

Management of Students' Training in Conditions of Social Partnership

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ABSTRACT

The relevance of the study is reasoned by the positioning of technical education as a major factor of sustainable development of society, competitiveness and national security. The purpose of the article is to develop practical recommendations for the management of students' professional training in the conditions of social partnership. The leading approach to the study is the participatory approach allowing considering a social partnership of the University with the industrial enterprises as a collaborative process based on a clear division of roles, responsibilities, participating interests, in order to train highly qualified specialists, competitive and mobile in labor market. The study involves 450 teachers, 740 students, 90 employers who have identified performance criteria of social partnership of the University with industrial enterprises. The main results of the study are to identify the main areas of social partnership of the University with enterprises (organizational and administrative, scientific and methodical, information and analytical), to establish a mechanism of industrial and pedagogical management of students' training, including a system-forming, marketing-oriented and educational components. The significance of these results is that the identified areas of social partnership of the University with industrial enterprises promotes the growth of the number of graduates trained according to the orders of the employer, meets the needs of students in learning, increases the level of qualifications of graduates. Created mechanism of industrial and pedagogical management of students' training allows providing the labor market with necessary volumes of competitive specialists, to form students' readiness to adapt quickly to innovation of modern high-tech industry.

KEYWORDS

Social partnership of the University, vocational training management, regionalization of vocational education

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Introduction

The relevance of the study is reasoned by the positioning of technical education as a major factor of sustainable development of society, competitiveness and national security. Technical education is designed to meet, on the one hand, the individual needs in knowledge, abilities and skills, on the other – society's needs in the training of highly qualified personnel of a new type: competitive, proactive, competent, enterprising, Highly skilled, communicative, with business communication skills, knowledge of foreign languages, ready to work fully with the first working day, easily adapting to changes and quickly mastering new techniques and technology of modern high-tech industry, possessing the ability to analyze complex situations and responsible decisions, owning innovative technologies, interested in the continuous improvement of the level of education and qualifications (Meletsinek, 2007). The socio-economic reality requires from the system of vocational training such specialists, who immediately, without the adaptation period and the internship can qualitatively perform specific professional duties. The quality of technical education becomes the main mechanism for dealing with a whole range of social and economic problems that determine the country's development (Subetto, 2002). A necessary condition for the implementation of the needs of society in highly skilled technical specialists becomes the relationship of the economy, labor market and vocational training system This is manifested in the social partnership of universities with different economic structures, which aims at providing continuous professional training of the teaching staff, modernization of material-technical base of universities, stimulation and motivation of students and teachers, graduates' employment (Lunev et al., 2016; Aleksandrov, Zakharova & Nikolaev, 2015; Erdyneeva et al., 2016; Nikolaev, Baranova & Petunova, 2016). However, there is a contradiction between the objective necessity in the development of social partnership of vocational educational institutions with different socio-economic structures, in order to train highly qualified specialists, competitive and mobile at the labor market and the lack of practical recommendations on the organization of social partnership of the University with industrial enterprises (Morgunov et al., 2001). This common contradiction is determined by a mismatch between: a) the modernization of society, the desire for the creation of new social relations in the system of vocational education and the slow development of those social institutions that are able to articulate these relations in the system of technical education institutions (Loschilova, 2014; Drovnikov et al., 2016); b) educational policy, which is focused on the training of highly qualified specialists, and insufficient scientific and methodical support of management by the future engineers' training in modern social and economic conditions (Saurenco, 2009). All stated actualized the purpose of research - to develop practical recommendations for the management of students' vocational training in conditions of social partnership of Research University with industrial enterprises.

Research methodology

The leading approach to the study is the participatory approach which allows us to consider the social partnership of university with industrial enterprises as a collaborative process based on a clear division of roles, responsibilities, participating interests, in order to train highly qualified specialists, competitive and mobile at the labor market (Oleshkov & Uvarov, 2006).

Social partnerships of university with industrial enterprises - is a qualitatively new relationship between the university, the municipal bodies and public authorities, employers, students and their parents. The purpose of partners' cooperation is the

implementation of the interests of all participants in the educational process for highly qualified specialists' training who are in demand on the labor market. In Russia, the development of social partnership of universities with industrial enterprises is one of the strategies for the development of professional educational services (Lunev, Pugacheva & Stukolova, 2014a; Erdyneeva et al., 2016). Based on a participatory approach, we have defined the principles of social partnership of the University with industrial enterprises: the equality of the parties; democracy, allowing any party to take the initiative, to justify its position; regulatory support of the participants' activities; Voluntary acceptance of obligations by the parties and their mandatory implementation (Kamasheva et al., 2016). During the research the following methods were used: theoretical (analysis, synthesis, generalization and systematization); sociological (observation, interviews, questionnaires).

