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**DEVELOPMENT OF SOCIAL
PARTNERSHIP WITH BUSINESSES
IN THE PROCESS OF TRAINING MA
IN ECONOMICS IN CONDITIONS
OF SOCIAL MODERNIZATION OF
KAZAKHSTAN**

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Abstract

Aim of the research is to elaborate the ways of developing social partnership between universities and business entities in the process of training masters of economy based on the analysis of the current state.

Methodology - methodology of the research is based on the analysis of the development stages of social partnership between universities and businesses in Kazakhstan, analysis of the international experience, and the implementation of the Labor Code of the Republic of Kazakhstan in matters relating to collective labor agreements and social partnership.

Relevance of the research is in trying to address the issue of harmonizing interests of economic institutions and the real needs of employers on the basis of partnership in terms of industrial-innovative development of Kazakhstan.

Outcomes of the research – methodological aspects of improving partnership for undergraduates; ways of developing social partnership between universities and business structures are offered;

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measures of enhancing the interest in such cooperation are put forward.

Keywords: social partnership, business structure, Master Course, economists, higher educational institution, staff training.

Introduction

In the current context, when there is no planned student recruitment and turn-out criteria at the macro level, especially in economics, the main regulator of the contingent at the university is the law of supply and demand compliance, that is the Market. In such tough conditions, partnership with real employers, providers of workplaces is vital for every university. After all, they determine the basic need for workers, the fate of graduates, and employment of high school students. Therefore, it is important for universities to conduct an ongoing dialogue with employers, be responsive to their requests by reflecting their wishes in the modular system. Moreover, the modular system allows to promptly respond to the needs and include the subjects that reflect these needs. Positive results in this issue can be achieved only on partnership basis. Also, this mutually beneficial process allows universities to have internship bases for their students.

Materials and methods

Social partnership is a system of relations between employees, employers and the state, which takes into account the interests of all contracting parties and on this basis enables achievement of social balance in a society which is concluded in the agreements and treaties.

Social partnerships should contribute to the development of products and agreements, to reaching a compromise in the society. In Kazakhstan, this process is expressed in the conclusion of the General Agreement, regional and sectoral tariff agreements, collective agreements, and in the work of nongovernmental organizations. Let us consider these agreements.

Social partnership allows to work out the ways of organizing and regulating social relations based on cooperation of the participants in order to harmonize and achieve certain results, i.e. developing specific solutions and agreements of the parties. Public relations, built through partnership, are fundamentally different from those that are built on the basis of conflict and enforcement.

The main parameters of social partnership in Kazakhstan are reflected in the new Labour Code of the Republic of Kazakhstan of 2015.

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The subject of social partnership in Kazakhstan is a state social and labor policy.

The main principles of social partnership are: compliance with the laws of the country, equality of the parties in the discussion of contracts and agreements, voluntary decision-making about the obligations, controlling and responsibilities of the parties.

Subjects of social partnership are:

- 1) trade unions and other authorized employees, representatives of workers;
- 2) representative bodies of employers' associations, endowed with adequate powers;
- 3) executive bodies representing the interests of the state.

It should be noted that the social partners of trade unions, entrepreneurs, have recently become much more active in Kazakhstan, creating associations, unions, not only at national but at regional and sectoral levels. Being competitors in the market and adhering to different political views, they share common professional interests, which stimulates them to unite into associations of entrepreneurs. In addition, trade unions enable to influence the activity of the enterprises and to avoid acute social conflicts. Together, entrepreneurs tend to pursue a coordinated policy with trade unions in the issues of labour payment, social guarantees. Therefore, dialogue between trade unions and business associations can be an important tool in the regulation of labor relations.

Employers regulate their relations with the state through trade associations.

Nowadays, the scope of activities of higher education institutions is expanding, as well as the relations between them and industrial companies and private businesses. The main training priorities in higher educational institutions are changing. If formerly it was enough to prepare specialists for the national economy, now it is clearly not enough. The country needs competent professionals, who are able to solve problems that go beyond the standards, who have a creative, exploratory approach to their work. Therefore there is an important task of preparing modern managers and economists of a new type. An economist at the enterprise is a stronghold of the successful functioning of all systems and on whose personal qualities the success of the whole enterprise depends. The essence of modular education is in preparing a professional who is ready to learn, able to acquire knowledge, to analyze, to make their own decisions, who is ready for constant self-improvement.

