

Social Partnership as Educational Resource of a Higher Institution

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Abstract: This study is aimed to solve the complex of research tasks related to the study of social partnership as a powerful educational resource of a higher education institution which promotes human and social capital of all its subjects being participants in the joint partnership activities. Based on the analysis of the scientific literature, summarizing experience of researchers and the results of their own empirical work, questions about the role of social partnership in professional education and its positive impact on the quality of training of future specialists through the example of an analysis of experience of the academic department are consistently disclosed. Author's development of evaluation criteria for effectiveness of social partnership in higher education institutions is represented, success factors of the functioning of this phenomenon from the standpoint of its educational effects are denoted.

Key words: Social partnership, partnership experience of the academic department, the Higher Folk School, vocational training, social partnership effectiveness evaluation, quality of training, academic department partners, educational effects of social partnership

INTRODUCTION

In the context of the information society evolvement, knowledge comes to the fore and the role of education in human life significantly increases. It becomes a factor of personal socialization, professional and personal growth and at all stages of the biography of a person. It is essential that the information society sets certain dynamics of our life boosting both the formation and growth of knowledge baggage and its inevitable obsolescence and decay. We need a certain informational margin of safety ensuring our competitiveness, social mobility, a decent quality of life. In today's pragmatic world, a human intellectual potential is assumed as a powerful economic resource. When discussing the role of education and social interaction for upward move in career such terms as "human capital" and "social capital" are more and more actively used in the pedagogical discourse. Education as a strategic resource of a person is manifested not only in the scope and relevance of knowledge but more importantly, in the learning behavior: the ability and willingness to learn continuously (Gordin, 2016).

The Russian system of formal education demonstrates linearity of its structure and its continuity (pre-school, basic, higher, post-graduate education) and is the educational space which does not only sets up for the profession and adequate social functioning of a person but also forms the learning motivation and learning behavior. If the motivation is high, a person will

learn to skillfully produce and apply new knowledge outside schools, in a multidimensional and diverse field of continuing education.

Following the logic of this reasoning, we can conclude that the current higher education as a space of socialization of students should have open "supradepartmental" character and for this purpose, to go out in a wide society enriching the human and social capital of students. Theoretical research and practice show that the optimal mechanism of social integration of the educational institution is social partnership. What is the essence of this phenomenon, what forms of activity and structural divisions of a higher educational institution are focused on social integration, how to evaluate the effectiveness of social partnership and what real examples have already become a part of the social practices of a higher educational institution in the capacity of its educational resource? We will try to answer these questions using analysis of key theoretical concepts and results of the empirical activities of the researchers.

SOCIAL PARTNERSHIP AS A SOCIAL AND CULTURAL PHENOMENON

The term "social partnership" is presented in sufficient details in the scientific literature. It is considered as a universal form of existence, a social and cultural phenomenon which reflects a certain way of functioning of modern society where all social groups, layers, categories of the population are able to meet their needs,

to realize the interests of the society (N.I. Larionova); as both a process and resulting factor of a modern civil society (A.A. Ionov).

In Russia, there are several existing basic approaches to analyzing the phenomenon of social partnership: conflictological, sociological, institutional and technological. So, within the framework of a conflictological approach, social partnership is seen as a mechanism of social conflict management (A.K. Zaitsev, A.G. Zdravomyslov, A.V. Soloviev, L.N. Timofeeva etc.); within the framework of sociological approach (the vitalist sociology) it is a special type of social relations aimed at the formation of the vital forces of social actors, optimization of the living space in which they operate and empowerment to their vital realization.

Social partnership is studied in the context of the institutional approach in the light of the various spheres of social and professional life: economic, political, educational, social and others, in the capacity of a way of cooperation and as institutionalized social relations (F.I. Gainullina, S. I. Grigoriev, V. N. Kiselev, V.I. Mitrokhin, V.G. Smolkov, etc.).

The technological approach to researching this category is also important for our study. According to it, social partnership in modern society is regarded as one of the foundations of its technification; as the systematic implementation by social partners of useful and the most rational practical actions (E. Bondarenko, M. Lushnikova, S. Shcheglova, etc.) which purpose is to achieve harmony and mutual refusal of confrontation (L.G. Guslyakova).

