



FORMATION OF CORPORATE COMPETITIVENESS OF FUTURE VOCATIONAL TRAINING TEACHERS IN THE SOCIAL PARTNERSHIP OF THE UNIVERSITY AND INNOVATIVE ENTERPRISES

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ABSTRACT: - This article describes the conduct of practical training in manufacturing enterprises, taking into account the rapid development and change of the market economy, integrating the educational process of students with traditional educational standards from students to competitive, mature cadres upon graduation. At the same time, the formation of students' culture in the process of practical training with corporations is highlighted.

KEYWORDS: Corporate, economics, manufacturing, practical training, higher education institutions.

INTRODUCTION

The socio-economic and political changes that have taken place in recent decades in the life of society and the state have influenced the tightening of requirements for the training of vocational teachers in institutions of higher professional education.

This is reflected in the fact that future specialists should have not only a set of professional competencies, but also certain qualities of a person's competitiveness. The concept of "corporate education" is quite new for domestic pedagogy, which is one of the main reasons for the sufficient the

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blurring of its definition and the ambiguity of the terminology accompanying it [4, p.4].

THE MAIN RESULTS AND FINDINGS

To analyze the state and development of the problem of forming the competitiveness of the personality of a future teacher of vocational training, let us turn to the history of the formation of the fundamental concept of our research - the concept of "competition". This concept appeared in everyday speech in the 19th century and brought from the Latin language ("concurrere" - to collide). Also, a similar word is used in Italian, French, Portuguese, Norwegian Danish, Swedish, German and Dutch. The English and Spanish languages are characterized by the term "competition" (the desire to get something, to achieve something). The same word means "competition", "competition". This term was almost immediately adopted by economists. Its meaning was gradually refined and became more definite. At the beginning of the XX century the term "competition" began to be considered scientific, this made it possible for him to enter the circle of basic concepts of economic theory. A significant contribution to the development of the economic concept of competition was made by such foreign and Russian academic economists as S. Brew, J. Keynes, A. Cournot, C. McConnell, A. Marshall, J. Mil, F. Knight, M. Porter, J. Robinson, D. Ricardo, A. Smith, F. Hayek and others.

The concept of "competition" is closely related to the concept of "competitiveness". In the legacy of the scientist S.Ya. Batyshev, ideas about the organization and content of methodological work, institutes of advanced production and technical experience, analysis of the methods of work of innovators and mentors are especially valuable. In domestic

and foreign literature, along with the competitiveness of goods and services, the competitiveness of the economy, the physical competition of individuals, the competitiveness of an individual or a specialist is also mentioned.

The modern training of workers and specialists in the workplace is a derivative analysis of the work of institutions and is connected with this and corporate cultures, ideas about the reasonable acquisition of training groups, educational and consulting points, independent work, industrial training at educational sites and enterprises. The contribution of S.Ya. Batyshev into the theory of individual training of workers and specialists [3].

The theory of industrial pedagogy is especially significant for modern corporate training of workers. Indeed, such sections of industrial pedagogy, published in 1976, as "Instructor of industrial training - a teacher and educator of young workers in production", "Methods of training workers", "Organization and content of methodological work" made it possible to rebuild the former "technical training departments of machine-building enterprises" in modern corporate institutions and universities.

In modern conditions, when competition between enterprises within the same industry is intensified, the contradiction between the corporate competitiveness of an employee, by which we mean the willingness to sacrifice individual interests for the sake of the results of the work of the team, on the one hand, and on the other hand, individual competitiveness, which implies a focus on career growth, is intensifying. The problem lies in the preparation of a specialist who could harmoniously combine corporate and individual types of competitiveness, since

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modern graduates are not ready for either one or the other.

According to V.V. Kuznetsov, corporate education should be understood as a part of the education system, which is a set of interrelated educational structures and curricula of enterprises that provide production needs for highly qualified, competent, competitive workers and specialists, the management team necessary for the successful functioning and development of the financial and industrial components of the customer corporation [4].

The theory of interconnection and interdependence of training and development (L.S. Vygotsky) allows us to talk about the organization of such corporate training, which allows us to purposefully develop the personnel of large corporations. To do this, it is important to select the most effective and technological methods and teaching methods based on the capabilities of information technology, based on the theory of andragogy (M. Knowles and others) and acmeology (E.N. Bogdanov and others).

