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X. Internationale virtuelle Konferenz der Ukrainistik

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Die Ukraine aus globaler Sicht

München 24.–27. Oktober 2019

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CONTEMPORARY UKRAINIAN VOCATIONAL EDUCATION: WAYS OF MODERNIZATION

*Andrij Lytvyn,
Larysa Rudenko*

(Ukraine)

The article deals with the scientific and organisational approaches to VET transformation into a flexible and simultaneously integrated structure which uses the most suitable variants of training for certain conditions. The authors suggest the directions of improving Ukrainian vocational education by creating a new system of relations between vocational schools, state and local governments, enterprises, employers and employment services.

Keywords: vocational education and training (VET), modernisation, principles, ways of modernisation, professional competence.

СУЧАСНА ПРОФЕСІЙНА ОСВІТА УКРАЇНИ: ШЛЯХИ МОДЕРНІЗАЦІЇ

*Андрій Литвин,
Лариса Руденко*

Висвітлені науково-організаційні підходи до модернізації професійної освіти і навчання в гнучку й водночас інтегровану структуру, що використовує найбільш ефективні для конкретних умов варіанти професійної підготовки. Запропоновано напрями підвищення ефективності професійної освіти України шляхом формування нової системи відносин між закладами освіти, державними і місцевими органами влади, підприємствами, роботодавцями і службами зайнятості.

Ключові слова: професійна освіта, модернізація, принципи, шляхи модернізації, професійна компетентність.

The socio-economic situation in Ukraine necessitates a rethinking of theoretical and methodological concepts, as well as practical decisions related to the production staff training. The long-overdue radical transformations of the post-Soviet vocational education (VET) system are associated with a number of serious problems that require deep and comprehensive rethinking in the conditions of world markets globalisation and growth of crisis phenomena. What steps will be taken to reform vocational education that determines the development of the economy and the future of the country? This question must be addressed by a joint effort of all education stakeholders.

There is no doubt that society requires competent specialists, who possess fundamental knowledge and thorough practical training, are ready to act rationally in difficult situations of a particular industry or service sector. For this pur-

pose, Ukraine's vocational education should take into account the requirements of the international labor market as much as possible, get ahead of the technical reconstruction of industry, integrate with science and leading enterprises, guaranteeing graduates competitiveness of their obtained qualification. At the same time, Ukraine's vocational education has a number of contradictions related to the unpreparedness of vocational schools for radical changes and insufficient forecasting of specialist training areas, which leads to the imbalance of the personnel structure in the labor market. This requires the modernisation of customer-oriented training; the implementation of specialists' multi-level training, the use of innovative training technologies; the introduction of new forms of educational management and the creation of an appropriate regulatory framework.

The development of vocational education depends on many factors, first of all: on the state policy in this field, in particular decentralisation of management; taking into account global trends; on the scientific substantiation of the content of training, development and updating the state standards of education with the participation of employers in this process; on the training of a new generation of teachers, enhancing their teaching skills and guaranteeing social protection; on the expansion and improvement of the material and technical base of vocational schools; on the development and legislative consolidation of social partnership in education; on the publication of new generation textbooks, elaboration of electronic educational resources; and on ensuring effective governance at all the levels (Soroka 2009, 186).

The purpose of the article is to identify promising ways to modernise the vocational education system in order to increase the efficiency of qualified workers' training in Ukraine. To do this, we will consider foreign approaches to the development of vocational education, as well as suggest the basic principles of its modernisation.

Even during the crisis of the Soviet economic system (the 1980s and 1990s), scientists drew attention to the inconsistency of the rates of scientific and technological progress, updating the production requirements for skilled workers and certain inertia of the education system, the complexity of the operative adjustment of the regulatory framework and training program documentation (Heršuns'kyj 1986, 11), i.e., at that time problems of scientific and methodological support for workers' training already arose and were further aggravating.

For many years, developed countries have been attaching paramount importance to the development and improvement of the quality of labor resources as an important factor in the development of industrial production and the service sector. The criteria for assessing the quality of specialists' training are the following: compliance with the qualification requirements of a particular industry, the level of professional competence, personal characteristics of graduates, and the willingness to work productively in changing conditions. At the same time, the needs of skilled workers and specialists are constantly monitored and, accordingly, the required level and number of production personnel for all industries are forecasted.