Thus, the multidimensionality and ambiguity of the "social partnership" concept indicate the complexity of the phenomenon under study. As part of our thinking about the social partnership as an educational resource of a higher educational institution, it is important to underline its main features:

- Social partnership is a special type of relationships between participants in joint activities that is determined by the socially significant objectives; its basis is a constructive engagement of the parties concerned
- The main goal of social partnership is to achieve an optimal balance of interests in dealing with social problems not resolved alone
- An essential component of the social partnership system is its mechanism discussed in the works of researchers as a set of activities of the parties of social partnership (methods, procedures, forms, methods of interaction, control systems (A.A. Fedulin), consultations, seminars, conferences, establishment of working groups, advisory and coordinating councils, network information structure, etc. (T.V. Derevyagina, G.N. Karellov))

- Social partnership is based on certain fundamental principles and rules as the regulators of interactions which determine their nature and content. They are comprehensively enough set out in the thesis research by A.A. Fedulin. The author identifies the following groups of principles:

- Democracy, legality, voluntariness, equality of the parties
- Social justice, respect, coordination and protection of interests of the parties, authorization of representatives of the parties
- Social dialogue, freedom of choice in the discussion of issues that make up the content of agreements and treaties, binding authority of their execution, responsibility
- Tolerance of different opinion, mutual concessions (compromise), convergence of the positions of the parties without voting (consensus)
- The successful social partnership process is associated with the choice of appropriate strategies and tactics of behavior by partners. The analysis of the literature suggests that it is the strategy of conceptual cooperating negotiations (decentric, joint, principal, cooperating, of mutual win) which can achieve effective results taking into account the needs, interests and positions of an other partner

SOCIAL PARTNERSHIP IN PROFESSIONAL EDUCATION

In modern conditions, forming a productive system of relations between an educational institution and the labor market subjects and institutions, state and local governments, non-governmental organizations remains a topical issue. Such a system of relations is a system of social partnership designed to solve problems of mutual co-operation based on the maximum coordination and consideration for interests of all its participants.

The scientific literature involves a fairly extensive material disclosing the theoretical and practical foundations of social partnership in professional education where it is seen as a social resource of an educational institution; way of integrating innovative and educational activities of the partnership participants; form (technology) of constructive cooperation between specialists in the field of professional problems in order to optimize decision-making; a certain type of relationship in which various social groups and the state as a whole are interested; necessary process of creating a common social and cultural space which is inhabited by different actors (V.A. Burlyaeva, V.A. Galanov, T.S. Ereemeeva, G.I.

Ibragimov, N.S. Ignatiev, E.K. Kashlenko, O.I. Morozov, G.V. Mukhametzyanova, G.Yu. Semigin, V.M. Sokhabeev, etc.).

Thus, according to I.G. Smirnov and E.V. Tkachenko, social partnership is a “special type of interaction between educational institutions with all the actors of the labor market, its institutions and regional authorities aimed at maximum harmonization and implementation of the interests of all participants in this process. According to B.V. Avvo, social partnership in relation to education should be understood as a “partnership in education between social groups of the professional community; a partnership in which educators come into contact with the representatives of other spheres of social reproduction; a partnership which is initiated by the education system as a special sphere of social life to contribute to the development of civil society”.

The works of researchers emphasize its focus on maximum coordination and implementation of the interests of all participants in this process; co-operation of intellectual potential, material, financial and corporate resources to achieve the goal; voluntary and mutually beneficial relations, shared responsibility for the common goal, enforceability of the agreements concluded (V.A. Burlyaeva, L.G. Guslyakova, T.G. Derevyagina, A.A. Ionov, G.V. Mukhametzyanova, G.Yu. Semigin, etc.). The main way of building partnerships is social dialogue into which the parties enter with the aim of concluding agreement on a contractual basis on matters of mutual interest (V.A. Burlyaeva, L.G. Guslyakova, T.G. Derevyagina, A.A. Ionov, G.V. Mukhametzyanova, G.Yu. Semigin, etc.).

As to the system of higher education, social partnership is a natural form of its existence, the most important condition for ensuring high-quality professional training, competitive and mobile labor market. As a special type of interaction, it is based on a system of mutually beneficial and constructive long-term relationships between the social partners represented by prospective employers, higher education institutions, authorities and other organizations (T.S. Ereemeeva). At the same time, it provides most full protection of social rights of students and fast adaptation of graduates to the new socio-economic conditions, provides taking into account requirements of employers on the content of training, encourages investment in the development of higher education, opens up more opportunities for organization of the students practice (I.G. Ibragimov, N.S. Ignatiev, O.I. Morozova, G.V. Muhemetzyanova, V.M. Sokhabeev, E.A. Korchagin). A number of studies also prove the positive influence of social partnership on a person by all its subjects, on promotion of the process of building a

culture of partnership among future teachers, their successful mastery of negotiation, management and conflicts resolution process technologies (E.N. Derevtsova, E.A. Eleseeva, T.S. Ereemeeva, E.K. Kashlenko, A.V. Kibalnik, etc.).

