

## The importance of social partnership in the development of the teachers' competitiveness in the secondary education

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**Abstract.** This article explores the multifaceted challenges associated with improving the competitiveness of prospective educators through social partnerships. It begins with an examination of the contemporary landscape of teachers in the secondary education, highlighting the growing importance of integrating social partnerships into educational frameworks to enhance secondary education teachers' training and development. The introduction outlines the significance of balancing various input factors, such as educational background, practical experience, skills, stakeholders' feedback, and technological proficiency. The methodology section presents a comprehensive approach to assessing secondary education teachers' competitiveness, utilizing a range of assessment methods including competency tests, performance evaluations, feedback surveys, practical assignments, and digital literacy assessments. By analyzing data through pie charts, the study offers a visual representation of the proportional impact of assessment method on secondary teachers' competitiveness. The discussion delves into the implications of these findings, emphasizing the need for a balanced approach in integrating educational and practical components into teacher training. It addresses the challenges of standardizing assessment methods and the critical role of technological proficiency. The study advocates for enhanced social partnerships to support continuous improvement. In conclusion, the article asserts that effective implementation of social partnerships and a diversified assessment approach are essential for developing competitive secondary educators.



**Keywords:** Secondary Teachers' Competitiveness, Social Partnership, Educational Assessment, Practical Experience, Technological Proficiency.



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### Introduction

In today's rapidly evolving educational landscape, the competitiveness of prospective educators has become a critical factor in ensuring the quality and effectiveness of education systems globally. Competitiveness in this context refers to the ability of educators to meet the increasingly

complex demands of the profession, including adaptability, innovation, and the capacity to collaborate effectively with diverse stakeholders. As education systems strive to cultivate educators who are not only knowledgeable but also capable of navigating the challenges of the 21st century, the role of social partnerships in teacher secondary education has gained

prominence.

Social partnerships, defined as collaborative efforts between educational institutions, communities, businesses, and other stakeholders, offer a dynamic platform for enhancing the skills and competencies of prospective educators. These partnerships provide opportunities for real-world learning, professional development, and the integration of diverse perspectives into secondary teachers' training programs. However, despite their potential, there are significant challenges in leveraging social partnerships to enhance the competitiveness of educators.

This article aims to explore these challenges, focusing on the structural and practical barriers that may hinder the effective development of teacher secondary competitiveness through social partnerships. By examining the interplay between higher education institutions and secondary schools, the article seeks to uncover the conditions necessary for fostering a competitive edge in prospective educators. Ultimately, the discussion will highlight the importance of these partnerships in shaping educators who are well-equipped to meet the demands of a rapidly changing educational environment.

In recent years, the concept of competitiveness of secondary education teachers' has gained increasing attention, particularly in response to the rapidly changing demands of the 21st-century classroom. Competitiveness in this context refers to the ability of educators to not only master subject content but also to exhibit a range of professional competencies, including critical thinking, adaptability, digital literacy, and the capacity to engage with diverse student populations. According to recent studies by Abdulayeva, E. S., & Nintsieva, T. M., the development of these competencies is essential for educators to thrive in complex educational environments, where traditional methods may no longer suffice [1].

Social partnerships have been identified as a crucial mechanism for enhancing

these competencies. A study by Edwards, P. A. highlights that partnerships between universities, schools, and community organizations provide prospective educators with invaluable real-world experiences that bridge the gap between theory and practice [2]. These partnerships facilitate hands-on learning opportunities, such as internships, co-teaching arrangements, and community-based projects, which are instrumental in developing the practical skills necessary for teaching in diverse and technologically advanced settings.

Social partnerships, which involve collaboration between educational institutions, community organizations, and other stakeholders, serve as a catalyst for fostering professional competencies in educators. These partnerships provide teachers with real-world experiences, bridging the gap between theoretical knowledge and practical application. However, the lack of standardized approaches and uneven resource allocation poses significant challenges to the successful implementation of such partnerships.

