cultural) and professional competencies of students and graduates of institutions of secondary vocational and higher education. The aim of this study is to present the results of theoretical and experimental studies of activities and innovation platforms based on the institution of secondary vocational education, in conditions of the social-network educational partnership. The main methods used in this study were analyses, experiments, questioning and expert evaluation. The results of the experiments show the positive impact of partnerships on the levels of innovative activity of teachers and formation of general (general cultural) and professional competencies of students and graduates of secondary vocational education organizations. The study proves the role and importance of social-network educational partnerships in ensuring the effectiveness of practice-oriented education in modern professional schools, as it takes into account and reflects the characteristics, requirements and needs of the society and individual. It allows one to fulfill his role and take into account the interaction of organizations, institutions and individuals in ensuring the transfer and mastering of the content of professional education in organizations of secondary vocational and higher education.

**Contribution/Originality:** The study on solutions to the problem was carried out within the framework of the reflexive-activity concept, which consists of substantiating students' professional education through the incorporation of activities for personal development.

### 1. INTRODUCTION

The current situation in the labor market is determined by the steady growth of the economy, sustainable work of industrial enterprises and social organizations. Changes in the economy and society are associated with a number of factors, namely re-profiling and development of enterprises and organizations, expansion of production and opening of new jobs, transfer of workers to other enterprises, and employing graduates of schools and secondary and higher professional education institutions. Under these conditions, there is a steady need by the economy and

society for professionally trained personnel of medium and higher qualifications (Kuzminov *et al.*, 2015; Kuzminov and Peskov, 2017).

Thus, in modern day conditions, the issues of professional training and retraining of personnel of medium and higher qualification remain significant. The greatest attention is paid to the training of graduates of organizations of secondary vocational education (SVE).

At the same time, researchers note a number of worrying trends among these graduates. Among the more noticeable weaknesses are that of poor quality and even a fall in the quality of graduates, a reduction in number in the most popular specialties, a reduction in the number of graduates working in their areas of specialty and a reduction in the number of university and vocational education graduates with sufficient levels of professional competencies (Ombugus and Angbre, 2015; Owoh, 2016; Anyi, 2017; Dolgova *et al.*, 2017; Trubina *et al.*, 2017; Urfa and Durak, 2017; Caifen *et al.*, 2018). The results of the surveys indicate that the main sources of acquiring professional staff for enterprises and organizations are:

- Professional colleges, technical schools, universities (for example, in the city of Magnitogorsk, this is 4%);
- Able-bodied population of working age (in the city of Magnitogorsk – about 76%);
- Senior (pre-retirement and retirement) age groups engaged in the economic and social sphere (about 20%).

The survey was conducted using a questionnaire developed for students, teachers and veterans (pensioners) of the Magnitogorsk Pedagogical College, the South Ural Energy Technical School and the South Ural State Humanitarian-Pedagogical University. A total of 112 people took part in the survey.

The present study centres primarily on the first social group sourced from colleges, technical schools and universities.

Education acquired by university students and those from SVE organizations can be considered valid, if every graduate has complex, high-level, practice-oriented competencies – general (general cultural) and professional (Dolgova *et al.*, 2016.; Dudina and Dolgova, 2016a; Dudina and Dolgova, 2016b). This opinion proceeds from the fact that any education can be considered successful if it is demanded by society, meets the personal needs and characteristics of a student, and provides practical activities (Butsyk *et al.*, 2016; Spirin *et al.*, 2017; Koreshnikova *et al.*, 2018). For effective professional education, a clearly defined social order is needed.

Education should be socially secure and practice-oriented. Then social partnerships will become the deciding factor in the development of professional education.

## 2. METHODS

The problem of the effectiveness of practice-oriented education based on social partnership is not seen as an independent problem. It is placed and solved within the framework of the general problems of professional education. Therefore, the solution to the problem should take into consideration existing general methodological approaches (Ananyina *et al.*, 2012; Kiryakova *et al.*, 2017).

Analysis of existing works (Zagvyazinsky, 2012; Gertsog *et al.*, 2017) shows several contradictions in the process of professional education, which determine the nature and level of influence of social partnerships on practice-oriented education. The contradictions are :

1) the innovative nature of professional education determined by the requirements of the Federal State Educational Standards (FSES) and the current traditional system of training and re-training of professional personnel shows a lack (or even complete absence) of orientation of the re-training system for the training of teaching staff in the field of research activities in the educational environment of SVE. Furthermore, the existing ineffective system of evaluation of their labor does not fully take into account the complexity of activities of teachers in the innovative mode

2) Society today is much in need of highly efficient specialists who have a full range of relevant general and professional competencies. Unfortunately, this does not meet the slow pace of establishing principles of social partnership to ensure the practice-oriented nature of secondary vocational and higher education (HE);

3) The content of educational activities of secondary and higher professional schools and content of the real fields of graduates' professional activities do not match. The needs of society in terms of production of gifted graduates ready for active creative (research) activities in particular professional fields are not met (Frumin *et al.*, 2015; Romanov *et al.*, 2017; Belikov *et al.*, 2018).