PERFORMANCE EVALUATION OF SOCIAL PARTNERSHIP IN A HIGH SCHOOL

One of the components of the success partnership is its objective evaluation which could be the basis for definition of new vectors of development of joint activity entities. In this regard, it is important to carry out work on the development of performance evaluation criteria for social partnership. Of interest in this area for us is the study of a group of researchers (I.V. Arzhanova, A.G. Badalov, M.Yu. Baryshnikova, Yu.V. Eleneva, M.E. Prosvirin) which have identified the main provisions of the methodology on expert evaluation of higher education institutions which are members of strategic partnerships. The identified objects of evaluation were results of educational, scientific and innovative activity of a higher educational institution; general and specific criteria: competitiveness indicators for the higher educational institution, development of the product portfolio, building up of infrastructure and human resource capacity.

E.A. Korchagin and V.M. Sokhabeev offer to evaluate the performance efficiency of social partners through professional education quality; the regulatory framework level of activities of the educational institution; ability to meet the educational needs of the people; level of coordination and cooperation with partners; the level of social and professional adaptation of graduates; the dynamics of utilization efficiency for intellectual and other resources in educational institutions.

S.V. Markov has selected three groups based on the results of philosophical and methodological study of the performance concept. According to the author, target performance is directly linked with the concept of social partnership functioning quality: the number of settled collective labor disputes, planning efficiency, participation of employees in organization management, information awareness of employees, carrying out actions, etc.; socio-economic efficiency is a quantitative aspect of performance (integrated indicators of living standards of employees and economic development of an enterprise); need efficiency, or the degree of society's need for this institution to address social and labor issues, the demand in those goals and objectives achieved by the system of social partnership.

The basic criteria for evaluation of social partnership in a higher educational institution (a department as its

structural subdivision): target, structural, organizational, socio-psychological and efficient (Derevtsova and Fedosov, 2013), were developed on the basis of the researches and analysis of work experience in this area. The target criterion allows evaluation of the functional aspect of social partnership and the structure criterion concerns a system of partner association of interacting subjects. It is possible to evaluate partner relationships and partner competence of the participants on the basis of a socio-psychological criterion. Inclusion of an organizational criterion in evaluation system is caused by the need to analyze the technological side of the social partnership functioning, namely its mechanism as a set of measures carried by social partnership parties. The performance criterion allows evaluation of the quantitative and qualitative results of the higher educational institution activity reached including through the participation of the educational institution in the social partnership.

Evaluation based on all the criteria set forth above should be carried out in phases with the involvement of all the participants of social partnership (employers, NGOs, regulatory and administrative authorities and other social partners). Questionnaires and the studying of the partnership parties' documents can be used in the capacity of the evaluation methods. All the indicators used to evaluate the performance level of the partnership in an educational institution should be quantitative and should be considered in the dynamics. To this end, it is advisable to carry out development of rating scales and expert scorecards.

SOCIAL PARTNERSHIP IN AN ACADEMIC DEPARTMENT AS A FACTOR IN IMPROVING THE QUALITY OF TRAINING FUTURE SPECIALISTS

Note that from among the structural units of a higher educational institution, an academic department is focused on social integration more than the others. Social partnership is one of the most important areas of its work what involves the development of partnerships with various government, departmental, non-governmental organizations, institutions and enterprises (Fedosov and Derevtsova, 2015; Berinskiy, 2013).

Let's consider the social partnership functioning as an educational resource of a higher educational institution, on the example of the Department of Social Pedagogy and Psychology of the Pedagogical Institute of Irkutsk State University. Dozens of major social partners of the academic department are secondary general education, special and specialized educational and social

welfare institutions under the Ministry of Education and Ministry of Social Development, Custody and Guardianship of the Irkutsk region. Most of them are located in Irkutsk and in the cities and towns of the Irkutsk region. The subject of agreements with those partnership entities is mutual cooperation in the field of improvement of scientific-methodical and career guidance in schools; organization of effective rehabilitation of children and adolescents with developmental disabilities; socio-pedagogical and psychological treatment and rehabilitation of children, families in difficult real-life situations; development of innovative activity in the sphere of socio-pedagogical education and others.

