

ОШ МАМЛЕКЕТТИК УНИВЕРСИТЕТИНИН ЖАРЧЫСЫ

ВЕСТНИК ОШКОГО ГОСУДАРСТВЕННОГО УНИВЕРСИТЕТА

BULLETIN OF OSH STATE UNIVERSITY

ISSN: 1694-7452 e-ISSN: 1694-8610

№1/2024, 108-119

*ПЕДАГОГИКА*

УДК: 378

DOI: [10.52754/16948610\\_2024\\_1\\_10](https://doi.org/10.52754/16948610_2024_1_10)

**SOCIAL PARTNERSHIP ROLE IN EDUCATION MODERNIZATION: A CASE STUDY  
ON KYRGYZSTAN AND KAZAKHSTAN**

СОЦИАЛДЫК ӨНӨКТӨШТҮК БИЛИМ БЕРҮҮНҮН МОДЕРНИЗАЦИЯСЫНЫН  
ЭЛЕМЕНТИ КАТАРЫ: КЫРГЫЗСТАН ЖАНА КАЗАКСТАНСТАНДЫН КЕЙС  
ИЗИЛДӨӨСҮ

СОЦИАЛЬНОЕ ПАРТНЕРСТВО КАК ЭЛЕМЕНТ МОДЕРНИЗАЦИИ ОБРАЗОВАНИЯ:  
КЕЙС СТАДИ КЫРГЫЗСТАНА И КАЗАХСТАНА

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## SOCIAL PARTNERSHIP ROLE IN EDUCATION MODERNIZATION: A CASE STUDY ON KYRGYZSTAN AND KAZAKHSTAN

**Abstract** The study is focused on the modern tendency in education, human and social relation service to turn to partnership methods in solving competence of future specialists, considering the interests of all parts as Universities-Employers-Graduates and defines that social partnership an integral component of practical work, and is considered as foundation for professional training in this sphere. The paper presents the development of social partnership in both countries as Kyrgyzstan and Kazakhstan and offers pedagogical approaches and innovative technologies to provide successful university training on the basis of collaboration. The technologies for training future specialists' readiness and the pedagogical conditions contribute in modernization of education, provide the opportunity to develop social partnership and develop cooperative communication with various social institutions (NPO( non-governmental organizations), educational establishments, commercial and non-commercial organizations, etc.) in the educational system.

**Keywords:** social partnership, triple model, innovative technologies, pedagogical approaches, collaboration.

**СОЦИАЛДЫК ӨНӨКТӨШТҮК БИЛИМ  
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КАЗАКСТАНСТАНДЫН КЕЙС ИЗИЛДӨӨСҮ**

### **Аннотация**

Макаланын темасынын актуалдуулугу билим берүү, социалдык жана социалдык мамилелер чөйрөсүндөгү ЖОЖ-жумуш берүүчүлөр катары эки тараптардын кызыкчылыктарын эске алуу менен келечектеги адистердин компетенцияларын чечүүдө өнөктөштүк методдорго кайрылуунун заманбап умтулуу аракетин менен шартталган. Бүтүрүүчүлөр жана социалдык өнөктөштүк практикалык иштин ажырагыс бөлүгү болуп саналат жана бул чөйрөдө кесиптик даярдоонун негизи болуп саналат деп аныктоого болот. Макалада эки өлкөнүн – Кыргызстан менен Казакстандын социалдык өнөктөштүгүнүн өнүгүүсү чагылдырылган, ошондой эле кызматташуунун негизинде университеттерде ийгиликтүү окутууну камсыз кылуу үчүн педагогикалык ыкмалар жана инновациялык технологиялар сунушталат. Келечектеги адистерди даярдоонун технологиялары жана педагогикалык шарттар билим берүүнү модернизациялоого көмөктөшөт, социалдык өнөктөштүктү өнүктүрүүгө жана билим берүү системасынын ар турдуу социалдык институттары менен кызматташтык байланыштарды өнүктүрүүгө мүмкүнчүлүк берет.