Thus, at present, there are certain prerequisites to be met (Glushanok, 2008; Chernoyarova *et al.*, 2017) before organizing practice-oriented education for students based on social partnership:

1) social – there is an urgent need in society for specialists capable of independent, initiative-driven, creative, transformative activities and professional mobility;

2) theoretical – there are complex issues in pedagogy and psychology whereby there is a need for professional education in organizing educational activities and formation of practically significant competencies among students in the learning process;

3) practical – some experience has been gained in organizing the interaction of society, individuals and organizations in preparing students for practical work in various educational institutions.

The above-mentioned contradictions determine the problem stated in the study, which is to identify and substantiate the theoretical, substantive and organizational foundations of practice-oriented education of students of SVE institutions and universities.

Existing technologies of educational activities in the system of SVE and HE are mainly technocratic in nature and rigidly focused on the implementation of standards and formation of professional competencies presented in the FSES. In particular, the Federal State Educational Standards for Higher Education (FSES HE) require the formation of groups of general cultural competencies (GC), for example, having the ability of abstract thinking, analysis and synthesis (GC-1); readiness to act in non-standard situations, to bear social and professional and ethical responsibility for the decisions made (GC-2); readiness for self-development, self-realization, use of creative potential (GC-3) and groups of professional competencies that are required to be formed in the areas of training students of HE institutions (Dudyrev and Shabalin, 2015; Federal State Educational Standard of Higher Education, 2015).

However, the fact to be noted is that general professional competencies are purposefully and systematically formed in the process of mastering specific disciplines of the curriculum, and the formation of general cultural competencies is not the real goal of any discipline.

### 3. RESULTS AND DISCUSSION

Social partnership is seen as an integral characteristic of an educational organization and student's personality, receiving education through a set of activities that ensure the formation and development of complex and general (general cultural) professional and social competencies, reflecting the level of knowledge, skills, experience and moral position aimed at market development, educational services and achievement of professional education goals of students in competitive environment. Social partnership involves participation in the education of students of other organizations and enterprises in society.

In the case under study, it would be more pertinent to discuss the social-network educational partnership of an individual, society, enterprise and organization.

The basis of the social-network educational partnership in the process of professional education involves activities related to student education, cognitive education, professional education and labor. The result of the interaction of all subjects of partnership in the process of professional education is a person who owns a complex set

of knowledge and skills of general and professional levels, possessing a set of qualities that contribute to the active fulfillment of the profession.

We consider social-network educational partnership as one of the possible ways to resolve the contradictions presented in this study, as it provides:

- transition to adaptive continuous professional education
- interaction of subjects and objects of professional education
- effectiveness of all activities based on their integration in the process of interaction between the subjects of the partnership.

In this study it was logical to proceed from the fact (and this setting is proven) that social-network educational partnership becomes the basis of practice-oriented education if the following conditions are met:

1. The clear requirements of FSES as indicators of the actual needs of society in professional staff are established.
2. The establishment and implementation of relations between the public, industrial, educational organizations of SVE and HE are ensured; a clear interaction mechanism is developed and implemented.
3. The content of professional education is focused on the formation of general (general cultural) and professional competencies.
4. The modernization of content, educational, methodological and material-technical base of professional education in the system of SVE and HE is carried out.
5. Creation of educational organizations of a new type based on social-network educational partnership for personnel training (for example, university complexes as a combination of educational practices and other organizations and institutions as the basis of the university in order to use intellectual, material and information resources for training specialists).

In the context of social-network educational partnerships as the factor determining the effectiveness of preparing students for professional activities, this study singles out and defines:

- 1) Social aspect: educational activities are demanded by society and are expected to meet its requirements (presented in the FSES), meet the personal needs and characteristics of every student and are aimed at meeting the educational needs of an individual;
- 2) Network aspect: educational activities are provided by a complex set of organizations, enterprises, institutions, and individuals interacting with each other under agreements on network interaction;
- 3) Educational aspect: education ensures the formation and development of competencies that are relevant to the practical activities of SVE institutions or university graduates; in this case, education is considered an integral process of training and educating specialists and graduates of educational institutions of SVE and higher professional education (Dergachev and Zinkovsky, 2016; Gnevek *et al.*, 2017; Dudyrev *et al.*, 2018).

In each aspect, thus, it is possible to distinguish the practice-oriented nature of the implementation of the partnership. In this case, its goal is the formation and development of both general (general cultural) and professional competencies (Isaev and Sharshov, 2008; Sadyrin *et al.*, 2016; Bochkareva *et al.*, 2018).

