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## THE ESSENCE OF TRAINING FUTURE SOCIAL EDUCATORS IN SOCIAL PARTNERSHIP

### Abstract

In an independent country living within socio-economic relations, it is essential to bring the human capital to the level of a state that meets the requirements of potential employers and is in high demand. At the same time, it is considered one of the main tasks of the education system to prepare future social educators on the basis of social partnership, examine the interests of each party participating in the partnership, and professional development of future specialists.

One of the strategic goals of the education sector and the country's economy is the competitive potential of pedagogical universities and their graduates. Moreover, it is crucial to guide the process of training future educators with new technologies. The purpose of this article is to find effective ways to train future social educators according to the latest standards and requirements in the context of attracting potential employers and professionals using social partnership technology based on empirical analysis. The role of future employers was analyzed through a survey of future professionals and expert interviews. The roles of potential employers, higher education institutions and the state in training future educators were differentiated. In this article, it was concluded that social partnership is one of the necessary technologies for preparing future social educators according to modern requirements and standards. The conclusion of the empirical analysis reveals the practical importance of the article in the quality and professional training of future social educators in universities.

**Keywords:** future social educator, social partnership, employers, professional qualification, professional education, current forms of social partnership.

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## БОЛАШАҚ ӘЛЕУМЕТТІК ПЕДАГОГТАРДЫ ӘЛЕУМЕТТІК СЕРІКТЕСТІККЕ ДАЙЫНДАУДЫҢ МӘНІ

*Аннотация*

Әлеуметтік-экономикалық қатынастар аясында өмір сүріп жатқан тәуелсіз елде адами капиталды әлеуетті жұмыс берушілердің талаптарына жауап беретін және жоғары сұранысқа ие мемлекет деңгейіне жеткізу өте маңызды. Бұл ретте болашақ әлеуметтік педагогтарды әлеуметтік серіктестік жағдайында дайындау, серіктестікке қатысушы әрбір тараптың мүдделерін сараптау, болашақ мамандардың кәсіби біліктілігін арттыру білім беру жүйесінің басты міндеттерінің бірі ретінде қарастырылады.

Білім беру саласы мен ел экономикасының стратегиялық мақсаттарының бірі – педагогикалық жоғары оқу орындары мен олардың түлектерінің бәсекеге қабілеттілігі. Сонымен бірге болашақ педагогтарды жаңа технологиямен оқыту үрдісіне бағыт-бағдар беру қажеттілігі туындап отыр. Бұл мақаланың мақсаты – эмпирикалық талдау негізінде әлеуметтік серіктестік технологиясын пайдалана отырып, әлеуетті жұмыс берушілер мен мамандарды тарту жағдайында соңғы стандарттар мен талаптар бойынша болашақ әлеуметтік педагогтарды даярлаудың тиімді жолдарын табу. Болашақ мамандарға сауалнама жүргізу және сарапшылардан сұхбат алу арқылы болашақ жұмыс берушілердің рөлі талданды. Болашақ педагогтарды даярлаудағы әлеуетті жұмыс берушілердің, жоғары оқу орындарының және мемлекеттің рөлі сараланды. Бұл мақалада әлеуметтік серіктестік – болашақ әлеуметтік педагогтарды заманауи талаптар мен стандарттарға сай дайындаудың қажетті технологияларының бірі екендігі туралы қорытынды жасалды. Эмпирикалық талдаудың қорытындысы жоғары оқу орындарындағы болашақ әлеуметтік педагогтарды сапалы және кәсіби даярлаудағы мақаланың практикалық маңыздылығын ашады.

**Түйін сөздер:** болашақ әлеуметтік педагог, әлеуметтік серіктестік, жұмыс берушілер, кәсіби біліктілік, кәсіби білім, әлеуметтік серіктестіктің қазіргі формалары.

