

## **THE INTERACTION OF LABOR MARKET AND EDUCATIONAL SERVICES MARKET CONSIDERING SOCIAL PARTNERSHIP MECHANISM AND SPECIFICITY OF THE REGIONAL EDUCATIONAL POLICY**

Sergeeva Marina Georgievna

*Doctor of Pedagogic Sciences (Advanced Doctor), Associate Professor, Professor of the Department of Social Pedagogy, Institute of Foreign Languages, Peoples' Friendship University of Russia, Russia*

Flyagina Viktoria Yuryevna

*Candidate of Historical Sciences, Kemerovo State University, Russia*

Taranenko Irina Vsevolodovna

*Doctor of Economic Sciences (Advanced Doctor), Professor, Head of International Marketing Department, Alfred Nobel University, Ukraine*

Krasnova Evgenia Vitalievna

*Candidate of Philological Sciences (Ph.D.), Associate Professor, Don State Technical University, Russia*

Vylkova Alevtina Vladimirovna

*Doctor of Pedagogic Sciences (Advanced Doctor), Associate Professor, Federal State Institution "Research Institute of the Federal Penitentiary Service", Russia*

### **ABSTRACT**

Introduction. In connection with the change in the objectives of training of modern specialists it is necessary to change the methods and technologies of professional education, providing training of mobile, competitive specialists who can master the changing production and social technologies with the skills of self-education and commitment to professional development throughout working life. The methodology of the study. For professional educational organization to maintain its competitiveness it is necessary to take care of the quality of specialist training. Currently, there are a number of methods of competitiveness estimation; great part of them is designed to assess the competitiveness of goods. For educational services a limited number of methods for their calculations can be applied, which, moreover, possess certain drawbacks that hinder their practical use. The results of the study. The question of improving the system of professional training and employment of graduates is one of the major problems of modern vocational training educational institutions. Consideration. The creation of a modern system of social partnership in Russia is connected with the beginning of reforming of economy, its transition to a market economy and specifics of the regional educational policy. Conclusion. For vocational education system social partnership is a "natural form of existence in the market economy conditions".

**KEYWORDS:** Consumers of educational services, educational services market, labor market, market orientation of educational institution, social partnership, regional educational policy

## INTRODUCTION

The dynamism of modern social change creates a need for specialists who can analyze the ever-changing social and economic trends, adopt and implement creative solutions in a situation of market competition, eliminate the stereotyping of deepening its humanistic orientation of industrial and personal spheres of interaction. In these circumstances the most important task of vocational schools is the production of a competent person meeting the requirements of market economy [14].

Russia has an extensive network of vocational schools for training specialists for all branches of economy and social sphere.

These institutions focused on training specialists in accordance with the queries of forming labour market, which is characterized by the following trends [5]:

- a sharp demand reduction for low-skilled workers;
- the emergence of an elite stratum of skilled workers, serving sophisticated electronic and automatic equipment;
- reducing the number of production workers and the increase in staff involved in design, maintenance, and marketing;
- priority of workers with the skills of handling modern office equipment and computers, knowledge of foreign languages in the field of their profession;
- the need for middle managers, able to organize collective work, planning human and material resources with the greatest efficiency;
- the demand for specialists capable of manufacturing activities at the professional skills level from the first days of independent labor activity.

Modern specialist must be ready not only to perform social and productive activities in market economy conditions, it must also be professionally competent; should be able to improve his professional skills systematically and to update and enrich their knowledge continuously, to apply them in his activity; to build interpersonal relationships and to make management decisions, have organisational skills, therefore, the market economy is reasonably imposes *new requirements* to specialists' training:

- high level of qualification and professionalism, which are an important factor of social protection and professional development of the individual;
- the formation of knowledge, abilities and skills, and also professionally important personal qualities, which are called key competencies, that is caused by the strengthening of integration points in production technologies;
- high professional mobility due to changes in the types of people's employment in connection with the mass emergence of small and medium enterprises of different ownership forms, as well as the development of individual private activities;
- training of new type specialists, that are able to adapt easily to changing situations, independently acquiring the necessary knowledge and skillfully applying them in practice;
- training of competitive specialist, that is able: to think critically independently, to see problems arising in the real world and find ways of their rational overcoming using modern technologies; to understand clearly where and how acquired knowledge can be applied in reality; to be able to generate new ideas, think creatively; to work competently with the information; to be sociable, contact in various social groups, to be able to work together in different areas, preventing the conflict situations or skillfully get out of them; to work independently on the development of personal morality, intelligence, cultural level [7].

