

**VOCATIONAL EDUCATION IN UKRAINE:
MODERN APPROACH TO EDUCATIONAL
CONTENT**



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Annotation: *Updating of content of vocational education and training, particularities of innovative convention in modern Ukrainian education are under consideration.*

Key words: *innovative convention, professional standard of competence, educational standard.*

Statement of the problem in general view

Europe is the world leader in quality of education and vocational training. They stressed in the memorandum of the European Union (March 2006, Lisbon) that the EU should have the most modern, dynamic economy in the world based on knowledge and be able to ensure stable economic growth, increasing the number of qualified jobs thus creating a distinct social homogeneity. To achieve this aim, leaders of the countries and the EU encouraged not only to radically revise the European economy but also to develop a differently new modernization program of social and educational systems.

Modernization of vocational education in Europe is carried out accordingly to the regulations organized in Bologna and Copenhagen processes. They are aimed firstly, for establishing higher, secondary and primary education; secondly, for integration of European vocational education [2].

Currently there is no single model of professional education and training in the European Union (EU) and each member of the European Union preserves its own system adapting it to the European requirements. General tendencies are based on the comparative method of solving the problems, top-priority among them are not only the quality but also continuity, fundamentalization, internationalization, democratization, flexibility, mobility, humanism and humanitarization of vocational education and training in its unique national forms.

As we can see, during the last 15-20 years, vocational education and training have become the most developed economic sectors in the Western countries. The dynamic process of social development is closely related with quality changes of quantitative parameters of national systems of education and the uprising of the new conceptual development of continuous education. One of the main aims of lifelong learning is the expansion and diversification of educational services that complete the basic education.

Complicated and contradictory processes of globalization are reflected also in the field of education. First of all, such innovative terms as "world educational space", "European educational space," "global education networks" were actively formed. Different levels of integration of educational, scientific, pedagogical, governmental and non-governmental organizations provide unprecedented opportunities for collaboration, cooperation in conditions of internationalization of different spheres of society. In this vein, the globalization of educational and research, innovation and activity takes place by forming new systems of distance learning and research networks that operate in the world regardless of geographical and political borders.

In the context of globalization challenges in many countries, there is a new trend for the value dimension of education, that is, its importance for the individual and therefore for the society, economy and so on.

Analysis of the last researches and publications

The way of exposure of progressive ideas of western experience in education, their philosophical, comparative and pedagogical analysis, clarification of conceptual principles of establishing and developing of concrete educational models, their comparison with domestic approaches, possible directions of introduction of these ideas in Ukraine can be expedient and perspective. It requires scientific and methodical providing with taking into account the aggregate of factors (social and cultural, ethnic, sociological, psychological, professional, economic, material and technical) and orientation of public policy for priority development of this branch. [2]

As a global object of research the system of vocational education and training from the point of view of pedagogical theories is represented by the great amount of scientific works of the leading Ukrainian scientists. Such scientists as N. Abashkina, O. Avksentyeva, R. Antonyuk, T. Desyatova, V. Zhukovsky, N. Korsunskaya, V. Kudina, N. Nychkalo, L. Puhovska, S. Romanova conducted a comparative analysis of the educational aspects in the European countries; N. Bidiuk, O. Gluzman, T. Koshmanova, N. Kutova, A. Ligocki, O. Matviyenko, A. Sbruyeva, L. Homych studied the educational systems of foreign countries in details. Achievements of S. Goncharenko, M. Leshenko, L. Lukyanovoy, A. Selivanova, S. Sysoyevoy, O. Suhomlynskoj concerning the forming of the world educational space as philosophical category deserve the attention. Innovations in domestic education were considered by many scientists. In the works of such scientists as V. Andriyushenko, L. Gubersky, T. Desyatov, I. Zyazyun, O. Kovalenko, V. Kremen, N. Nychkalo, V. Oliynyk, V. Radkevych, V. Suprun, D. Tabachnyk was studied the problem of modernisation of vocational education on the basis of innovative educational technologies. The research of the historical context of innovative activity in vocational education was also carried out. They studied the problem of modernization of trade education on the basis of introduction of innovative technologies of studies, and they also researched the historical context of innovative activity in vocational education. [] R. Gurevich, M. Kademi, Gzh. Kedrovich and other domestic scientists highlighted the problems of using pedagogical, informative and communicative technologies in the educational process of vocational education

establishments, including the research of scientific organization of labour made by O. Anischenko.

From the different points of view forming and updating processes of results and content of education were examined by such Polish scientists as V. Tadeusz, V. Novazky, Z. Vyatrovsky, R. Ber, S. Kachor and others.