In the context of social modernization, the rating of a university is made not in quantitative terms, but in qualitative: how

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many graduates are in demand in the labor market, which competencies they have received in the course of preparation. Therefore, the accent is shifting towards professional and practical competence.

Formation of competencies of a Master of Economics, capable of solving complex professional tasks, is completed at the stage of internship.

In these circumstances, internship plays an important role. Its task is to consolidate theoretical knowledge, apply students' competencies in manufacturing, obtaining job skills at enterprises.

Internship is necessary to obtain by master graduates' practical skills, professional experience, professional preparation for self-employment. If internship is organized properly, it can significantly raise the level of preparedness of graduates for practical work, the level of demand on the market, reduce the period of adaptation and professional formation in the workplace.

The main objectives of internship for postgraduate students are:

- consolidation and systematization of theoretical knowledge acquired during the training;
- in-depth study and mastering methods of economic work in an enterprise, acquiring skills of using basic and special methods of economic analysis, systematization and generalizations, methods of research;
- further development of skills of independent work with normative, methodological and reference books, financial, statistical and accounting reporting;
- performing any calculations on the basis of standard procedures, the existing regulatory framework of economic indicators of economic entities;
- gathering, processing and preparation of materials for diploma work / 1 /.

Analysis of internship of master students of the graduate year in "Economics" has shown that this process faces some challenges, the most important of which are: the difficulty, and sometimes impossibility, to undertake internship at large enterprises of the republic, which are the locomotives of economic development, lack of accessibility to practical data of enterprises. As a result, graduate students have to have internship in small enterprises, where there is practically no modern production and economic service.

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In order to improve the efficiency, the places for internship should be selected carefully. Therefore, students need to be focused on the following rules:

1) it is desirable to select manufacturing enterprises (industrial, construction or agricultural) as the basis of internship, because they are the most complex systems and familiarization with their activities will enable postgraduates to explore the primary basic unit of the economy better and more profoundly;

2) the company chosen for internship should operate on the market at least two years and preferably more than three years, as it provides an opportunity to trace the dynamics of the operation of the business and analyze the economic activity and to identify current trends;

3) The management of the company should provide accounting data and other production and business information in sufficient volume over the past few years necessary for writing a report on the internship and the thesis.

To improve the quality of training masters in the conditions of modernization of the economy of the republic, it is necessary to develop social partnership between universities and businesses. To clarify these requirements universities should maintain constant contact with representatives of various businesses. In order to establish such contacts the university should create a Board (Commission) on cooperation with business organizations, which will include experienced teachers. It might be like a supervisory board, which operates almost in any overseas university and unites practitioners, business leaders, representatives of the authorities.

The functions performed by the Board can be as follows:

1) conclusion of contracts with business entities to provide a real opportunity for teachers to have internship in a company;

2) study of the demand in the labor market (in order to focus on training for a particular industry, such as specific mining or processing industries);

3) organizing meetings of master students with representatives of businesses; master classes, guest lectures for teachers, master students;

4) concluding contracts with business entities to provide internship placement.

To get businesses interested in establishing such relationships and partnerships, both professors and master students should be involved in various types of analysis, research, relevant for the businesses. It can also be consulting services, developing

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business plans and feasibility study for various projects, for the preparation of documents for participation in tenders.

In addition, the idea of involving practitioners to guide internships and master's thesis providing payment for this work from the students' tuition fees, is worth considering. In our opinion, this approach will give graduates an impulse to pursue high-quality knowledge, will raise the level of performance and cause positive competition between them.

Also, establishing mutually beneficial cooperation will open to teachers the access to production, practical activities, the necessary statistical information that will allow them not only to fulfill the order for research from business structures, but also to carry out their research activities, participate in various research projects, raise their skills and knowledge.