**Ачкыч сөздөр:** социалдык өнөктөштүк, үчилтик модели, инновациялык технологиялар, педагогикалык ыкмалар, кызматташтык.

**СОЦИАЛЬНОЕ ПАРТНЕРСТВО КАК ЭЛЕМЕНТ  
МОДЕРНИЗАЦИИ ОБРАЗОВАНИЯ: КЕЙС СТАДИ  
КЫРГЫЗСТАНА И КАЗАХСТАНА**

### **Аннотация**

Актуальность темы статьи обусловлена современной тенденцией в сфере образования, социальных и социальных отношений, выявления методов партнерства в решении компетенций будущих специалистов, учитывая интересы всех сторон как ВУЗов-Работодателей-Выпускников и определяя, что социальное партнерство является неотъемлемой составляющей практической работы и считается основой профессиональной подготовки в этой сфере. В статье представлено развитие социального партнерства в обеих странах – Кыргызстане и Казахстане, а также предложены педагогические подходы и инновационные технологии для обеспечения успешного обучения в университетах на основе сотрудничества. Технологии подготовки будущих специалистов и педагогические условия способствуют модернизации образования, дают возможность развивать социальное партнерство и развивать кооперативные связи с различными социальными институтами образовательной системы.

**Ключевые слова:** социальное партнерство, тройная модель, инновационные технологии, педагогические подходы, сотрудничество.

## Introduction

The theoretical and applied foundations of the scientific support of the education modernization is actualized within the social partnership, the need for professional training of qualified specialists in demand and the need to involve partners (employers) in this process, innovative technologies and pedagogical conditions for the training of future specialists in the context of social partnership from a theoretical and methodological point of view is essential issue.

The engagement of social partners such as schools, NGOs, various commercial organizations in training future competent specialists at University level mobilizes resources and assures the quality and efficiency of future specialists [11].

At the same time, the survey of the literature and scientific studies related to the topic have displayed insufficiency of works that consider the specific content of educational institutions cooperation in the context of social partnership in education system, and possible interrelation between educational institutions and state, public and commercial structures regarding their contribution into the issues of training professionals for future contribution in labor is to be competitive and reduce the level of unemployment. This raises the issue of developing the innovative technologies and pedagogical conditions for social partnership to be further introduced in the process of education and training.

The main participants of social partnership in education are external and internal social partners.

- external types include: public management community (legislative and executive authorities, labor and employment, social and youth policy institutions, media organizations);

- educational community (general and secondary education, vocational education, additional vocational education organizations);

- professional community (domestic enterprises, commercial organizations, foreign companies, associations of industrialists, research institutes, design bureaus);

- public community (public councils, charity funds, alumni associations, guardianship councils, youth associations);

- subjects of the educational process whose internal social partners are directly involved in the educational process (administration, teachers, technical staff, students).

A new way of coordinating the goals and activities of all participants of this process requires the creation of a systemic structure that unites external and internal partners.

## Literature review

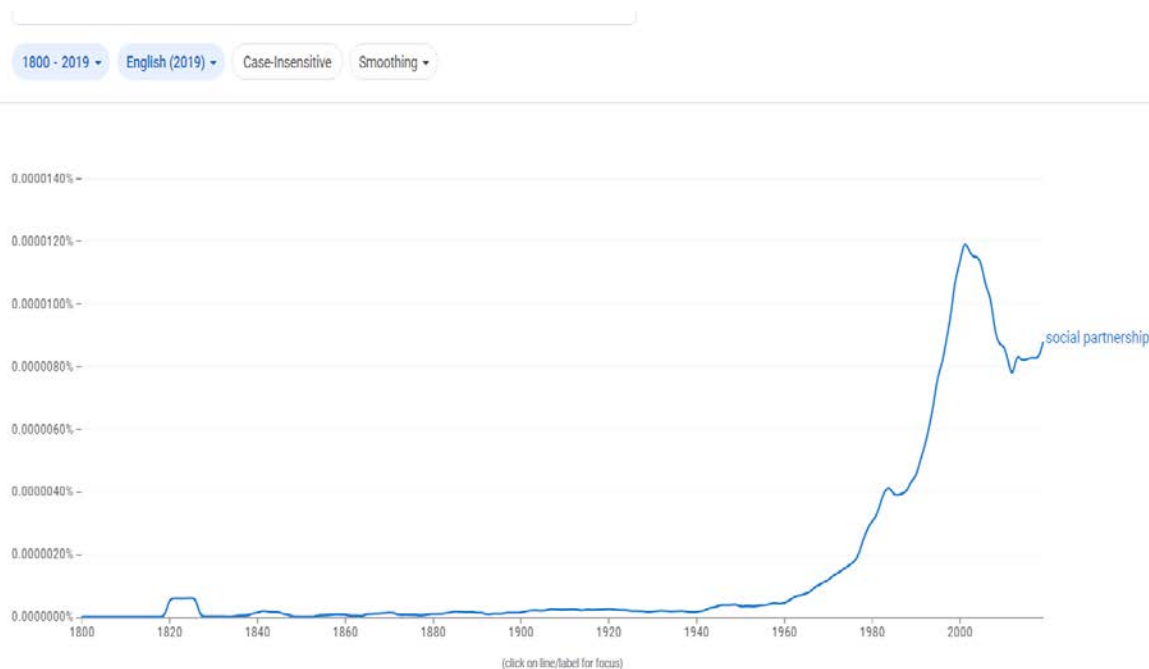
The evolution and development of social partnership phenomenon, was formed as a social act of regulating public relations in the field of economics, sociology, labor relations, and developed as a type of joint action of people aimed at coordinating public interests. Today, social partnership is a method of civilized settlement of social and labor disputes, ways and mechanisms to achieve social stability of the society, and allows resolving destructive, possible tension.