Exposition of basic material of research

Strategy of development of United Europe is based on using of, so-called, triangle of knowledge – education, researches and innovations. It includes more wide spheres of life-sustaining activity of the states and societies and new members of EU becomes a decision factor in the forming of European and national identity and also rapprochement of the educational systems and developments of the European educational standards. Development of trade education is a considerable part of the process of updating the educational systems which has taken place in the last decades in the European countries. It is connected with recognition of ponderability of education. The peculiarity of the system of vocational education in all levels is that it does not meet the requirements of time, society, and necessities of labour market. In this context, in the conditions of globalization and integration, the problem of preparation of competitive manufacturing staff obtains an international importance. It is the main activity of the International Labour Organization of UNESCO, the European Training Foundation and the European Center for the Development of Vocational Training (CEDEFOP). Among basic priorities which society is oriented on, CEDEFOR emphasizes continuity of vocational education, improvement of its quality, providing of investment attractiveness, improvement of access to high-quality education.

At the same time separate spheres of educational collaboration were determined, which is explained by creation and expansion of the common European educational space and intensification of exchanges and contacts that directed on the development of the European dimension of education. One of the main tasks of collaboration is determination of the aims of the vocational education.

Among them are:

- Improvement of adapting to the industry changes through the vocational preparation and retraining;
- Increasing the level of professional skills;
- Easier admission to vocational educational establishments and support of mobility of instructors and students;
- Collaboration between professional schools and enterprises;
- Development of exchange of information and experience about common questions for the educational systems of EU countries-members.

In our opinion, the search and implementation of the progressive world educational ideas, no matter they come from, is an urgent necessity and the national educational system should be adapted to them. The flexibility and mobility of vocational education, humanizing of the middle and higher school, combination of educational reforms from above and innovations from below, decentralization of education, scientific character, economy and optimal decisions are significantly considered, taking into account the strategic prospects of development and efficiency of education.

The innovations in the White Book of national education were recognized not only as the final product of using of any novelty with the purpose of making of high-quality changes in the educational process and obtaining of economic, social, scientific and technical, ecological and other effect, but also as a constant updating. They are characterized by novelty which is directed on the high-quality improvement of educational process and study results, and represented in the improved or new components:

- An innovative product – eventual result of innovations – is the graduating student which has a necessary set of competencies; high-quality new knowledges, abilities and skills that are directed into the individual development;
- Innovative technologies – didactic, educational, administrative – are the creation of new product, implementing these innovations in the educational space;
- The subject of innovations – is the aim, content, structure, forms, methods, technological tools of organization of educational and administrative processes, scientific and methodical developments, legal documents which regulate activity of educational establishments and their relationships with other organizations.

Introduction of new generation's professional standards is predefined by globalization and integration processes. It is directed to forming the system of vocational education and training in Ukraine taking into account the world progressive ideas of training of manufacturing personnel. During the last years in our state appeared the question of innovative development mechanisms which would provide upgrading of the national vocational education and acceptance of its end-points. Dominant place among the innovative changes at the beginning of the XXI century was occupied by the renewed standards and forms of vocational education, which are oriented on forming a model of high-quality competitive specialists in the global labour market on the basis of professional standards of competence.

Updating of content of vocational education is impossible without taking into account the world's innovative experience in this sphere. That is, professional standards of competence is the main condition of providing skilled manufacturing staff's training in service industries which worked out in accordance with the branch framework of qualifications, as components of the national qualification system, where every level of qualifications is clearly determined by the complex of interconnected requirements to knowledge, abilities and competence of workers.

Therefore, experience of vocational education systems of the developed countries is extraordinarily important, which implement the conceptions of continuous education on the basis of its standardization. Among the main directions of collaboration with the

European countries in the context of manufacturing staff training, it is necessary to distinguish "contacts between countries, uprising of industrial production in the sphere of large international business concerns and conglomerates that requires standardization in vocational education", "common standard of specialists training". Many new concepts appeared in international documents, including "lifelong learning", "descriptors of qualifications", "Dublin descriptors", "The European Qualifications Framework for lifelong learning", "competence", "international standard qualification of education", "international standard qualification of professions", "National Framework of Qualifications", "European qualifications system and the European space for higher education".

Well-known scientist, Omelyanovych L.O., doctor of economic sciences, emphasizes that analysis of the world tendencies testifies that modern educational establishment stopped to be only the knowledge transferred from a teacher to a student. Leading establishments become the catalysts of the high-quality and society's proof economic growth and the centers of forming of the intellectual capital in all its forms - knowledge, innovations and competences. [4].

