



DOI: 10.54919/physics/55.2024.18he2

The training system of future social teachers in the conditions of social partnership

Aigul Sadykova*

Doctoral Student

L.N. Gumilyov Eurasian National University
010008, 2 Satpayev Str., Astana, Republic of Kazakhstan
<https://orcid.org/0000-0001-8418-0552>

Gulnar Sholpankulova

PhD in Pedagogy

L.N. Gumilyov Eurasian National University
010008, 2 Satpayev Str., Astana, Republic of Kazakhstan
<https://orcid.org/0000-0002-4481-8635>

Tolkyn Slambekova

PhD in Pedagogy

L.N. Gumilyov Eurasian National University
010008, 2 Satpayev Str., Astana, Republic of Kazakhstan
<https://orcid.org/0000-0003-0897-9850>

Amangul Adilbek

PhD in Philology

L.N. Gumilyov Eurasian National University
010008, 2 Satpayev Str., Astana, Republic of Kazakhstan
<https://orcid.org/0000-0002-6049-5485>

Meiramgul Zhumadilova

PhD in Philology

L.N. Gumilyov Eurasian National University
010008, 2 Satpayev Str., Astana, Republic of Kazakhstan
<https://orcid.org/0009-0001-9844-8932>

Abstract

Relevance. The relevance of the problem under study results from the significant modern changes in the world educational space, which depend on the socio-economic conditions of the country, socio-pedagogical values, improvements in the training system of future social teachers for their professional careers. It is necessary to review the training system of students, using the opportunities of social cooperation, which will bring positive changes to the educational process.

Purpose. In this regard, this paper aims at identifying the advantages of social partnership in the educational process and revealing the types of social partnership during the preparation of future social teachers for their professional careers.

Methodology. The following theoretical methods are the leading ones to study the problem: analysis, synthesis, comparison, generalization, modelling; empirical methods i.e., observation, study and generalisation of pedagogical

Suggested Citation:

Sadykova A, Sholpankulova G, Slambekova T, Adilbek A, Zhumadilova M. The training system of future social teachers in the conditions of social partnership. *Sci Herald Uzhhorod Univ Ser Phys.* 2024;(55):182–192. DOI: 10.54919/physics/55.2024.18he2

*Corresponding author



Copyright © The Author(s). This is an open access article distributed under the terms of the Creative Commons Attribution License 4.0 (<https://creativecommons.org/licenses/by/4.0/>)

experience and experiments; mathematical and statistical methods i.e., comparative methods, quantitative and qualitative analysis, graphical representation of the results.

Results. The result of this study is an understanding of the importance of social partnership in the field of training future social teachers, its effectiveness in solving problems related to training pedagogical personnel. The training systems of future social teachers are also considered in such countries as Kazakhstan, Russia, Germany. As a result, possible ways are proposed of improving the training systems of social teachers.

Conclusions. Having analysed the training systems of future social teachers, we can conclude that social partnership is a key factor to modernise the training system of teachers. A future social teacher should contact representatives of various categories of the population engaged in various fields of activity, subjects in need of assistance, as well as cooperate with labour collectives, charitable organisations and medical institutions.

Keywords: social workers; partnership; social cooperation; social interaction; interaction models; educational concepts.

Introduction

Currently, social cooperation is inherent in all countries of the world. Its emergence is primarily due to the transition of society to the industrial system. The phenomenon backs to the period before the Second World War. This resulted from worsened problems in the social sphere of society. It was necessary to look for their solution, and it would be ineffective without cooperation [1]. The concept of “social cooperation” means interaction between different social groups to solve problems in the social sphere and protect the interests of those whose rights have been violated. According to scientists, the social partnership is carried out in such forms as peaceful dialogue, regulatory agreement, negotiations, consensus [2; 3].

Recent events show that social partnership has moved to a new level, which is called “subject-personal” i.e., a form of interaction between an educational institution, family, teachers, and the public. It aims at solving social problems that arise in the field of education [4]. Thus, social cooperation in the professional activity of a social teacher is a form of interaction between the subjects of social and pedagogical activity to solve students' problems [5].

The main features of social partnership include such characteristics as:

- establishment of contractual relations between the interacting parties;
- conducting dialogues following the principles of equality;
- reaching consensus i.e., solving problems [6].

The problem of social partnership has been considered quite recently in the educational sphere. The need was the impetus to modernise the training system of future social teachers, increase the prestige of the profession, the social teacher image, as well as competitiveness [7]. This has resulted in an active interaction of many world educational institutions with state ones in many countries, which is manifested in the approval of decrees, laws on improving the system training of pedagogical personnel [8]. Cooperation is also clearly manifested with investors, scientific organisations and trade unions [9].

Scientists note that social cooperation in the field of education is a key factor in the ongoing social and cultural changes in all spheres. It is the basis of public relations, which combines all the elements of sociality into a single whole. Social cooperation is the basis of the educational process, including the training system of future social teachers in universities, schools, and other state

institutions [10]. The most developed social cooperation is between universities and the teachers, between teachers and other social workers, between teachers and students. Social cooperation can correctly form any training system of future social personnel and determine the main directions to train teachers. Thus, the creation and implementation of educational programmes should ensure compliance with the constantly changing requirements for training social educators and maintaining their necessary professional level [11]. It should be noted that the training system of future social teachers differs in different countries. It depends on the quality and level of education as well as the economic and cultural situation in a country [12-14].

This study aims at determining the training system of future social teachers in the conditions of social partnership in such countries as Kazakhstan, the Russian Federation, Germany and the USA. The main differences between the systems, their specifics, advantages and disadvantages will also be revealed. The training system of future social teachers is the object of the research as the basis for high-quality and effective training of the next generations. The extensive nature of scientific interest in this phenomenon confirms the relevance of the problem arising in social interaction on all spheres of human activity. Recent key studies on pedagogy note that social partnership in the educational system should be not only a habitual condition for the effective functioning of education but also a factor in its development [15-18]. Naturally, this is possible only if teachers are ready for changes in the training system. Since a social teacher is not just a carrier of scientific and pedagogical experience in the current educational system – his functions have changed, and he has become an active participant in social partnership. He needs to be ready for innovations, for adaptation to new manifestations of social cooperation. On the other hand, if a teacher is not ready for the ongoing changes in social cooperation, he experiences certain difficulties in his professional activity, psychological tension [19].