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## СУЩНОСТЬ ПОДГОТОВКИ БУДУЩИХ СОЦИАЛЬНЫХ ПЕДАГОГОВ В СОЦИАЛЬНОМ ПАРТНЕРСТВЕ

*Аннотация*

В независимой стране, живущей в рамках социально-экономических отношений, необходимо довести человеческий капитал до уровня государственного, отвечающего требованиям потенциальных работодателей и пользующегося высоким спросом. При этом одной из основных задач системы образования считается

подготовка будущих социальных педагогов в условиях социального партнерства, рассмотрение интересов каждой стороны, участвующей в партнерстве, профессиональное развитие будущих специалистов.

Одной из стратегических целей сферы образования и экономики страны является повышение конкурентоспособности педагогических вузов и их выпускников. В то же время существует необходимость направлять процесс обучения будущих педагогов новым технологиям. Цель данной статьи - на основе эмпирического анализа найти эффективные пути подготовки будущих социальных педагогов по новейшим стандартам и требованиям в условиях привлечения потенциальных работодателей и специалистов с использованием технологии социального партнерства. Роль будущих работодателей анализировалась посредством опроса будущих специалистов и экспертных интервью. Дифференцировались роли потенциальных работодателей, высших учебных заведений и государства в подготовке будущих педагогов. В данной статье сделан вывод, что социальное партнерство является одной из необходимых технологий подготовки будущих социальных педагогов согласно современным требованиям и стандартам. Заключение эмпирического анализа раскрывает практическую значимость статьи в качественной и профессиональной подготовке будущих социальных педагогов в вузах.

**Ключевые слова:** будущий социальный педагог, социальное партнерство, работодатели, профессиональная квалификация, профессиональное образование, современные формы социального партнерства.

**Basic provisions.** Training future social educators involving stakeholders is a key aspect of education modernization. It allows future specialists to be competitive in their field and also decreases unemployment rate. Involvement of stakeholders stimulates educational process and promotes cooperation skills. Social partnership is used as an educational technology, that focuses on deep understanding all rights of all participants (University-Stakeholders-Graduates) and takes into consideration all their interests. By preparing in this way, students are preparing to become not just social educators, but also excellent educators, mentors, tutors who are able to effectively upgrade children of the future generation. The system of training social educators on the basis of social partnership embodies an innovative and technological approach that promotes deeper and practical awareness, as well as the development of key skills necessary for all participants: graduates, stakeholders and future social educators.

**Introduction.** In recent years, the training of future specialists who meet the requirements of employers, are in high demand, and have theoretical and practical knowledge and skills has become a topical issue in universities. Finally, the social partnership concept is closely connected with education, which has been reflected in the following works (Mishin, 2001; Tabakaev, 2001 Smirnov, 2002; Zakirova et al., 2015) [1].

Currently, the connection between universities and labor relations has become an actual issue (Faktorovich 2015, Pereskokova 2017, Sevostyanov 2017). Their combination is known to cause a number of problems (Voznesenskaya 2017, Shekhonin 2017, Korshunov 2018). The issue of harmonizing educational standards with professional standards has been widely discussed. One way to solve this trend is to harmonize the requirements for a future specialist (Serova, 2016; Karavaeva, 2017). However, such an approach undoubtedly raises a number of questions.

After the changes introduced in the law of the Republic of Kazakhstan on January 28, 2018 on the status of a educator, even if there were positive changes in the teaching profession, such as salary and vacation, the status of a social educator is still not at its level. In addition, according to the strategic forecasting agencies of the Republic of Kazakhstan, despite encouraging young professionals to work in schools, there is still a shortage of teaching specialists [2].

