



MODERNIZATION OF PROFESSIONAL (VOCATIONAL) EDUCATION IN ACCORDANCE WITH THE NEEDS OF SOCIETY AND THE REQUIREMENTS OF THE LABOUR MARKET

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Abstract.

Relevance: At the beginning of the third decade of Ukraine's independence the problem of compliance of professional training of skilled workers with modern labor market requirements, as well as European standards and principles of quality assurance of vocational education and training has become more relevant. In this regard, conceptual, legislative and organizational and pedagogical measures aimed at modernization of professional (vocational) education are of particular importance.

Aim: to analyze the features of modernization of professional (vocational) education in the third decade of independence of Ukraine and on this basis to make recommendations for its improvement at the national level.

Methods: theoretical (induction, synthesis, generalization); empirical (study and analysis of normative-legal documents in the field of professional education and labor market, professional training programs for skilled workers, results of professional (vocational) education institutions activity.

Results: have characterized the causes of inconsistency in the quality of vocational training of skilled workers with the requirements of the labor market. A number of concepts, normative-legal documents in the sphere of education and labor market and their focus on modernization of professional (vocational) education were analyzed. The directions of interaction between educational institutions and employers in improving the content and forms of professional training of skilled workers, the introduction of innovative management, production and teaching technologies were disclosed.

Conclusions: The results of the analysis of normative legal documents of educational programs for professional training of skilled workers give grounds to state that during the third decade of Ukraine's independence modernization of professional (vocational) education is expressed in: updating the content based on the competence approach and descriptors of the National Qualifications Framework in improving the network of professional (vocational) education institutions, taking into account the needs of national and regional labor markets; updating management and funding systems based on decentralization, the transfer of authority to the regional level; enhance public-private partnerships based on the involvement of social partners in the management and so on.

Keywords: *professional (vocational) education, modernization, labor market, social partners, educational legislation.*

Introduction. At the beginning of the third decade of Ukraine's independence (2011 – 2021) the issue of matching the qualification of graduates of vocational education and training institutions with current and prospective socio-economic needs became acute. In solving this issue Ukraine lagged far behind European countries (Radkevych V. O., 2021). The main reasons for the decrease in the quality of training in 2011 were the lack of a coherent science-based public policy on the development of vocational education system, the lag of the regulatory framework from the dynamic changes in the socio-economic development of society, which led to the deepening contradictions between: the requirements of society to improve the competitiveness and professional mobility of skilled workers and imperfect regulatory, scientific, methodological and staffing support by Equally important was the contradiction between the need for coordinated cooperation among central and local executive authorities, local governments and employers in resolving problems of the vocational training of workers and the lack of mechanisms for the development of social partnerships. There was also a low level of organizational, staffing, economic and financial autonomy granted to vocational training institutions and the like. The solution to these problems in the development of the State Target Programme for the Development of Technical and Vocational Education and Training for 2011 – 2015 (2010) has created the prerequisites for the establishment of a national vocational training system. (The prerequisites for a unified State policy on the development and productive employment of the country's labour resources were established in 2010. This refers to the introduction of European standards and principles of quality assurance of education with regard to labor market requirements for specialist competencies; harmonization of legislation in education and social and labor relations; promotion of national and international recognition of qualifications obtained in Ukraine; establishment of effective interaction between the sphere of educational services and labor market. For this purpose, the National Qualifications Framework (2011) was developed. In ensuring the quality of vocational education and training, an important role belonged to the development of interaction between enterprises and vocational education and training institutions towards the alignment of interests in the demand and supply of skilled labour.

Rapid technological re-equipment of economic sectors and the service sector in this period led to the lack of demand for a significant number of

working professions and specialties, a decrease in demand for workers with low qualifications and, on the contrary, an increase in demand for qualified workers with tools, for maintenance, operation and control of technologically complex equipment and devices. There was a special demand for "universal workers". In view of this, the need to update the State List of Occupations for the training of skilled workers in vocational education institutions and to develop integrated occupations based on the enlargement of existing occupations and types of work in the National Classifier of Occupations and Jobs, taking into account modern and prospective qualification requirements and functions of labour activity has increased.