The effectiveness of vocational education abroad is determined by the following factors, namely: adequate funding, quality and relevance of content and training methods, proven national policy on vocational education, thoughtful career guidance for youth, state certification of qualifications obtained and system of independent certification of graduates based on state standards, flexible updating of the network of vocational schools (Poltavceva 2004, 32), dual organisation of vocational education, targeted decentralisation and regionalisation of educational institution subordination. Such approaches ensure the formation of future specialists' creative activity, professional skills, positive attitude to educational and further work, as well as readiness for innovations. A qualitative difference between the vocational education of European countries is that the development of human resources is legislatively enshrined in the social, socio-economic and legal obligations of employers (Filipčuk 2013, 36). Vocational education is flexible and, at the same time, an integrated structure that also performs a social function.

Undoubtedly, the VET system of Ukraine also needs updating, adapting to the needs of the information society and the requirements of its sustainable development. Improving the quality of specialists' training can be realised by updating the structure and content, optimal planning and rational organisation of the educational process, implementation and full use of ICT and involvement of highly qualified teaching staff.

To achieve a high professional level, workers and specialists need a deep understanding of technological processes, production organisation, new materials, as well as practical mastery of modern technologies, development of the ability to absorb a large amount of information, and the awareness of the need to learn throughout life, continuously improving their skills. Therefore, professional competences should be based on modern knowledge, the ability to apply them, quickly adapting to different production conditions, and adjusting the actions independently. The development and implementation of new generation state educational standards on a competence basis will provide the necessary level of training for skilled workers through the formation of creative thinking, understanding of methods for solving production problems and situations, ability to act independently and responsibly within their authority (Radkeyvč 2011a, 63). The objective basis for VET modernisation is the structural and functional transformation of the educational space, which initiates the improvement of all the elements of the education system and creates conditions and opportunities for the comprehensive realisation of educational potential and full use of production staff resources (Soroka 2009, 9).

Scholars emphasize that it is advisable to carry out modernisation processes in vocational education according to the competency-based approach, didactic principles of humanisation, fundamentalism, diversification, decentralisation, openness, outstripping nature of education, informatisation, social partnership, etc. (Radkeyvč 2011b, 9). On this basis, and taking into account the conclusions of the researchers (Jahupov 2011, 91–92), we believe that the methodological basis for modernisation has the following specific principles: 1) accessibility and

free access to primary vocational education; 2) the relevance of the vocational education system to the goals of state education policy; 3) the formation of a competitive environment in the market of educational services; 4) the strict adherence to the requirements of the state standards of VET; 5) the development of new qualification characteristics considering labor market needs; 6) the informatization and unified information educational space of vocational education; 7) continuous education (lyceums, colleges), which meets the demands of the labor market and future specialists' interests; 8) the recognition of regional national-historical, economic and cultural features; 9) the decentralisation and regionalisation by redistributing the authority of governing bodies at different levels; 10) the transition to state-public forms of vocational education management; 11) the social partnership, which means broad involvement of all the stakeholders in the planning and organisation of vocational education; 12) the innovativeness of the educational process, etc. The principles proposed to cover the whole range of organisation and management of the vocational education system.

The task of modernisation is to optimise the entire network of VET institutions. One of the promising ways is to restructure the vocational education system by establishing regional multidisciplinary VET centers. Educational management bodies together with employers and scientists need to develop a program for restructuring the network of educational institutions, the leading component of which should be targeted programs of training simulators and other equipment supply, as well as methods for calculating regional standards for budget financing of training in various professions.

An open competition should identify the basic vocational schools that have experience in experimental pedagogical activities, stable relations with customers, and extra-budgetary revenues. These institutions should carry out the work on advanced training of teaching staff, the formation of a qualitatively new methodological support, equipping with modern textbooks and teaching materials, creating electronic libraries, providing for the development and implementation of virtual simulators of modern production equipment based on information and communication technologies, as well as electronic educational and methodological complexes of pedagogical software (electronic educational resources) for professions that are in demand in the labor market. Each regional center should maintain its educational portal, which will help to solve the problem of the shortage and updating of educational and methodological support (Lytvyn, Rudenko 2014b, 25).