Henry Itzkovich, a scientist from Stanford University, proposed a triple (state, university and business) spiral model, in which the majority of the youth community is concentrated in the

university, and the partnership is based on knowledge, so the institutional partnership takes the lead in the society. At the same time, the high-tech enterprises, state and university partnerships widely used in the USA emphasize the importance of a hybrid model leading to consensus [1].

Changes in socio-economic conditions, the transition to a market economy and decentralization of management in Kyrgyzstan have led to the need to formulate new approaches in the field of vocational education and training. One of the directions of new approaches was the formation and development of social partnership in this area. This was a natural phenomenon, since the main economic task was to stop the economic decline and achieve economic growth, which was slowed down by the Russian crisis of 1998. Only starting in 2000, Kyrgyzstan moved on a trajectory of sustainable economic growth, which was facilitated by the positive economic dynamics of the main traditional economic partners of Kyrgyzstan and Kazakhstan.

The transition to a trajectory of economic growth has raised the issue of vocational training more acutely. And in this regard, issues of cooperation between various participants in the vocational training process have become particularly relevant.



**Diagram 1.** Ngram indicator for the development of social partnership technology according to the indicator of the statistical tool.

As it is seen (1 Diagram) the popularity of social partnership was in the beginning of 2000. And in 2003 Adoption of the Law "On social partnership in the field of labor relations in the Kyrgyz Republic" allowed to give social dialogue the status of an institutional mechanism.

As for Kazakhstan, the development of social partnership in education is defined in a number of legislative acts:

Law of the Republic of Kazakhstan "On Social Partnership" dated December 18, 2000 No. 129-II RKZ [2];

Law of the Republic of Kazakhstan "On Public-Private Partnership" dated October 31, 2015 No. 379-V RKZ [3].

Social partnership of educational institution is qualitatively different from other forms of interaction: patronage, sponsorship trusteeship. The basic idea - a win-win co-operation, in which the educational institution is a full partner.

This means immediate and direct exchange of resources attracted by the social partners on the specific results of the educational institution. Social partnership is not limited to one-off actions, it is based on mutual trust and long-term basis.

In studies of local and foreign scientists have traditionally distinguished the following forms of social partnership in the vocational training system:

- Partnership in education between the various groups of the professional community;
- Partnership in which educators come into contact with the representatives of other spheres of social reproduction;
- A partnership that initiates the education system as a special sphere of social life, to contribute to the development of civil society [4]. Thus, social partnership allows to operate effectively and successfully, bearing in mind the priority perspective, common to all the partners to effectively coordinate the joint activities with a clear understanding of their responsibilities. This activity is most effective and cost-effective for partners, including in the education system.

Formation of mechanisms of social partnership is considered one of the main tasks of modernizing professional education. Educational organization as an open socio-pedagogical system is in close contact with the outside world. The nature of these connections affects the effectiveness of the educational organization, management structure, development, independent development and competitiveness [5].

