

THE MAIN DIRECTIONS AND IMPORTANCE OF THE ESTABLISHMENT OF THE EDUCATIONAL SECTOR WITH PRODUCTION ENTERPRISES

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Abstract

In the developing economic environment, the issue of forming a new system of relations between the educational organization and enterprises, employers' associations is becoming more and more urgent. In the plans for the development of secondary vocational education, the issues of studying the labor market and interacting with partners occupy an important place.

The main social partners are educational organizations, industrial enterprises, scientific organizations, state administration bodies and public organizations. The article shows the importance, content, forms and main directions of cooperation in production and educational institutions.

Keywords. Early motivation for work, prospective determination, specialists, various levels, improving the material base, continuing education, employment, interdependence, synergy, mutual respect, educational organization.

Introduction

The main method of establishing cooperation in the field of education is social dialogue, which the parties draw up to reach an agreement on the basis of a contract on matters of mutual interest.

The integration of the educational sector with production enterprises plays a crucial role in enhancing workforce readiness, boosting industrial innovation, and ensuring sustainable economic growth. This collaboration bridges the gap between theoretical knowledge and practical application, preparing highly skilled professionals to meet the evolving demands of the labor market.

The following requirements are imposed on the interaction of the educational sector with production enterprises: formation of early motivation for work by setting clear life goals; formation of the need for workers and specialists in production; forecasting the emergence and development of new industries; prospective determination of the interests of young people who have entered the stage of choosing a profession; compliance of graduates of educational institutions of various levels with the need for labor force and specialists in the professional direction; compatibility of the interests of graduates with the requirements of market conditions and the needs of society; harmonizing the interests of society, companies, teams, and individuals on the use of labor force; to achieve advanced development of personal training in

comparison with the current needs of production; compliance of the level of training of workers and specialists with the requirements of employers; continuous training of specialists working in the process of labor activity with increasing the level of individual readiness to adapt to changing environmental conditions, including dynamic and creative behavior in production.

The following are examples of the main areas of cooperation between higher education and manufacturing enterprises:

–Dual Education System: A dual education system integrates theoretical knowledge with practical training, allowing students to gain hands-on experience through internships and apprenticeships. This approach enhances job readiness and significantly reduces the gap between education and industry requirements. By participating in real-world projects, students develop practical skills that are essential for their professional careers.

–Research and Development (R&D) Cooperation: Universities and companies collaborate on research projects to develop innovative solutions and technological advancements. This cooperation encourages knowledge transfer and supports the commercialization of research findings. By working together, academia and industry can drive forward cutting-edge developments that benefit society and the economy.

–Workforce Training and Continuous Learning: Companies increasingly offer training programs in collaboration with educational institutions to upskill and reskill employees. This ensures that workers stay up to date with the latest technological advancements. Certification programs tailored to industry-specific needs further enhance professional development and career growth opportunities.

–Curriculum Development and Alignment with Industry Needs: Industry experts actively participate in the design of educational curricula to ensure that students acquire the necessary skills and knowledge required in the labor market. The integration of emerging technologies and industry trends into academic courses strengthens the employability of graduates and aligns education with the evolving needs of businesses.