## THE METHODOLOGY OF THE STUDY

For educational institution in a competitive environment it is necessary to take care of the quality of training specialists to meet the requirements of market economy. New conditions of educational services provision in Russia, such as the transition from state monopoly to a mixed system of education, paid education, need the restructuring of educational institutions. Competition for consumers tightened quality requirements and conditions of training services.

Currently, there are a number of methods of competitiveness estimation, great part of them is designed to assess the competitiveness of goods. Some of the existing methods identify the competitiveness of the product with the competitiveness of the organization, what it is not always possible to agree. Analysis of methods of competitiveness estimation of company allows noting that, considering educational services a limited number of methods for their calculations can be applied, which, moreover, possess certain drawbacks that hinder their practical use [9].

From the educational services customer's and consumer's point of view, each service should have certain boundaries, content, cost and other parameters. The subject of the service must meet certain requirements, and the service itself needs to be properly structured. First of all, the goal of education must be realistic and achievable: what customer can expect in the result of service. The same goal can be achieved in different ways; different learning tasks can be applied to achieve the goal. So, the customer or the consumer of the service must know the ways by which the goal will be achieved. Each way of learning will have its parameter values: the cost of training, duration, amount of knowledge. It is very important to determine with the customer the way of control (testing) assimilated items of service: knowledge, skills, psychological functions [17].

Thus, the educational service includes the following components: purpose, desired result; learning tasks for achieving the goal, as each teaching method must be accompanied by determination of parameters; control of mastering, terms of service, the goal achievement [4].

To identify *the part of educational services consumers* we must apply to the model of the social and economic system, proposed by D.V. Minaev, which is a part of the vocational education system (Fig.1) [11].

In the model the numbers indicate the following processes and threads:

- 1 – the transition of the population of younger ages in the employable age.
- 2 – the transition of the working population in the part of the unskilled labour force (without professional education).
- 3 – the entrance of the working population to study in professional educational institutions.
- 4 – the transition of the working population in part of a highly skilled labour force.
- 5 – the labour force release on the reasons of: the retirement age, various kinds of unemployment, disability, natural population decline.

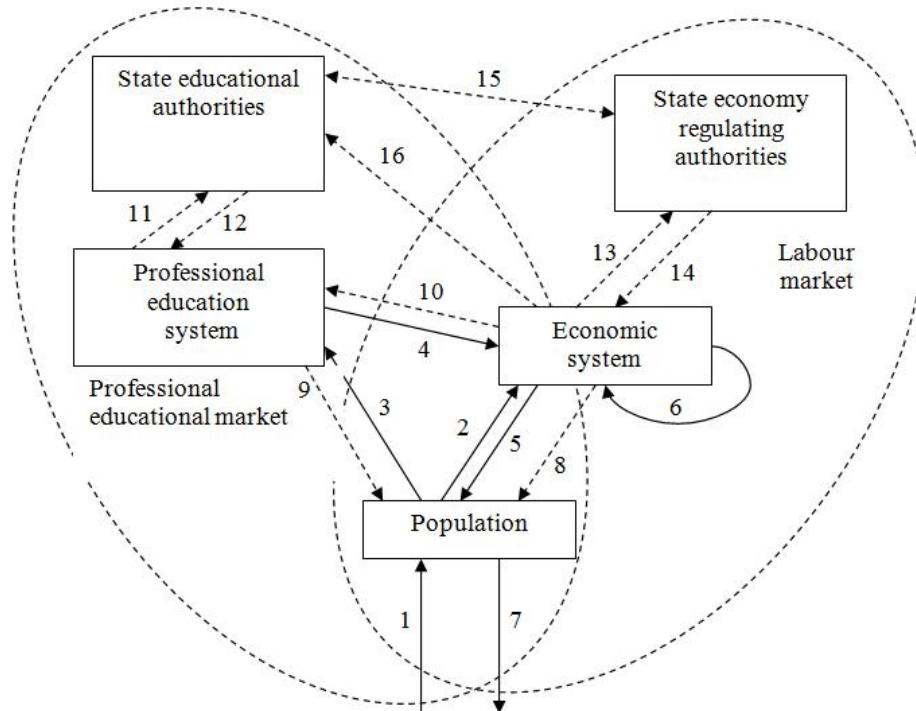


Fig. 1. The place of education in the social and economic system:  
 - information flows;  
 - the change of individuals' status

6 – redistribution of the labour force without changing the educational and professional status, as well as through the employment service.