The need for professional development of future educators is included in the Law "On the Status of Educators", the state program of the development of education of the Republic of Kazakhstan for 2021-2025, also in other targeted strategic documents for the development of education, and in the national project "Educated Nation" approved by the President of the Republic of Kazakhstan

K. Tokayev this year. [3].

In order to optimize the decisions made in the professional education system, social partnership in the field of professional issues can be considered as a technology of interaction of specialists, as a certain type of interaction of different social groups and the state as a whole. As a result of the

training of university graduates, including pedagogical specialists, the partnership allows to establish a balance between the interests of different parties. However, the analysis of actual educational experience shows that the potential of partnership in training students of pedagogical higher educational institutions is currently not fully utilized.

The improvement of people's well-being influenced on the emergence of commercial universities in the country. Undoubtedly, education quality of the future specialist is directly related to the educational institution. For example, L.N.Gumilyov Eurasian National University, according to the expertise of the world ranking systems, has been showing excellent results year after year, for example, in 2019 it was among the top 300 universities, and next year this indicator will be much more advanced. And in 2022, according to the analysis of Times Higher Education, this university was included in the world's best 600 universities in the field of "Social Sciences". These indicators are the prerequisites for graduates of this university to become specialists in high demand. According to the announcement of the National Chamber of Atameken, in 2021 among the "Pedagogical Sciences" the educational program "Pedagogy" took the 1st place with a 100% indicator of employment of graduates. Of course, this indicator is based on the high level of preparation of the graduates and the qualification of the teaching staff of the department, as well as the probability of potential employer partners of the department.

Now in this article we will reveal the essence of social partnership in the training of future social educators.

The basic principles, tasks, subjects, and general system of social partnership are clearly and distinctly stated on the Justice Law website of the Republic of Kazakhstan in Articles 3, 4, 5 of Chapter 2 [4]. This law establishes social partnership in the Republic of Kazakhstan - agreements and mutual responsibility of each party to achieve goals of common social importance as a tripartism system.

Social partnership is an interdisciplinary research phenomenon. Its roots begin with studies in economics (V.P.Kiselev, V.G.Smolkov), regulatory and legal relations (L.A.Gordon, K.G. Mitrofanov, E.V. Klopov, Y.G. Odegov, R.G. Rudenko, I.G. Shablinsky), who proved that social partnership is the basis for establishing economic and political stability in society (V.A. Borisov, A.B.Vetrov, K.G.Kyazimov), and its versatility, i.e. the variety of modern society those who considered it as an effective way to solve their problems (V.V. Komarovsky, B.S. Model, I.M. Model).

The term "social partnership" has been studied in more than 90 candidate theses in the fields of sociology, philosophy, political science, law, history, and economics. In the thesis of E.K. Kashlenko, social partnership was considered as an interdisciplinary phenomenon, its meaningful nature is widely considered in the spectrum of science. In social and labor relations, social partnership is engaged with several areas as state educational establishments, commercial and governmental organizations (L.A. Gordon, A.V.Vetrov, V.A. Mikheev, E.V. Klopov, L.N. Konovalova, V.N.Yakimets). Interaction in the sphere of social and labor makes it possible to consider social partnership as a basic strategy that does not cause tension and leads to bilateral or tripartite agreement. That is, social partnership can be considered as a mechanism for regulating the resolution of conflicts where the goals of different social groups have prevented them from reaching a common agreement. Social partnership is the best tool which conserves the interests of all parts. However, the bond between HEI (higher educational institutions) and Stakeholders is not always fruitful (Smirnov, Tkachenko, Polyakov 2004). Moreover, the acquired skills of young graduates may not be suitable for innovative methods in modern conditions. As a result, graduates of many educational institutions cannot immediately enter the workforce after receiving a diploma because they do not meet the requirements of potential employers (Shaidullina et al., 2015). Accordingly, professional education should be continuous and meet the requirements of the employer. In this regard, there is a need to find new ways of establishing social partnership in the period of modern economy (Muratov, 2009; Sibgatova et al., 2015). The role of the state in professional education is

special, because the state, taking into account the interests of the society, economy, educational institutions, creates conditions for establishing effective partnerships, but recently special attention is paid to the interests of employers.