It should be noted that universities should negotiate the possibility of opening branches of their graduate departments in enterprises, as previously.

For realizing such projects on a national scale state bodies of the republic can be attracted, which could provide targeted support to higher education institutions in the organization of cooperation, especially considering the current state's interest in improving the quality of textbooks in the country, which could be greatly improved by attracting practitioners, i.e. the economists who know the real production and keep abreast of changes in the economy to the expertise, reviewing the textbooks. In addition, representatives of businesses, in the framework of such cooperation, could be involved in the process of adjusting the content of educational programs to the realities and needs of the economy.

It should be noted in this regard, that the state can contribute to strengthening cooperation between businesses and higher education institutions by providing, for example, tax incentives to the entrepreneurs who are funding education, providing opportunities for the development of the chain "production - high school - production." Currently, the lack of state support of business structures in terms of interaction with universities explains the very minimum participation of Kazakh business in education, while private enterprises in western countries invest 10-12 percent of their profits in education.

In Kazakhstan today has adopted the areas of social partnership, which exist in the education systems in a number of countries. These include creation of so-called national organizations (National Bodies) for vocational education in the Netherlands, sectoral councils (Skills Councils) in the UK which are special independent agencies, structured by major branches of the

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economy, and bringing together representatives of business organizations, universities, researchers and trade unions. They conduct expertise of high school standards, curricula and programs in order to adjust them to the qualification requirements for employees in a particular industry / 4,5 /.

In addition, the role of employers and their organizations in terms of social partnership in vocational education in the EU includes:

- 1) participation in the development of qualifications and professional standards and the standards of vocational education;
- 2) determination of the ultimate goals of education (minimal knowledge and skills necessary for getting the required qualification);
- 3) participation in the development of educational programs;
- 4) defining the requirements for the content of teaching and final evaluation;
- 5) mobilization of financial resources and control over their use;
- 6) participation in the management of vocational training institutions / 5 /.

In recent years, Kazakh government represented by the Ministry of Education, allocates funds for universities in the form of various grants (for example, "The best teacher" grant, grants for the best research project) to stimulate the activity of high school professors, and it leads to a positive effect. We believe that the government should also provide "The best co-operation" grant for businesses to motivate their cooperation with universities.

Besides this and the tax benefits mentioned above, in our view, it would be relevant if the government provided state loans or grant competitions for entrepreneurs for the organization of practical training courses for postgraduates, which will provide mutual benefit for the partners in education and business, also additional professional knowledge for students within the university education and new consumers of educational services and incentives for further development for business structures.

In conclusion, it should be noted that the development of social partnership of universities with business structures is not simple, and the outcome is not rapidly attainable, they depend on a number of objective and subjective factors, such as the degree of development of the real sector of the economy, the market demand for economists, creation by the government of

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amotivationalmechanismof attractingbusinessesto education, the willingness of universitiesto cooperatewith employers.

Outcomes

In the context of the modernization of the higher education system, educational outcomes, i.e. the acquired knowledge, skills and competences, including self-education, take primary importance in assessing the effectiveness of academic activity of universities. The accent is shifting from the process of learning to the competency-basedapproach with a strong focus on professional and personal efficiency. Formation of the competence of a specialist in economics and business management, who is able to solve complex professional tasks, is completed at the stage of internship. The given article covers scientific and methodological aspects of organizinginternshipfor future masters of economy;taking these factors into account will significantly raise the level of preparedness of graduates for practical work, the level of demand on the market, reduce the period of adaptation and professional formation in the workplace.

Analysis of internship of master students of the graduate year in "Economics" has shown that this process faces some challenges, the most important of which are: the difficulty, and sometimes impossibility, to undertake internship at large enterprises of the republic, which are the locomotives of economic development, lack of accessibility to practical data of enterprises. As a result, graduate students have to have internship in small enterprises, where there is practically no modern production and economic service.

To improve the quality of training masters of economics in the conditions of modernization of economy of the Republic we have proposed the ways of developing social partnership between universities and businesses; considered the measures by which the State may contribute to increasing the interest in such cooperation.

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