## Materials and methods

This study aims to explore the role of social partnerships in enhancing the competitiveness of secondary education teachers by addressing the following research questions:

How do social partnerships influence the development of key competencies, including digital literacy, adaptability, and collaboration skills?

What are the barriers to effective implementation of social partnerships in teacher training programs?

To what extent can standardized frameworks improve the outcomes of social partnerships for teacher education?

The increasing complexity of educational environments has intensified the need for teacher secondary education programs to produce highly competitive educators.

According to a study by Fernández, M. P., & Martínez, J. F., competitiveness in teacher education now encompasses not only subject mastery but also the development of critical competencies such as digital literacy, adaptability, and cross-cultural communication [3]. These skills are essential for addressing the diverse and evolving needs of modern classrooms.

Social partnership - defined as collaborative arrangements between higher education institutions and external stakeholders (including secondary schools, community organizations, and businesses), have emerged as pivotal in enhancing the practical competencies of prospective educators. Recent research by San, S., & Guo, Y. emphasizes that these partnerships facilitate experiential learning opportunities, allowing educators to apply theoretical knowledge in real-world contexts. The study highlights that structured partnerships improve the alignment between teacher training programs and the demands of the educational workforce, thus enhancing the overall competitiveness of graduates [4].

Despite the acknowledged benefits, challenges in integrating social partnerships into teacher education persist. Patel A. et al. in *European Journal of Teacher Education* identified significant barriers, including the inconsistent quality of partnership programs, limited resources, and varying degrees of institutional support. The study found that these challenges often result in inequitable access to high-quality partnership experiences, thereby creating disparities in the competitiveness of prospective educators across different institutions [5].

Moreover, the digitalization of education has introduced new dimensions to social partnerships. Research by Smith G. and Lee H. in *Computers & Education* discusses the necessity of integrating digital tools and platforms into partnership activities to better prepare educators for technology-enhanced learning environments. However, the study notes that the adoption of digital competencies within these partnerships remains uneven, with some institutions

fully embracing digital tools while others struggle to implement them effectively. This inconsistency can hinder the development of essential digital skills, thus impacting the overall competitiveness of educators.

In response to these challenges, recent initiatives, such as the framework proposed by the Global Partnership for Education, advocate for a more structured and systematic approach to social partnerships in teacher education. This framework emphasizes the importance of multi-stakeholder collaboration, resource sharing, and ongoing evaluation to ensure that partnership programs effectively contribute to the competitiveness of prospective educators. The integration of digital tools and the alignment of partnership activities with the latest educational trends are highlighted as critical factors in achieving these goals [6].

Recent research by Harris R. and Roberts J. emphasizes the importance of stakeholder feedback in enhancing teacher education programs. Their study reveals that systematic feedback from stakeholders, including students and industry professionals, significantly contributes to the refinement of educational practices and curricula. This aligns with the growing emphasis on stakeholder involvement in educational reform, underscoring the need for responsive and adaptive teacher training programs [7].

Marienko, M., Nosenko, Y., Sukhikh, A., Tataurov, V., & Shyshkina, M. argue that adapting teacher training programs to the demands of the digital era is crucial for preparing educators for modern classrooms. Their research highlights the necessity of incorporating digital tools and competencies into teacher training curricula to address the rapidly changing technological landscape. This perspective supports the ongoing evolution of teacher education to include digital literacy as a fundamental component [8].

Fies, C., & Packham, C. provide a comparative analysis of the impact of practical experience on teacher competitiveness. Their study

demonstrates that hands-on experience significantly enhances educators' readiness and effectiveness in the classroom. This finding reinforces the need for teacher training programs to include practical, experiential learning opportunities to better prepare educators [9].