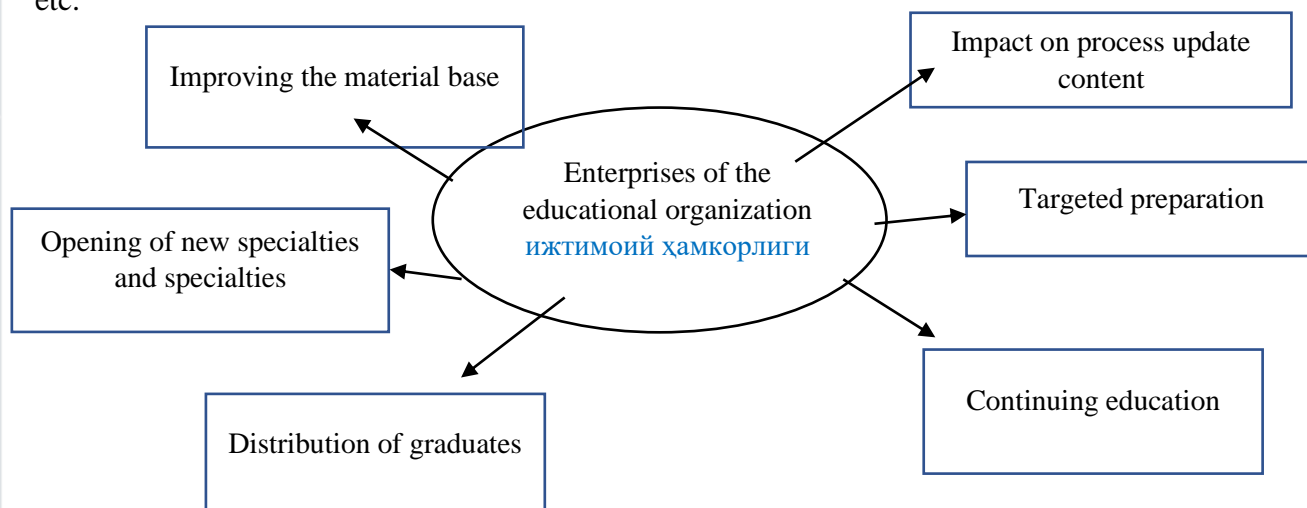
–Innovation and Entrepreneurship Support: Universities play a vital role in fostering entrepreneurship by establishing startup incubators. These incubators provide students and researchers with access to funding, mentorship, and networking opportunities. By encouraging the development of innovative business ideas, educational institutions contribute to economic growth and job creation.

–Use of Modern Technologies in Education: The adoption of advanced technologies, such as artificial intelligence (AI), the Internet of Things (IoT), and automation, enhances the learning process. Virtual and augmented reality applications enable practical training in a controlled environment, while digital simulations and smart classrooms improve the overall educational experience. These technological advancements ensure that students are well-prepared for the demands of modern industries.

Scientific novelty of the article. An important condition for effective social cooperation between the educational organization and enterprises is the existence of a normative legal framework for the organization of mutual cooperation between institutions and enterprises and the management of the interaction process. Agreements and administrative documents



regulating the joint activity of the educational institution and the enterprise: agreement on joint activity; contract on production training and production practice; position on production training; regulation on production practices; regulations on the final certification of graduates, etc.



Picture 4. Directions of effective social cooperation of the educational organization with enterprises

For example, during the period of preparation and conduct of production practice and final certification, relevant orders and instructions are issued every year both at the educational institution and at the enterprise; the schedule of students' production practice at the enterprise by types of vocational training and practice; an order to accept students for internship at the enterprise; orders to the enterprise to appoint coaches to trainees; certificate of acceptance for technological practice in the territory of the working enterprise (workshop, site, object), etc.

