

IMPLEMENTATION OF STATE EDUCATIONAL STANDARDS IN TERMS OF INTERACTION WITH THE SOCIAL PARTNERS

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Modernization of the education system is necessary to form an innovative economy and is a basis of dynamic economic growth and social development, a factor of well-being of the citizens and safety of the country.

There is a growing need for professional personnel of qualitatively new type, who are: competitive, enthusiastic, competent, enterprising, highly qualified, communicative, with business communication skills, knowledge of foreign languages, ready to fully work from the first working day, easily adapting to the changes and quickly mastering new techniques and technology of modern high-tech industry, capable of to analyzing complex situations and responsible decision-making, being familiar with new information technologies, with an interest in the continuous improvement of educational level and skills.

The peculiarity of the present stage of professional education in Moscow is that it can not be limited by its former function as the infrastructure of the economy, which reproduces the desired size of the workforce. The dynamics of production development inherent to market relations requires the organic involvement of vocational education in the economic structure, its orientation to the constant changes between supply and demand, that requires new approaches to organization of interaction between the educational institutions (EI) and the social partners.

One of the directions of cooperation with the social partners should be involvement of partners to the active impact on the content of the educational process: organization of target training (manufacturing) practices; professional skills competitions with involvement of leading specialists and experts; content development and review of teaching materials and programs (disciplines, practices, etc.), and degree (coursework) projects; on-the-job training of teachers, co-participation in festivals, competitions, exhibitions; monitoring of the educational services quality: marketing research, research of EI competitiveness.

Traditionally, the dialogue with the social partners was limited by organizing manufacturing practices of students and less often

on-the-job training of teachers, as well as the experts' participation in the degree projects guidance. Today, besides the listed topics of cooperation the new ones have been added: certification of graduates and teaching staff; the rendering of information and advisory services; joint commercial activities and the implementation of projects; execution of works under contractor's agreement; carrying out scientific research and technological works; joint participation in competitions, fairs, exhibitions.

The development of social partnership system in such forms opens the following additional features: easy access to information about the labor market; ensures consideration the requirements of employers on the content of training; simplifies the procedure of adjustment of old and development of new programs that meet the requirements of employers; opportunities for graduates' internship and employment are expanding; the short-term interning of teachers in order to familiarize with new types of equipment and technological processes is simplifying; new joint projects are initiated in order to replenish the educational institutions' budget funds.

The cooperation between the educational institution and the subjects of economic sectors and social life, associated with the educational, vocational, career, and personal self-realization of students and graduates of educational institutions, in order to ensure the quality of human and social capital in accordance with the modern life quality requirements creates the conditions for:

- forming the nomenclature of qualifications and educational programs that are adequate to the global trends and the needs of the labor market and the individual;

- improvement the quality of vocational education;

- development and implementation of new educational technologies and principles of the organization of the educational process providing the effective implementation of new model and content of continuing vocational education;

- improving the competitiveness of vocational education.

In such cooperation external evaluation of the quality of education is particularly important, which can be carried out by external experts (social partners) on the following criteria: correspondence of the content of education to the requirements of Federal state educational standards (FSSES) and professional standards, the level of graduates' professional qualification and demand for them in the labor market, etc.

Capabilities of the educational institution for professional competence forming are limited, but the system of social partnership can be a paramount factor in improving the quality of education.

Social partnership should be regarded not as a state but as a process, as a dynamic balance of developing interests of all its stakeholders. The main directions of development, goals and objectives of social partnership depend on the level of coherence and capabilities of its subjects, on the specific socio-economic situation of their interaction.

Social partnership can function effectively only when implementing a systematic approach to its organization, forming relationships of trust and constructive cooperation in the society by means of appropriate tools. Such relations can not arise in the absence of full-fledged subjects of social partnership, of established mechanisms of their interaction, of a strong culture of cooperation.

The system interaction will result in:

1. Development of modular competency approaches (complex of teaching and methodological materials, etc.) for implementation in the variable part of educational programs under FSES.

2. Organization and the creation of remote educational spaces (educational and industrial, internship ground), with the assistance of students as direct participants in the organization and creation of training and production activities.