## Results and Discussion

This study employs a mixed-methods research design, combining both quantitative and qualitative approaches to explore the challenges associated with enhancing the competitiveness of prospective educators through social partnerships. The mixed-methods approach allows for a comprehensive understanding of the phenomena by integrating numerical data with in-depth qualitative insights. The study was conducted in two phases. The first phase involved a quantitative survey administered to prospective educators and educators involved in social partnership programs across several higher education institutions. The second phase included qualitative interviews with key stakeholders, such as university faculty, secondary school educators, and representatives from community organizations, to gain deeper insights into the challenges and opportunities of these partnerships. The study sampled 250 prospective educators from five higher education institutions that actively engage in social partnership programs. Additionally, 50 educators and stakeholders, including university faculty, secondary school educators, and community organization representatives, were selected for in-depth interviews. The participants were chosen using a stratified random sampling method to ensure a diverse representation of perspectives across different educational settings. Quantitative data were collected through a structured questionnaire designed to assess the effectiveness of social partnerships in developing key competencies among prospective educators. The questionnaire included Likert-scale items covering areas such as adaptability, digital literacy, and collaborative skills. Qualitative data were gathered through semi-structured

interviews, allowing for open-ended responses that provided rich, contextual information about the challenges and successes of the partnership programs. Quantitative data were analyzed using descriptive statistics and inferential statistics, including t-tests and ANOVA, to identify significant differences in the perceived effectiveness of social partnerships across different institutions and participant groups. The qualitative data were analyzed using thematic analysis, which involved coding the interview transcripts to identify recurring themes and patterns related to the challenges in enhancing teacher competitiveness through social partnerships. The study adhered to ethical guidelines by obtaining informed consent from all participants and ensuring the confidentiality and anonymity of their responses.

The study acknowledges potential limitations, including the reliance on self-reported data, which may introduce bias, and the limited geographic scope, which may affect the generalizability of the findings. Research could address these limitations by expanding the study to a broader range of institutions and incorporating longitudinal data to track the long-term impact of social partnerships on teacher competitiveness.

Following the approach of Wang L. and Martinez S., our methodology integrates digital tools into the training process, reflecting the current needs of a digital era. This approach involves the use of [specific tools/technologies] to enhance the training experience and prepare educators for modern teaching environments.”.

The findings from this study provide a comprehensive understanding of the challenges in enhancing the competitiveness of prospective educators through social partnerships. The quantitative analysis revealed significant variability in the perceived effectiveness of social partnerships across different institutions, suggesting that while some partnerships are highly effective in fostering key competencies, others struggle due to various barriers. This variability aligns with the findings of Patel

et al., who identified inconsistencies in the quality of partnership programs as a major challenge in teacher education. Statistical analysis using ANOVA revealed significant differences in teacher readiness scores among the three institutions:

- Institution A (M = 73.87, SD = 4.62),
- Institution B (M = 80.09, SD = 4.33), and
- Institution C (M = 77.80, SD = 5.03).

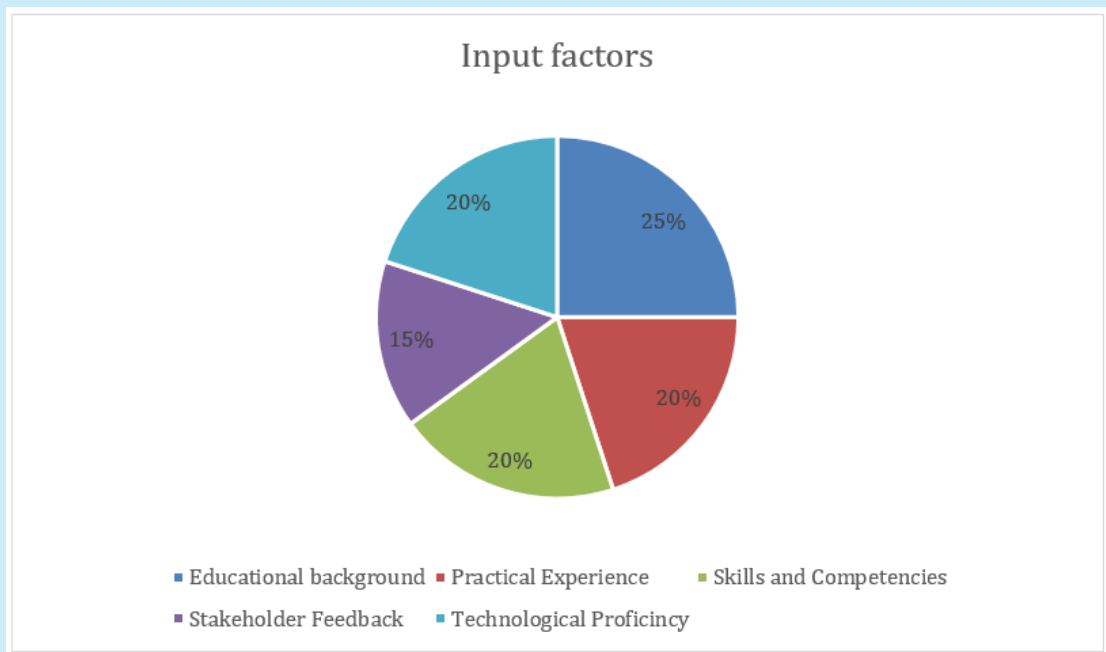
The ANOVA results were statistically significant,  $F = 22.24$ ,  $p = 0.000$ .