The increase in the contingent will make it possible to use the training areas, training and production equipment and modern simulators more effectively, and to raise their profitability. The multifunctional activities of the regional centers will contribute to the formation of a new form of state educational non-profit organisation, the principal difference of which is multichannel financing. The geographical location of such centers should contribute to both their accessibility for students and the development of the regional economy. At the same time, it should be emphasized that it is precisely these institutions that can ensure the

implementation of the technological direction into a specialised senior comprehensive school in Ukraine.

A striking example of such a successful institution is Lviv Professional College of Hotel, Tourism and Restaurant Services. Due to the efforts of the administration and the teaching staff, it is a vocational school with modern equipment and effective information and educational environment. Teachers use the latest information and pedagogical technologies in the training process; an educational and training center for specialists in commercial activity is organized and successfully functioning. The college takes part in international projects, develops direct business relations with foreign partners in France, Poland, Germany, etc., where the bases of production practice are organized. Teachers, masters of production training and future specialists who have completed internships abroad, gain European experience of working with clients, acquire the knowledge of modern technologies of the restaurant, hotel and tourism industries following world standards, as well as receive appropriate certificates (Lytvyn, Rudenko 2014a, 131).

Experience shows that in order to eliminate the isolation of most vocational schools from production and service sectors, the status of the parent company should be returned to permanent customers, as well as the development of a social partnership that provides for interaction not only with enterprises, but also with regional and municipal authorities, employment services, public organisations, parents. This first step towards a dual vocational education system will reduce the training time and meet the employers' needs in skilled workers. Social partnership also opens up additional opportunities for institutions to: obtain the information they need to forecast vocational training volumes and profiles; attract employers to the elaboration of requirements for the content and quality of training, its evaluation; undergo internship and advanced training of teachers and masters of production training directly in the workplace; have additional financing; and strengthen the material base. This is a new challenge for the interaction of educational institutions with the state employment service and employers' associations in training, retraining and advanced training of production staff and the unemployed. A social partnership will help to solve the promising tasks of vocational training promptly, but it will be effective only if appropriate laws are adopted and strictly implemented by the state authorities and employers (Nyčkalo 2008, 188–189).

The cooperation of educational institutions and social partners, in particular Henkel Bautechnik and Knauf, in different regions of Ukraine, is one example of the transformation of Ukrainian vocational schools into in-demand vocational education centers with the latest high-tech equipment and materials available only to leading companies. We should also note the positive experience of the international partnership of Lviv Higher Professional Art College, which since 2008 has been collaborating with German Society for International Cooperation in a model project on the modernisation of skilled workers' training for the professions of "Restorer of decorative paintings; painter", "Joiner; restorer". Its purpose is to improve the quality of vocational education by the world stand-

ards, according to which the graduate is a specialist with necessary handicraft and technological competences. After testing the curricula, didactic materials and other documentation will be available to all the stakeholders in different regions and countries, which will allow the project results to be implemented into other vocational schools, since the dissemination of experience is one of the tasks of German partners (Lytvyn, Rudenko 2014a, 131–132).

Despite some positive changes, modern VET in Ukraine requires urgent steps: the creation of a mechanism for forecasting the economy needs in labor resources, ensuring the independent control of vocational education quality, the establishment of public-private management, to involve social partners, multi-channel financing, guaranteeing the resource and financial stability of educational institutions and teaching staff, redistribution of powers in favor of employers while maintaining the role of the state in ensuring and guaranteeing the availability and quality of training.

Thus, effective ways to modernise the VET system basing on foreign experience and a set of sound methodological principles are the following: updating the legal framework and ensuring favorable conditions for vocational schools functioning and development; establishing their effective interaction with enterprises, institutions and organisations, executive bodies and local government; creating regional programs on vocational training monitoring; forming a diversified network and creation of a new type of establishments (regional centers of vocational education, vocational colleges, vocational lyceums, vocational training centers); participating in profiling of a comprehensive school and pre-vocational training; providing the industry with the necessary financial, material, human, organisational and technical resources, etc.

Further scientific and pedagogical tasks in the context of the problem under consideration include: constant updating of the content of vocational training, taking into account dynamic changes in the economy, engineering and technology; further improvement of state standards of vocational education; the creation of flexible educational programs in accordance with changes in the labor market and demand for workers; the development and implementation of innovative educational technologies; the combination of training with patriotic and civic education of youth; the intensification of vocational guidance among various strata of the population, strengthening this work in all types of institutions; the optimisation of the methods of advanced training for pedagogical staff; solving the problems of professional adaptation of vocational education graduates.

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