3. Development of mechanisms for the production and sale of products through establishment of business contacts with the profile enterprises and establishment of joint training grounds on their territory.

4. Creation in cooperation with the educational institutions of Moscow of associations and unions involved in the certificating and other activities related to quality assurance and increasing of educational services levels.

5. Organization of social partnership, adapted for the interaction with the system of secondary vocational education through the development and introduction of modern development, expansion and improvement of the provided services quality.

6. Increase in the students admission numbers — definition, creation, and search for the key employers according to the already existing specialties or ones that are planned for opening.

7. Certification of graduates of educational institutions of secondary vocational education (SVE) and pedagogical workers.

For the successful formation of students' professional competence in the educational process the conditions that will facilitate this

process and thereby ensure the improvement of their training quality must be created.

Educational and manufacturing practice of students takes place at the leading enterprises in the framework of social partnership. The changing demands placed on EI graduates are connected with the complexity of manufacturing equipment and technological processes. Formation of a stable interrelationship between education and production aimed at significant approximation of training to the requirements of industries and specific employers becomes one of the directions of the technical college development due to the demands mentioned above. The interaction between the vocational education system and industry, based on the coordination of all the participants' interests, requires a new approach to the vocational training content formation.

In conditions of modernization of education within FSES and comprehensive update of all the areas of educational activities, and pursuing the main goal of improving the effectiveness of education, it is necessary to introduce innovative technologies and to develop new learning materials that meet the professional standards of industries.

According to all the expected changes, it is essential while forming the content of education to consider the possibility of future specialists' career designing in accordance with the requirements of social partners (employers, experts, parents, students, etc.).

The constant changes in the socio-economic conditions of production makes it inevitable to understand the necessity of continuing education – lifelong learning.

The partnership with the industrial structures and social institutions of various forms can become a leading factor both in the continuous updating of the content of education and in improving the quality of vocational education.

The quality of vocational education is determined by its socioeconomic adequacy, that is, the ability to meet the very concrete needs of society and economy in mid-level professionals, as well as the educational needs of the individual.

Model of the content of education formation will include requirements: of the individual, of the labor market and industries, of the educational and professional standards, of the qualification levels (Fig. 3).

In Russia the government controls the quality of education at the present time, and the state educational standards on specialties of training, developed by the Ministry of Education, are the main instru-

ments of control. Educational standards contain requirements for the teaching staff, teaching and methodological documentation and materials, material and technical support of the educational process, as well as for organization of various types of practices, the final state certification and the graduates' level of professional preparedness.

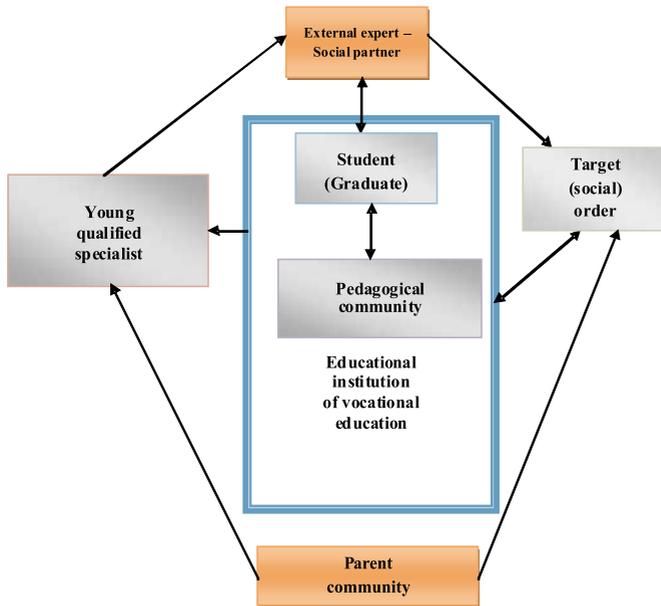


Figure 1 – Schematic interaction between social partners: employers and institutions vocational education system

Thereby, evaluation of the EI education quality has such a goal: the creation of a common educational space where EI graduates would become competent and desired professionals.

Brand new secondary vocational education is an educational system, which “provides advanced development”, meets the requirements of international and new Russian quality standards, satisfies needs of all consumers of educational services – of individual, society, state and production.