The transition of vocational education and training from the traditional principle of maximizing primary vocational training to the process of continuous and flexible mastery of new professional qualifications and competences by individuals has contributed to meeting modern labour market demands for skilled workers in the required volume and quality. In this regard, the importance of the competence approach to modeling the results of vocational education, their representation in the form of quality standards of skilled workers training was actualized. According to the competence approach, the creation of a new generation of state standards for vocational education was started. The competence-based framework for creating educational standards was a response to the globalization challenges of economic activities related to the development of the economy of the leading countries of the world based on "outsourcing", which requires transition to unified training standards for the world economy (Radkevych V. O., 2012).

At the same time the crisis phenomena in the economy were reflected in the decrease of the production rates and the need for qualified workers in almost all kinds of economic activities. Every fourth place was vacant at the enterprises of processing industry and every ninth - at the enterprises of trade, repair of cars, household appliances, manufacture of items of personal use. There was a sharp decrease in the need for workers of metallurgical and construction occupations (by 21.8%), sellers and demonstrators (by 32.3%), workers of mining and construction occupations (by 20.4%).

In 2011 – 2021, the downward trend in the number of students and trainees in vocational education institutions has continued. In particular, there are 708 vocational education institutions in Ukraine in 2021, with a population of 240,000 people. The network of vocational education institutions includes

165 higher vocational schools, 90 vocational education centres, 312 vocational lyceums, 65 vocational schools, 59 training centres in penitentiary institutions, 1 vocational school for social rehabilitation, 13 divisions of higher education institutions and 3 professional colleges. Over the period 2011 – 2021, the number of vocational (technical and

vocational education and training institutions) in the country will increase from 4 to 5,000. The number of vocational training institutions decreased by 268, while the number of students decreased by 169,400. This, in turn, has led to an increase in the number of small institutions (with a contingent of students of less than 300 people) (fig. 1).

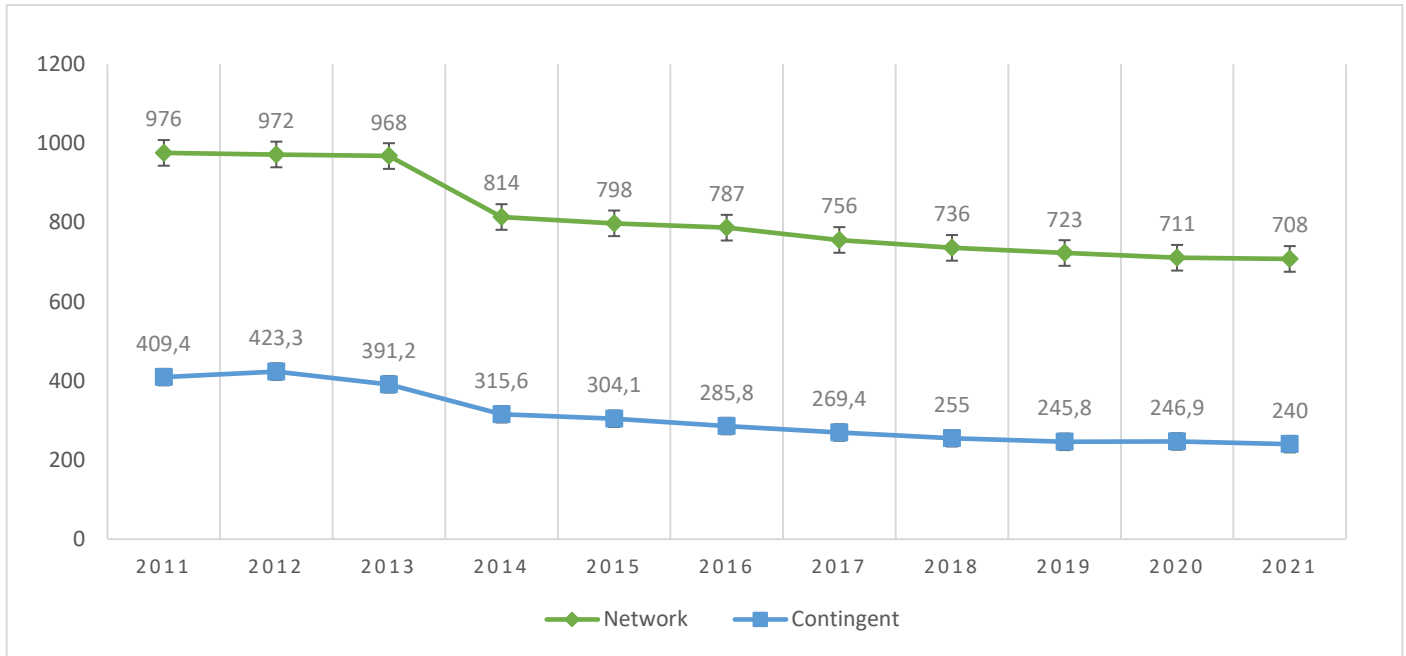


Fig. 1 Network and staffing of vocational education and training institutions (2011-2021)