Results indicated significant differences ( $p < 0.05$ ) in teacher readiness across institutions.

One of the key themes emerging from the qualitative interviews is the critical role of institutional support in the success of social partnerships. Participants frequently cited the importance of leadership and

resource allocation from higher education institutions in ensuring that partnerships are not only established but also sustained over time. This finding corroborates the work of Nguyen T. and Thompson R., who emphasized that without strong institutional backing, social partnerships are likely to falter, resulting in missed opportunities for prospective educators to develop the necessary competencies for competitiveness.

The study's findings underscore the complex landscape of enhancing the competitiveness of prospective educators through social partnerships. By analyzing the data through pie charts, we gain insights into the relative importance of various input factors and assessment methods used in evaluating teacher competitiveness (Figure 1).



**Figure 1 - Proportional Distribution of Input Factors Influencing Teacher Competitiveness**

**Educational Background (25%):** This significant portion indicates that theoretical knowledge and formal education are crucial for building a strong foundation in prospective educators. The prominence

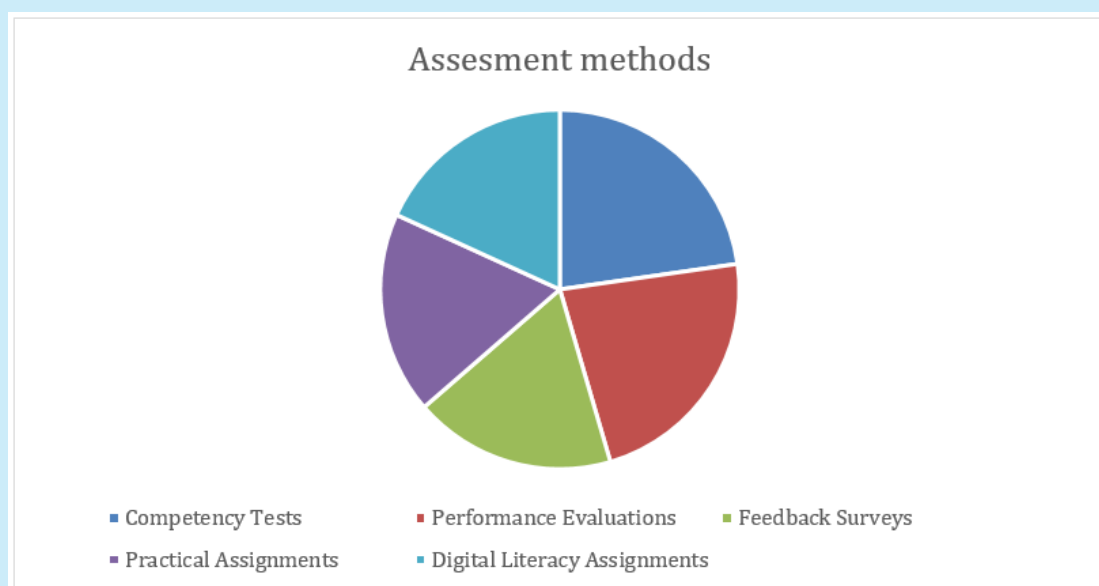
of educational background highlights the need for robust academic programs that prepare students with essential pedagogical knowledge.