New quality of qualified personnel training with primary and secondary vocational education requires different criteria for its evaluation – modern and particular predictable requirements for the

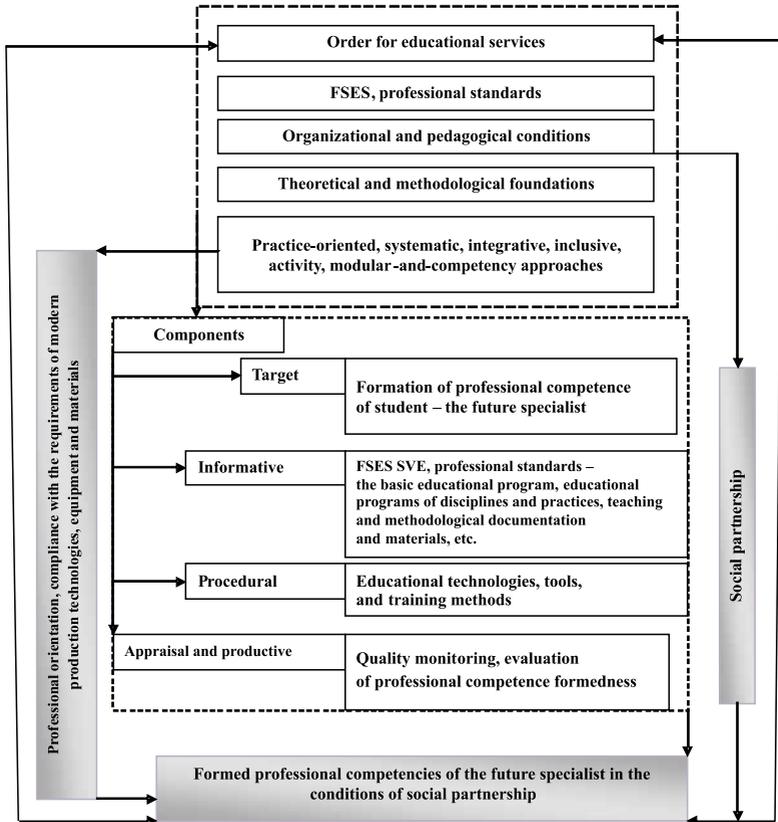


Figure 2 – The model of professional competence formation in the conditions of social partnership

workers' qualification levels and systemic specialists' competences of innovative engineering production that determine the "standard of the profession and the specialty", which forms the personal qualities of technical college graduates, allowing them to adapt at the production and to plan their future career.

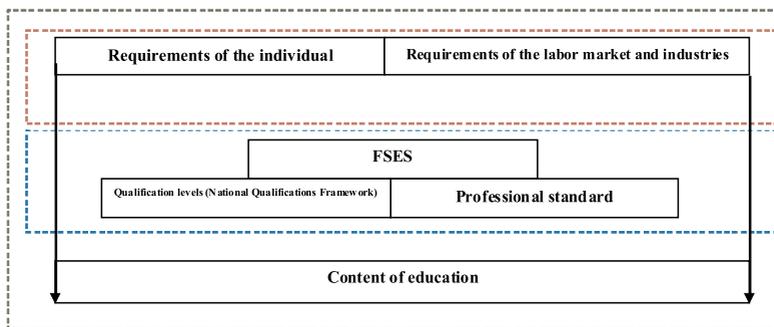


Figure 3 – The model of the content of education formation

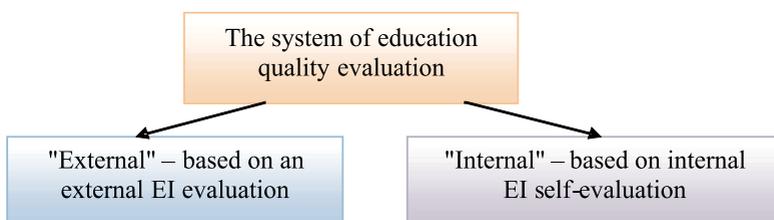


Figure 4 – Models of education quality evaluation system

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Translated from Russian by V.B. Kandratsenka