Another manifestation of the problem of loss of prestige of vocational education is the growing shortage of workers in the Ukrainian labour market and the low socio-economic motivation of education applicants to obtain professional qualifications; an increasing proportion of young people who tried to get a higher education, including – abroad; low level of attractiveness of working professions among young people.

The purpose of the article is to analyze the peculiarities of modernization of professional (vocational) education institutions during the third decade of Ukraine's independence (2010 – 2021) and on this basis, the selection of recommendations at the national level.

Methods: theoretical (induction, synthesis, generalization); empirical (study and analysis of normative-legal documents in the field of professional education and labor market, professional training programs for skilled workers, results of professional (vocational) education institutions activity.

Results and discussion. The quality of professional training of future skilled workers at the beginning of the third decade of Ukraine's independence required improvement in accordance with the

demands of economic and social development. This was evidenced by insufficiently effective use for the needs of vocational education of the share of gross domestic product (0.4%). In this connection, the reforming of the vocational education system in order to ensure its quality was determined as an important direction of the state staff policy implementation. In particular, it was planned: to forecast the need for training of skilled workers in all spheres of life support of the state; to develop a national system of education quality assessment; to create modern methods of developing state standards of vocational education; to increase the prestige of working professions; to establish interaction between the state and business entities to create a modern system of training skilled workers, engineers, technicians, etc.

The adoption of a number of laws of Ukraine was important; namely: "On amendments to some laws of Ukraine regarding improvement of vocational education management" (2012), which was aimed at creation of conditions for operative managerial decisions on vocational education and its financial provision, strengthening the role of local executive authorities and local self-government in

formation of labor potential of the country with maximum consideration of needs of regions in qualified workers; "On professional development of workers" (2012), (2012), which regulated the formation of the state order, taking into account medium-term forecasts of demand for specialists and workers in the labour market and the approximate average cost of training one skilled worker, as well as defining the basis for the placement of the state order.

The provisions of the Law of Ukraine "On Social Dialogue in Ukraine" (2012) contributed to the regulation of interaction between employers and vocational educational institutions in the formation and development of labor potential. This allowed to start the creation of regional educational and production clusters on the basis of institutional forms of coordination of vocational education and training institutions, scientific institutions, enterprises and public organizations to ensure the quality of vocational education and training. The functioning of education and production clusters corresponded to the nature of modern competition, made it possible to optimally determine the requirements for the professional qualification of workers, to provide the implementation of modern production technologies more effectively promoted the unification of the subjects of the labor market and the social dialogue in order to equalize the balance between the supply and the demand of the labor force, improving the quality of vocational training for qualified specialists and upgrading the facilities of vocational training institutions, improving the professionalism of teaching staff, including taking into account the experience of professional development of teachers and trainers of vocational education institutions in the European Union countries (Radkevych, 2017).

During this period, the results of informal vocational training of workers begin to be recognized. For this purpose, relevant centers, including those on the basis of vocational educational institutions, in which training of qualified specialists in specific professions was carried out, began to be created. This made it possible to determine the conformity of the professional knowledge, skills and abilities of workers, acquired by them in conditions, not regulated by the place, term, form to the requirements and job responsibilities, established by the legislation. The development of vocational education was facilitated by the placement of a state order on a competitive basis with the conclusion of a state contract with the state order performer.

A number of decisions of the Cabinet of Ministers of Ukraine have been adopted for the effective management of the vocational education system, namely "On amendments to the Order on provision of work places for on-the-job training and internships for pupils, trainees of vocational institutions" (No. 503 of June 26, 2013) "On amendments to Regulation on vocational education and training institution" (No. 505 of June 26, 2013) "On amendments to Regulation on step vocational education and training institution" (No. 456 of June 26, 2013). Especially, the amendments to Regulation on the professional competence of the teaching staff and appointment of directors of vocational education institutions (2013).

