

Development of Partnerships in Additional Education

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Today, the role of partnerships in Russian education system is expanding and acquiring new features. Partnerships in additional education provide educational institutions with the opportunity to offer students a much wider range of services and improve their organization. Therefore, we can talk about the relevance of introducing partnerships into the system of additional education. However, in order to obtain positive results from such interaction, their qualitative construction is necessary. The purpose of the article is to study the development of partnerships in additional education. The authors reveal their essential characteristics and consider partnerships in the institution of additional education as a tool that expands its capabilities. The article defines that in the process of creating an educational institution system of partnership with other organizations, there are three main stages that ensure establishment of long-term cooperation. The first stage is preparation. The second stage defines the legal framework of the partnership. Next comes the functional phase in which the direct construction of partnerships with a particular organization takes place. In 2017, to confirm the need to expand areas of study in the institution of additional education, a survey among parents was conducted. The survey results and analysis of the overall situation showed the need to introduce partnerships. The authors demonstrate the effectiveness of social partnership on the example of the additional education institution "Shining" and the Polet Creative Development Center conducting a survey among parents whose children study in the institution. Among the questions were: are you satisfied with the emergence of new areas of study? Does your child attend these classes? Does the child like the classes? The results obtained allowed us to talk about the relevance of the participation of Center employees in the life of an educational institution. The results of the study, due to which the requirements disclosed in the article were established, will help in further development of social partnership of institutions.

Index Terms: social partnership, partnerships, education, additional education.

I. INTRODUCTION

At the present stage of development of the system of additional education in Russia, active changes are taking place. [2] Training of students is carried out with the

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involvement of new elements that contribute to the functional development of the institution. [3] These elements are the social partners that the educational institution chooses independently. Institutions of additional education, first of all, organize social environment in which students find themselves.

Social partnership occurs when participants begin to work together, realizing that it is beneficial to each of them. In addition, socio-economic conditions in which educational institutions operate force leaders to look for new forms of management, new, improved management mechanisms, additional resources capable of ensuring the sustainable functioning and further progressive development of the educational institution. One of the promising areas in this regard is interaction with social partners. In modern education, an individualized approach is appreciated, and expanding the staff of teachers will allow its implementation. But we must not forget that for the implementation of activities special training of teachers is required. Only knowledge for the successful implementation of the tasks of additional education is not enough; the teacher needs special personal qualities that ensure his professional competence and success. Additional education at the state level is taken as an important resource for ensuring the human right to free personal development and professional self-determination.

Social partnership in the institution of additional education provides more opportunities for students, allows you to increase the level of education by attracting new professionals to the staff.

However, the success of the interaction depends on the literacy of building partnerships. For this, it is necessary to observe special requirements and take into account the main principles of the development of relations in social partnership (voluntariness, mutual interest, responsibility of the parties, as well as mutual trust). As a result, job descriptions for various categories of specialists will be developed, thanks to which the actions of the parties will be coordinated and systematized. At the same time building a social partnership should go through several stages. At the first stage, common goals, values, capabilities and resources of the parties are determined. The results of the first stage should be: the collective of the institution is aimed at the development of partnership; a database of potential social partners has been formed [10]; identified the capabilities of both parties.

The second stage defines the legal framework of the partnership. At this stage, the primary task is to establish stable relationships between



partners. At the functional stage, the construction of partnerships takes place - partnership projects are being developed, joint activities are being planned, further detailed elaboration of the functions of both parties and their direct implementation are taking place. Only after passing through all these stages, social partnership will bring positive results for both parties.

II. LITERATURE REVIEW

A. The essence of social partnership in education

Social partnership in the framework of educational activities is characterized by the emergence and development of new forms, relationships, the effects and results obtained. Many researchers deal with this issue. However, a single definition of the concept of "social partnership" does not exist. In the Russian education system, social partnership is based on attracting additional resources for the development of the educational process of the institution. THEM. Remorenko explains this concept as a joint collective-distribution activity of different social subjects, leading to positive effects shared by all participants of this activity. I.A. Levitskaya says that social partnership should take place within the framework of the principles of respecting and taking into account the interests of the parties, their interest in participating in contractual relations, voluntariness, systematic consultations and negotiations, compulsory execution of agreements reached, systematic monitoring of the implementation of agreements adopted within the framework of social partnership and treaties. B.V. Avvo considers the following provisions on social partnership in the field of education to be true: partnership of participants in the field of education with representatives of other spheres of social production; partnership in the education system as a sphere of social life, associated with the development of civil society. The general essence of social partnership is reduced to the development of joint activities with partner institutions and the improvement of the educational process and its organization. Social partnership is a cooperation to resolve contradictions between the interests of organizations and increase the educational potential of the subjects of partner activities.