Research on university-community partnerships covers many issues. Research outcome has shown that developing university-community alliances is of active interest to higher education institutions (Miller and Hafner 2008). Fisher, Fabricant, and Simmons (2005) argue that the dramatic development of university–community partnerships must occur in the context of tremendous social, economic, and institutional changes affecting higher education. Additionally, this trend is part of a reaction to the general perception of universities as socially and academically out of touch with the larger social issues of the age. This trend toward critical social science has given rise to a number of collaborative approaches to research and practice (Bock 1982; Boyer 1990; Israel et al., 1998). Research shows that strong partnerships with communities are important resources for teaching, research, and practice (Johnson Butterfield and Soska 2005; Suarez-Balcazar and Kinney 2006). The collaborative process is interactive and based on common goals; and it enables the generation of different solutions to problems and concerns (Silka 1999). Additionally, by involving community residents in research and planning, researchers can develop programs with immediate relevance and policy implications (Farquhar and Dobson 2005) [5].

Kazakhstan is undergoing a number of reforms in the training of educators, to provide education at any level of secondary school, and a master's degree is mandatory for educators. At the heart of this change, Kazakhstani schools are establishing close relationships with educational partners. This partnership is based on mutual duties and responsibilities. The main goal is to establish a connection between the theoretical and practical knowledge of future specialists and to influence changes in the training program of future educators.

**Materials and Methods.** Theoretical methods (analysis, synthesis and justification of social partnership development components, generalization method for formulating research conclusions; modeling of stages of social partnership technologies); empirical methods (research and analysis of pedagogical practice, training programs for the preparation of future social educators in partnership, training in universities of employers and partner entities; surveys and diagnostics (interviews with potential employers, P(V)E to identify P(V)E schools and employers P(V)E development features of social partnership on the basis of training pedagogical specialists.

**Results and Discussion.** Social partnership is used as an effective tool to strengthen competition in the country's economy. Competitiveness is a socio-economic category that describes a person's potential ability to work and is given by three levels of ability:

- the first level - a set of qualities characterizing the ability to work;
  - the second level – mastering job search skills, being able to convince the employer by showing one's advantages;
  - the third level – compliance of the nature of the workforce with the requirements of the workplace [6].
- Based on these statements, it is concluded that although competitiveness is associated with the word "competition", it does not mean "competition", "rivalry", "equity". As the analysis of the concept of "competition" shows, if the competition between people and living organisms is not based on virtue, then competition is the result of the social involvement of the future specialist, which is connected to the activity of competitiveness, aptitude, business, talent and the importance of the level of intelligence which is necessary for the successful performance of professional duties. Thus, the competitiveness is an indicator of value and high quality. In particular, the set of goals and value orientations in the course of personality development [7].

The development of modern society makes great demands on the education system, including the need to develop the higher education system. The centuries-old pedagogic system should not be destroyed, on the contrary, it should gradually develop along the path of evolution, and pedagogic accents should be changed. New requirements for students in higher educational institutions arise from the level of competence of professional skills and affect the process of

professional training of future specialists. Today, the training of students is focused on the action-practical component, where the future specialist will acquire practical competencies related to the field of his professional activity in the context of the implementation of educational and research activities. The modern labor market considers it important to look for not only a highly professional specialist, but also a competent employee with developed socio-emotional skills, which are observed in the system beyond professional skills. Currently, higher educational institutions should demand from future specialists not only excellent professional knowledge and experience, but also the development of soft skills [8].

At the same time, pragmatic partnership is also important. If it contributes to the improvement of the labor market and the growth of productivity, as a result, social partnership increases the activity of labor motivation and strengthens competition in the economy.

Social partnership materially improves the well-being of workers and motivates them morally, improves the quality of life, and increases the income of the employer.

At present, the modern policy of social partnership is not through organizing demonstrations and strikes, but through negotiations, reaching a uniform position and finding many solutions.