The work on the National Qualifications Framework Development Strategy aimed at supporting lifelong learning and linking the education system to the labour market in the context of the EU principles on education and competence development. In this regard, the methodology for the development of state standards of vocational education for specific working professions was approved (Order of the Ministry of Education and Science of Ukraine from May 15, 2013 No.511).

In accordance with the National Strategy for Education Development, the strategic areas of state policy in the field of vocational education and training are: development and implementation of state standards for vocational education and training in professions with broad qualifications; updating and approval of the optimal list of professions for training skilled workers (reducing their number through integration); optimization of the network of vocational educational institutions of different types, professional areas and professions; and the development of a system of vocational education and training for the people.

Scientific and methodological support for the development of vocational education during this period consisted of: updating the content of education through the development and implementation of state standards for specific professions; information and training and methodological support of the educational process; coordination of activities of methodological and training institutions of vocational education on the training of workers; introduction of innovative educational technologies for vocational training of students pro In this context, importance has been attached to the measures of the National Action Plan for the implementation of the Programme of Economic Reforms for 2011 – 2014. "Rich Society, Competitive Economy, Effective

State" (2011) on the development of the state standards of vocational education, namely: conducting unified state policy in the field of vocational education; formation of unified educational space in Ukraine; ensuring in all regions and in various sectors of economy equivalence of vocational education and recognition of qualifications and documents on vocational education; elimination of diver

The training of workers competitive in the labor market depended on their mastery of advanced production technologies and the ability to perform work using the latest materials, tools, equipment and devices. A network of training centers was working for this purpose.

In order to improve methodological work, the new Statute on Education and Methodical (Scientific and Methodical) Centre (Cabinet) of Professional and Technical Education was developed and approved (Order of the Ministry of Education and Science of Ukraine № 856 dated 27.06.2013, registered at the Ministry of Justice of Ukraine on July 16, 2013 at № 1189/23721). External independent evaluation of learning achievements was introduced.

The participation of vocational education and training institutions in international projects has increased. In 2013 one of the aspects of international cooperation was the participation of Ukraine in the Torino Process, in the European Training Foundation project "Improving Vocational Education and Training Systems through Skills Anticipation and Adaptation, Social Partnerships and Resource Optimization"; in the Ukrainian-Canadian project "Skills for Employment".

Personnel training in vocational educational institutions was carried out with more than 400 of the most demanded working professions in the labour market. Changes also took place in the sectoral direction of vocational educational institutions, which corresponded to the economic priorities of the country's development – a decrease in the need for working professions in the industrial sector, the construction sector and an increase in professions in the service sector, the agro-industrial complex. During these years, there was a significant reduction in the number of such institutions as vocational technical schools and professional lyceums, and an increase in the number of TVET centres. This was caused, first of all, by: demographic situation; subsequent shutdown of production; decrease in the prestige of working professions among young people; underestimation of requirements for those entering higher education institutions; lack of a devel-

opment strategy for vocational education and training in Ukraine. In 2015, a new type of vocational education institution – vocational college – was established.

During 2011 – 2015 the negative trend of reduction in the number of students of vocational educational institutions continued. A negative factor in the decrease in this indicator was the temporary loss of the territories of the Autonomous Republic of Crimea and parts of Donetsk and Luhansk oblasts since 2014. This trend is characteristic both for enrolment and graduation of future skilled workers.

Most of the problems that existed in the system of vocational education were related, among other problems, as well as the poor staffing of teachers and vocational educators, as well as their level of development of legal culture (Radkevych, 2019).

In recent years, the number of institutions of higher education that started training specialists in vocational education has increased to 33 universities, 12 colleges and technical colleges, where students have studied in 27 profiles of this specialty.

In order to ensure quality training of workers, compliance with the unified requirements for the implementation of the International Standard Classification of Education in Ukraine, in 2016 310 state standards for specific working professions were developed and tested in the educational and production process, 80% of which were in the field of production. The state standards were obligatory and uniform for all vocational educational institutions, enterprises, institutions, organizations engaged in training of qualified workers, regardless of their subordination and forms of ownership. Representatives of sectoral ministries and departments, the joint representative body of the employers' side at the national level, and employers' organizations, scientific and scientific-methodological institutions, as well as employees, specialists of enterprises-customers of the workforce were involved in their development. During 2016, 25 more state standards of vocational education for specific professions were developed and approved.