Close cooperation between the higher educational institution teachers and the heads of student assistant teams in the field contribute, on the one hand, to taking into account the educational needs of partner institutions and on the other hand, qualitative solving tasks for the development of drills and their evaluation, comprehensive support of students during execution of their tasks, support for students in difficult situations of professional interaction.

Let specify forms of partnership: giving classes with the participation of employers within the framework of training courses; joint development and publication of training manuals and methodological recommendations; participation of employers in the State Final Examination of graduates; participation of teachers in conferences organized by the academic department and the higher educational institution, publication of materials; conducting training courses; advisory services for teachers; curriculums and support programs review; organizing and giving classes in the core social and educational classes on the basis of regional schools; organization of the work of the Higher Folk Schools for adults, etc.

The academic department actively cooperates with the state and municipal government bodies: the Commissioner for Children's Rights in the Irkutsk region; Youth employment agency (Mr. Irkutsk); Administration of the city of Irkutsk, the Office of Information Policy, relations with the media and the public; Public Chamber of the Irkutsk region, the Commission for youth affairs, Sports and patriotic education and others.

Forms of partnership with these institutions: development and implementation of joint projects; organizing and conducting scientific and practical conferences, round tables, contests, discussions, thematic meetings on various issues; work of teachers in the capacity of experts in the various commissions and competitions; advisory work on partnership; joint practical exercises (workshops), extracurricular activities

(academic competitions, competitions of socially significant projects, etc.); initiation, development and implementation of social projects; estimation of the quality of students' readiness for partnership, support of youth social initiatives; consolidation of the positive image of the partners and others.

Constant social partners of the academic department in the implementation of social and scientific projects were and are the various public organizations and institutions: the Foundation "National educational programs", Russian State Science Foundation, Irkutsk State Pension Fund, NGO "House of Europe in St. Petersburg", ANGO "Talisman", Russian Association of adult education, the Regional Council of veterans, the Union of writers of Russia (Irkutsk section); Public organization "Baikal Environmental Wave"; Regional Union of Women in Angarsky Region "Angara" and others.

Another important factor influencing quality of training future specialists is that teachers of the department have been actively involved in social and scientific life of the city and the country. Over the years, they have been and are currently members of the public organizations and associations: the Public Chamber of the city of Irkutsk; Public Council under the Governor of the Irkutsk region to combat drug trafficking in the territory of the Irkutsk region and prevention of drug addiction; Union of social teachers and social workers of Russia; and IASP (International Academy of Pedagogical Education). Undoubtedly, many years of experience and established system of work with the social partners of the department has a number of positive effects and a positive impact both on formation of readiness of future social teachers for partnerships and quality of training high school students in general.

A long-standing and fruitful cooperation ties the academic department with a number of Russian Higher education institutions: Astrakhan State University, Institute of Education Development of the Republic of Tatarstan, Novosibirsk State Technical University, Omsk State University, Orenburg State Pedagogical University and others. The subject of cooperation agreements with these partners includes: development of innovation activity in the field of socio-pedagogical education, strategic interregional partnership in education, exchange of experience in the implementation of the All-Russian network project "Learning Region". Partnership forms are associated with the organization of joint activities (scientific, social, artistic, etc.): scientific and practical conferences; joint projects; joint publication of monographs.

Within the framework of social partnership with the aforementioned organizations, teachers and students of

the academic department are the participants and organizers of many social educational projects and actions, such as UNESCO's international campaign "Week of Adult Education in Russia" which is held annually in different regions of Russia with the participation of representatives of the CIS countries. The action constantly engages both teachers and students and students of the Higher Folk School.

It should be noted that the teachers of the academic department always pay special attention to partnerships supported by all the participants of interaction (student-student, teacher-student, teacher-employer, etc.). This includes: mutual recognition and consideration of the interests of each interaction participant, respect for partners, commitment to mutual trust of parties, mutual understanding between them, voluntariness of the parties to acceptance of the obligations; submission to the same rules of joint and mutually beneficial activities; respect for parity at all stages of the partnership; mandatory implementation of the agreements reached; equality in the choice of ways and means to achieve the common goal. Partnerships at a higher educational institution are aimed at creating a friendly, humane environment between the participants of joint activities, development of a common strategy to solve the tasks, adequate perception and understanding of each other. The active use of various dialog forms of interaction in a classroom contributes to formation of public relations based on mutual interest and support and awareness of participants of the educational process, the value of each member of the group. Respect for the communication rights of an individual (S.L. Bratchenko) by student team members allows establishing relations of mutual trust and mutual assistance and preventing occurrence of conflicts.