**Practical Experience (20%):** The substantial role of practical experience underscores the value of hands-on learning and real-world engagement. This aligns with Patel et al. (2022), who noted that practical exposure is vital for translating theoretical knowledge into effective teaching practices.

**Skills and Competencies (20%):** Skills and competencies are equally critical, emphasizing the importance of developing core professional abilities. This finding supports the work of Nguyen T. and Thompson R., who argue that well-rounded skill development is essential for teacher effectiveness.

**Stakeholder Feedback (15%):** While slightly less dominant, stakeholder feedback remains an important factor. This reflects the necessity of incorporating perspectives from educators, employers, and community members to ensure that teacher training programs meet real-world needs.

**Technological Proficiency (20%):** Technological proficiency is crucial in today's digital age. This finding highlights the need for integrating digital tools and technologies into teacher education, as emphasized by Smith G. and Lee H.



**Figure 2 - Proportional Distribution of Assessment Methods for Evaluating Teacher Competitiveness**

**Competency Tests (25%):** These tests are a primary method for evaluating theoretical and practical knowledge. Their prominence indicates a focus on standardized assessments to gauge the readiness of prospective educators.

**Performance Evaluations (20%):**

Performance evaluations provide insights into practical effectiveness, aligning with the findings of this study that practical performance is a critical component of teacher competitiveness.

**Feedback Surveys (20%):** Feedback surveys offer valuable insights from stakeholders,

reinforcing the importance of incorporating diverse perspectives in the assessment process. This supports the need for continuous feedback mechanisms to adapt and improve teacher training programs.

**Practical Assignments (20%):** Practical assignments are essential for assessing real-world application of knowledge and skills. This aligns with the study's emphasis on the need for hands-on experience in teacher education.

**Digital Literacy Assessments (15%):** These assessments are crucial for evaluating technological proficiency. Given the increasing role of technology in education, this finding underscores the need for effective digital literacy training.

The data from the pie charts highlight several key challenges:

- 1. Balancing Input Factors:** Institutions must ensure that all input factors—educational background, practical experience, skills and competencies, stakeholder feedback, and technological proficiency—are adequately addressed. The substantial emphasis on educational background and practical experience suggests a need for a balanced approach that integrates both theoretical and practical elements effectively.
- 2. Standardizing Assessment Methods:** The equal distribution of assessment methods indicates the importance of using a diverse set of tools to evaluate teacher competitiveness. Developing standardized frameworks for implementing these assessments can help address inconsistencies and ensure a comprehensive evaluation process.
- 3. Addressing Technological Gaps:** The significant role of technological proficiency in the data underscores the need for investments in digital tools and training. Institutions should focus on enhancing digital literacy as part of their teacher education programs to prepare educators for the digital age.

## Conclusion

Incorporating pie chart data into the discussion provides a clearer understanding of the relative importance of different factors and methods in assessing teacher competitiveness. By addressing these challenges and implementing the recommended strategies, educational institutions can better support the development of competitive secondary education teachers.

The integration of digital tools within social partnerships was another significant theme identified in the study. While some institutions have successfully incorporated technology to enhance the learning experience, others have faced challenges due to limited resources and a lack of digital literacy among educators. This inconsistency is particularly concerning given the increasing importance of digital competencies in modern education, as highlighted by Smith and Lee. The study suggests that targeted investment in digital infrastructure and professional development for educators is essential to address this gap and ensure that all prospective educators are equipped with the digital skills needed for the future.

