

**HISTORY, METHODOLOGY AND PSYCHOLOGICAL ASPECTS OF
SOCIAL COOPERATION**

To‘xtayeva Zebo Sharifovna

Buxoro muhandislik-texnologiya instituti

“Paxta va yengil sanoat texnologiyalari”

fakulteti dekani, pedagogika fanlari doktori, professor,

zebo-7171@mail.ru

Mamedova Adilya Adilyevna

Osiyo xalqaro universiteti MM8-PP-22-guruh magistranti

Umedova Ma‘mura Nasillo qizi

Buxoro muhandislik-texnologiya instituti

3-kurs talabasi

Annotation. This article highlights such issues as the relationship between enterprises and professional educational institutions, history, methodology and psychological aspects of social cooperation, the integration of production and educational systems, the development of a training system, the development of the abilities of future specialists to independent activity, the establishment of mutually beneficial social cooperation

Keywords: enterprise, history, methodology, vocational education, educational institutions, professional activity, training, integration, social cooperation

**IJTIMOY HAMKORLIK TARIXI, METODOLOGIYASI VA
PSIXOLOGIK ASPEKTLARI**

Annotatsiya. Mazkur maqolada korxonalar va professional ta‘lim muassasalarining hamkorlik munosabatlari, ijtimoiy hamkorlik tarixi, metodologiyasi va psixologik aspektlari, ishlab chiqarish va ta‘lim tizimi integratsiyalashuvi, kadrlar

tayyorlash tizimini rivojlantirish, bo'lajak mutaxassislarning kelajakda mustaqil faoliyat yuritish qobiliyatlarini rivojlantirish, o'zaro manfaatli ijtimoiy hamkorlikni yo'lga qo'yish kabi masalalar yoritib berilgan

Tayanch iboralar: korxonalar, tarix, metodologiya, professional ta'lim, ta'lim muassasalari, kasbiy faoliyat, kadrlar tayyorlash, integratsiya, ijtimoiy hamkorlik

ИСТОРИЯ, МЕТОДОЛОГИЯ И ПСИХОЛОГИЧЕСКИЕ АСПЕКТЫ СОЦИАЛЬНОГО СОТРУДНИЧЕСТВА

Аннотация. В данной статье освещаются такие вопросы, как взаимоотношения предприятий и профессиональных образовательных учреждений, история, методология и психологические аспекты социального сотрудничества, интеграция производственной и образовательной систем, развитие системы подготовки кадров, развитие способностей будущих специалистов к самостоятельной деятельности, налаживание взаимовыгодного социального сотрудничества

Ключевые слова: предприятие, история, методология, профессиональное образование, учебные заведения, профессиональная деятельность, обучение, интеграция, социальное сотрудничество

INTRODUCTION

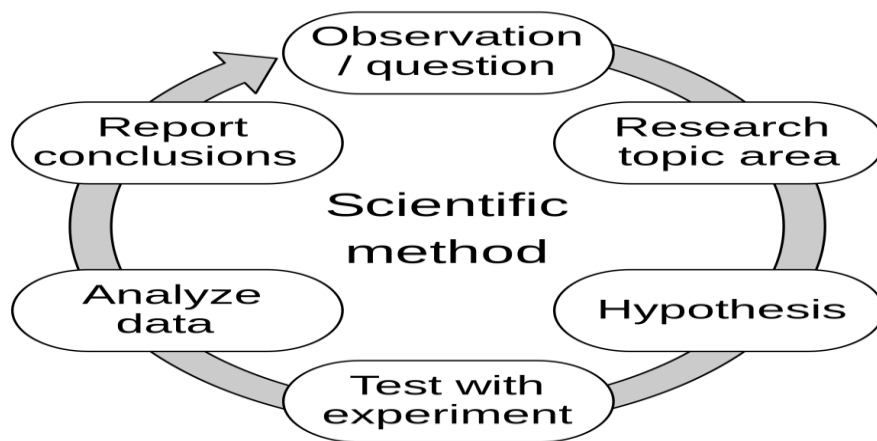
In the system of secondary special educational institutions of the Republic, great attention is paid to the training of independent and free-thinking, enterprising, skilled professionals. Research in this area is of theoretical and practical importance. The legal, legal and methodological basis for reforming the system of technical education institutions has been created. The new version of the Law of the Republic of Uzbekistan "On Education" also identifies the training of highly qualified and cultured, able-bodied and able-bodied personnel in the system of technical educational institutions as one of the main tasks [1, 2].