HIGHER FOLK SCHOOL AS A SOCIAL PARTNER OF AN ACADEMIC DEPARTMENT

For a student who is focused on getting the profession of a teacher, it is hard to overestimate the significance of the experience of participation in educational projects coming out in a wide society that greatly enriches the social and pedagogical repertoire of his/her practice and creates human and social capital of a person. Since 2009, the academic department carries out within the framework of the educational activities of the higher educational institution a social project for the development of continuing education of adults "Higher Folk School" (target group: elderly people) (Gordin, 2011). The school was created by teachers and students as a volunteer social and educational project. Activities of the first Higher Folk School in eastern Siberia were based on

creation of a social partner network bringing together representatives of the pedagogical higher educational institution, public authorities, non-profit organizations and institutions of education and culture of Irkutsk.

This social partnership has made the project viable and actively developing. The Higher Folk School established by the higher educational institution became an important part of the social life of the city. Note that in today's Russia the process of a so-called "reset of a post-Soviet city" (S. Murunov) gradually gains a momentum that is due to the emergence and intensification of informal urban communities; their position is the following: a modern city is a self-organization and dialogue. There is a kind of extension of consciousness; the culture of non participation and social skepticism formed in the last few decades gives way to a thoughtful dialogue between parties and creation of networking. Social technologies are that brings communication at an equal right level, it is horizontal what has a chance to be heard and accepted, just because you're a resident of the city and then, regardless of all, is an expert on its life. Psychological barriers between a city and its citizens are removed in such a manner. Creation and successful implementation of the Higher Folk School project by initiative group of teachers and students of the Pedagogical Institute was the step taken in formation of the student community in the city.

In international practice, the learning community phenomenon is represented in the various forms: "learning region", "learning city", "learning organization" and others. Such a community is created for the benefit of each person and regional society as a whole. Learning Community is a stimulating educational environment harmonizing the needs of a region and the interests of citizens. Anybody who wants to learn is provided with free access to education what results in activation of social and professional mobility of citizens.

In Irkutsk, the learning community formation process was manifested in activity of numerous membership clubs, educational projects, such as "Grandma-Online", "Walking through the old Irkutsk", lectures in the House of Cinema, activities of the "Youth theater movement", libraries and museums... But it is the institution where there were initiated the establishment of the city area on which all these disparate projects will meet and be able to expand their educational opportunities in collaboration with each others.

This initiative has been developed in the form of a municipal education project of the city administration "Irkutsk is a Student City". The thesis supported by the city administration and became the slogan of the new

project was: "The city's main resource is its people". In Irkutsk, they really have started to pay attention to non-formal education of citizens and therefore their human and social capital. Educational projects aimed at people of different age, education level and social status are implemented on an ongoing basis. The project "Irkutsk is a Student City" is aimed at identifying and pooling of educational resources provided in Irkutsk by educational institutions, non-profit organizations and business structures, at establishing partnerships between them for building effective knowledge transfer mechanisms. The project participants are non-profit organizations (creative, sports, youth, eco-tourism, etc.), budget and public institutions (museums, libraries, theaters), higher education institutions and research organizations, commercial organizations, so, all who will to share their knowledge.

Does it turn out a truly horizontal dialogue? In general, yes.

Participation in such a global project for students becomes a school of citizenship, here, they get lessons of constructive dialogue, partnerships, enlarge the number of their social relations in which the reference roles are played by people who take a proactive stance in relation to their native city, to their country, to their own lives.

EDUCATIONAL EFFECTS OF SOCIAL PARTNERSHIP

Undoubtedly, many years of experience and established system of work with the social partners of the department has a number of positive effects and a positive impact on the quality of the training of high school students in general. First of all, the range of educational programs of basic, additional and postgraduate education realized by the academic department has expanded. For example, in 2014 the Social Pedagogy and Psychology Department at the request of employers additional has developed 6 additional professional education programs and refresher courses for teachers and psychologists have been conducted for the four programs. More opportunities to organize short-term training of teachers to get acquainted with innovations in the field of social and educational activities became possible.