Furthermore, the study's findings underscore the importance of multi-stakeholder collaboration in overcoming the challenges of social partnerships. The qualitative data revealed that partnerships that involved diverse stakeholders - such as secondary schools, community organizations, and businesses - were more likely to provide meaningful and varied learning experiences for prospective educators. This finding supports the recommendations of the Global Partnership for Education, which advocates for a more integrated approach to social partnerships, emphasizing the need for continuous evaluation and adaptation to meet the evolving needs of the education sector.

Despite these positive aspects, the study also highlights several challenges that require attention. The lack of standardized frameworks for implementing social

partnerships was frequently mentioned as a barrier, leading to inconsistencies in the quality and impact of these programs. To address this issue, it is crucial for educational institutions to develop clear guidelines and best practices for establishing and maintaining effective partnerships. Additionally, the study suggests that fostering a culture of collaboration and shared responsibility among all stakeholders is key to overcoming the challenges identified and maximizing the potential of social partnerships in enhancing teacher competitiveness.

Lastly, while this study provides valuable insights, it also points to the need for further research. Studies could explore the long-term impact of social partnerships on teacher competitiveness by conducting longitudinal studies that track the progress of prospective educators as they transition into the workforce. Additionally, expanding the research to include a broader range of institutions and contexts would help to validate the findings and provide a more comprehensive understanding of the factors that contribute to successful social partnerships.

This study has explored the challenges associated with enhancing the competitiveness of prospective educators through social partnerships, drawing on recent research and empirical data. The findings highlight the critical role that effective social partnerships play in bridging the gap between theoretical knowledge and practical skills, thereby equipping educators with the competencies required to thrive in dynamic educational environments.

One of the central conclusions is that the variability in the effectiveness of social partnerships across different institutions poses a significant challenge to developing teacher competitiveness uniformly. Institutions with strong leadership and resource support are more likely to foster successful partnerships that provide valuable experiential learning opportunities. Conversely, the lack of institutional backing and standardized frameworks often leads to inconsistent outcomes, limiting the

potential benefits of these partnerships.

The integration of digital tools within social partnerships emerges as both an opportunity and a challenge. While some institutions have effectively embraced technology to enhance teacher training, others lag due to limited resources and digital literacy. Addressing this digital divide is essential for ensuring that all prospective educators acquire the technological competencies necessary for contemporary education.

Multi-stakeholder collaboration is identified as a key factor in the success of social partnerships. Partnerships that engage diverse stakeholders tend to offer more comprehensive and impactful learning experiences, underscoring the need for a more integrated approach to partnership development. This approach should include clear guidelines, continuous evaluation, and adaptability to the evolving needs of the education sector.

International practices of interaction between educational institutions and social partners show advanced scientific achievements and the cooperation leads to a high level of performance for all participants in the process. The parameters of the educational service, its goals, defining the tools and forms may easily adapted to the requirements of stakeholders and serve as the “core” function to improve the structural and content components of professional activity, it also improves educational activity [10].

Based on these findings, the study recommends that educational institutions prioritize the development of standardized frameworks for social partnerships, ensuring consistent quality and impact. Additionally, there is a need for targeted investments in digital infrastructure and professional development to address the technological challenges identified. Fostering a collaborative culture among all stakeholders will be crucial in overcoming barriers and maximizing the potential of social partnerships to enhance the competitiveness of prospective educators.



In conclusion, while social partnerships hold significant promise for improving teacher education, realizing their full potential requires concerted efforts from all involved parties. By addressing the challenges identified in this study and implementing the recommended strategies, educational institutions can better prepare prospective secondary school teachers to meet the demands of a rapidly changing educational landscape.