Results

The main results of this study are: 1) the basic directions of social partnership of the University with industrial enterprises; 2) The mechanism of industrial and pedagogical management of students' vocational training; 3) experimental verification of the effectiveness of the mechanism of industrial and pedagogical management of students' vocational training.

The main directions of social partnership of the University with industrial enterprises

The Russian vocational education management is based on the requirements of state educational standards, and professional and qualification characteristics of a specialist (Lednev, 1989). This occurred historically, since more than 80 years (from 1917 to 2000.) the state acted as a single employer and completely controlled the situation on the labor market. Even some market elements of social and labor relations (freedom of choice of the abilities' application to work, independence in employment and dismissal of workers, the money form of wages) were under strict administrative control. The actual formation of the labor market's entities - economically separate and independent owners of labor, employers and the state, understanding, formulation and implementation of independent behavioral strategies aimed at ensuring their own reproduction conditions, began in the Russian economy since the early 1990s. The exclusive right was recognized to dispose their abilities to the labor for the employees themselves, the contract nature of employment was legalized, a proliferation of self-employment and secondary employment were widely used, and enterprises gained freedom in determining the number and structure of employees, establishing their salaries. Modern enterprises needed in specialists ready to work with the first day after graduation. For such specialists' training it was necessary that customers of staff as social partners of Technical University participated in the formation of knowledge, abilities, skills, (Akhmetov et al., 2016). Social partnership in vocational education is considered as a cooperation process of the university with the socio-economic, political and social organizations based on a clear division of roles, responsibilities, participating interests, in order to train highly qualified specialists, competitive and mobile at the labor market (Terentyeva et al., 2016a). The basic directions are identified of social partnership of the University with industrial enterprises:

1) organizational and administrative: the definition of the number of students to study in the field, taking into account labor market needs; guaranteed employment of graduates; participation of enterprises' specialists in the organization of vocational guidance work with students using the material base of the enterprises; participation of specialists of enterprises in the work of the selection committee; targeted training of

students for particular enterprises with graduates' employment; organization of students practice on the equipment, operating in the modern sector of the industry; practical training of students on real workplace; employees' continuous professional education in the university; Organization of Trustees' council, branch (sector) Councils on Social Partnership; the creation of regional advisory councils with representatives from universities, employers, professional associations, employment services, regional, industry and education authorities, with a view to improve the content of vocational education and the promotion of corporate democratic relations between the social partners at the regional level (Pugacheva et al., 2016a);

2) research and methodical: development of scientific and methodical support, defining the content and structure of the practical training of future professionals; employers' participation in the development and review of educational and curricular documentation; definition of active forms and methods of teaching students with the involvement of enterprises' specialists; conducting some classes for students by the representatives of enterprises ("guest lecturers"); creation of mechanism for assessing the quality of specialists' training by independent expert commissions, in cooperation with employers; employers' participation in the certification of students; employers' involvement in vocational skills competitions, student conferences, decades in the field; organizing of teachers' systematic training in enterprises to get acquainted with the latest types of equipment and technological processes (Zamaletdinov et al., 2016);

3.) information-analytical: informing the teaching staff on the labor market to clarify the structure of professions, trades and the staff training volume (Pugacheva et al., 2016b).

Social partnership of the university with industrial enterprises contributes to the increase in the number of graduates trained according to the orders of the employer; Employment of students successfully completed their training and improvement of their financial situation; the satisfaction of employers' and students' training needs, increase of the skills' level of graduates, as well as the objectivity of the evaluation of the quality and availability of professional educational services (Terentyeva et al., 2016b).

The mechanism of industrial and pedagogical management of students' training

A student in the process of vocational training is under the control impacts, not only from the university, as it was the case with the traditional management system, but also businesses, by interacting with the engineering and technical personnel, the use of material and technical base at the time of the internship. The mechanism of industrial and pedagogical management of students' training is aimed at improving of the quality of technical education and includes the following components.