In 2016, the Cabinet of Ministers of Ukraine adopted Resolution No. 818 of 16.11.2016 "On approval of the List of professions of national importance, training in which was carried out at the expense of the state budget", which included 19 professions. On the basis of 25 vocational educational institutions the training centers for the following professions started their work: "Tractor operator of agricultural production", "Installer of

sanitary and technical systems and equipment", "Dressmaker. Tailor. Tailor. UAH 50 million has been allocated for the purchase of modern equipment, tools to ensure the operation of these training centers. At the same time, financial investments of the state in vocational education were not comparable with higher education. Over the years of independence the gap between the amount of their funding has grown dramatically – from 4 to 13 times. This trend persists even now.

By the beginning of 2016, the training of workers and junior specialists in vocational schools was more than 98% financed at the expense of the state budget (less than 2% of students studied on a contractual basis), cadres necessary for the national economic development without their linkage to the regional needs of state target programs (which is economically uninteresting for local budgets). Also at risk were certain areas of training (in particular, culture, arts, crafts, etc.), often unprofitable to finance locally, but without state support it is difficult to imagine the socio-cultural aspect of public life and regional development.

The consequences of an improperly prepared initiative of the Cabinet of Ministers of Ukraine were problems with financing vocational education and public indignation. Therefore, the Government was forced to adopt a resolution to subsidize UAH 500 million from the state budget to local budgets to finance them. However, this subsidy did not solve the problem adequately, because the annual financing of the system through the state order required significantly more funds. The deficit in expenditures for the financing of vocational schools in 2016 amounted to 15 million UAH.

A serious challenge to the development of vocational education was the decision to transfer from January 1, 2016 the financing of the costs of training of workers in vocational educational institutions by the state to local budgets, and from January 2018 the management of professional (vocational) education institutions became the responsibility of the regional state administrations according to the order of the Cabinet of Ministers of Ukraine from 25.10.2017 № 831-r.

In 2017, there was a lack of coherence between local policies on socio-economic development; provision of labor resources with the real needs of the region. The contingent of students tended to decrease, which, in turn, led to an increase in the number of small institutions, resulting in increased costs per student. The material and technical base of vocational (technical and vocational) education institutions in recent years was practically not renewed,

the organization of the educational process was complicated by the lack of modern workshops, outdated equipment, unsatisfactory provision of teaching tools, visual aids and educational literature.

The task of forming and developing the competences of individuals required for professional activity in a particular profession in the relevant industry, ensuring their competitiveness in the labour market and mobility, and the prospects for career development during their lifetime has arisen. This was noted in the Law of Ukraine "On Education" (2017). This law introduced the terms "professional (vocational) education, "institution of professional (vocational) education, applicant of professional (vocational) education, as well as the level of professional (vocational) education: first (primary), second (basic), third (higher). In the implementation of these tasks were important provisions of the Copenhagen Declaration, the Bruges Communiqué and the Riga conclusions. In particular, in the framework of the Copenhagen Process, a European Guide for Vocational Education and Training Quality Assessment was first developed for vocational education providers, which revealed the relevant criteria, procedures and processes of involving vocational education and training providers in this activity (2002). In the Bruges Communiqué, the emphasis was shifted to the mastery of additional educational programmes that provide the individual with the opportunity to achieve a high level of qualification in their chosen field, deepening their own competence (2010).

To implement the state policy in the field of qualifications in Ukraine, the National Qualifications Agency was established on a parity basis from representatives of the central executive authorities in the field of education and science, social policy, economic development, employers, trade unions - to ensure interaction, coordination and enhance the efficiency of stakeholders in the field of qualifications, developed on the basis of relevant legal and regulatory acts. The assignment of qualifications began to be carried out in accordance with the qualification level discriminators of the National Qualifications Framework and taking into account the requirements of the modern labor market to the competences of specialists (2011).