III. METHODOLOGY

The paper presents the results of a survey of parents whose children study at the Shining institution of additional education. In 2017, a survey was conducted, in which 65 respondents took part. They answered the question about the need to expand areas of study. 85% of parents considered expansion a necessary condition for the safe development of the institution. After analyzing the current situation, the leadership of the institution of additional education decided on the need to build social partnership. Fulfilling the requirements and systematically going through each stage indicated by us, the additional education institution "Shining" concluded a partnership agreement with the Polet Creative Development Center. In 2018, after the conclusion of the contract, a survey was conducted among parents again. 74 people took part in it. The questions were compiled on the theme "Your attitude to new occupations that emerged as a

result of a partnership with the Polet Creative Development Center". Among the questions were: Are you satisfied with the emergence of new areas of study? Does your child attend these classes? Does the child like the classes? Have you noted the positive impact of classes with the accompaniment of new teachers on a child?

75% of children attend the entered classes and they like to take part in them (95%). 70% of parents are satisfied with the emergence of new areas of study. In addition, 95% of parents note the positive impact of classes on the child with the accompaniment of new teachers.

Most of the parents reacted positively to the appearance of those, and note the positive impact of the classes on children who like to attend theatrical skills and stage speech. Consequently, the further development of partnership relations of the establishment of additional education "Radiance" is appropriate.

IV. ANALYSIS AND DISCUSSION

In the process of creating an educational institution system of partnerships with other organizations, there are three main stages that ensure the establishment of long-term cooperation and attract necessary educational resources for the implementation of educational programs of a new type, level and focus. [1]

The first stage is preparation. [4] Here issues related to solving the problems of an educational institution through the development of a social partnership system are resolved. The concept of a social partnership system is defined. [8] There is a choice of possible partners. At the first stage, common goals, values, capabilities and resources of the parties are determined. The results of the first stage should be: the collective of the institution is aimed at the development of partnership; a database of potential social partners has been formed [10]; identified the capabilities of both parties.

The second stage defines the legal framework of the partnership. At this stage, the primary task is to establish stable relations between partners. Legal registration of social partnership relations is carried out through the conclusion of contracts.

The result is the following results: cooperation agreement; [5] development of interaction technologies; creating elements of a future social partnership system.

Participants in social partnership can be: state, local government, commercial sector, non-profit sector, enterprises and institutions of other departments, parents). Since the establishment of contacts is not always successful both for objective and for subjective reasons: lack of mutual interests, inability to find them, lack of communication skills, careful preparation is required for each visit of the social partner.

Next comes the functional stage at which the construction of partnerships takes place - partnership projects are being developed, joint activities are being planned, functions of both parties are being further elaborated and they are directly implemented. [9] All this should be done while observing the principles of voluntariness, mutual interest, responsibility of the parties, as well as mutual trust. The result will be: developed job descriptions



for various professional categories; [22] work plan of organizations; [7] a package of expert assessments and the identification of areas for further joint activities; model documents (contracts, program regulations, educational and methodological complexes, other resources). [20]

At the same time, social partnership should not contradict the following principles: convertibility - the educational product can be provided in a remote form and accepted by the educational community; [21] accessibility - adapted for students with different opportunities; consistency of educational programs; innovation - in the process of building learning, innovative technologies and methods should be used; quality and demand for educational products. [6, 19]

The criteria for the effectiveness of the educational cluster are: a unified development strategy; quality educational products; full coordination of educational programs with the needs of customers. [11, 16]

In order to achieve better results in terms of organizing social partnerships, an institution must fulfill the following provisions: improving practical mechanisms for organizing social partnerships that are adapted and oriented for use by educational institutions at various levels; orientation in the choice of objects from the flow of information environment; development of mechanisms for motivating the involvement of educational organizations in the system of social partnership; improving the criteria for evaluating the effectiveness of social partnerships; mastering the technology of developing mechanisms for the development of social partnership; gaining experience in creating a cluster model for organizing social partnership in education.

In 2017, among parents (65 people) whose children study in the Shinyen institution of additional education, a survey was conducted “In your opinion, is it necessary for the institution of additional education to expand areas of study?”. The results are presented in Figure 1.

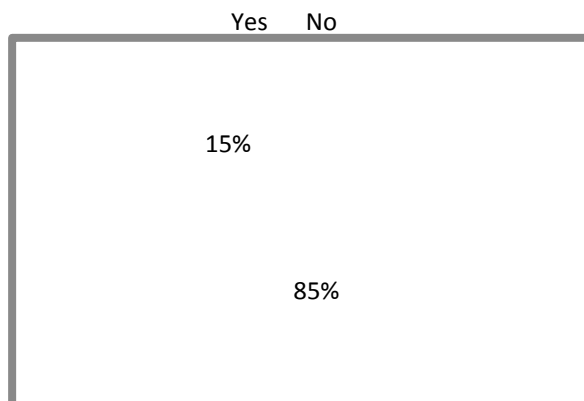


Figure 1 The results of the answers of parents of students in the institution of additional education "Shining" to the question of the need to expand areas of study

Table 1 Questions to identify parental satisfaction with emerging areas of study

Question	Answer
Are you satisfied with the emergence of new areas of study?	Yes/no
Does your child attend these classes?	Yes/no

After analyzing the current situation, the leadership of the institution of additional education decided on the need to build social partnership. Fulfilling the requirements mentioned above, systematically going through each stage, the additional education institution "Shining" concluded a partnership agreement with the Polet Creative Development Center. [12]