A survey was conducted on university professors and teachers of SVE organizations several times during the years 2017-2018 in order to determine the degree of their orientation in the complex set of competencies formed by students. The data of the survey conducted using the developed questionnaire in September 2018 (76 teachers and veterans (pensioners) of the Magnitogorsk Pedagogical College, the South Ural Energy Technical School and the South Ural State Humanitarian-Pedagogical University) do not differ from the results of the first survey. To the question "What competencies of students do you primarily focus on in the process of teaching your discipline?" we received the following answers:

- 1) The competencies that are relevant for practical professional activities (33 teachers);

2) Professional competencies (41 teachers).

None of the answers contained references to general cultural competencies and there were no teachers who mentioned their role in the mastering of disciplines in the professional development of students. According to the results of the interview, it is clear that in general, the need for general cultural competencies is recognized but they are considered secondary.

The results of the teachers' answers to the question "What is the role of general cultural competencies in the professional education of university students?" were abstract. The presence of these competencies is important for every person ( 12 to 15 responses); their presence is significant for mastering the profession and for the successful performance of professional duties (18-27 responses); every educated person should possess them (18-43 responses).

We carried out a terminological analysis of the formulations of general and professional competencies. The results of the analysis unequivocally indicated the presence in each formulation of two sides - the personality, its relations with other people and the activity of the individual in the practical field. That's why we can distinguish two distinct aspects in the formulation of each competency, that is, the social-personal and activity-practical, and note their relevance in the professional activity of all directions and profiles

Highlighting the aspects of general competencies, we concluded that the formation of each competence must have a reflexive (conscious) character and each competence is realized in the activity. Based on these aspects, it is possible to choose the reflexive-activity approach to the formation of general and professional competencies among students. This is based on the recognition that students' education is the culmination of the unity of activity and personal development, which is the basis of the educational paradigm of problem-solving.

The educational paradigm based on this approach sets the goal of practice-oriented education, which is to form and develop general and professional competencies among students in the process of active and conscious activity in the totality of all its types. The student should be made aware of the subject of education and made to understand his place and role in the profession and the world environment.

In order to implement this new educational paradigm, the writers resolved the organizational issues of creating a social-network educational partnership in the Chelyabinsk region between March and June 2018. Thus, an innovative platform was created based on the State Budget on Professional Educational at the Institution of South Ural Energy Technical School, the purpose of which was the formation of students' general competencies in the process of preparing them for research activities. This technical school has already made an agreement to cooperate with industrial enterprises in the city of Yuzhno-Uralsk and the Chelyabinsk region. The management of the technical school made agreements on network interaction on this problem with three other SVE organizations in the region. The joint work plan was developed, and in September 2018 the implementation of this plan started with the requirements of the FSES as an indicator for the social order. All signs of the social-network educational partnership can thus be observed.

The practice-oriented education of students in this situation, considering the provisions of reflexive-activity approach, is provided based on the social-network educational partnership by the following interrelated and interdependent procedural components:

1. Help in the self-determination of personal growth paths for students.
2. Help in the formation of general and professional competencies by creating conditions based on students' awareness of the relevance of education through mastering the main activities.
3. Comprehensive diagnostics of the formation level of students' complex competencies.
4. Identification, systematization, generalization and application of reflexive-activity educational technologies as the widest system of methods and forms of education from diagnostic steps to creativity at the level of discovery.
5. Development of program-methods and didactic support of practice-oriented education processes of all network organizations by students.
6. Training of teachers and students for the implementation of the presented technologies.

The innovative educational environment in the system of interacting organizations was formed in a short time. The effectiveness of the formation process of students' general and professional competencies was enabled by the creation and development of the following conditions in all structural divisions:

- 1) reorientation of pedagogical personnel from the traditional and authoritarian to humanistic, personality-oriented approach
- 2) revising the content of education in order to give it the innovative character, while maintaining the necessary minimum information determined by state educational standards
- 3) introducing into the educational space of a partnership a model of professional education which the choice of content and technology of education takes into consideration the requirements of society, individual psychological and personal characteristics of students, capabilities of teachers of educational organizations and requirements of employers
- 4) humanization of relations of all types and levels between all subjects of the partnership; recognition of educational interaction as the backbone
- 5) ensuring consistency and continuity of educational programs, educational technologies and diagnostic methods for all subjects of the partnerships
- 6) ensuring synergy in the activities of specialized educational organizations of network interaction.

One of the signs of the innovative educational environment (Kuzminov *et al.*, 2008; Dolgova *et al.*, 2017; Salamatov *et al.*, 2017) in South Ural Energy Technical School (Yuzhno-Uralsk, the Chelyabinsk region) is the level of active participation of teachers of the organization in activities on the innovation platform (IP) Table 1.