In 2017, the optimization of the network of vocational education and training institutions began by joining small institutions to more powerful ones. The problems that needed to be solved were: disordered division of powers in the sphere of management and provision of financing of professional (vocational) education development; insufficient

level of managerial culture in the sphere of professional (vocational) education of heads of executive authorities, local self-government and educational institutions; lack of motivational incentives for social partnership development; inconsistency of quality and directions of professional (vocational) education and training in the sphere of professional (vocational) education. This required: meeting the needs of the individual in professional implementation and lifelong learning; defining the legal powers of subjects of professional (vocational) education; systematic monitoring of the labor market and prompt response to its needs; multi-channel financing and attracting investment in the development of professional (vocational) education institutions; creating a system of diverse mutually beneficial social partnership; ensuring quality and accessibility of Taking this into consideration, the following important conceptual principles of professional (vocational) education reforms were identified: decentralization of management and financing of professional (vocational) education, including introduction of new management model to empower regional authorities and professional (vocational) education boards, heads of educational institutions, implementation of interaction mechanisms between central and local bodies

Effective interaction between stakeholders in the field of professional (vocational) education was aimed at the development of partnership interaction in the course of labor market monitoring, taking into account national, regional and sectoral priorities, formation of labor market needs in qualified personnel for the medium term; flexible trajectories of professional qualifications implemented by recognizing non-formal and informal forms of education, introduction of full and partial qualifications, introduction of indi

Quality assurance of professional (vocational) education included: formation of modern content of vocational education based on competence approach (key – competences required for self-realization, development of active citizenship, social inclusion and adaptation in the labor market; general professional - competences that form ideas, basic knowledge in a certain professional field, creating the necessary basis for a person to obtain a professional

A promising direction of modernization of the content and organization of the educational process in vocational (technical and vocational) education institutions was the introduction of the dual form of education (Concept, 2018). This form appeared in

the legislation for the first time with the adoption of the Law of Ukraine "On Education" (2017), although elements of the dual form of education were introduced even earlier. For employers, dual education became a way to provide vacancies with qualified personnel, training such workers for their needs, who are ready to work at a particular workplace using appropriate production technologies. For educational institutions, including teaching staff, it is an opportunity to get an internship on modern equipment, learn new technologies, management systems, acquire new professional and key competences or improve them. A total of 262 educational institutions, 1,160 employers and 1,244 applicants for professional qualifications joined the implementation of the dual form of education. Training was provided in 190 professions (including integration with technologically related professions). The most popular occupations for receiving professional (vocational) education in the dual form were welding, metalworking, electrical engineering technology, agricultural production and processing, light industry, hotel and restaurant services, IT technology, trade and accounting.

One of the key issues in the modernization of vocational (technical and vocational) education was the professional development of teachers and masters of industrial training, both in terms of psychological and pedagogical and methodological training, as well as in terms of professional areas. Teachers began to actively use effective forms and methods of training: project method; trainings; case technology; group work; modelling; developmental learning technology focused on the development of creative, entrepreneurial and business qualities.

At the same time, the COVID-19 pandemic actualized the need to raise the level of ICT-competence of pedagogical staff of vocational (technical and vocational) education institutions. After all, during the quarantine they had to be able to organize distance vocational training for future skilled workers. In addition, they had an increased interest in studying software (Radkevych, 2019) technologies of self-management, self-education activity of students, development of electronic educational resources, teaching aids and the like.

The modernization of vocational (technical and vocational) education was also facilitated by the approval of the Concept of State Policy Implementation in the field of vocational (technical and vocational) education "Modern vocational (technical and vocational) education" for the period until 2027. (2019). Its goal was to reform vocational

(technical and vocational) education, aimed at achieving the following basic objectives: decentralization of management and financing in the field of vocational (technical and vocational) education, gradual transfer of authority on management of vocational (technical and vocational) education institutions and their financing to the regional level; expansion of autonomy of institutions; optimization of the network of institutions; creation of conditions for obtaining face professional qualifications.

In accordance with the Law of Ukraine "On Professional Pre-Higher Education" (2019), the training of vocational (vocational and technical) education institutions has been launched to train professional junior bachelors. Among the priority tasks of the Ministry of Education and Science of Ukraine during this period were: formation of a unified network of vocational (technical and vocational) education institutions and their optimal financing and management mechanism; modernization of educational institutions infrastructure; updating of education content; creation of quality assessment tools for professional (vocational) education; creation of preconditions for improvement of teachers' work quality; attraction of business representatives to educational.