Social partnership in education should be understood in the following forms:

- partnership between the professional community and the educational system between social groups;
- workers of the educational system establishing partnerships with other spheres of society;
- contributing to the creation of civil society, initiates the partnership education system as a special form of social life;

The latest partnership is important, the educational system has the opportunity to change it, to test it, to design it, to establish new important services.

In the modern education system, social partnership is represented as a state-community aspect of education management. Usually it depends on the creation of three different management systems:

- personnel (a tool aimed at the activity of the professional-pedagogical community);
- financier (a tool aimed at the transparency and rationality of the financial flow);
- information (a means of education aimed at positive, constructive and perspective thinking).

We believe that the development of primary, secondary and higher education standards based on global forecasts is an essential part of the partnership of civilizations in the field of education in order to know who needs to be trained today [9]. Since this article is about the training of future social educators, first of all, the answer to the question of who is a social educator was sought. Therefore, using the method of content analysis, in the context of current changes in education, the definitions that reveal the content and meaning of the concept of a social pedagogue are studied

(Table 1).

**Table 1 - content analysis of the concept of "Social pedagogue"**

№	Definition of a social pedagogue	Authors	Link
1	A social pedagogue is a mediator, a connecting link between an individual, family and environment, contributing to pedagogically appropriate reconstruction of this environment.	Yu. Vasilkova V.	Vasylkova Yu.V. Social pedagogy: course lectures: textbook. - M.: Academy, 2006. - 120 p.
2	A social pedagogue is a highly developed sense of duty, a deontological sign, self-awareness and improvement, which determines the purpose and problems of a specialist's social functions in understanding the problems of anthropology.	Mamanova Alma Sharippulina	Formation of deontological competence of the future social educator University 37.013.42:316.647.5 6D012300 – Social pedagogy and self-awareness, ENU
3	A social pedagogue is a pedagogical profession that supports personality development and its formation, as well as is capable of solving social problems at various levels	I.R. Khalitova	Social pedagogy: educational tool. - Main 2nd. - Almaty: Education, 2007. - 199 p.
4	First, the mediator in the context: person - micro-society - society; connection between the client and the state - state social services, organizations and institutions for social work with young people. In addition, a social educator is a defender of the interests of young people and the legal rights of each client	Teslenko A.N. Pedagogy: textbook for undergraduates. - Astana: EAGI, 2010. - 465 p.	Teslenko A.N. Pedagogy: textbook for undergraduates. - Astana: EAGI, 2010. - 465 p.



5	The social pedagogue carries out social-pedagogical activities with all categories of the population: children, teenagers, young people, adults. It is designed to create favorable conditions for the development and socialization of an individual	P.A. Shertenko, G.A. Voronina (Russia)	Shertenko P.A., Voronina G.A. Methodology and technology of work of a social educator: Study. study allowance. higher education ped. study of the plant / under the editorship. V.A. Slastenina. - M.: Academy, 2001. - 208 p.
6	An educator who contributes to the personal and social development of a person and works not only with people who are considered a problem group, but with all categories of people.	Davies Jones/ (Scotland)	Davies Jones H.D. (1994b). The social pedagogue in Western Europe // Journal of Interprofessional Care. - Vol. 8, # 1. - R. 19–29
7	A guardian specialist who not only supports the legal and procedural rights of children, but also ensures the social integration and high social position of each child in society.	P. Petrie/P. Petrie (England)	Petrie P., Boddy J., Cameron C., Wigfall V. & Simon A. Working with Children in Care // Maidenhead: Open University Press, 2006

As shown in the table, the concept of "social pedagogue" is a specialist who performs many different functions, but has one common goal, that is, dealing with the problem of personality formation. It is aimed at coordinating the interests of all participants of this process and ensuring the possibility of attracting educational resources for its implementation.

In England, social workers and social educators work in many organizations. They are provided by central and local management positions, that is, social pedagogues belong to reputable organizations.