Materials and Methods

The problem of the training system of future social teachers in the conditions of social partnership in Kazakhstan, Russia, and foreign countries has been considered in many studies. In scientific practice, a huge layer of theoretical and empirical material has been accumulated that relates to this topic. It provides an

assessment of the training system of future social teachers and the impact on changes in social partnership.

The following set of research methods was used at different stages of the research:

- theoretical – the study of scientific literature, normative and instructive-methodical documents to clarify the state of the problem under study, the definition of methodological approaches, pedagogical technologies aimed at training future social teachers. The analysis, synthesis, comparison, generalisation, and modelling methods were used, which made it possible to characterise the conceptual and terminological apparatus, identify the main components of the professional training of future social teachers, types of social partnership, features and differences of the training systems of teacher in foreign countries.

- empirical – observation, study and generalisation of pedagogical experience and experiments that determine the quality of training systems for future social teachers in the conditions of social partnership.

- mathematical and statistical methods – comparative methods, quantitative and qualitative analysis, graphical representation of the results.

The experimental base of the study: Abai Kazakh National Pedagogical University, Almaty, Kazakhstan; Russian State Pedagogical University named after A. Herzen, Moscow, Russia; Institute of Social Pedagogy and Social Work of the Technical University of Dresden, Germany. At the first stage, a theoretical analysis was carried out of existing methodological approaches in pedagogical scientific literature, scientific articles, dissertations, as well as the theory and methodology of pedagogical research. The scientific article highlights the prerequisites for studying the problem, the purpose and methods of research, and draws up a research plan.

At the second stage, a theoretical analysis was carried out of various training systems of future social teachers in Kazakhstan, Russia and other foreign countries as well as factors and trends were identified, which influenced the changes in social partnership on the training system of future social teachers. In addition, the key components of professional readiness were identified and a theoretical model was presented of the process of forming professional competencies of specialists at a university as well as an organisation model of the process, which formed key competencies of a specialist. In the course of the work, the conclusions obtained during the experimental work were checked and clarified [20].

At the third stage, a theoretical analysis was completed of the training systems of future social teachers in the conditions of social partnership, theoretical and practical conclusions were clarified and the results were generalised and systematised. The theoretical analysis of the training system of future social teachers allows creating a correct and effective training system of employees in world universities. The effectiveness of the training system of future social teachers has been experimentally tested in the conditions of social partnership. The criteria, indicators and professional image levels of future social teachers are highlighted as well as their compliance with the constituent components (personal, competence, communicative, behavioural and visual). The concept was clarified and

concretised of “the training system of future social teachers in the conditions of social partnership”.

The scientific works of foreign and domestic scientists are the theoretical basis of the research. S. Bohlinger & S. Wolf [1], P. Blossfeld [3], J. Chatin [10], U. Elsholz *et al.* [11], C. Fiorilli *et al.* [15], A. Forster & T. Bol [8], M. Gessler *et al.* [21], N.A. Gluzman [4], S.R. Haasler & K. Gottschall [22], V. Perriard & D.A. Castelli Dransart [5], A. Gulfi & V. Perriard [23], V.A. Romanov [12], S.A. Zholdasbekova & Zh.O. Nurzhanbaeva [24], V.Yu. Bodryakov [19], A.S. Magauova & M.E. Zhanguzhinova [25], S.Zh. Praliev *et al.* [26], G.K. Sholpankulova & A.K. Sadykova [27], S.V. Khusainova [28], A.S. Panfilova *et al.* [29].

Results and Discussion

Many researchers considering the problems of the teacher training system are convinced that the curriculum of teacher education was “definitely less influential than the previous socialisation of students: their experience, families, friends and relatives” [11]. They concluded that teacher education had only a small impact on some values, beliefs and views that students brought to their education. Even after applicants become teacher candidates, they still often cite the continuing influence of a strong, early socialising agent: their own public-school education [5].

Training social teachers is one of the leading tasks of education. The concept of “teacher professional training” has changed along with the evolution of views on the purpose of teaching and upbringing, ideas about their professional characteristics and qualities [26]. Every country is interested in training such teachers who would know the scientific theory and possess modern methods of teaching students. This is also evidenced by important documents of international organisations aimed at training teachers, their functions, role and status in the modern technologically information society. Back in the late 60s of the last century, the UNESCO Recommendation (the United Nations Educational, Scientific and Cultural Organisation, a specialised Organisation of the United Nations Educational in the field of science and culture) was adopted on the status of teachers [30]. This recommendation was the first international legal document that regulated the professional and socio-economic status of social teachers, defined the mechanisms of international control over the implementation by UNESCO member States of the provisions of the recommendation.

Scientists have concluded that it is impossible to provide future teachers with all the knowledge and skills necessary for their professional activity without social interaction [31, 32]. This results from the constant updating and development of general and pedagogical knowledge, constant changes in pedagogical and social systems, as well as the close connection of the pedagogical sphere of activity with other social spheres. That is why the initial preparation for the profession should be considered in social partnership with youth, sports, recreation and charitable communities. Interaction with state and local authorities is also very important because they are the ones who adopt laws and recommendations to modernise the training system of future teachers. State bodies set the deadline, training methods, concepts, and programmes [29].

In the 90s of the twentieth century, significant changes took place in the content of professional pedagogical education in Europe. First of all, the ratio has changed of the components of training specialists: general education, special subject and professional. The tendency began to manifest itself to establish an optimal scientifically based balance between disciplines of different cycles, theoretical and practical cycles. Much attention is paid to the pedagogical specialisation of students, now it begins with the first courses in many countries [1]. The main idea is that universities should train specialists of a high professional level who would be ready to perform their multifunctional duties immediately after completing their studies [3]. Social partnership is also very important, which affects the training system of future social teachers. It is inherent in many countries of the world, has both common characteristics and significant differences.