The number of bases for field practice and research work for students and graduate students has significantly increased from 16 institutions which have signed formal agreements on cooperation in 2011, to 26 companies in 2015. It is worth noting that they are not only educational organizations and institutions but are civil society organizations, structural units of local government bodies

and social institutions. For example, within two years, teachers of the academic department, together with the administration of Irkutsk, have developed and implemented the urban project "Municipal Volunteer School" which directly involved the students being future social teachers, implementing a number of social, educational, organizational and methodical activities with the youth of the city. Inclusion in this work allows future professionals to practice and develop special professional competence within the educational process.

One of the most significant effects of social partnership which indicates a significant improvement in the quality of students training is increasing employment rates and total employment of graduates. Monitoring of professional adaptation and success rate of young specialists show that the positive dynamics in creation in the course of training of optimal conditions for their quick and seamless adaptation to the demands of the modern labor market. The statistics of the last three years shows that our graduates are the most adapted to work in the real world that allows us to conclude about the higher quality of their training compared to previous years.

Currently we have enriched and more diversified the range of forms of social partnership which have been already developed in our department over the years; adjusted curricula and working programs on disciplines based on the requests, requirements and wishes of the employers to training specialists of the social sphere. We are focused on account of labor market demands for professional competencies of our graduates and content of training in professional education. The result is satisfaction of employers with the quality of the training of our graduates: According to the survey conducted in 2014 by the Centre on monitoring studies of the Teachers Faculty of the Teacher's Institute of the Irkutsk State University, 64 directors of educational and social organizations of the Irkutsk region (92% of respondents) are fully satisfied with the professional activities of their employees being graduates of the faculty. In addition, in the questionnaires there have been noted the social competence of graduates: social mobility, commitment to continuing education, advanced communication skills, socio-economic and socio-legal expertise, developed civil position, a high level of total graduate development (presence of socially required level of general culture, positive self-esteem, social and psychological stability, satisfaction with quality of life).

It should be noted an increase in volume and quality of research works of students and master's students and raising their publication activity. So, comparing the number of scientific publications of students and master's students of the department over the past 5 years we can

trace to the positive dynamics in the direction of their increase: from 16 scientific articles in 2011 to 42 scientific publications in 2014. In addition, the level of the publications has increased: in 2014, scientific articles in collections amounted to 82% of all publications of students following the results of national and international conferences.

Social partners and employers say about improving the professional skills of our graduates: many of them acquire work experience while studying in high school; master additional related professions at the same time and due to that they become even more interesting for the heads of organizations; participate in various competitions of professional orientation and gain practical experience in the profession, etc.

Today, the Social Pedagogy and Psychology Department meet new challenges in the way of building social partnership that include development of a legal mechanism to establish partnerships; establishment of direct and indirect (remote) contacts with foreign partners; creating the organizational structure of a partnership uniting all process actors and controlling relationships between them.

CONCLUSION

Analysis and generalization of experience of researchers and also the results of their own empirical work make it possible to suggest that the success of social partnership with the position of its educational effects is determined by the following:

- A developed structure of social partnership that is the unity of the functioning of internal and external partners of the higher educational institution (the academic department) in their horizontal and vertical integration
- A clear statement of the tactical (operational) objectives of development of cooperation relations with specific partners that meets the interests and needs of all parties concerned
- Using a variety of directions and forms of joint partnership activities: organizing round tables, discussions, thematic meetings on the issue; advisory services on partnership issues; joint practical exercises (workshops), extra-curricular activities; management of students' field practices and others
- Partnership nature of relationships supported by all the participants of interaction (student-student, teacher-student, teacher-employer, etc.) that includes: mutual recognition and consideration of the interests of each interaction participant, respect for partners, commitment to mutual trust, commitment to execute the agreements concluded

A particular attention in improvement of the quality of vocational training for students should be paid to sequential and joint actions of active subjects, resource security of partnership based on the merger and integration of material, financial and human resources, as well as the knowledge, competences and abilities of all its members; its legal validity, as well as carrying out regular monitoring of joint activities.

Having built numerous partnerships with colleagues, employers, with a wide range of representatives of different spheres of activity and strata of society and initiating various social and educational projects, a higher educational institution will undoubtedly enrich its own educational space. Extension of interactions of a university with society can be seen as an increase by teachers and students of their living space, creating conditions for the development of life and professional orientation, testing their creative forces. Social partnership helps to build human and social capital of subjects of education and the entire higher educational institution at all, certainly being a powerful educational resource.

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