The first component is the system-forming. This component provides for the formation of social partnership system of the university with industrial enterprises, which possesses the following properties: 1) The primacy of the whole (system), that is not the components form a whole (system), but the whole makes possible the existence of the components; 2) non-additive nature - irreducibility of properties of the system to the sum of the properties of its constituent components and Non-deducibility of properties of an integral system from the components' properties; 3) the complexity of the structure of the system, which is characterized by the number of levels of system's management hierarchy; variety of relations; the complexity of the behavior and properties' non-additive nature; the amount of information needed to manage; 4) vertical integrity of the system, that is, the number of hierarchical levels and the extent

of their relationship; the degree of influence of the subject's control on the object; 5) horizontal isolation of the system - the number of connections between the subsystems of the same level, their dependence and horizontal integration; 6) hierarchical nature of the system in which each component can be considered as a subsystem; 7) Openness of the system, that is, the intensity of the exchange of information with the environment; amount of ambient systems interacting with the system; the degree of influence of other systems on the system; system interoperability with other systems; 8) purposefulness of the system, which means the "tree of objectives"; 9) quality priority of different subsystems that ensures the survival of the system; 10) the emergence, that is the goals of the system components may differ from the objectives of the system; 11) the continuity of the functioning and development of the system due to contradictions in the various fields of activity, the variety of forms and methods of operation, development; 12) the inertia of the system, i.e. the rate of change of the system output parameters in response to changes in input parameters; 13) the innovative nature of the system's activity based on various innovations, continuous development; 14) the marketing orientation, that is, a set of works on formation of innovation portfolio, resource conservation and integrated development aimed at the needs of the labor market; 15) functionality, which is in determination of the functions of the control subjects, the distribution of roles; 16) the establishment of standards to control subsystems (training, educating, professional skills' development, and others); 17) complexity, in which there is a need to take into account the technical, environmental, economic, organizational, social, psychological, if necessary, and others (e.g., gender) aspects of management and their interrelationships; 18) integrative nature, i.e., research and strengthening the relationship between the control subjects; development of co-management and self-government; 19) legislative regulation of the functions, rights, duties, quality standards, cost, duration, components of students' vocational training in the regulations (orders, regulations, instructions, standards); 20) pedagogical support to assist any student in the development of their capabilities, creativity; 21) taking into account the specific situation in order to select appropriate control methods (Ivanov et al., 2016).

The second component - the marketing-oriented. This component includes the organization of marketing studies of the regional labor market, monitoring the quality of vocational training and monitoring of vocational adaptation of university graduates; establishment of a regional bank of social partners in the context of the trained occupations and professions; the involvement of employers and other social partners in the development of qualification requirements, knowledge, professional abilities' and skills' verification procedures, (Lunev, Pugachova, Stukolova, 2014b);

The third component - educational. The component provides for the organization of educational process in accordance with the requirements of employers to the graduates' qualification; certification of qualification characteristics of graduates with the participation of the social partners; modern logistics of the training process; increase students' motivation for learning, mastering of the profession (specialty); improving of scientific and professional level of teachers; formation of civil position of students (Petrova et al., 2016; Chistopolskaya et al., 2016).

Experimental verification of the effectiveness of the mechanism for industrial and pedagogical management of students' professional training

The experimental work took place from 2010 to 2016 in several stages: ascertaining, forming and controlling. The experiment involved 450 teachers, 740

students of the Kazan National Research Technical University named after A.N. Tupolev-KAI (Kazan, Russia) and 90 representatives of the industrial enterprises, which revealed the criteria of efficiency of social partnership of the Technical University with industrial enterprises. The aim of ascertaining stage was to determine the structure and efficiency of the traditional managerial system of students' training. In the formative stage the analysis was made of the regional labor market; a regulatory framework for the cooperation of the University with the social partners was developed; forms of social partnership were defined; employers were involved in the organization of educational process, the development of qualification requirements, verification procedures of professional knowledge, abilities, skills and competencies. The purpose of the control phase was to check the efficiency of mechanisms for industrial and pedagogical management of students' training for specialty 150202 "Welding Equipment and Technology." To assess the quality of specialists' training a complex task was developed that included: theoretical, practical, professional units. The theoretical unit included questions on 10 academic disciplines, forming professional knowledge on specialty. Practical unit was to manufacture the machine parts according to the drawing issued by the complexity for the 2-3 category of worker. Professional unit consisted of two parts: the development of technological process of manual manufacturing of parts; performing of the same process with the application of modern computer-aided design systems. For each unit the rating scales were developed objectively assessing the performance of tasks and giving the total score. The complex task was examined in Kazan Motor Industrial Association and Kazan Aviation Industrial Association named after S.P. Gorbunov and received a positive opinion. As a result of complex tasks' performing the vocational training levels were identified: high, average and low. Table 1 shows the results of students' professional training

Table 1. The results of students' vocational training on the specialty 150202 "Equipment and technology of welding production" (in persons)

Year	The need for labor market	Trained	Employed	The quality of training		
				high	average	low
2016	170	170	170	130	40	-
2015	170	170	170	140	30	-
2014	150	150	150	150	-	-
2010	250	240	240	140	90	20

The results presented in Table 1 show that over the past three years, in terms of social partnership of the University with industrial enterprises the quality of students' vocational training increased. The results in Table 2 show that all graduates are in demand and are employed.