The first drawback of training social pedagogues in England is the shortness of the training process, it is only 1 year, in the two-year program, the student must work in 2-3 social assistance institutions under the supervision of a tutor.

Students who plan to work in state social institutions provide assistance to people from special groups. People in this group include orphans, poor families, the disabled, the elderly, the mentally ill, and criminals of all ages. Therefore, students should know the rules of the existing group.

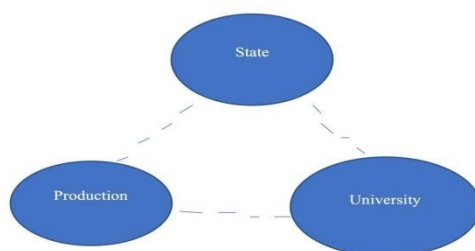
In Canada, social workers/educators have a wide range of activities. They work for:

- various state institutions;
- educational institutions (schools, universities, etc.)
- institutions and offices;
- family and child protection agencies;
- children's educational institutions;
- healthcare facilities
- community centers (centers for working with the community);
- hospitals and hospitals;
- have opportunities to work in military units.

The Triple Helix model shows the innovation-oriented relationship between HEI-Industry-State. (Etzkowitz, 2003). Three versions of this model make it possible to study the pace of partnership between higher education and industry, to understand barriers and optimal conditions [10]. (Etzkowitz and Leydesdorff, 2000; Leydesdorff and Etzkowitz, 1998; Varblane et al., 2008). Triple Helix 1 - the state option - the state intervenes in the establishment of mutual cooperation between universities and industry. In this model, the state is the driving force. This model aims to strengthen the economy (Varblane et al., 2008). Triple Helix 2 - liberal management - industry,



universities, the state work individually, but not in a close relationship. The 3rd type of The Triple Helix is the creation of hybrid organizations by alternating the executive roles of this triple. This model suggests the creation of an equal partnership between universities, industry and the state, and the development of an education-oriented economy. (Etzkowitz, 2002, 2003; Etzkowitz and Dzisah, 2007; Etzkowitz and Leydesdorff, 1999; Etzkowitz, Webster et al., 2000). In conclusion, due to the lack of equal rights, despite the acceleration of innovation by universities and industry, there is a weakness of partnership in Kazakhstan [11]. In the USA, the triple model is in vast usage among higher educational institutions.



Picture 1. Triple model

At present, we are not able to trust on the regulatory model. There is an urgent need for a hybrid model where consensus is essential as one of the main pillars of this model. It requires the development of a consensus idea. Kazakhstan should have a hybrid model that many regions, companies, and universities consider to be the most productive. For example, the Triple Helix community offers wide range of opportunity for interacting with partners which is beneficial for all sides. Each educational establishment should be ready for new innovative ideas and tackle the issues in collaboration.

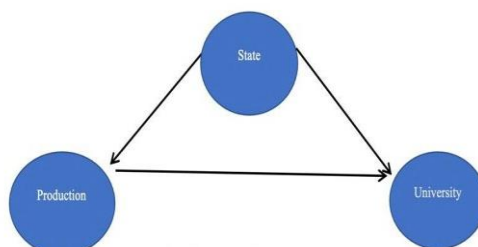
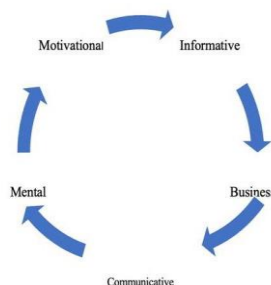


Figure 2. Balanced triple model

The current model demonstrates that universities have gained new functions. Since the Middle Ages, universities have gone through several stages of educational reforms. Scientific research has become part of the service. In the study laboratory at the university, students followed practical instructions and recommendations. Sometimes in the framework of such laboratory work, new knowledge with a significant future was created. According to this model, the conclusion arose due to the transformation of universities from educational and scientific institutions to professional ones, and the hybridization of their missions.