A social partnership occurs at all stages of the concept of continuous pedagogical education. In the countries of the world, such as Kazakhstan, Russia, European countries, it looks like this:

- primary fundamental pedagogical education is provided in pedagogical colleges, institutes or universities, while the transition is clearly traced to university pedagogical education in all other countries at the present stage;
- the period of adaptation and formation of the professional activity of a young teacher lasts from one to three years under the guidance of experienced teachers;
- professional development of working teachers takes place on short-term and long-term courses that take place in universities, special institutions for advanced training, teacher centres and schools;
- self-education of teachers [24].

In addition, social partnership helps to form the right necessary qualities of a modern teacher. So, scientists believe that, upon completion of primary pedagogical education, future teachers should have such important skills as:

- the ability to form universal (and such portable) educational competencies of students in the learning process;
- the ability to form a safe educational environment;
- the ability to effectively teach in heterogeneous classes with students from different social and cultural backgrounds in a wide range of their abilities and needs;
- the ability to build their professional activities in cooperation with colleagues, parents of students and the social environment of the school;
- the ability to participate in reflexive practice and scientific research;
- the ability to learn independently in the process of their own professional development [15].

When interacting with social interaction, pedagogical education should give future teachers a sufficient level of qualification, mobility between different sectors and professions (from teaching in children's educational institutions to teaching in universities) due to a large number of postgraduate education programmes [11].

At the same time, training teachers takes place with different training periods in different educational institutions in European countries (universities, colleges, special institutes [33]. For example, the period of training

a primary school teacher is from three to five years, the average duration of pedagogical education is 4.5 years to obtain a secondary level, and 4.8 years for a higher level. It should be noted that the specificity of the typology of higher pedagogical educational institutions in Europe is due to the peculiarities of the socio-cultural level of social development of each country. Therefore, each of the national structures of teacher education has some specific characteristics [29, 34].

The purpose of modern professional education abroad is to provide multidisciplinary training for students. In many countries, future teachers are required to simultaneously study in several teaching specialties. Thus, in most European countries, secondary school teacher training programmes provide training in two subjects. European scientists believe that pedagogical education should be focused, on the one hand, on a specific field of practical activity, on the other hand, it should contain elements of a broader professional profile. The qualification should be flexible so that specialists can easily adapt and have the opportunity for professional growth. This is possible under the condition of a rational combination of elements of theoretical training and professional practice, as well as maintaining a partnership with other social spheres.

There are many new concepts of teacher training in the conditions of social interaction:

- progressive – concentration on preparing teachers for vision, analysis and problem-solving in a rapidly changing environment;
- personalistic – concentration on forming teachers' personality;
- general education – focuses on the assimilation of a variety of information in many areas that is useful in working with developed modern youth;
- comprehensive training with the provision of several competencies to teachers to achieve a balance between the main components of professional qualification, scientific knowledge, a system of values and pedagogical skills.

The following models of training future teachers have been built in foreign countries, due to changes in social cooperation:

– "parallel" – is built on the principle of parallelism of all components of the curriculum during the entire period of training future teachers. Upon admission to a pedagogical institution, an applicant enters a multi-level education system, where he or she passes a four-year programme of basic teacher training, which implies a parallel study of all these components of holistic training to obtain a bachelor's degree. The parallel system of training future social teachers provides for social interaction with various organisations, groups, communities to form communication skills and comprehensive development. As many teachers note, this system is one of the best, since it allows you to touch all social spheres [10, 35, 36].

– "integrated" – curriculums are studied both simultaneously and in connection with each other as a whole through the connection of theory with practice. This model is especially common in the Scandinavian countries.

– "consistent" – provides for the study of general and special disciplines at the first stage of training, and the

study of disciplines of the psychological and pedagogical cycle and educational practice at the second, final stage [5].

In many European countries, the social partnership has a practical orientation when training future social teachers: meetings with social workers, professional experience, training, scientific seminars, round tables, discussion of social problems, etc. These activities contribute to comprehensive and competent development for further teaching careers [3]. Training social teachers for high-quality education of future generations should be carried out at the beginning of education, namely in secondary school, which enriches students with skills and abilities in various fields of activity. It is in high school that a person's predisposition is revealed to a certain field: mathematical or humanitarian. Most students already have an idea about their future profession after graduating from high school. Secondary school motivates a person to develop in the professional sphere and personal life [37-39].

At the moment, a modernisation takes place of the training system of future social teachers in many countries of the world. So, Kazakhstan is a striking example. There, the system of teacher training is improved following international standards and trends, conditions of social cooperation.

The training system of social teachers is multicomponent in universities of Kazakhstan and consists of motivational, content, activity and creative components [40]. Also, some scientists distinguish such elements of teacher training as selection → preparation → introduction to the profession → further training → the beginning and development of a career [41]. These components must maintain the relationship with each other, be a single system. The selection is carried out in the form of a special exam passing by applicants. This innovation has been in effect since 2016. The exam aims at determining the student's aptitude for activity in the pedagogical field, the qualitative selection of applicants who seek to engage in the pedagogical activity. It consists of two parts: psychological testing and solving a pedagogical problem. In addition, it is necessary to analyse during the selection process whether a particular applicant meets the requirement of the teacher profession [25].

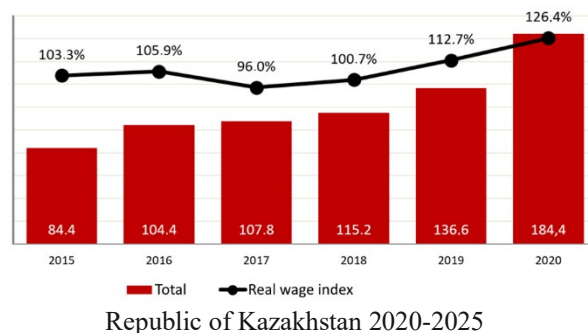
Modernisation of the teacher training system is impossible without creating a positive image. For this purpose, such competitions as "The Best Teacher of the Year" are held in the Republic of Kazakhstan and projects



are organised with mass media as well as various masterclasses, forums, scientific and practical seminars, discussion seminars, useful training, round tables. Salary is one of the key incentives when choosing a teaching profession. The current situation in Kazakhstan requires an increase in the salary for teachers. The government promises to increase the monthly salary of social teachers and bring it closer to the salary in the private sector of the

economy according to State Programme No. 988 for the Development of Education of the Republic of Kazakhstan for 2020-2025, approved on December 27, 2019 [42] (Figure 1).