## Discussion and Recommendations

***Social Partnership in Kazakhstan.*** The study of social partnership practices in the vocational education system shows that educational institutions have a high level of quality of education, achieve this not only by internal factors increase the level of education of students, but also the opportunities of the labor market factor as well as government and public institutions, stakeholders (governments, businesses, educators, students, parents).

The internal factors to improve the quality of education are: effective management of the educational process, the level of requirements in the educational process, the effectiveness of all forms of studies, the students motivation to study, use of modern technology, based on the development of cognitive interest to the teaching, the availability of pedagogical diagnostics educational institution system and etc.

With regard to social partnership in vocational education, it is the most important factor affecting its quality, because it allows the organization to include in the pedagogical process the main consumers of educational services with their own interests, their own ideas about the tasks and the role of vocational education and its quality [6].

The main criterion for the effectiveness of social partnership in vocational education is a qualitative characteristic such as the demand for graduates in the labor market, as expressed by the following indicators: the percentage of employment, the quality of the proposed work, the duration of attachment to the workplace.

In vocational training are three levels of social partnership:

- Formation and implementation of educational order, which assesses the quality of professional training;
- Employment of graduates, which is estimated at Maturity of employee competencies: key, professional, special;
- Adaptation of the young expert and his career [7].
- Analysis of the theory and practice of social partnership reveals the following contradictions in the system of vocational education:
  - Between the objective need for a shift in the state and public examination of the quality of educational services in vocational education and preferred orientation of current practices in the internal evaluation of the quality;
  - Between the modern requirements of employers to the level and quality of training of graduates and the underdevelopment of the problem of external evaluation of the quality of primary education;
  - Between the experiences of social partnership in vocational education and underdevelopment of the theoretical aspects of its implementation as a factor for improving the quality of education.

Based on the foregoing, it is necessary to determine: if there are no organizational and pedagogical conditions of social partnership has a positive impact on the quality training of graduates in primary vocational education and acts as a factor improving the quality of initial vocational training.

The graduates of pedagogical universities today should receive not only professional knowledge, skills, and to develop professional-significant qualities. In this regard, it is important to use pedagogically relevant provisions of preparation of future teachers. It is essential that future career givers and teachers can effectively communicate with the people around him in the system of interpersonal relations, able to navigate in social situations, able to correctly determine the personality traits and emotional states of other people, to choose appropriate ways to interact and implement these techniques in the professional activity.

Teaching high school may be of interest as the main initiator of the social partnership in the sphere of vocational teacher education as: firstly, it has enough space for a variety of large and small public meetings where people can meet and discuss professional problems, the ways and means to solve them, determine ways of interaction. Moreover, a significant portion of the local population - a social group of students and their parents, which is regularly and routinely discuss issues of education, leisure, health, safety and more;

Secondly, a higher education institution - a team of professionals with pedagogical education and having practical skills training, cultural, educational, educational, organizational activities, as well as the applicability of a child and for an adult audience;

Third, higher educational institution has material and technical resources, a large territory and equipment, office equipment for the practical implementation of various social actions and innovation, embodying its elements in their daily training and educational activities.

It should be noted that the social partners can be real and potential. For real partners are entities or organizations with which the educational establishment is already operating, has permanent communication and interaction program. Potential partners - those with which educational institution has no permanent links, but considers that, in the organization of cooperation with them can be fruitful. Potential subjects of social partnership in the sphere of vocational teacher education are: educational institutions in Kazakhstan and abroad; education authorities (national and regional); Labor and Employment Authority (national, regional and local); employers at all levels; public and commercial organizations; students.

Development of social partnership - is a flexible form of cooperation, based on a clear division of roles of responsibility and interest, which aims to: increase the quality of training of future specialists, meeting the current and future needs for highly qualified specialists.

Analyzing the above, we believe that the social partnership institution can be considered as:

- Social resource of educational institutions;
- Stabilization factor of the regional labor market;
- A way to integrate innovation and educational activity of participants of partnership with a view to positive socio-economic changes;
- Interaction of technology experts in the field of professional problems in order to optimize decision-making;
- A certain type of relationship, in which interested the various social groups and the state as a whole;
- Mechanism of social and innovative development processes in the university.