A special role is played by teachers of theoretical training and instructors of industrial training, mentors who take part in corporate training of corporation workers. As a rule, these are managers and specialists of the corporation who have extensive production experience and comprehend professional pedagogy through trial and error [4]. In this case, it is important to talk about the level of pedagogical culture of production workers-teachers, mentors (V.V. Kuznetsov).

In connection with the growing requirements for the quality of training, one of the main tasks of the education system is to take into account the requirements of employers as much as possible. It is possible to quickly

respond to changes in the labor market situation only if a social partnership system is created that can unite all its subjects (educational institutions and enterprises, employers' unions, workers' associations, employment services, education management, students and their parents), taking into account the interest in interacting with educational institutions on the basis of partnerships.

In order to interest its partners, the education system must prepare graduates who, along with professional characteristics (ranking first in a number of employers' requirements), have developed personal qualities, such as communication, creativity, and responsibility.

The competency-based orientation of universities to increase the mobility and competitiveness of graduates in a market environment implies the intensification of interaction between higher education institutions and employers. This circumstance causes the emergence of new forms of social partnership, new legal norms and new types of contracts, which, with the maximum coordination and implementation of mutual interests, would assist universities in training specialists, and enterprises in meeting their staffing needs.

Therefore, small innovative enterprises play a huge role in shaping the competitiveness of future teachers of vocational training.

The creation of small innovative enterprises at universities is one of the main directions of innovative and entrepreneurial activities of universities in order to apply the accumulated scientific and practical knowledge. We understand a small innovative enterprise as an experimental platform for adapting and implementing educational programs in accordance with the requirements of the

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labor market, which implies the creation of a continuous practical training base at the enterprise, which minimizes the discrepancies between the content of educational programs of higher professional education and the requirements of the employer.

To date, organizations do not provide students with the opportunity to undergo internships to the extent required by state standards. The created business structures (small innovative enterprises) at universities allow the student to feel in practice that any production relations are built on market conditions. Thus, they can acquire competent knowledge about the economic system operating in the state.

The cooperation of an educational institution and similar structures in the training of personnel contributes to a more complete involvement of students in real industrial relations. Immediate immersion of students in the appropriate socio-professional environment has a moral and psychological impact on them: there is a development of a wide range of professional roles, the formation of the necessary indicative basis of behavior for the successful activity of a future specialist in the professional field.

Based on this, we come to the conclusion that a competitive quality of training teachers of vocational training at a university that meets the modern requirements of a market economy can be provided only if a strategic partnership with employers is established. The forms of such cooperation can be very diverse, including the harmonization of curricula and programs, the involvement of representatives of the business community in the educational process, in the social partnership of the university and innovative enterprises.

The activity of a vocational education teacher at the present stage is aimed at the implementation of innovative processes in the theoretical and industrial training of students in institutions of primary and secondary vocational education. At the same time, a study to identify the level of knowledge of university graduates showed that the real professional activity of a teacher does not fully ensure the qualitative achievement of the main professional educational goals, since many employers note the low level of special training in universities, the lack of practical knowledge and the narrow professional horizons of young specialists [2]. The main claim of employers to universities is the disconnection of knowledge gained by graduates from practice, which manifests itself in the inability to handle modern high-tech equipment, in psychological unpreparedness for the realities of hard working days, for the management of subordinates, for the norms of behavior in the business environment.

The study of the requirements that determine the content of the standards of vocational education, the problems of vocational education, allowed us to conclude that the training of a teacher of vocational training in modern conditions is subject to fundamentally new requirements, consisting in the active formation of professional consciousness on the basis of a holistic professional pedagogical activity; the fullest disclosure of abilities students to professional and pedagogical activity; development of the cultural needs of the individual; needs for self-education and self-education; in the development of the teacher's creative individuality in connection with the strengthening of the multifunctional nature of the teacher's activity [1]. The cooperation of an educational institution and similar

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CONCLUSION

We emphasize that in the educational process of the university, individual competitiveness is mainly formed. In the social partnership of the university and small innovative enterprises, corporate competitiveness begins to form, especially considering that future specialists have to work precisely in the conditions of corporate competitiveness.

The creation of small innovative enterprises, in our opinion, will help to reduce the time chain "student-bachelor" due to the basis of continuous practical training created at the enterprise, which minimizes the discrepancies between the content of educational programs of higher professional education and the requirements of the employer. The

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organization of such enterprises makes it possible to involve business specialists in the process of professional training, which seems to be especially important in the formation of professional competencies of future bachelors of professional education.

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