Figure 1. Goals and directions of the State Program for the Development of Education and Science of the



It follows from the data in Figure 1 that the Program also sets such important goals as improving the quality and level of Kazakhstan's education, character education and training, increasing the contribution of science to the socio-economic development of the country in addition to the development of the personnel potential of the education and science system. All this cannot be achieved without proper training for future teachers and without proper interaction with social workers who will share their experiences with future teachers.

Figure 2. Average monthly nominal salary in the field of education for the 2nd quarter of 2020

From the data in Table 2, it follows that wages in the field of education increased more than 2 times, compared with 2015. In the second quarter of 2020, the average monthly nominal salary of employees reached 184.4 thousand tenge in the field of education, which is 35 per cent more than a year earlier. Secondary education workers received the highest salary in the field of education 214.2 thousand tenge, the real annual growth was 34.9 per cent, taking into account inflation. The lowest salary is recorded in the segment of preschool education: only 90.2 thousand tenge with real growth of 5.9 per cent. Employees of the higher education sector received an average of 208.8 thousand tenge (real annual growth was by 6.5 per cent), primary education – 161.9 thousand tenge (real growth was by 28.8 per cent), auxiliary educational services – 147.7 thousand tenge (minus 0.5 per cent for the year, taking into account inflation) [25].

Since the teaching profession is currently in short supply in Kazakhstan, the government needs to take measures to increase interest in teaching, support the selection process of good applicants and create a good prestigious image of this kind of employment. Teacher training is carried out in 23 pedagogical specialties in educational institutions of Kazakhstan according to the Classifier of training directions with higher and postgraduate education of the Republic of Kazakhstan, approved by Order of the Minister of Education and

Science of the Republic of Kazakhstan No. 569 dated October 13, 2018 [43], the List of professions and specialties, which are not allowed during part-time and external studies [44] and the Rules for issuing permits for training in the form of an external degree in educational organisations implementing educational programmes of higher education, approved by Order No. 61 of the Minister of Education and Science of the Republic of Kazakhstan of January 22, 2016 [45].

When training teachers, the government should create conditions that will contribute to the productive development of the professional qualities of applicants. So, it is necessary to pay attention to such components of training as:

- using modern methods of teaching;
- introduction of training in three languages;
- systematic assessment of students' abilities;
- regular assistance in the formation of professional qualities;
- strengthening social cooperation between schools and universities, teachers and other social workers;
- providing opportunities for inclusive learning;
- training future social teachers to be responsible and tolerant;
- continuous training [21, 46].

Most universities of the Republic of Kazakhstan are engaged in improving and modernising the system of teacher training. Due to the interaction with state bodies, Order No. 545 was adopted by the Minister of Education and Science of the Republic of Kazakhstan dated August 28, 2015 “On the introduction of educational training programmes in pedagogical specialties implemented in the experimental mode in higher educational institutions” [47]. Following this document, the Abai Kazakh National Pedagogical University has developed modern educational programmes and began to cooperate with many social organisations: youth, sports, scientific, charitable. They have been implemented since September 2015.

Social partnership with social workers is especially developed in Kazakhstan. Beginning teachers report that their training is especially insufficient for teaching students with health problems, with limited knowledge of English and those who lack family support for learning [48]. That is why it is necessary to ensure the existence of interprofessional cooperation between teachers and social workers as one of the “urgent tasks” to effectively train future social teachers. If cooperation is not planned, the two groups of professionals will be “forced to learn more about each other's processes irregularly and separately”, which will lead to irreversible negative consequences. The need for this cooperation is more urgent than ever today. Educational institutions are facing an increase in the number of immigrants, non-English speaking students and families, and the number of students from single-parent and poor families has also increased. As the programmes of preferential payments are reduced, and the income gap continues to widen, it becomes vital to support teachers in solving psychosocial problems, problems that are present in universities and interfere with the educational process. Providing such support is the central task of social workers in their cooperation with teachers. Social workers should

create individual relationships with teachers at their universities to create a better teacher training system [48].

Looking at the professions of a teacher and a social worker, it is easy to note common characteristics that distinguish them from other professional groups, such as medicine and law. Both teachers and social workers undergo training programmes with a common mission to help students achieve a certain level of education. Such a mission is based on a personal structure that includes a willingness to help, thoughtfulness, attentiveness and cooperation. This common mission of service also contributes to the development of interdisciplinary cooperation. Being outsiders in the school environment, social workers should support teachers in their mission to educate students. Teachers are also aware that they face distracting physical, economic and emotional problems when teaching students. Despite the obstacles to working together, a common mission and an understanding of common goals can provide an important platform for cooperation between the two professions [26].

Social workers and teachers also conduct their work in a bureaucratic environment i.e., they have little control over many aspects of their practice, including who will be their students or what services and/or curriculum is offered. In other words, social workers and teachers work in conditions that give them little autonomy. This is an increasingly serious problem since academic standards and testing are set at the national level, which reduces the level of teacher training, the ability to decide how best to implement the specifics of the curriculum standards. Lack of autonomy is most often perceived as damage, which makes professionals feel less strong in their work. In dealing with the demands of a bureaucratic structure that provides little power and autonomy, social workers and educators can support each other in maximising their effectiveness within existing constraints [23, 49, 50].

Although social teachers often welcome the broader views of social workers, differences in the worldview of social workers and educators can potentially lead them to conflict. The role of values is the last important difference when training teachers and social workers [48]. Like most vocational training programmes, teacher training programmes focus on the acquisition and integration of knowledge and skills. Social worker training programmes focus on solving problems and challenges that students face during their studies. Social workers should offer information and provide specific assistance that teachers consider indispensable in carrying out their work. For example, social workers can organise meetings between teachers and parents. This has some advantages since social workers have access to classrooms, where they can observe the dynamics with which they can then help teachers quickly [51].

