

SOCIAL PSYCHOLOGICAL ASPECTS OF SOCIAL COOPERATION

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Abstract

This article creates the need to highlight the specific side of the problem - the psychological aspects of social cooperation in professional educational institutions. At the core of social cooperation is a system that embodies individual interests, interpersonal relations, and the content of activity of an individual, as well as professional and specialist abilities.

Keywords: Social cooperation, concept, social relations, interests, team, professional education, interdependence.

In elucidating the essence of social cooperation, it is necessary to elucidate the psychological aspects of the problem. At the core of social cooperation is a system that embodies individual interests, interpersonal relations, and the content of activity of an individual, as well as professional and specialist abilities. This urges us that before studying the methodological aspects of the problem, it is necessary to shed light on the issue of interpersonal cooperation and cooperative activity from a social and psychological point of view. In fact, it shows that in the organization of social cooperation, it is necessary to look at the aspects related to the social and psychological characteristics of the person.

Increasing the human factor, creating a system of motivations and incentives to work effectively for the common good is considered one of the political, economic and social tasks of every society based on humanity. One of the most important problems of social psychological research is to make fundamental changes in the organization and management of cooperative activities between people in solving such tasks. Before we shed light on the psychological aspects of social cooperation, we cannot help but pay attention to some aspects related to its possibilities and laws related to human psychology. We think that this is being done taking into account that the social psychological possibilities of social cooperation will help to clarify the essence of the problem.

The socio-psychological aspects of the problem of social cooperation have been researched and observed in the form of cooperative activities. Some of the researches in this regard were able to study social psychological problems in the team from the point of view of the social psychology of the production of cooperative activities. However, a number of researchers [109] studied collaborative activities according to their independent scientific status.

In the 80s and 90s of the 20th century, social psychology, labor and management psychologies became increasingly interested in studying the problem of group activity in which activities are carried out in cooperation. We can consider the existence of a practical need as the main reason for this growth. Because in the economic development of today's society, the labor activity in any organization has a very cooperative appearance in terms of content and form. For this reason, Ye.I. Golovakha wrote that "individual activity does not happen by itself, but is intertwined with the activity of society."

One of the most important aspects focused on by researchers was the issue of highlighting the main symptoms of cooperative activity. E. I. Golovakha managed to study the structure of cooperative activity [48]. The description of the psychological structure of the activity begins with the goals of the subject. However, the goal of socially useful work does not appear in the subject by itself, but has its

source as a social necessity. For this reason, the task of social necessity comes from the analysis of the psychological structure of cooperative activity.

According to researchers, the important conditions of cooperative activity are unification (harmonization) of individual activities, distribution of functions and reaching an agreement (coordination) (Ye.I. Golovakha, R.F. Abulkhanov). According to them, the generalization of the goals and tasks of the cooperative activity leads to the effective achievement of the common goal without losing the unity, distribution and agreements of the individual goals and tasks of the partners.

Like individual activity, cooperative activity has the following components: the common goal of cooperative activity is understood, that is, the future results that can be achieved by the association of individuals; the common motive, that is, the driving force that motivates individuals to work cooperatively: joint action, which is the elementary work done together in cooperative activity, and the final part, that is, cooperative activity consists of common results achieved by participants.

In the conditions of cooperative activity, it is combined with the individual motivations of the participants. Individual motives are not removed from cooperative activities, but a number of changes can be made. According to Ye.I. Golovakha, the combination of individual motives is effective in different ways: "The change of individual goals and motives in cooperative activity leads to the "enrichment" of each of the partners' motivation field or the disintegration of cooperative activity due to the conflict of motives." Also, cooperative activity can be considered as a single, integrated system that arises as a result of the establishment of social relations between individuals and the implementation of their social relations.

So, social cooperation is a method of solving problems, helping to achieve social stability of the society in a peaceful historical way, solving conflicts in social work in a civilized manner.

When observing social cooperation, it is important to help connect the mutual relations between partners, cooperation in a smaller circle helps the parties to define tasks more clearly and clearly see the results of cooperation. Article 3 of the Law of the Republic of Uzbekistan "On Social Partnership" states that "social partnership is the implementation of social and economic development programs of the country, including network and regional programs, as well as regulatory and legal cooperation in the development and implementation of documents and other decisions related to the rights and legal interests of citizens.