The effectiveness of this interaction depends on the clarity of the definition of objectives, goals formulation, correct distribution of roles, duties and responsibilities of all parties on the basis of mutual interests and the implementation of such principles as humanization, cooperation, democratization, subsidiary, integration, flexibility and openness. Next, take a closer look about them.

*Humanization* as the leading idea of social development must permeate all categories and areas of cooperation partners in order to create opportunities for the development of creative individuality of the student's personality.

*The cooperation* of educational and social structures and production. This principle is defined by the strategy of socio-economic development, changes in relations between educational institutions and enterprises, supply and demand for education services.

*Democratization* - improving access to all members of society to cooperate in meeting the social and educational needs on the basis of social partnership. Social partnership as a social phenomenon of social practice, due to the development of democratic principles.

*Complementarily* of all kinds of social partnership in the university provides for a person to choose any form of cooperation with a view to implementation in the field of formal, informal (self) and informal education needs.

*Integration* of educational structures. Create a common educational space, which is now appropriate to consider in the regional aspect. This space can be understood as the totality of all entities in the region, directly or indirectly involved in the educational process.

*The flexibility* of the system and all its components is the ability to quickly rebuild, in accordance with the changing needs of production, society and the individual. Providing maximum flexibility variety of different forms of interaction.

*The openness* of the vocational education system is reflected in its ability to setting new goals, outstripping update the content, incorporation of educational innovations, new mechanisms of social partnership.

### **Social Partnership in Kyrqyzstan**

The search for approaches to social partnership is one of the directions for the development of the vocational education system, and employers are considered as the main partners of the educational institution; the prospects for its development largely depend on them.

The country is experiencing increased interest in the problems of vocational education and training on the part of employers, and there are numerous examples of successful, mutually beneficial cooperation. The study also points out some conditions that hinder the faster and more effective development of social partnerships. The analysis allows us to identify such particularly significant problems as the lack of legislative conditions and insufficient understanding of the need for social partnership and the inability to identify areas of intervention and provide mechanisms for the involvement of social partners [12].

Within the framework of the Kyrgyz-Canadian project “Training for Employment”, training is based on the needs of a specific customer, with his direct participation, not only in the development of training programs, but also, very importantly, in the organization of places for training practice, and assessment of learning outcomes. For the first time in assessment practice, in these educational institutions, as well as in PL 98, the assessment is carried out by employers, and the educational institution only provides logistics.

Unfortunately, employers are currently only interested in occupations that are in demand in the services market. In addition, employers are attracted by the equipment and personnel potential of the educational institution that meets modern requirements. Not all educational institutions are ready to provide this.

The main problem areas that are very relevant today and require the participation of social partners:

- *Prospects for the development of the market for jobs and professions.* Due to the uncertainty in the economic development of the country, it is quite difficult for entrepreneurs to calculate a long-term strategy for the development of their business, and as a result, the need for labor resources.
- *Technologies for developing professional standards.* Today, the technologies of prescriptions still dominate, rather than the identification of interests and their coordination. The development of programs comes from the position of “state” interests by government agencies. At the same time, over 80% of business entities are non-state organizations. At the



same time, professional organizations, both employers and employees, have little understanding of the development of professional standards and mechanisms for their coordination.

- *Financial support for vocational education and training.* This is one of the cornerstone issues in this area. Basic training today is financed by the state (whose capabilities are very limited), short-term training is funded by enterprises and international organizations. There is no private investment in vocational training today, because there is no legal framework and economic incentives.

## Methods

### *Pedagogical Approaches and Innovative Technologies*

Mutually beneficial cooperation for the partnership of vocational education organization and employers shows the need to consider the pedagogical approaches - to achieve the quality of training the future specialist in the context of social partnership.