Raising teachers' status is a priority in the Republic of Kazakhstan. The problems that arise when forming an innovation system can be solved by following social interaction. The transformation of pedagogical universities in Kazakhstan into schools/institutes of Education is the key recommendation to modernise the teacher training system. This guarantees a fundamental basis to train teaching staff. It is also necessary to improve social partnership, which will allow training future teachers more effectively.

Today, social educators are trained in the country for such specialities as a family social teacher profile, a rural social teacher, a social ethnologist, a cultural leisure specialist, a teenager social teacher, a municipal social worker. In 2003, an important event took place that formed a step-by-step two-level higher education i.e., Russia's accession to the Bologna Declaration, which proclaimed the thesis of building a single educational space in Europe based on several training cycles [19].

However, the step-by-step education received the most noticeable dynamics in December 2004 when the "Priority directions of development of the educational system of the Russian Federation" [52] was adopted. It should be noted that the "Forecast of long-term socio-economic development of the Russian Federation for the period until 2030" [53] adopted by the Government in the "Development of Education" section determines the transition to step-by-step training programmes.

The experience of the Russian State Pedagogical University n. a. Herzen deserves attention on the transition to a step-by-step education system, which is based on the formula: $3/4 + 2 + 3$ (3/4 years of bachelor's degree, 2 years of master's degree and 3 years of doctoral studies) [19]. As part of the transition to the step-by-step system changes in the educational activities of the university include individual curricula and task sheets for students; the use of a point-rating system for evaluating students' activities in the educational process; coordinating student councils and working groups (project, organisational and information support, planning, etc.) [12, 54].

The advantages of the multi-stage system and the associated modular structure of the curriculum include the possibility for each student to choose an individual educational path. This choice is related both to the interests of a student himself in obtaining a particular specialisation, and to the needs of the labour market. In this regard, there was a need to improve the technology of the education process itself. To solve this problem at the pedagogical university, each type of student's educational activity is represented by so-called task sheets, which serve as a kind of guide to individual types of activities for both students and teachers.

Professional training must direct future social teachers to cooperate with social workers, motivate them to carry out socially significant activities, take part in various projects, initiatives, events, programmes, both at universities and outside higher educational institutions. Taking an active part in these events, future teachers acquire the professional qualities necessary for the pedagogical sphere, develop their own projects and programmes aimed at modernising the educational process. Cooperation prepares future teaching staff for active and effective work based on social and professional experience. Social interaction also contributes to the acquisition of the ability to effectively partner with members of the educational and social community to reach agreements in solving problems and tasks that often arise in the pedagogical and social spheres [19].

The main components of the model of social interaction of future teachers include the following: the target block (consists of such elements as a motive, goal, tasks of cooperation), the organisational block (stages of interaction when training future social teachers), the

operational block (traditional and innovative methods when training social teachers), the effective block (criteria, levels, evaluation and effectiveness when training social teachers) [55]. For effective interaction, applicants must take part in classroom, extracurricular, university and non-university activities. Students of Russian pedagogical universities interact with the children and parents' community i.e., students, administrations of educational institutions, children's organisations and communities. There is also interaction with population health and social protection institutions as well as culture, tourism and charitable organisations, youth communities, law enforcement groups, journalists and other bodies that can provide high-quality and effective training of future teachers [40].

The indicators of applicants' readiness to cooperate with social workers coincide with the elements of training and focus on identifying the personal activity in educational, social and professional activities, on achieving success in their career, on communication skills, responsibility, productive relationships with people [56-58].

The reform and modernisation of the Russian higher education system, including the results of recent research in the field of modern educational and pedagogical technologies, consider the problem of forming the professional image of a future teacher [59]. It is necessary to take into account the increased requirements of society for a person, the need to develop a new style of social behaviour that ensures the success and effectiveness of the upcoming professional activity [12].

In Germany, there is a differentiated, hierarchically ordered structure of professional training of social teachers at four educational and professional levels:

- pre-professional training that future social workers receive while working in various charitable organisations;
- the level of vocational schools, which consists of training in a one-year vocational school, training in a specialised vocational school for two years, vocational training in an advanced special school;
- the level of secondary special education, which provides professional training for employees of kindergartens, youth centres and home-based care for babies;
- the level of higher education or training social teachers in a higher special school during 4 years or at the faculties of "social pedagogy" of universities during 5-6 years [60].

In the course of training, much attention is paid to the worldview of future specialists, the expansion of knowledge about the world, the combination of theoretical and practical psychological and pedagogical training, the ability to take responsibility for the work performed, as well as creative, responsible and humane thinking. The combination of several related educational specialities is currently of special importance when training teachers in Germany [3].

Following European trends, training social teachers has its own specifics in Germany and involves:

- interacting social teachers with social workers. Thus, to ensure this cooperation, the educational programmes combine training social teachers and social workers by creating integrative subjects, courses and forms of training;

- various types of practices and project training;
- division of the theoretical phase into basic and main training;

- differentiation in training specialists for practical and scientific fields: practical workers are trained in higher special schools, certified specialists with the right to teach in higher educational institutions – in universities [1].

Teachers are trained according to integrated courses, the teaching process is dominated by methods of conversation, discussion, independent work with books, in small groups, role-playing games, since these methods teach them to think independently, formulate their own point of view and defend it. In Germany, social interaction also includes a partnership between an employer and a university, a parent committee with teachers and administration, an educational institution with charitable, sports and wellness communities [22]. The following are the main forms of cooperation in the field of training social teachers in Germany: methodological seminars, round tables, scientific and practical conferences with teachers, students, university teachers, manufacturers; reviewing research works by university teachers; conducting subject Olympiads, intellectual competitions; optional courses and scientific study clubs; methodological assistance to teachers in the development of curricula in specialised disciplines; preparing and publishing joint scientific articles, textbooks to generalise the experience of methodologists and teachers; providing students and teachers with scientific libraries and modern computer classrooms [21; 61].