Such definitions of social cooperation lead to a comment on its general methodological basis. It is important that our research is dedicated to the pedagogical and methodical solution of the problem related to the implementation of social cooperation in the vocational education of our country.

Traditionally, social cooperation means cooperation in the field of labor. It is defined as a unique type of social labor relations, characteristic of the market economy, which ensures the implementation of their main interests and the optimal balance of these interests on the basis of equal cooperation between employers and wage workers.

The analysis of international experiences shows that vocational education is inevitably involved in the field of social cooperation. The classic form of reconciliation of interests becomes a process involving a large number of partners in vocational education. If the classical method of reconciliation of interests is primarily aimed at solving issues of wages, collective agreements, labor legislation, working conditions, then social cooperation related to vocational training involves employers and specialist personnel. not limited. Because it is inextricably linked with the process of preparing people who are not yet employed.

It is necessary to identify, define, recognize and respect the interests of the parties involved in cooperation in the field of vocational education. Only clearly expressed interests can be the basis of strong social cooperation.

In establishing cooperation, in addition to the importance of strong content and important process conditions, it is also important to create important principles. The Law of the Republic of Uzbekistan "On Social Partnership" defines the following as the main principles of social partnership:

obey the law;
equality;
openness and transparency;
universality;
independence;
impartiality;
mutual respect, consideration of interests and responsibility;
Voluntary acceptance of obligations [3].

The following can be cited as effective principles for social cooperation:

- Mutual benefit. All parties involved in the partnership identify their own special interests and goals in vocational education. The parties should determine their interests in the general result as a result of cooperation;
- Shared objectives. The parties should define, agree and familiarize themselves with the shared goals in vocational education;
- Shared responsibility. A framework of recognized outcomes and shared goals creates the conditions for shared responsibilities: personal "yours" becomes "we";
- Impact. The group is integral to the recognized outcome: all participating parties must introduce their partial influence and accountability to the goals and to each other;
- Respect. In order to realize a climate of close cooperation and shared attention, it is important for each party to respect and understand the interests of the parties and to promote their own interests in a "natural" way;
- Interdependence. Closely related to influence and respect, social cooperation is a reciprocal network in which the success of all is ultimately the success of one party;
- Basis of agreement. Social cooperation allows for choice; cooperation includes the desire to reach common ground agreements and supports the parties in working on the agreement.

During the formation of market relations, the level of vocational training of a person is his main social protection, which requires the effective functioning of vocational education. Due to the fact that the task of social policy in the field of employment and vocational education is to create conditions for economic existence, the system of social cooperation also provides opportunities for employment, conditions for its implementation, opportunities for the system of vocational education and its effective development. encouraged to provide conditions.

Social cooperation provides an opportunity to timely determine the requirements of the labor market in the area where educational institutions operate. Positive start-up results and positive effects on the learning curve. Large-scale external changes and innovative processes within enterprises have necessitated the need to develop opportunities for social cooperation, and this need is also present in vocational education.

Deep changes in the field of labor and employment and the need to solve emerging economic problems (efficiency and competitiveness of enterprises' production, ability to adapt to changes related to technological development, growth of "intangible investments", skilled labor organization, vocational training of the elderly population, recognition of acquired skills, ability to use skills, etc.) forces enterprises to pay more and more attention to the issues of vocational training, and in many cases it is structural is considered as a strategic tool for change. The enterprise can, of course, manage the process

of changes that are occurring, but the use of social communication in involving the human factor can be very effective.

The development of social cooperation with certain enterprises in the field of vocational education cannot be separated from the forms of ownership of enterprises and their successful adaptation to changes in the macroeconomic environment.

The general situation in the labor market and the socio-legal environment has a great influence on the development of social cooperation relations.

The development of social cooperation and the existence of certain social guarantees for hired workers are possible in cases where the market situation of the enterprise is stable, including its profitability. However, high-profit enterprises following the strategy of production development do not show their interest and motivation to strengthen social cooperation with vocational colleges. Communication and mutual cooperation of vocational colleges with small and medium-sized production enterprises practically does not exist.

Thus, in order to further develop social cooperation, it is necessary to find an answer to the following question in a short period of time: How can employers, production enterprises and trade unions be better encouraged to take the initiative and take an active position in relation to vocational education?

