

SOCIAL PSYCHOLOGICAL PRIORITIES OF SOCIAL COOPERATION

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ABSTRACT

The social psychological aspects of the problem of social cooperation as a form of joint activity are discussed in the article. One of the most important aspects that researchers have focused on is the problem of identifying key attributes of collaboration, and therefore provides some typical behavioral strategies for partnerships. There are a number of types of socio-psychological interactions that determine the interaction between scientists based on behavioral types. Classifications of relations of social partnership in education are given. The problem of social partnership in higher education is considered.

Keywords: Cooperation, social, psychological, higher education, behavior, strategy, activity, structure, thinking, motivation, classification.

INTRODUCTION, LITERATURE REVIEW AND DISCUSSION

In the Decree of the President of the Republic of Uzbekistan dated July 27, 2017 PQ-3151 "On measures to further enhance the participation of areas and branches of the economy in improving the quality of higher education specialists" the following is given. Preparation of the contents of higher education directly on the needs of enterprises and institutions, depending on the needs of industries and sectors of the economy, a number of topical issues related to the formation of personnel in accordance with the skills, technology, production relations and promising development programs, and the employment of professions and specialties are still not fully resolved. In addition, the involvement of economic areas in the process of formation of applications for future training of personnel, development of qualification requirements for graduates, quality assurance of training required for the industry are inadequate. There is no systematic work by employers to ensure that higher education programs meet the changing labor market requirements. It is noted that there is a gap between higher education - science and production, integration is not provided [1]. Social partnership is one of the most important concepts for today. Referring to the history of development with this notion, it is recognized in the learned sources that it emerged after the First World War. Today, the main social function of higher education institutions is to train demanded specialists in the labor market, i.e. competitive staff. For effective implementation of this task it is necessary to involve employers, who are the main social partners in the training of personnel in the educational process in higher educational institutions.

In highlighting the essence of social co-operation, it is necessary to highlight specific aspects of the problem - psychological aspects. A dominating system is lying in the basis of social partnership which shows interests of complicated dominating person, meaning activity of interpersonal relationships and individual's personality, professionalism and expertise. This encourages us to study socially and psychologically about the issues of interpersonal partnerships and collaborative activities before examining the methodological aspects of the problem. In fact, it also shows the need to look at aspects of the individual's social and psychological characteristics when establishing social partnerships.

The growth of the human factor is one of the political, economic, and social objectives of every humane society, creating a system of motivations and incentives that encourage effective work for the common good. One of the major problems of social psychological research is the radical change in the organization and management of interpersonal activities in addressing these challenges. Before we cover the psychosocial aspects of social co-operation, it is impossible to ignore some aspects of human psychology's capabilities and legitimacy. We think that this is being done, given that the social and psychological capabilities of social partnership help to clarify the nature of the problem.

Social psychological aspects of the problem of social co-operation have been explored and discussed in the form of collaborative activities. Some of the research in this area has been able to investigate psychosocial problems in the community in terms of the social psychology of producing collaborative activities. However, a number of researchers [4] have investigated collaborative activities based on their independent scientific status.

In the 80-90s of the XX century there was a significant increase in interest in the study of the problem of group activities, which are carried out jointly in social psychology, labor and management psychology. The main reason for this growth is the existence of a practical need. After all, the economic development of today's society is much more collaborative in its content and form. For this reason, E.I. Golovakha wrote that "individual activity is not spontaneous, but is integrated with the activities of society" [3].

One of the most important aspects of the researchers' attention was the issue of highlighting key signs of collaborative activities. The description of the psychological structure of the activity begins with the subject's goals. However, the purpose of socially useful labor does not come from the subject itself spontaneously, but has its source as a social necessity. Therefore, the task of social necessity arises from the analysis of the psychological structure of the co-operation activities.

The researchers noted that the most important prerequisites for cooperative activities were the combination of individual activities, the distribution of functions and the coordination (E.I. Golovakha, R.F. Abulkhanov). In their view, the generalization of the goals and objectives of the joint activities will lead to the effective achievement of the common goal without losing the mergers, sharing and agreements in the individual goals and objectives of the partners [2, 3].