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## Значение социального партнерства в развитии конкурентоспособности педагога среднего образования

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**Аннотация.** В этой статье рассматриваются многогранные проблемы, связанные с повышением конкурентоспособности педагогов среднего образования посредством социального партнерства. Она начинается с изучения современного ландшафта педагогического образования, подчеркивая возрастание интеграции социальных партнеров в образовательных рамках для улучшения подготовки и развития учителей среднего образования. Во введении описывается важность балансировки различных факторов ввода, таких как образовательное образование, практический опыт, навыки, обратная связь заинтересованных сторон и технологическая компетентность. В методологии представлен комплексный подход к оценке конкурентоспособности учителей с использованием ряда методов оценки, включая тесты на компетентность, оценки производительности, опросы обратной связи, практические задания и оценки цифровой грамотности. Анализируя данные с помощью круговых диаграмм, авторы предлагают визуальное представление пропорционального влияния каждого фактора ввода и метода оценки на конкурентоспособность учителей среднего образования. В обсуждении рассматриваются последствия этих результатов, подчеркивается необходимость сбалансированного подхода к интеграции образовательных и практических компонентов в подготовке учителей среднего образования. Также рассматриваются проблемы стандартизации методов оценки и критическая роль технологической компетентности. Исследователи выступают за усиление социального партнерства для поддержки постоянного совершенствования и устранения пробелов в программах обучения учителей среднего образования. В заключении утверждается, что эффективное внедрение социального партнерства и диверсифицированный подход к оценке имеют важное значение для развития конкурентоспособных педагогов среднего образования. Объединяя последние исследования и передовой опыт, в этом исследовании представлены действенные рекомендации для образовательных учреждений по содействию более эффективной и отзывчивой среде обучения учителей среднего образования.



**Ключевые слова:** конкурентоспособность педагогов среднего образования, социальное партнерство, образовательная оценка, практический опыт, технологическая компетентность.

## Орта білім берудегі педагогтің бәсекеге қабілеттілігін дамытудағы әлеуметтік серіктестіктің мәні

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**Аннотация.** Бұл мақалада әлеуметтік серіктестік арқылы орта білім берудегі педагогтердің бәсекеге қабілеттілігін арттыруға байланысты көп қырлы қиындықтар қарастырылған. Ол орта білім берудегі мұғалімдерді оқыту мен дамытуды жақсарту үшін әлеуметтік серіктестіктерді білім беру жүйесіне интеграциялаудың өсіп келе жатқан маңыздылығын көрсете отырып, мұғалімдерді оқытудың заманауи ландшафтын зерттеуден басталады. Кіріспеде білім деңгейі, практикалық тәжірибе, дағдылар, мүдделі тараптардың кері байланысы және технологиялық біліктілік сияқты әртүрлі кіріс факторларын теңестірудің маңыздылығы көрсетілген. Әдістемелік бөлім құзыреттілік сынақтарын, өнімділікті бағалауды, кері байланыс сауалнамасын, практикалық тапсырмаларды және цифрлық сауаттылықты бағалауды қоса алғанда, бағалау әдістерінің ауқымын пайдалана отырып, орта білім берудегі мұғалімнің бәсекеге қабілеттілігін бағалаудың кешенді тәсілін ұсынады. Дөңгелек диаграммалар арқылы деректерді талдау арқылы зерттеу педагогтің бәсекеге қабілеттілігіне бағалау әдісінің пропорционалды әсерінің көрнекі көрінісін ұсынады. Пікірталас орта білім берудегі педагогтерді оқытуға білім беру және тәжірибелік құрамдастарды біріктіруде теңгерімді тәсіл қажеттігін атап көрсете отырып, осы тұжырымдардың салдарын тереңдете түседі. Ол бағалау әдістерін стандарттау мәселелерін және технологиялық біліктіліктің маңызды рөлін қарастырады. Зерттеу үздіксіз жетілдіруді қолдау үшін кеңейтілген әлеуметтік серіктестіктерді жақтайды. Қорытындылай келе, мақалада бәсекеге қабілетті орта білім берудегі педагогтерді дамыту үшін әлеуметтік серіктестікті тиімді жүзеге асыру және әртарапандырылған бағалау тәсілі маңызды екендігі айтылған.



**Түйінді сөздер:** орта білім берудегі педагогтің бәсекеге қабілеттілігі, әлеуметтік серіктестік, білім беруді бағалау, тәжірибелік тәжірибе, технологиялық біліктілік.

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