In this case, a professional standard from a profession represents general information about a kind and a content of the economic activity; the project of branch qualifications frameworks which is related to the legal documents that determine qualifying requirements to the workers according to the Ukrainian National Classification of Occupations (National Classification of Occupations NC 003: 2010), requirements to the educational level and working experience; a presence of the special labour conditions and admission to work; qualification structure of workers' competences accordingly to every qualificational level and a list of labour functions in all levels.

A standard is intended for:

- Evaluation of qualification and certifications of the restaurant business workers, graduating students of vocational establishments;
- Forming of the state educational standards and programs of vocational education and also for development of scientific and methodical complexes for these programs;
- Training of personnel at the food industry enterprises;
- Implementation of tasks in the field of personnel management: systematizations of standards of restaurant service enterprises, introduction of the system of personnel's motivation and stimulation, development of job descriptions and tariffing of positions, personnel's selection and attestation, planning of their professional increase;
- Calculation of workers quantity, personnel's distribution at enterprises of restaurant service according to the professional directions of different classification's levels, planning of additional requirement in personnel and so on;
- Realization of procedures of standardization and unification within the framework of economic activities types; establishment and observance of the common requirements to the content and quality of professional activity, concordance of positions types, organization of labour activity types.

Requirements to the competences of some professions and professional types of activity form the standard criteria for the estimation of training results which are the basis of development for educational programs, curricula, methodology of evaluation and teaching, determination of necessary financial and material resources. Under these circumstances, professional standards can become the effective mechanism of requirements concordance in labour sphere for the graduating students of professional educational establishments and the starting point for determination of educational results and training. In its turn, it enables the system of vocational education to react upon requests of labour market and, thus, to manage the quality of vocational training.

The main problem of the system of vocational education on all levels is that it does not answer the requirements of time, society and necessities of labour market. CEDEFOR singles out continuing of vocational education, improvement of its quality, providing the investment attractiveness and improvement of access to a high-quality education.

Reformation and innovative progress of education in Ukraine are the actual and major tasks of the government policy. But the process of updating the content is difficult, long-term and contradictory. In appropriate opinion of the well-known scientist, academician Nychkalo N.G. modernization and realization of strategic tasks in vocational education can not be limited by the frameworks of the educational space. The development of this system in the conditions of market economy requires law making, real government support, combining efforts of legislative and executive authorities, all levels management of production and service spheres, of different types of enterprises and patterns of ownership, educational establishments and also scientific establishments and public organizations [3, 7].

There is a necessity of the legal basis for the creation of the renewed system of vocational education and training, which will allow making the mechanism of multilevel specialists training and show out vocational education on a new stage. Introduction of the sequence mechanism into multilevel specialists training requires the normative-legal regulation, integration of the educational establishments of different accreditation levels and it will initiate/give a possibility to create the new model of education.

Professional standards of competence come forward as a basis for development and realization of educational standards. The concept of "educational standard" has substantially changed. Updating the context of vocational education provides not so much the account of national and regional specificity in personnel's training, as the attention to the features of socio-economic development of certain regions and branches of economy. It is the basic instrument of the educational management quality at the state level and serves as a social guarantee to each member of the society and is the guarantee of their competitiveness at the labour market which satisfies their personal requirements.

At the same time domestic educational standards must be, firstly, compared with foreign standards and secondly, inherited with professional ones that match the personnel's requirements of certain economy industries. This freely allows functioning of the continuous educational system. And so, the educational standards of all links of the system

must be successive, as they are the basis of the vocational educational programs and of the training methodical complexes.

The specificity of vocational education is determined by the variety of professions and specialties, forms of manufacturing staff training during the short time.

In Simferopol High Vocational School of Restaurant Service and Tourism a professional standard of competence for the "Cook" profession is worked out with the participation of employers, social partners, scientists and representatives of other establishments.

The standard was created in 2011. Such reviewers, scientists and specialists as Gnizevych V.A., doctor of engineering science, Kosar O.V., business manager of the restaurants network the "Kozyrna Karta", Radkevych V.O., doctor of pedagogic sciences marked the reasonableness of work and they stress the urgency of its implementation.

Innovative transformation in the content of vocational education and training is a multi aspect problem which solution requires a scientific ground and approbation. The innovative aspects and aims of strategic development of vocational education system and training are constantly in the center of researchers' attention. The category of "innovative transformations" means a scientific research of new knowledge or ways of certain problems solution, aspiring for updating and so on.

Accordingly to the words of Kremen V.G., the president of the National Academy of Sciences of Ukraine, such approaches will form a person with the innovative type of thinking, culture and readiness to such activity which can become an adequate answer of civilization passing to the innovative type of development [1].

In conclusion, innovative transformations in the content of vocational education and training are the imperative of the Ukrainian educational policy on the modern stage, its priority direction in a long-term prospect.

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