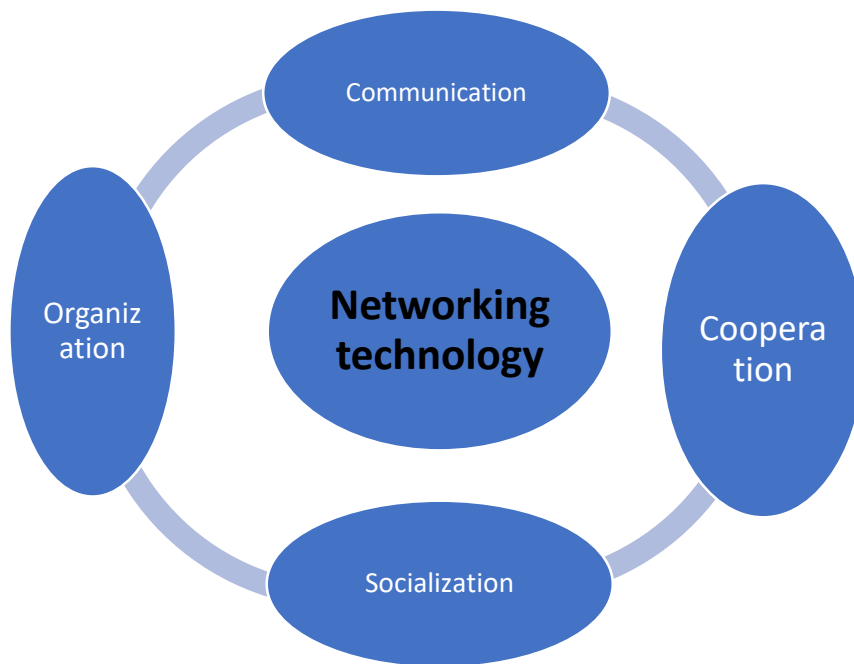
The synergetic approach (B.S. Gershunsky) is a new methodology of cooperation or synergy of education aimed at learning the methods of self-awareness and self-development for students who consider the pedagogical world from a synergistic point of view. . Synergetics is of great importance as a theory of cooperation. After all, in the context of social partnership, the organization of the educational process in a synergistic direction allows learners to understand the tasks and the actual problems discussed, to search for solutions, to draw conclusions, to generalize, the levels of subjects, the purpose, the principles of social partnership, while mastering the demands of the learners in a cooperative and collaborative manner, creates an opportunity to consider the forms, results, and potential together.

The purpose of the joint action of the teacher and the student is characterized by the development of self-management, self-regulation, self-organization, the ability to self-control the learning activity and its need [8].

*Technological approach* (V.V. Afanasyev, V.P. Bepalko, M.V. Klarin, J. Scrivener, N.D. Khmel, K.R. Kalkeeva, etc.) is tailored at achieving educational goals, comprehensively solve the problems of the educational process, determine and predict the results by maintaining the process management and block-module learning algorithm.

A.G. According to Maslow, the main and decisive means of personality development is action. The structure of the action includes the goal, means, result and process. When a person dedicates his life to his profession, the activity leads to self-realization of a person [9].

Today, *innovative technologies* play an important role as one of the directions of modernization of professional education, which allows students to develop a network of social partnership with future employers (stakeholders), monitor the dynamics of the development of the labor market, socio-cultural priorities demanded by the modern society, in order to become a specialist in demand.



*Networking technology* expands opportunities to invest in the future, i.e., the role of social partners in the career of future professionals and to work with them in a cooperative relationship. According to Raluca Graebner, a consultant at the Leadership Research Institute, trust-based collaboration can greatly contribute to a successful career for future professionals. Any new partner has the potential for mutually beneficial cooperation and guarantees the opening of new opportunities. Case-championships, various hackathons, practical events, online trainings and courses allow students to jointly solve problems with partners. The social mission of vocational guidance is to balance a person's professional and vocational aspirations with the need for qualified personnel. Thus, the subject space of professionally oriented networking can be represented as a "triangle of interaction": "students - universities - employers". In this triangle, educational organizations, teachers, psychologists, professional counselors play the auxiliary role of qualified mediators.

In foreign practice, "Social partnership in vocational education" is based on the context of information exchange with potential employers (stakeholders), and it is implemented on the basis of three partnership models: resource model, national level social issue model and public sector model [10].

## Findings

100 students took part in experimental work: 50 students in the experimental group (EG) (4 course, graduates) 50 respondents were involved in the control group (CG).

Networking technology is tailored at developing the ability and opportunities of students to be effective in the chosen field of activity to form the professional competence as future specialists; to understand how to mobilize one's resources and capabilities to move from the present to the future; to teach as mastering the experience of solving real life tasks; allows to increase functional abilities and social responsibilities.