Conclusions

Having analysed the modern approaches that are used in the teacher training system in such foreign countries as Kazakhstan, Russia, Germany, we can conclude that social cooperation plays an important role when training teachers. Thus, the results of cooperation are quite high: the continuity of secondary and higher education is ensured, the educational level of students increases and the range of their personality development expands, the incentive develops to consciously choose a profession and master it, the competitiveness of graduates increases, as well as the degree of their employment and the demand in the labour market.

After analysing the current changes in social partnership, we can conclude that it affects absolutely all

spheres of activity. It is necessary to focus on the changes in social interaction that occur in pedagogical activity. The effectiveness of socialisation of future teachers and the establishment of social norms both depend on the essence of a certain type of social relations. Social teachers play the key role when implementing the innovative format of social interaction as active participants in social cooperation, who have a specific social meaning and functions. But the productivity of implementing changes corresponds to the willingness of a teacher to change and violate the established pedagogical thinking, which is characterised as conservative. As a result, training teachers in the conditions of social interaction is carried out:

- at the axiological level, future teachers are active participants in social cooperation, who are ready for the changes that are taking place to guarantee adaptation in a social situation;

- at the cognitive level, future teachers consciously understand during training that the involved changes are inevitable. To avoid negative consequences, teachers need to train, re-socialise, gain social experience, learn basic knowledge and new experience of social partnership;

- at the activity level, adaptation to new teaching methods, new technologies, techniques and strategies of social cooperation.

The effectiveness of training future social teachers is also determined by the changes in social partnership through the support of the innovative development of the educational organisation by all subjects. New forms of training teachers emerge and demonstrate the introduction of changes at the level of forms, technologies, tools, models, scenarios that create an atmosphere of an innovative process when training social teachers. Thus, the training system of social teachers is characterized by integrity, openness, efficiency and manageability in the conditions of social partnership.

Acknowledgements

None.

Conflict of Interest

None.

References

- [1] Bohlinger S, Wolf S. Between dynamism and stagnation. Policy transfer of cooperative vocational training as a way out of youth unemployment in southern Europe. *J Educ.* 2016;62(3):340–357.
- [2] Atabekova BB. Features of the implementation of social partnership in the field of pedagogy. *Bull KazNPU Abai. Psychol Series.* 2016;3(48):51–55.
- [3] Blossfeld P. Social background and between-track mobility in the general education system in West Germany and in East Germany after German Unification. *J Sociol.* 2018;47(4):255–269.
- [4] Gluzman NA. The problem of formation of professional image of future Social Care teacher in the process of training in higher education. *Probl Mod Pedagog Educ.* 2016;53(1):74–79.
- [5] Perriard V, Castelli Dransart DA. La nouvelle profession d'assistant socio-éducatif (ASE) en Suisse romande: quels développements et enjeux pour le champ professionnel du travail social? *Revue Travail Emploi Formation.* 2016;14:76–89.
- [6] Kaidarova AD, Menlibekova GZh. Social partnership in the university as a factor of personality self-actualization. *Bull d'EUROTALENT-FIDJIP,* 2014;3:55–58
- [7] Turdunbaeva BA, Atabekova BB, Budak Y. Problems and Prospects of Social Partnership in the Professional Pedagogical Education. In: Eurasian Conference on Language & Social Sciences; 2017 May 22-24; Antalya. Antalya: ECLSS; 2017. P. 162.