Experimental work by a student of the educational program "Social pedagogy and self-awareness" of L.N.Gumilyov Eurasian National University (38) and of the educational program "General and social pedagogy and self-awareness" of Kazakh National Women's Teacher Training University (24) graduate students took part in the experiment below. 20 of them graduate students work as social pedagogues in various educational environments. Surveys and interviews were conducted with 10 university educators and 62 graduate students in these two universities.

In the preparation of future social pedagogues on the basis of social partnership, the following components are part of the formation of skills and knowledge of future specialists, as shown in the following diagram.

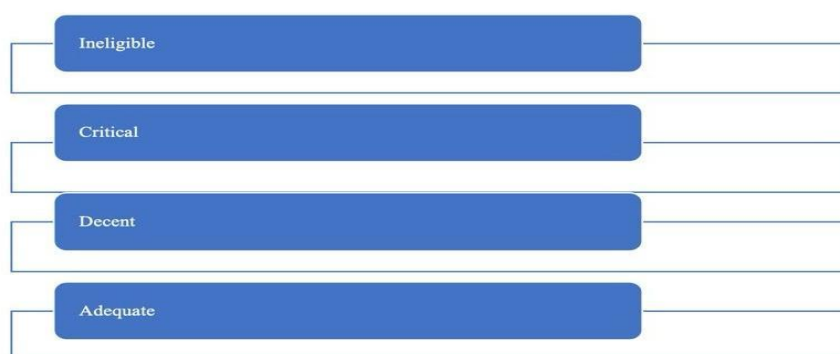


- Informational – theoretical and practical awareness of the target subject, ability to solve conflicts with partners and gaining collaborative techniques which is vital in involving professional education;
- Business – ability to avoid stress situations and self-control management, be ready to be a mediator who is good at negotiating with partners skillfully;
- Motivational – challenging productive career opportunities and desire to get career growth;
- Mental – readiness to change views, principles towards fixed stereotypes, ability to have stable features in character and respect ideas of another side and be flexible both emotionally and mentally;
- Communicative- ability to interact with all sides in reaching personal and social goals, come to joint and successful conclusions.

Above factors are essential in formation of effective future social educators. If these components are not clearly visible in the competence of future social pedagogues, it indicates the low level of professional training of graduates. The above-mentioned set of features increases the employment potential of future specialists.

Evaluation of above factors (informational,

business, motivational, mental and communication) for professional training of future social educators made it possible to acquire an integral indicator leading to four levels:



*The levels of these indicated integral indicators can be classified as follows.*

- Ineligible - the student still had basic ideas related to professional competency and unable to determine basic principles;

- Critical – the level of formation when it is still hard to differentiate typical issues and take measures to tackle them;
- Decent – the level of satisfaction when basic methods and work principles are getting clear and the candidate is able to follow the algorithm of educational curriculum;
- Adequate – challenging level when a student can perform gained skills and put into practice creative ideas and offers in demonstrating positive outcomes in the way of formation.

In order to make thorough calculation of the integrated index for professional training (IIPR), we used the qualitative approach:  $IIPR=k(\text{inf})+k(\text{o})+k(\text{m})+k(\text{id})+k(\text{c})$ .

Informational (informative), business (operational), motivational, mental (ideological) and communication indices are summarized. These indices are equal to the level of each of these components.

Among the students of the educational program "Pedagogy" of the L.N.Gumilyov Eurasian National University (38) and "General and social pedagogy and self-awareness" of the Kazakh National Women's Teacher Training University there has been conducted an expert survey of (24) graduate students of the above educational programs and faculty members of the above-mentioned universities. These respondents demonstrated their thorough knowledge related to the concept of social partnership, guiding innovative technologies, the ways to get social balance and shared with techniques to avoid social conflicts and pressure.