Social partnership is one of the newest concepts today. In the intervening period, in Western countries, the tool we are emphasizing has been widely used in the effective management of only groups. If we refer to the history of development with this concept, it is acknowledged in the sources that it appeared after the First World War.

LITERATURE REVIEW

Feuerbach's concept as a regulator of the historical process in the nineteenth century from foreign scholars, whose ideological basis served as the basis for social reform, L. Blan and P. Prudo's concept of the concept of "harmonization of relations and the concept of democratization of relations". Over the past century, a number of employers have tried to strike in public (in Russia and other Western countries) in an effort to prevent strikes and protests. This led to the emergence of "working aristocrats."

The reason for the decline of radicalism is that there has been a change in the quality of work. Higher education and high professional skills have become new ways to solve problems through enterprise benefits, good salaries for specialists, improved social



protection,
previous
strikes and
various
contracts.

After the First World War, the creation of a special organization of trade unions in the world became a new way to solve problems.

One such organization was the International Labor Organization in 1919. However, the organization was judged by the organization as an external factor. In fact, the leading factor in the emergence of social cooperation, that is, the internal factor that brings real change in production, is needed.

DISCUSSION

The International Labor Organization is a key factor in establishing social cooperation in the West. As a result, society has gained new opportunities to meet vital needs. At the same time, the International Labor Organization has created high demands on the workforce, which leads to the formation of highly educated professionals. Such demands and connections continued to assimilate the social and psychological features that make up the relationship between the participants in the development process.

In the history of social cooperation, there are certain areas that serve as a methodological basis. They help to explain social partnership. There are three approaches to the essence of social cooperation, which include:

1. Harmonious utopian. The representatives of this approach unite in the common interest of private owners and hired workers. "Without excessive contradictions, all participants are united in the process of production, based on a real economic law," - said the authors of the approach Kamenetsky and Patrishev [2].

Social co-operation is based on the principle of non-achievement, at least in the interests of the parties and the unity of relations. However, it is difficult, if not impossible, to combine interests into a single public interest.

2. Interactive approach. According to the representatives of this approach, equality of interests in social cooperation is a special type of social relations.

We believe that the following third approach will sufficiently clarify the concept of social partnership.

3. "Social cooperation is a feature of social relations in a civilized society based on a market economy. It has the following characteristics:

- the interests of this relationship are the same and the conflicting social, economic and political interests are in principle between different subjects and parties; it is not an opposition to the parties, but an attitude towards a free labor force with reliable knowledge to seek a way to achieve a sustainable social reconciliation;
- this category of relations is of interest to all social groups that are important for the socio-economic development and social stability of society [5].

Thus, the solution of problems in social cooperation itself is a civilized way of resolving conflicts in social labor, which contributes to the achievement of social stability in a peaceful historical way. In monitoring social co-operation, it is important to assist in liaising between co-workers, helping the smaller co-operation parties to define tasks more clearly and to see the results of co-operation more clearly.

Such definitions of social partnership lead to an explanation of its general methodological basis. It is important that our research is of special importance, that is, it is devoted to the pedagogical and methodological solution of the problem associated with the organization and implementation of educational institutions in our country.

Traditionally, social partnership is defined as cooperation in the field of labor. It is defined as a specific type of social labor relationship, which is typical of a market economy and ensures the realization of their basic interests on the basis of equal cooperation between employers and employees, and the most optimal balance of these interests.

The analysis of international experience shows that educational institutions are regularly involved in the field of social cooperation. The classic form of reconciliation of interests in educational institutions is a process in which a large number of partners participate. If the classical method of reconciling interests is aimed, first of all, at resolving the issues of wages, collective bargaining, labor legislation, and the development of rules on working conditions, then professional cooperation and social co-operation should be closely linked. Because it is organically connected with the process of preparing people who are not yet engaged in labor.

During the formation of market relations, a person's level of professional training is his main social protection, which requires the effective operation of educational institutions. The task of social policy in the field of employment and educational institutions is to create the conditions for economic existence. Social partnership provides an opportunity to identify in a timely manner the needs of the market and skills in which educational institutions operate. Prospective start-up results and needs study have a positive effect on a person [102].