The establishment of additional education "Shining" was organized in 2000. Among the services provided: young traffic inspector; vocal and choral studio; drum school; magic modeling; pop dance theater; guitarists; Sport section; modeling circle. Due to problems related to the financial part, its activities were suspended in 2006, but in 2012 it was restored again. [15] The list of services rendered is replenished. Activities are conducted for children from 7 to 17 years old. [13] Socio-pedagogical direction: young traffic inspector. Art direction: vocal and choral studio, drawing; drum school; magic modeling; pop dance theater; guitarists; athletics sports section, gymnastics; modeling circle. The facility also provides its services today. [17]

Center for Creative Development "Flight" was organized in 2015. His work is aimed at the creative development of children through theatrical skills. Works with children from 4 to 17 years. Employees of the center are qualified professionals who provide assistance in physical and psychological development. In the process of learning, they help children to discover their abilities and overcome the complexes. The concept of the institution operates under the motto “revealing one's own I through the game form”. [18]

The interaction of organizations began in 2017. The institution of additional education needed specialists of a narrow profile. The Center for Creative Development has such specialists. And throughout the entire period of his action, he showed himself from the best side. [14]

At the end of 2018, a survey was conducted among parents of students in an additional education institution, which determined their attitude to the specialists who had appeared, thanks to whom such a direction as stage speech and theatrical skills appeared in the institution. Through the survey, we were also able to track the effectiveness of partnerships. 74 parents took part in the survey.

Does the child like the lessons?	Yes/no
Have you noted the positive impact of classes with new teachers accompanied by a child?	Yes/no

75% of children attend the entered classes and they like to take part in them (95%). In addition, 95% of parents note the positive impact of classes on the child with the accompaniment of new teachers. Figure 2 clearly shows that the majority of parents are pleased with the new directions in the institution.

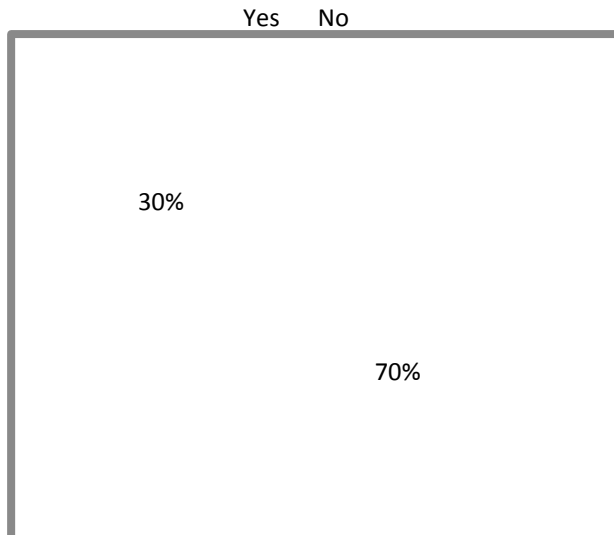


Figure 2 The results of parents' answers to the question "Are you satisfied with the emergence of new areas of study?"

Figure 3 shows the results that were identified after the parents responded, "Does the child like the classes?"

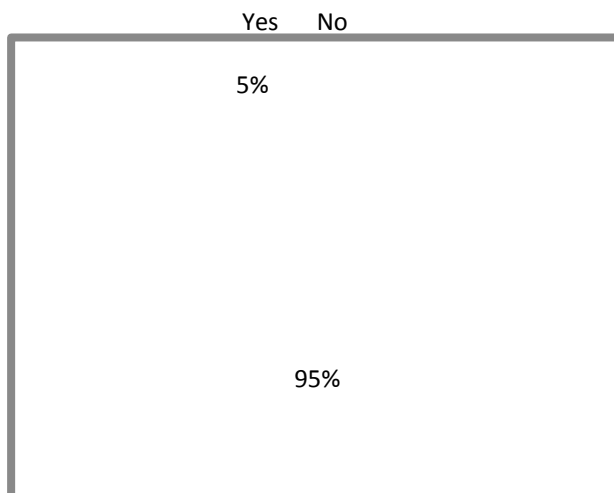


Figure 3 The results of the parents' answers to the question "Do children enjoy classes?"

As can be seen from the obtained data, the prevailing majority of parents noted the professionalism of teachers and the positive impact of the classes introduced.

I. CONCLUSION

In this paper, we conducted a study of the development of partnerships in additional education, revealed its essential characteristics and considered partnerships in the institution of additional education as a tool that expands its capabilities.

A survey of parents before building a social partnership in an additional education institution showed that parents want to expand training areas which serve as an additional impetus to the development of partnership. After its realization among the parents, the survey was conducted again among the students, which allowed establishing the fact of the positive impact of social partnership. Interaction with the social partner The Flying Center for Children's Creative Development allows you to enhance the cultural growth of each individual child, and contributes to successful socialization and adaptation to life. A survey of parents showed that the establishment of additional education for children "Shining" needs to expand the range of social partners and continue to establish contacts. By observing the requirements indicated by us, the educational institution will be able to achieve even greater results.

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