Experts demonstrated their attitude towards aspects of social partnership at the higher education institution focused on deciding issues how to train future specialists and successful employment (48%), challenges to protect vulnerable society (45%), their performance to complete tasks independently, obligations and tasks (20%) and influencing ideological and conceptual aspects of the problem (15%). At the same time, the community of educators noted that there is an opportunity to form a new approach to social policy, supporting the people (57%) and the use of partnership technologies as methods of solving social conflicts (40%).

The biggest proportions of participants presume that the student must gain well-prepared educational curriculum focused on mainly practical training rather than theoretical one and surely accumulated on collaboration (40%), in tough cases that need collaboration in the sphere of a social educator (42%). The department reported the availability of information technology (IT), specially equipped classrooms (35%), practice-based learning facilities (35%) and accurate placement test tasks to identify the professionalism (20%) in guiding the educational curriculum.

Overall, analytical judges acknowledged the social necessity and confessed that the partnership is not only for the professional activities of future social educators, but also it is crucial to be regarded as a foundation to tackle the issues in the collaboration with stakeholders.

The main research direction of the article is to implement joint activities within social partnership, attract potential employers and representatives of the business sector, expand students' theoretical knowledge, form agreement skills, integrate other subjects through traditional classes and seminars, and accompany the preparation of future social educators as a result of mutual communication. The productivity of social partnership collaboration is proved by the following internal and external indicators. The number of current partners of the department and recent collaborators joined in academic cooperation has dramatically increased under the education curriculum L.N. Gumilyov "Pedagogy".

We observe the performance improvement of future social educators' professionalism during the above investigation (Table 1), that is, it rose from 11.9 to 28 points (planned level). The total positive outcome is not only because of successful performance in specific components of professional training (first of all, the increase of the ideological (conscious) component, which considers social partnership as a worldview process, and the communicative component is a better understanding of the fact that various social entities are interested in the same goal, and also since the third year students are offered courses which will train professionals and prepare for further collaboration needs.

Table 1: Dynamics of professional training of the future social educator

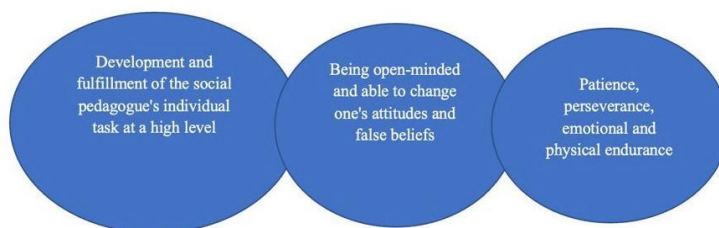
Ped componet	3 course	4 course	1 course Master	2 course master students
Motivational	2,7	3,8	4,2	5,8
Cognitive	2,2	3,9	4,2	5,9
Communicative	2,2	3,5	4,4	5,5
Total	11,9	18,1	20,9	28
	inappropriate	critical	quite apprpriate	appropriate
Level	I	II	III	IV

Vertical: components (motivational, cognitive (ideological), communicative). Horizontal: University years. Levels: I-inapprop, II-critical, III-quite approp, IV approp

The dynamics of such changes brought positive changes to professional qualification improvement of future social educators in partnership. The study indicated that future social educators assist students immediately to get involved in social work having graduated from higher educational institution.

The outcome of the study proved the importance of a special course called Social partnership for future social educators, and the Social partnership course can be the basis for the formation of a future specialist as a sought-after specialist.

**Conclusion.** However, the following are the characteristics of a specialist who performs the difficult and interesting role of a social educator:



Armed with thorough knowledge and gaining practical skills in the following areas as psychology, sociology, social psychology, law , any specialist is ready to involve social work activities.

All above experimental work proved both theoretically and practically makes meaningful contribution in Kazakstani education system and allows to train competent specialist whose work is in high demand.

We were guided by the organization of the introduction of the concept and discipline of social partnership, and tried to systematize pedagogical conditions in professional education in the joint training of future specialists based on the integration of social protection institutions.

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