Literature review

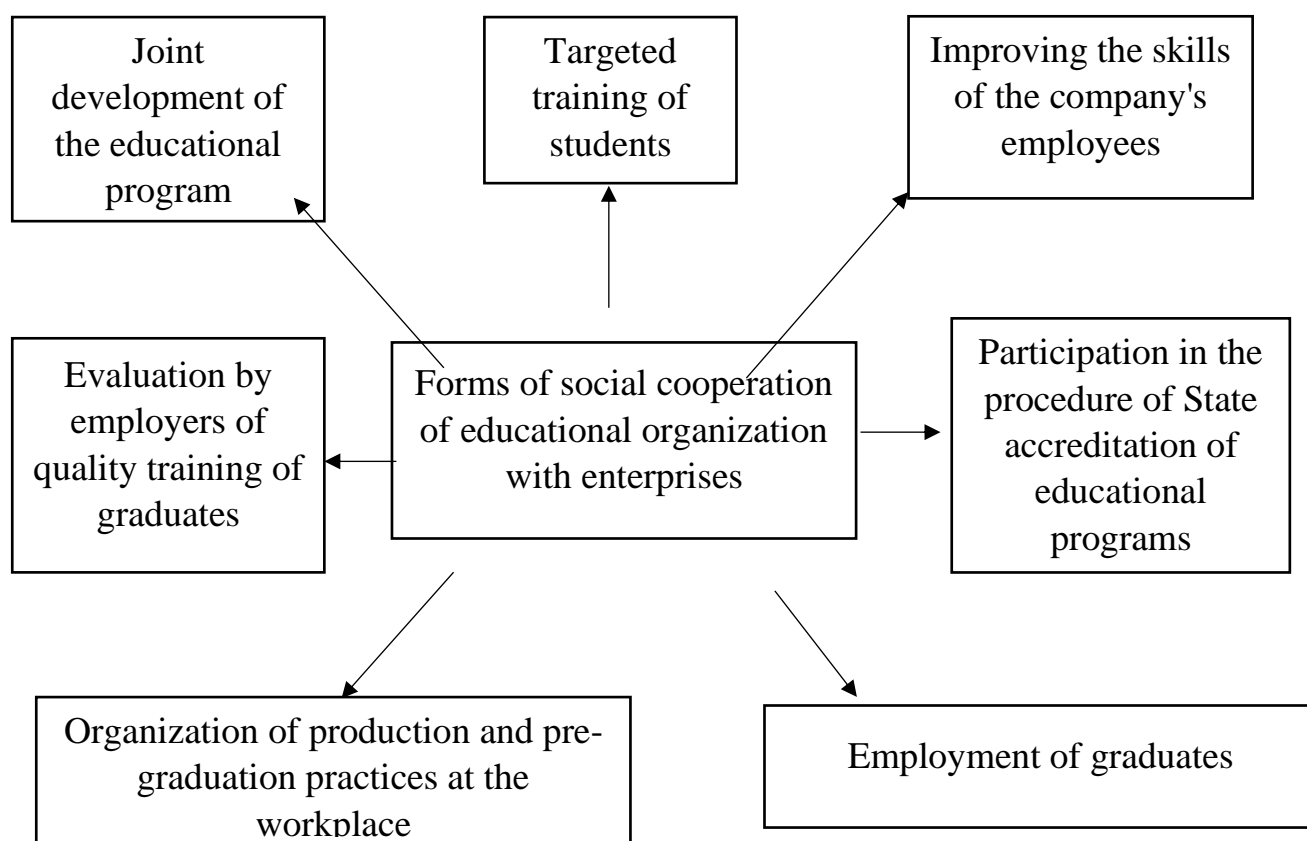
Issues of theory and practice of social partnership I.P.Smirnov, A.T.Glazunov, N.V. Lopatina, R.I. Isaeva, K.A. Chugaeva, O.V. Ereemeev, G.V. Borisov, K.G. Tuslyakova, N.Z. Kamaliev, A.V. Korsunov, I.M. Remorenko, N.V. Tyukalova and others.

In order to achieve strategic goals such as development of priority areas of science, enrichment of resources and intellectual capital, introduction of innovative technologies, a system of social partnership with employers is being developed on the basis of a contract.

Analysis and results

Currently, there are many different forms of social cooperation with employers, which include targeted training of students; training of enterprise employees – the employer, this form of cooperation consists of joint development of educational programs, training of enterprise employees according to the principle of “Continuous education”; assessment of the quality of training of graduates by employers, assessment can be carried out in the form of attestation, interview, analysis of employees' performance in a certain period and participation in the

procedure of state and professional accreditation of educational programs. ; joint scientific research; organization of on-the-job production and undergraduate internships; employment of graduates.



Picture 2. Forms of social cooperation of higher education organization with enterprises.

Thus, the main principles of successful interaction with employers can be identified: voluntariness, common interests, interdependence, synergy, clear dedication, joint work, additional support, good communication, mutual respect and trust.

Conclusion

The main way to establish cooperation in the field of education is social dialogue, in which the parties enter into a contractual agreement on issues of mutual interest.

The integration of the educational sector with production enterprises is essential for developing a skilled workforce, advancing technology, and enhancing economic growth. Governments, businesses, and academic institutions must work together to establish sustainable partnerships that foster innovation, competitiveness, and lifelong learning. By aligning education with industry needs, societies can create a prosperous and knowledge-driven future.

It is necessary to develop and use prospective forms of social cooperation between the educational organization of secondary vocational education and oil and gas industry enterprises – employers in organizing the process of formation of professional competencies of a mechanical engineer.

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