**Table-1.** Indicators of an innovative educational environment in the organization of SVE.

Number in order	Activity indicators	Evaluation results	
		Before entering into networking agreements	After 3 months of work of the IP in the framework of agreements on network interaction
1	High assessment of the relevance of the IP (% of the total number of teachers)	37.0%	74.5%
2	Number of participants in creative groups (people)	16	29
3	Number of reports and speeches at the conference	7	16
4	Number of participants in the discussion seminar	12	38
5	Number of students participating in competitions (including World Skills)	23	31

Source: South Ural Energy Technical School (Yuzhno-Uralsk, the Chelyabinsk region).

Social-network educational partnership in its first stage of implementation led to a significant increase in the activity of teachers in areas of innovation.

This study considers it important to note the fact that the practical significance of social-network educational partnership within the framework of reflexive-activity concept of formation and development of general (general cultural) and professional competencies of students is that with the high level of development of these competencies, students are largely ready for action in unforeseen situations, transferring actions from familiar standard situations to situations of creativity and research, being responsible for their own actions, setting and implementing effective business relationships in a team and other related responses.

In the month of March, in the process of training and in June 2018, at state graduation exams (when a set of activities was carried out as a part of the IP), assessment was carried out on the self-evaluation of graduate students



of the technical school on their readiness, with the help of experts. The members of the examination committee received expert assessment on the achievement level of each level of preparation presented in Table 2.

During this period the following steps were taken:

1. Complex diagnostics of the formation level of general (general cultural) competencies of students and formation of groups of students based on diagnostics of the bases for vigorous activity;
2. Conclusion of agreements on network interaction with organizations of SVE and introductory presentation of educational activities featured in these organizations
3. Training of teachers of SVE organization (South Ural Energy Technical School) for the formation of competencies in the framework of refresher courses, scientific conferences and discussion workshops (justification of the role of general cultural competencies, clarification of their content, the definition of personal and professional significance and formation features)
4. Providing teachers and students with programs, methodologies and didactic aids, control and diagnostic materials
5. organization of electives on the basis of educational and cognitive activities related to these competencies (the main components of courses and electives are professional-oriented modules of educational material and general cultural competencies).

**Table-2.** Assessment of the formation level of graduates of SVE organization to professional activity.

Number in order	Readiness of graduate students	Self-assessment of the level of preparedness (% of total number of students) (March/June 2018)			Expert assessment of level of preparedness (% of total number of students) (March/June 2018)		
		Low	medium	high	Low	medium	High
1	In facing actions in unforeseen situations	34.1/ 27.2	53.2/53.2	12.7/19.6	17.8/11.1	54.3/9.8	27.9/29.1
2	In transferring actions from familiar standard situations to situations of creativity and research	33.7/ 29.4	52.5/0.7	13.8/19.9	13.6/10.5	67.0/65.1	19.4/4.4
3	In being responsible for one's own actions	17.4/ 9.3	48.6/49,5	34.0/41.2	21.0/17.3	56.7/54.9	22.3/27.8
4	In establishing and implementing e effective business relationships in a team	9.5/2.4	44.9/43.0	45.6/54.6	14.3/9.4	63.7/59.4	22.0/31.2

Source: South Ural Energy Technical School (Yuzhno-Uralsk, the Chelyabinsk region).

The results obtained correlate with the results of other studies (Butko, 2017; Zeer and Zhurlova, 2017) and indicate a rather low assessment of the level of general competencies formed by graduate students and, therefore, the low level of readiness for independent professional activity. At the same time, the work of individual entrepreneurship in the conditions of social-network educational interaction at the very beginning encouraged a growth in the formation level of general (general cultural) competences of students in the organization of vocational education. This expects to verify the manifestation of a similar trend in the organizations of HE.

#### 4. CONCLUSIONS

The study proceeded from the fact that for the professional education of any level or type, priority should be placed on practice-oriented activities and ensuring, according to FSES, the formation of high-level general (general cultural) and professional competencies among students and graduates.

Numerous studies (Glushanok, 2008; Ananyina *et al.*, 2012; Trubina *et al.*, 2017; Belikov *et al.*, 2018; Dudyrev *et*

al., 2018) have proved that effectiveness of practice-oriented education can be achieved through social partnership. However, the concept of social partnership does not reflect the entire complexity of the process of interaction between the subjects of professional education.

This study has proved the expediency of transition from the concept of social partnership and networking in professional education to the concept of social-networking educational partnership. The study largely reflects social and personal characteristics, requirements and needs, the role and features of interaction of organizations, enterprises, institutions, individuals, orientation and content of the educational process in the organizations of SVE and HE.

The implementation of social-network educational partnership provides the practice-oriented character of SVE and HE. The achievement of its goal is the formation and development of general (general cultural) and professional competencies.

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