7 – the transition of the working population of older age and that lost the ability to work in the unworkable staff.

8 – information about jobs, market conditions and prospects for jobs.

9 – information about the opportunities of vocational education for the population.

10 – information about the needs for skilled workers.

11 – information about the current status of vocational education system.

12 – standards, legislative and regulatory documents, enrollment and funding of training of specialists for government strategically important and socially significant sectors of the economy.

13 – information about the state of the economic system, current and promising structure and production volumes.

14 – regulatory impact on the economic system, policy management of economic system.

15 – defining and approving the required scope and structure of professional personnel.

16 – study and definition of necessary volumes and structure of professional personnel.

Based on the presented model, D.V. Minaev [11] clarifies the composition of the main types of consumers and their basic needs on the educational market: private individuals (individuals and families) – individual need; employers (companies, organizations) – corporate needs; government and non-profit public organization – public (group) need.

To clarify the concept “structure” we refer to encyclopaedias. In the Philosophical encyclopedic dictionary (1989) the structure is defined as “the composition, location, order, a set

of stable ties of the object, ensuring the preservation of its basic properties at various external and internal changes; the main characteristic of the system, its invariant aspect” [3]. In the Explanatory dictionary of the Russian language structure is defined as “a composition, internal arrangement”. In the Russian sociological encyclopedia structure means (“from the Latin - composition, arrangement, order) the location and connection of parts constituting a whole; the internal composition of something”. In the same dictionary different structures are selected: by the sphere of existence – material (physical, biological, chemical) and ideal (mental, cognitive, logical); by the nature of the connection – ordinal, compositional, topological; by the direction – substantial and functional; by the variety of connection – simple and complex. In the modern dictionary on pedagogy, the structure is considered as a set of stable relations between a set of components of the object, ensuring its integrity and self-identity. Insight into the structure supposes consideration of the object as a system [8].

The relationship between labour markets and educational services emerge when an educational institution goes on the labour market with outcomes of its educational activities, mediated in knowledge, skills and abilities of graduates. Graduates offer their labour to companies which evaluate the qualifications of this labour force in the form of starting salaries and other conditions of employment. The educational services manufacturer is interested in the fact that its educational program meets the requirements of the labour market, and graduates learn the programme as fully as possible. Firstly, the labour market determines the basic standards of the education quality in the form of changes in demand for certain specialists, specification of knowledge and skills that should be possessed by candidates for specific jobs. Secondly, the prospect of employment is an important motive underlying the selection of educational products for the consumer. The interconnection and interdependence of the educational services market and labour market are given the right to assert that demand and supply on the educational services market are influenced by the demand for skills in the labour market [1].

In the current conditions of the market economy only those companies can take its rightful place in the educational market that actively use marketing tools [15]: the constant study of supply and demand; creating a balanced portfolio of services; offer prices that are adequate to effective demand and quality of services; the implementation of flexible communication and sales policy.

Marketing approaches to such a specific area, like professional education, is a relatively new area of economic science. And although in recent years many researchers have dealt with this problem, many questions are raised in small degree. This largely relates to the concept of educational goods and analysis of the educational services market. So, one of the steady state conditions of the educational institution, according to A.V. Alferov and A.G. Bezdudnaya, are studies of the labour market, market of services, i.e. marketing research and use of their results in marketing activities [1].

## **THE RESULTS OF THE STUDY**

The issue of improving the vocational training system and employment of graduates is one of the major problems of modern vocational training institutions, and its future development, its competitiveness in the educational services market depends on how wisely and carefully it will be solved on the level of educational institutions of professional education.

National doctrine of education of the Russian Federation puts the relevant national objective, “the involvement of employers and other customers, specialists of social partnership and vocational education to meet the needs of the labour market” [13].

The most important means of improving the activities of professional educational institutions in modern conditions is the strengthening and development of social partnership of all individuals and organizations interested in quality training of specialists for different spheres of production. In terms of labour market, social partnership is becoming an important means of improving the quality of vocational education and adaptation of young specialists to the new economic conditions [10].