Like individual activities, collaborative activities have the following components: the overall purpose of the partnership is to understand the future outcomes that the individual association can achieve; the common motive is the driving force behind individuals to work together: joint mobility is the elemental joint work in a joint activity, and the final part, that is, the joint activities that the participants achieve.

It also aligns with the individual motivations of the participants in the collaborative environment. Individual motives are not excluded from collaborative activities, but make a number of changes. According to E.I. Golovakha, the integration of individual motivations is more effective: "Changing individual goals and motivations in a partnership can "enrich" each partner's area of motivation or disrupt collaborative activities because of conflict of motivation" [3]. Collaboration can also be viewed as a single, holistic system that results from the establishment of social relationships between individuals and their social relationships.

A.L. Dzuravlev and S.A. Shiryayev were able to study some types of behavior in social partnership. Therefore, a number of typical behavioral strategies of partner relationships are used in collaboration:

- (a) behavior based on helping each other in achieving the overall goal of joint activities;
- (b) conduct contrary to the intent of other partners in the course of joint activity;
- (c) behavior that seeks to avoid co-operation with partners even when it is necessary to achieve common goals of cooperation.

A.L. Dzuravlev identified a number of types of social psychological interactions that determine the interaction between these types of behavior:

1. Collaboration: partners are to work together to achieve a common goal and individual goals for each partner.
2. Conflict: where partners prevent each other from achieving their individual goals.
3. Avoiding collaboration: partners tend to avoid collaboration.
4. Acting in one direction: one partner is adapted to achieve the other's individual goals while the other avoids partnering with him.
5. Opposition in one direction: preventing one partner from achieving the other's goals.
6. Compromise cooperation: whereby partners tend to be unilaterally cooperative or resistant.

The study of the formation of collaborative activities in the system of social relations in accordance with the young psychological characteristics of the individual has left the focus of pedagogical psychologists such as D.B. Elkonin, B.F. Lomov, T.A. Repina, Royak, A.P. Usova.

These authors point out that social co-operation or activity in co-operation is a vital necessity of a person and does not occur everywhere. When people were young, their joint activities were reflected in the form of play. However, the complexity of the social relations system is that such activities can be complex and provide a great deal of social and psychological knowledge when it comes to achieving high productivity and training of specialists.

The relationship of social partnership in education can be classified as follows:

- cooperation between social groups of any professional community within the education system;
- cooperation with the education system staff in contact with representatives of various social production areas;
- partnership of the education system as an initiator of social life, which contributes to the development of civil society.

All of the above are some of the best ways in which social partnership can lead to the establishment and discussion of new social functions of the education system, its modification and design (S.N. Chistyakova, M.G. Kotovskaya) [4, 6].

Manufacturing companies, budgetary organizations, supplementary education and higher education institutions take part as social partners. The role of education departments should be the key contributors to bringing social partnership to a new quality.

In the social psychological study of collaboration, researchers also focused on interpersonal teamwork in the organization, the qualities needed for group members in this relationship, and the problems associated with the collective view of social management.

To highlight the introduction of social partnership in higher education, we must first look at these aspects in order to inform: the specifics of the problem-driven, evolutionary and social psychosocial approach will help us to better understand its importance and ignore the factors

that may be encountered in achieving effective results. Secondly, research on the application of the problem of social co-operation to the education system shows that more attention is paid to the organizational structure and the normative aspects of the problem. The problem of our research was that there was a need for a new pedagogical research, as social cooperation was focused on the scientific and methodological aspects of the implementation of a particular education.

It determines ideas aimed at social relations, changing labor factors in production, formation of market relations on the basis of social partnership methodology, elimination of industrial disputes and development of higher education. In order to understand the basis of social co-operation it is necessary to study in depth the psychological, social and psychological aspects of it. Because the organizer of the social partnership, its implementer and its active participant is the person.

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