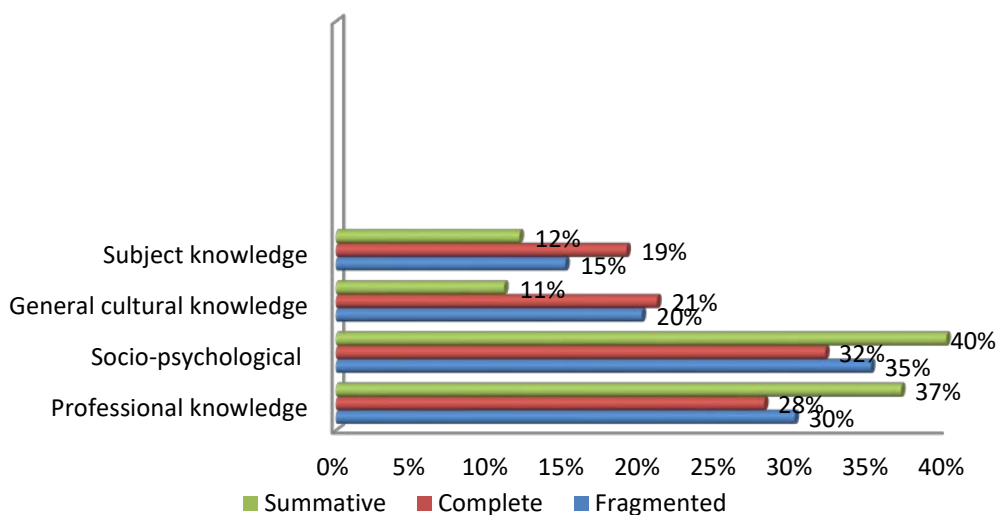
The cognitive component of training future specialists in the context of social partnership, that is, depends on theoretical and methodological knowledge of the meaning of social partnership and opportunities for organizing interaction with partners in education. The results of diagnostics of the formation of psychological-pedagogical, socio-pedagogical, general cultural and subject knowledge about social partnership in education made it possible to determine the levels of students of the experimental (EG) and control (CG) groups by analyzing the obtained data.

**Table 1.** - Results of diagnostics of formation of psychological-pedagogical, social-pedagogical, general cultural and subject knowledge of students during the formation period of the experiment

Indicators	Fragmented knowledge		Complete knowledge		Summative knowledge	
	EG, %	CG, %	EG, %	CG, %	EG, %	CG, %
Professional knowledge	30	30	28	27	37	38
Socio-Psychological knowledge	35	35	32	31	40	40
General cultural knowledge	20	22	21	22	11	11
Subject knowledge	15	13	19	20	12	11

Notice:  
 1. EG – experimental group  
 2. CG – control group

As we can see from Table 1, the most important difference in the experimental group (EG) can be observed in theoretical and methodological knowledge about the meaning of SP and the possibilities of organizing interaction with SP. This is also legitimate, because this knowledge proves the effectiveness of the developed model of preparing students for the university.



EG – experimental group; CG – control group

Figure 1 - Diagram of formation of students' psychological-pedagogical, social-pedagogical, general cultural and subject knowledge during the formation period of the experiment

Thus, summing up the innovative diagnosis of training future specialists in the context of social partnership, it is possible to conclude that if the interest in the process of preparation for the university is increased in the experimental group (EG), and on the contrary, in the control group (CG), many students are indifferent to the process of preparation at university level.

## Conclusion

Today in educational practice are the processes associated with the expansion of partnerships from interdepartmental and intersectional. With growing relevance of the pooling of resources of society in solving the most complex social problems partnership becomes an important positive trend, forming a new type of relations in the sphere of education of the person. To this end, the education system must be flexible, dynamic and open to change. That is, its basis should also be based on innovation, innovative structure principles typical of the century of information and development of innovative economy.

It is obvious that in this new field of education is still a lot of undeveloped and unexplored topics, in particular, in terms of practical implementation, require additional study path, steps, forms and mechanisms of social partnership in education as a means of improving quality.

In conclusion, it should be emphasized once again that the creation of an effective system of social partnership in vocational education is becoming a priority today not only for educational institutions, but no less for employers, employment services, local authorities, and, most importantly, - for students, graduates, and the younger generation of Kyrgyzstan.

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