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

It is recognized in all countries that the formation of a system of social cooperation is one of the important ways of developing vocational education. Although on this path, educational institutions will face severe trials and difficulties, it cannot be abandoned, because only after laying a new foundation for interaction with the labor market, a vocational college can be established. he can hope that his position will be strengthened.

In countries with a developed market economy, the term "social partners" usually includes employers (and their associations) and workers' associations (trade unions). These "partners" agree on new directions for production, which are often cemented in collective bargaining agreements. Sometimes they are joined by the authority as an arbitrator and a third partner, and in this case, the cooperation has a tripartite character.

In the Commonwealth of Nations, the term "social partners" is used to refer to a number of external partners of the vocational education network. They include non-governmental organizations and social groups interested in the quantitative and qualitative indicators of vocational education.

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

Thus, social cooperation is a specific type of mutual cooperation of educational institutions with subjects and institutions of the labor market, state and local authorities, and it is aimed at the highest level of coordination and implementation of the interests of all participants of this process.

- management and pedagogical personnel of vocational education institutions lack the skills to take initiative in the new conditions of the market economy and are not mentally ready for it;
- a sharp decrease in the participation of production enterprises in the process of training specialist personnel and improving their qualifications;
- the absence of a regulatory framework that encourages employers' interest in training qualified

personnel and creates ample opportunities for educational institutions to develop mutually beneficial cooperation with interested partners;

- serious weakening of the position of trade unions;
- lack of experience in creating and operating voluntary organizations of civil society dealing with the problems of the unemployed, youth, students and other groups of the population interested in vocational education.

At the same time, the experience of recent years shows that the stabilization of the economic situation in the countries of the commonwealth, the visible growth in industrial and agricultural production, together with the deepening of democratic principles in political life, combined with the above-mentioned problems creating more favorable conditions for solving and developing mutually beneficial cooperation with interested partners in the field of KSO.

The category of social cooperation can also be considered from the point of view of its application to the vocational education institution as a whole. In this regard, the following main types of social partners of the vocational education system are distinguished

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

At the level of an educational institution, this list is filled in at the expense of subjects of the market of educational services. That is, we should consider not only production enterprises and institutions that regulate the labor market, but also other educational institutions, as well as educational management bodies, as social partners of the educational institution.

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

Traditionally, employers have always been considered as the main partner of an educational institution, because they are the main consumers of the "product" of the educational institution, and the development prospects of the educational institution largely depend on them. Recently, the variety of enterprises that have appeared on the labor market complicates the task of an educational institution that is starting work on the creation of a system of social cooperation.

According to Niels Haderap Christensen, the international consultant of the grant project of the European Union "Social cooperation in the field of teaching and education in Uzbekistan", vocational education programs should be a connecting tool between college and industry, education and professional cooperation should be integrated, and the general public should also be involved in the education of young people. Because young people get only 40% of knowledge in educational institutions and the remaining 60% from family and society.

It is important to involve all interested parties, including enterprises of all sizes and types, in social cooperation. All those involved should have the same outlook and ideas. The developed official cooperation plan should specify the goals and objectives, and the steps in this cooperation should lead to success.

Everyone involved must have a mutual interest in the partnership—know what they can achieve by working together.

Employers and their associations, regional authorities, departments of labor and population employment, advisory centers of the Chamber of Commerce and Industry, institutions of professional development

and retraining of pedagogues, labor unions, non-governmental organizations, other educational institutions and are key social partners with other local and regional stakeholders.

All forms of cooperation of educational institutions with social partners can be divided into two large groups: contractual and organizational.

Contractual forms cover all types of mutual cooperation based on bilateral and multilateral agreements, organizational forms operate through the establishment of advisory and guardianship councils by additional bodies.

Educational institutions concluded contracts with production industries and other partners and carried out the following activities:

- ✓ organization and conduct of students' training and production practice;
- ✓ training of teachers and organization of internships;
- ✓ retraining and education of employees of enterprises.

Today, new ones have been added to the list of activities listed above

- ✓ implementation of joint commercial activities and projects;
- ✓ joint participation in contests, fairs, exhibitions;
- ✓ providing information and consulting services to enterprises;
- ✓ rendering of marketing services;
- ✓ joint participation in international projects;
- ✓ implementation of scientific research and technological works.

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