Table 2. Anchoring in the production of university graduates on the specialty 150202 "Equipment and technology of welding production" (in persons)

Year	employed	By profession	Working hours in the specialty			
			1 Year	2 Years	3 Years	More than 3 years
2016	170	170	-	-	-	170
2015	170	170	-	-	20	150

2014	150	150	10	20	120	-
2010	240	240	160	50	20	10

Table 2 shows that, in the conditions of social partnership of the University with the enterprises of the industry, its graduates are working in the industry according to the specialty for more than three years.

During the survey of 450 teachers, 740 students, 90 representatives of the industrial enterprises, performance criteria of social partnership of the University with industrial enterprises were identified: the degree of implementation of the contractual obligations for highly qualified specialists' training, who are competitive and mobile at the labor market; the level of social and vocational adaptation of graduates in the workplace.

Discussions

The content and organization of social partnership of the University with industrial enterprises is the subject of many studies. In the publications of A.I. Subetto (2002) the content and organization of social partnership of the University with industrial enterprises are considered from the standpoint of the quality of engineering education. According to A.I. Subetto (2002) the quality of engineering education is a system of knowledge, potential, relationships, textbooks, methods, techniques, mechanisms to ensure its accessibility for all social strata. The undoubted merit of A.I. Subetto (2002) was to establish the relationship of the mechanism of the rising quality of the reproduction of social intelligence and the quality of management as the relevant ones to the law of advancing development of the quality of human, educational systems. However A.I. Subetto (2002) did not specify the current requirements for the content of engineering education in the context of social partnership of the Technical University with industrial enterprises. Studies of N.A. Selezneva (2002) allocate but do not disclose student-focused orientation of technical education. The writings of Yu.V. Gorin, A.D. Nelyudov & B.L. Svistunov (2010), N. Lenskaya (2015), E.V. Protas (2013) study mechanisms of the development of integrated educational curricula for specialists' training in the conditions of social partnership. However, the works of these authors do not define the essence of social partnership of the University with industrial enterprises. The monographs and papers of V.M. Zhurakovsky (1997), A.A. Kirsanov (2001), D.V. Chernilevsky (2002) clarify the relationship of engineering education and science. But engineering education in the works of these authors, is considered by the external determination, the main entities (teachers, students, employers) do not participate in the selection and structuring of the content of engineering education. As a result, the idea of social partnership of Technical University has not been completed. All stated actualized the purpose of the study.

Conclusion and Recommendations

Organization of social partnership of the University with industrial enterprises, within the framework of the organizational and administrative, scientific and methodical, information-analytical areas, allows one to: 1) delegate to enterprises responsibility for determining the needs for specialists and planning their training and retraining; 2) strengthen ties of the University with the labor market through the involvement of employers and other social partners in the development of qualification requirements, knowledge, professional abilities' and skills' inspection procedures; 3) strengthen the role of enterprises in the teaching of competencies that meet the specific requirements of industry; 4) involve social partners in the management, control and

evaluation of the activities of universities through their licensing and certification procedures; 5) promote universities' self-management, economic methods of management, the implementation of outcomes' assessment methods.

Industrial and pedagogical managerial mechanism is aimed at ensuring of the most effective training of students at minimal cost time and money, and provides the following functions: 1) ensuring of the labor market with the required quantities of competitive, mobile and highly qualified specialists; 2) promotion to students' successful socialization, with a view to self-determination, active life activity, quick adaptation to innovation of modern high-tech industry (Pugacheva et al., 2016c).

The study results allow outlining of prospects for further research of the problems that are associated with the development of forms, means and methods of social partnership of the University with industrial enterprises. The paper Submissions can be useful for managers and university professors; Staff of continuous professional education and retraining centers for the selection and structuring of the content for continuous professional education of the teaching staff in universities.

Disclosure statement

No potential conflict of interest was reported by the authors.

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