- https://eclss.org/publicationsfordoi/ECLSS1_ABS TRACT BOOK 2017a.pdf
- [8] Forster A, Bol T. Vocational education and employment over the life course using a new measure of occupational specificity. *Soc Sci Res.* 2018;70:176–197.
 - [9] Rexhepi G, Ramadani V, Ratten V. TQM techniques as an innovative approach in sport organisations management: Toward a conceptual framework. *Int J Bus Global.* 2018;20(1):18–30.
 - [10] Chatin J. Best education systems in the world. 2016. www.mbctimes.com/english/20-best-education-systems-world.03/10/2016
 - [11] Elsholz U, Jaich R, Neu A. Consequences of the academization of the world of work. Interactions between work and company organization, company qualification strategies and changes in the education system. Düsseldorf: Hans Böckler Foundation; 2018.
 - [12] Romanov VA. Training of graduates of pedagogical universities to im-plement the Federal State Educational Standard. *Eur Soc Sci J.* 2018;2(64):346–352.
 - [13] Otar E, Salikzhanov R, Akhmetova A, Issakhanova A, Mukhambetova K. Former Soviet Union middle class: how entrepreneurs are shaping a new stratum and pattern of socio-economic behavior. *J Innovation Entrepreneurship.* 2024;13(1):6.
 - [14] Zhashkenova R, Pritvorova T, Talimova L, Mazhitova S, Dauletova A, Kernebaev A. Analysis of the transformation of higher educational institutions through entrepreneurship in the conditions of digitalization. *Int J Entrepreneurship.* 2021;25(4):1–10.
 - [15] Fiorilli C, Gabola P, Pepe A, Meylan N, Curchod-Ruedi D, Albane-se O, Doudin PA. The effect of teachers 'emotional intensity and social support on burnout syndrome. A comparison between Italy and Switzerland. *Eur Rev Appl Psychol.* 2015;65:275–283.
 - [16] Ziberi BF, Rexha D, Ibraimi X, Avdiaj B. Empirical Analysis of the Impact of Education on Economic Growth. *Econom.* 2022;10(4):89.
 - [17] Rudyshyn SD, Stakhova IA, Sharata NH, Berezovska TV, Kravchenko TP. The effects of using a case study method for environmental education. *Int J Learn Teach Educ Res.* 2021;20(6):319–340.
 - [18] Korzhik VN, Kunitskii YuA, Borisov YuS, Spivak AYU, Nemirovskii AV, Kriklya AI. Structural transformations in Fe-B-C-Si alloys vitrified by the gasothermal coating process. Russian metallurgy. *Metally.* 1989;(2):165–168.
 - [19] Bodryakov VYu. On the ideal and the real in the educational process of a pedagogical university: value guidelines and ways of moving towards them. *Quest Univers Hist.* 2015;1(17):40–47.
 - [20] Leschinsky A. Grundfragen von Erziehung, bildung und schule: entwicklungenimbildungssystem. 2015. <https://docplayer.org/22452088-Grundfragen-von-erziehung-bildung-und-schule-entwicklungen-im-bildungssystem.html>
 - [21] Gessler M, Fuchs M, Pilz M. Concepts and effects of the transfer of dual vocational training. Wiesbaden: Springer VS; 2019.
 - [22] Haasler SR, Gottschall K. Still a perfect model? The gender impact of vocational training in Germany. *J Vocat Educ Train.* 2020;67(1):78–92.
 - [23] Gulfi A, Perriard V. Relationship between social education professionals with different levels of education working in institutions for persons with disabilities. *J Soc Work.* 2022;22(1):150–169. DOI: [10.1177/1468017320979934](https://doi.org/10.1177/1468017320979934)
 - [24] Zholdasbekova SA, Nurzhanbaeva ZhO. The issue of training future workers in the dual system of vocational education in Kazakhstan. *Int J «EDUCATIO».* 2015;3(10/3):133–134.
 - [25] Magauova AS, Zhanguzhinova ME. Reforming the education system of the Republic of Kazakhstan in the context of modern educational paradigms. *Bull Kyrgyz-Russ Slavic Univ.* 2015;15(6):156–160.
 - [26] Praliev SZh, Zhampeisova KK, Khan NN, Kolumbaeva ShZh, Kaidarova AD. Conceptual foundations of systemic modernization of teacher education in the Republic of Kazakhstan. 2016. http://kaznpu.kz/docs/ins_pedagogiki_psih/Sistem_naya_modernizasiya1.pdf
 - [27] Sholpankulova GK, Sadykova AK. Social partnership in education. Nur-Sultan: Nauka; 2021.
 - [28] Khusainova SV. Types and forms of social partnership in education. *Young Scientist.* 2020;22(312):570–572.
 - [29] Panfilova AS, Safronova MA, Shishlyannikova LM. Outcomes of independent evaluation of general professional competencies in future teachers. *Psychol Sci Educ.* 2018;23(1):64–81.
 - [30] UNESCO Recommendation on the Status of Teaching Personnel in Higher Education Institutions. 1997. <http://docs.cntd.ru/document/901839542>
 - [31] Forster A, Bol T, van de Werfhorst H. Vocational education and employment over the life cycle. *Sociol Sci.* 2016;3(21):473–494.
 - [32] Kenzhebekova RI, Kozhadeldiyeva SS, Moldabek K, Rizaeva LA, Kazybayeva KU. Formation of Learning Research Skills through Solving Arithmetic Problems. *Syst. Rev. Pharm.* 2020;11(10):698–705.
 - [33] Kokkos A. The challenges of adult education in the modern world. *Procedia Soc Behav Sci.* 2015;180:19–24.
 - [34] Zhashkenova R, Pritvorova T, Talimova L, Mazhitova S, Dauletova A, Kernebaev A. Analysis of the transformation of higher educational institutions through entrepreneurship in the conditions of digitalization. *Academy Account Financ Stud J.* 2021;25(4):1–10.
 - [35] Luiza R, Rabiga K, Amina A, Borashkyzy AU, Uaidullakzyzy E, Bakhytgul S. Formation of research skills of students through solving problems in teaching mathematics in primary classes. *Cypriot J Educ Sci.* 2022;17(8):2567–2579.
 - [36] Borisov YuS, Korzhik VN, Gritskiv YaP, Kunitskii YuA. Structural transformations occurring in flame-sprayed Ni60Nb40 alloy coatings during