Large-scale external changes and innovations within enterprises have necessitated the development of mechanisms for social co-operation, including in educational institutions. The need for profound changes in the field of labor and employment, as well as the need to address emerging economic challenges (efficiency and competitiveness of enterprise development, adaptation to changes in technological development, growth of "intangible investment", the organization of skilled labor, vocational training of the elderly, recognition of acquired skills, skills development, etc.) is forcing enterprises to pay more attention to the issues of vocational training, and in many cases it is considered as a strategic tool for structural change. The company, of course, can control the process of change, but the use of social dialogue in attracting the human factor can be very effective. Thus, investing in education and training is a key condition for enterprise competitiveness. Investments in educational institutions should involve all stakeholders: the state, enterprises and individuals.

In the field of educational institutions, the development of social cooperation with certain enterprises is inseparable from the forms of ownership of enterprises and their successful adaptation to changes in the macroeconomic environment.

Both the general situation in the labor market and the socio-legal environment have a significant impact on the development of social partnership.

The development of social cooperation and the availability of certain social guarantees for employees is possible only if the market position of the enterprise is stable, including its profitability is sufficient. However, highly profitable enterprises

pursuing production development strategies do not show interest in strengthening social cooperation with educational institutions and academic lyceums.

If in previous years the role of manufacturing enterprises in the life of vocational education institutions, providing them with materials and equipment, as well as the participation of graduates in employment is multifaceted and very important, today most of the enterprises are operating today. Liaison and interaction of educational institutions with small and medium-sized enterprises is almost non-existent.

Unfortunately, due to the above-mentioned situation in the field of development, the role of social partners in ensuring the effective development and operation of educational institutions has declined in recent years. Thus, in order to further develop social cooperation, it is necessary to answer the following question in a short period of time: How can employers, manufacturing enterprises and trade unions take the initiative and take a more active position in relation to educational institutions?

RESULTS

The main objects of social cooperation in educational institutions include various ministries in different countries (ministries of education, labor, social development), their local bodies, employment services, employers (employers' associations, line ministries and departments), authorities, trade unions.

It is recognized in all countries that the formation of a system of social partnership is one of the most important ways to develop educational institutions. Although difficult tests and difficulties await educational institutions on this path, it cannot be abandoned, because only after laying a new foundation for cooperation with the labor market can we hope that the Technical Higher Education Institution will strengthen its position.

In developed market economies, “social partners” typically include employers (and their unions) as well as workers' unions (trade unions). These ‘partners’ agree on ‘rules of the game’ in the field of production, and this is often reinforced in collective agreements. Sometimes they are joined by the state as a arbitrator and a third partner, and in this case the partnership has a tripartite character.

- In the Commonwealth countries, the term "social partners" is used to refer to a number of external partners in the network of educational institutions. These include non-governmental organizations and social groups interested in the quantitative and qualitative indicators of the activities of educational institutions:

- employers and their organizations;
- public organizations dealing with the problems of youth, women, vulnerable groups; parents and their organizations; local self-government bodies;
- religious organizations, etc.

- Thus, social cooperation in the field of educational institutions in the Commonwealth is a specific type of interaction of educational institutions with labor market entities and institutions, state and local authorities, and it is aimed at the highest coordination and implementation of the interests of all participants. Another feature of social partnership in the Commonwealth is that in developed market economies, social partners are actively involved in the activities of educational institutions, both at the sectoral and administrative-territorial levels, while in the Commonwealth countries are still trying to involve social partners.

- The process of fifteen years of post-independence development shows that the main problems in the formation of mutually beneficial relations between technical higher education institutions and organizations and external partners interested in its activities are:

- Lack of skills and mental readiness of management and teaching staff of educational institutions to take the initiative in the new conditions of a market economy;

- a sharp decline in the participation of manufacturing enterprises in the process of training and retraining of specialists;

lack of a regulatory framework that encourages employers' interest in training qualified personnel and creates opportunities for educational institutions to develop mutually beneficial cooperation with interested partners;

The category of social partnership can also be considered in terms of its application to the institution of educational institutions in general. In this regard, the following main types of social partners of the system of educational institutions are distinguished:

- employers; trade unions, public organizations and other associations;
- public administration bodies, including the employment service.

CONCLUSION

At the level of the educational institution, this list is supplemented by the subjects of the market of educational services. That is, we need to look not only at industrial enterprises and institutions that regulate the labor market, but also other educational institutions, as well as education authorities, as social partners of the educational institution.

Thus, at the level of the educational institution we can talk about the following two categories of social partners, two types: representatives of the labor market and representatives of the market of educational services. Such a division is of a fundamental nature, because not only the nature and method of mutual cooperation, but also the system of interests realized during this cooperation, serve as the basis for typology.

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