By *social partnership* we mean a system of contractual relations, organizational, pedagogical and economic cooperation of vocational education with employers, employment services, schools, trade unions, parents, enabling to include these institutions in market relations. We see social partnership in the development of the following activities: forecasting training of skilled workers and professionals; accounting the requirements of the labour market on the basis of the analysis and evaluation of key indicators; improving the relationship between school and enterprises, the main customers of specialists [12].

For the successful solution of these important tasks the coordination and integration of activities of education authorities at regional and municipal levels, agencies for labour and employment, economic development, employers, heads of enterprises and organizations, as well as the specific professional education institutions are required [2].

## CONSIDERATION

The creation of a modern system of social partnership in Russia connected with the beginning of reforming of economy, its transition to a market economy and *specifics of the regional educational policy*. These changes required a radical revision of the nature of social partnership of workers, employers and the state as an effective system of legal regulation of social and labour relations. Social dialogue in the economy moves increasingly from the area of wages and employment (which remains vital) in the area of competence and qualification, the primary means of achieving them is a professional training [6].

In a number of subjects of the Russian Federation the laws “On social partnership” were adopted. However, in fact, if in the sphere of labor relations, the mechanism of social partnership in Russia has been already developed, the partnership in the sphere of professional education requires the development of its methodological foundations, objectives and mechanism.

The difficulties of the research and development of pedagogically efficient system of social partnership in the field of vocational training are related to the fact that the system of secondary professional education was in the early 90-ies in the most difficult position compared to other levels of education. In a short period of time it passed the way from a system that “produced” labour force depending on the needs of particular (base) enterprises to the system, forced to focus on a rapidly changing labour market. In recent years, a certain form of participation of employers in social partnership in vocational education at the regional level started to develop. Employers are becoming increasingly involved in assessing the quality of graduates of professional education institutions. Representatives of the companies included in the structure of the State Attestation Commissions conducting the final examination. Signing of the contracts between an employer, employment center and educational institution on training the unemployed for specific jobs became more widely practiced, that should be recognized as a positive factor of social partnership development. Public professional education authorities act more as buyers of educational services, the functions of these authorities moved gradually from the sphere of educational services production to the field of the protection of the interests of consumers of such services. In the basis of the modern educational space formation administration component ceases to be the chief one and yielded to contrac-

tual (including economic) relations on implementation by educational institutions the orders for the staff training. For the effective functioning of this system, the government promotes the development of market situation, competition in the education sector, and on the producers side, and on the side of educational services consumers.

## CONCLUSION

It can be assumed that the further development of state-public management will go towards the formation of the Institute of cooperation, in which the legal form of “establishment” will disappear. Similar potential lies in the legally approved status of an autonomous non-profit organization. Distinctive features of this legal form are: voluntary creation, no limitation on the composition of the founders. From this follows the economic ability of the founder to receive part of the profits from the activities of the educational institution, and therefore really care of its strengthening and high prestige.

For vocational education, social partnership is a “natural form of existence in the conditions of market economy” (I.P. Smirnov). Only in close contact with employers, it becomes possible to realize effectively the fundamental function – providing the labor market with required specialists for the real sector of the economy. In addition, for professional education institutions additional opportunities are discovered, such as:

- permanent access to information on the labour market, allowing to clarify the structure of occupations and amount of training;
- consideration of requirements of employers on the content of training by joint development of training plans and programs;
- organization of students practice on the equipment operating in real sector of economy;
- organization of systematic training of teachers for acquaintance with the latest types of equipment and technological processes;
- creation of a mechanism to evaluate the training quality by the independent expert commissions on tests developed in cooperation with employers;
- targeted specialist training for a particular company that improves the employability of graduates;
- joint projects allowing implementing the refill of the extra-budgetary funds of educational institutions.

The conducted analysis enabled to highlight the following main objectives in the field of professional education in the conditions of interaction of labour market and educational services market based on social partnership mechanism and specificity of the regional educational policy:

- implementation of the state policy in the field of staff vocational education and training;
- ensuring the developing labour market with the necessary volume of personnel of the required profiles and qualifications taking into account the main trends of strategic development of regional economy;
- the rapid adaptation of vocational training institutions and retraining to changes in the labour market;
- improving the human potential, professional mobility and competitiveness of employees.

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