- heating in the presence of oxygen. *Soviet Powder Metall Metal Ceramic*. 1987;26(12):966–970.
- [37] Grajevci A, Shala A. Exploring achievement goals tendencies in students: the link between achievement goals and types of motivation. *J Educ Cult Soc*. 2021;12(1):265–282.
- [38] Shatri K, Kelmendi J. Exploring Perspectives: The Virtual Classroom's Impact on Student Achievement from the Viewpoints of Both Students and Teachers. *J Soc Stud Educ Res*. 2023;14(3):236–257.
- [39] Mukhambetzhonov ST, Baishemirov ZD. Procedure of evaluation development for drilling-in and well completion. *World Appl. Sci. J*. 2013;24(2):168–174.
- [40] Federal Institute for Vocational Education and Training. 2019. Bonn: Federal Institute for Vocational Training. <https://www.bibb.de/en/index.php>
- [41] Ghilarducci T, Schwartz B, Schwartz I. The New Work reality. 2015. <http://www.aarp.org/content/dam/aarp/ppi/2015-03/the-new-work-realityghilarducci-aarp.pdf>
- [42] State program for the development of education and science of the Republic of Kazakhstan for 2020–2025. 2020. <https://primeminister.kz/ru/gosprogrammy/gosudarstvennaya-programma-razvitiya-obrazovaniya-i-nauki-respubliki-kazahstan-na-2020-2025-gody-9114129>
- [43] Order of the Minister of Education and Science No. 569 of the Republic of Kazakhstan. State classifier of the Republic of Kazakhstan. Classifier of specialties of higher and postgraduate education of the Republic of Kazakhstan: approved. 2018. <https://adilet.zan.kz/rus/docs/V1800017565>
- [44] Order of the Minister of Education and Science No. 40 of the Republic of Kazakhstan. On the approval of the List of professions and specialties, the receipt of which in correspondence, evening forms and in the form of external studies is not allowed: approved. February 08, 2010, registered with the Ministry of Justice of the Republic of Kazakhstan. 2010. <https://adilet.zan.kz/rus/docs/V100006111>
- [45] Order of the Minister of Education and Science of the Republic of Kazakhstan. The rules for issuing a permit to study in the form of an external study in educational institutions implementing educational programs of higher education, approved. 2016. <https://adilet.zan.kz/rus/docs/V1600013110>
- [46] Etemi BP, Uzunboyly H. The Effects of Flipped Learning Method on Students' Perception and Learning of Java Programming. *Int J Eng Educ*. 2020;36(4):1372–1382.
- [47] Order of the Minister of Education and Science of the Republic No. 545 of Kazakhstan “On the introduction of educational curricula in pedagogical specialties, implemented as an experiment in higher educational institutions”. 2015. https://online.zakon.kz/Document/?doc_id=36091615
- [48] Utyupova GE, Shaumen GS, Meterbayeva KM, Baitasov AA. Motives for choosing the profession of social care teacher in the universities of Kazakhstan. *Int Rev Manag Mark*. 2016;6(3):133–139.
- [49] Takovski A. Coloring social change: Humor, politics, and social movements. *Humor*. 2020;33(4):485–511.
- [50] Babak VP, Shchepetov VV, Harchenko SD. Antifriction Nanocomposite Coatings that Contain Magnesium Carbide. *J Frict Wear*. 2019;40(6):593–598.
- [51] Wicht A, Müller N, Haasler S. The interplay between education, skills, and job quality. *Soc Incl*. 2019;7(3):254–269.
- [52] Board of the Russian union of rectors decision of December 6, 2004 No. 1 “On the priority directions of development of the educational system of the Russian Federation”. 2004. <https://docs.cntd.ru/document/901926713>
- [53] Forecast of long-term socio-economic development of the Russian Federation for the period up to 2030. 2020 http://www.consultant.ru/document/cons_doc_LAW_144190/e59d0198a6b86d35269590004bc1bb4d18c9fa29/
- [54] Zhanysova AB, Kulzhumiyeva AA, Nurkasymova SN, Yermekova ZK, Baydabekov AK, Sadikova JM. Information technology on the study of mathematics bachelors nonmathematical specialties. *Life Sci J*. 2014;11(6):333–336.
- [55] Margolis AA. Teacher training models in applied bachelor and pedagogical master programs. *Psychol Sci Educ*. 2015;20(5):45–64.
- [56] Sharata N, Kravchenko T, Poberezhets H, Berezovska T. Formation of professional competencies of foreign students using the communicative method. *Youth Voice J*. 2023;3:9–20.
- [57] Gashi R, Ahmeti HG. Impact of social media on the development of new products, marketing and customer relationship management in Kosovo. *Emerging Sci J*. 2021;5(2):125–138.
- [58] Babak VP, Shchepetov VV. Wear Resistance of Amorphous-Crystalline Coatings with Lubricants. *J Frict Wear*. 2018;39(1):38–43.
- [59] Sochneva EN, Malakhova AA, Malimonov IV, Kravtsov DI, Zyablikov DV. The problem of poverty in Russia: state regulation issues. 2017. <https://core.ac.uk/display/220103692>
- [60] Protsch P, Solga H. The social stratification of the German VET system. *J Educ Work*. 2016;29(6):637–661.
- [61] Sholpankulova G, Saudabaeva GS, Baytukenova SB, Aitzhanova RM. The Specificity of Management in the Pedagogical System. *Int Electron J Math Educ*. 2016;11(7):2113–2128.

Система підготовки майбутніх соціальних педагогів в умовах соціального партнерства

Айгуль Садикова

Докторант

Євразійський національний університет імені Л.М. Гумільова

010008, вул. Сатпаєва, 2, м. Астана, Республіка Казахстан

<https://orcid.org/0000-0001-8418-0552>

Гульнар Шолпанкулова

Кандидат педагогічних наук

Євразійський національний університет імені Л.М. Гумільова

010008, вул. Сатпаєва, 2, м. Астана, Республіка Казахстан

<https://orcid.org/0000-0002-4481-8635>

Толкин Сламбекова

Кандидат педагогічних наук

Євразійський національний університет імені Л.М. Гумільова

010008, вул. Сатпаєва, 2, м. Астана, Республіка Казахстан

<https://orcid.org/0000-0003-0897-9850>

Амангуль Аділбек

Кандидат філологічних наук

Євразійський національний університет імені Л.М. Гумільова

010008, вул. Сатпаєва, 2, м. Астана, Республіка Казахстан

<https://orcid.org/0000-0002-6049-5485>

Мейрамгуль Жумаділова

Кандидат філологічних наук

Євразійський національний університет імені Л.М. Гумільова

010008, вул. Сатпаєва, 2, м. Астана, Республіка Казахстан

<https://orcid.org/0009-0001-9844-8932>

Анотація

Актуальність. Актуальність досліджуваної проблеми зумовлена значними сучасними змінами у світовому освітньому просторі, які залежать від соціально-економічних умов країни, соціально-педагогічних цінностей, удосконалення системи підготовки майбутніх соціальних педагогів до професійної діяльності. Необхідно переглянути систему підготовки студентів, використовуючи можливості соціального співробітництва, що принесе позитивні зміни в освітній процес.

Мета. У зв'язку з цим метою даної статті є визначення переваг соціального партнерства в освітньому процесі та розкриття видів соціального партнерства під час підготовки майбутніх соціальних педагогів до професійної кар'єри.

Методологія. Провідними методами дослідження проблеми є теоретичні методи: аналіз, синтез, порівняння, узагальнення, моделювання; емпіричні методи: спостереження, вивчення та узагальнення педагогічного досвіду, експеримент; математико-статистичні методи: порівняльні методи, кількісний та якісний аналіз, графічне представлення отриманих результатів.

Результати. Результатом цього дослідження є розуміння важливості соціального партнерства у сфері підготовки майбутніх соціальних педагогів, його ефективності у вирішенні проблем, пов'язаних з підготовкою педагогічних кадрів. Також розглянуто системи підготовки майбутніх соціальних педагогів у таких країнах, як Казахстан, Росія, Німеччина. У результаті запропоновано можливі шляхи вдосконалення систем підготовки соціальних педагогів.

Висновки. Проаналізувавши системи підготовки майбутніх соціальних педагогів, можна зробити висновок, що соціальне партнерство є ключовим фактором модернізації системи підготовки педагогічних кадрів. Майбутній соціальний педагог повинен контактувати з представниками різних категорій населення, зайнятих у різних сферах діяльності, суб'єктами, які потребують допомоги, а також співпрацювати з трудовими колективами, благодійними організаціями та медичними установами.

Ключові слова: соціальні працівники; партнерство; соціальна співпраця; соціальна взаємодія; моделі взаємодії; освітні концепції.