The preparation of educational programmes of specialized secondary education, including professional direction in the dual form of education, has started. According to the Law of Ukraine "On Secondary Education" (2020), specialized secondary education implies that students meet the requirements for learning outcomes defined by the state standard of specialized secondary education.

In order to promote modernization of the system of professional (vocational) education in accordance with the modern and prospective needs of the labor market, the best international standards and practices to ensure the implementation of the right of citizens to quality and accessible vocational (professional) education, the creation of conditions for the formation and development of relevant professional competencies necessary for its successful professional activities and self-realization, as well as the development of labor resources.

Of no less importance was the national decision to increase the size of academic scholarships, including for students at vocational education institutions, as well as the creation and operation of supervisory (board of trusteeship) boards at vocational education and training institutions based on the principles of public-private partnership, accessibility, openness and a focus on the needs of applicants for education and the labour market.

Conclusions. The functioning of the system of professional (vocational) education during the third decade of independence of our state is conditioned by socio-economic and cultural transformations, adoption of a number of legislative and regulatory documents in the field of education and labor market. In particular, the Laws of Ukraine "On Education" (2017), "On amendments to some laws of Ukraine concerning the improvement of management of vocational education" (2012), "On formation and placement of the state order for training specialists, scientific, scientific-pedagogical and working personnel, professional development and retraining of personnel" were adopted (2012), "On Professional Pre-Higher Education" (2019), "On Secondary Education" (2020).

The modernization of professional (vocational) education in this period is related to the implementation of the Decrees of the President of Ukraine "On Sustainable Development Strategy of Ukraine – 2020" (2015), " On priority measures for the development of professional (vocational) education" (2021), the State target program for the development of vocational education for 2011 – 2015. (2010), National Strategy for Education Development until 2021 (2013); concepts: training of specialists in dual form of education (2018), implementation of state policy in the field of professional (vocational) education "Modern vocational (technical) education" until 2027. (2019).

Modernization of professional (vocational) education in modern socio-economic conditions was facilitated by the adoption of the Laws of Ukraine "On Professional Development of Employees" (2012), "On Employment" (2012), "On Organization of Employers, Their Associations, Rights, Guarantees of their Activities" (2012), "On Social Dialogue (2012); approval of National Classifier of Occupations DK 003: 2010 (2010), National Action Plan for the implementation of the Economic Reform Program for 2011-2014. The National Classification of Occupations DK 003: 2010 (2010); the National Action Plan for the implementation of the Economic Reform Programme for 2011-2014 "Rich Society, Competitive Economy, Effective State" (2010), the National Classification Framework (2011), the Strategy of State Personnel Policy for 2012 – 2020 (2012), etc. (2012), etc.

No less important was the harmonization of the legal framework of professional (vocational) education in accordance with the needs of the economy in conditions of Ukraine's integration into the international economic and educational space, based on the consideration of progressive experience of the

functioning of vocational education and training systems in the EU, as well as the main findings of the Brussels Communiqué (2010), the European Quality Assurance Framework for vocational education and training (EQAVET) (2011), Strategy.

The modernization changes in the professional (vocational) education during the third decade of Ukraine's independence (2011 – 2021) are expressed, *firstly*, by updating the content of vocational education, ensuring its forward-looking character, taking into account the dynamic technical and technological changes in the sectors of economy and labor market, combining the content of general education and vocational training, expanding the socio-cultural component of the content of national conscious successful personality development with active.

Secondly, continuous improvement of the network of professional (vocational) education institutions, taking into account the needs of national and regional labor markets for qualified workers. Therefore, various types of institutions are being created, namely vocational lyceums, higher vocational schools, and vocational education centers. Recently, the opening of vocational and professional colleges, training and practical centers of industry orientation with the use of the latest production technologies, the introduction of innovative forms of education (dual, distance, mixed) has begun, using in the educational process the latest technological tools and information resources of online platforms with educational and methodical materials, SMART complexes of academic disciplines; software for project management and communication of the subjects of the educational process; simulations of real production environment based on the program-supported principle of learning; digital profiles of professional (vocational) education to record the acquired competencies; expanding the opportunities for validation of non-formal and informal education results, including adults; creation of educational environments that are open, accessible, developing, inclusive, gender-sensitive in terms of career development and motivating to acquire knowledge and skills independently.

Thirdly, the updating of the management system for the development of vocational (vocational and technical) education through decentralization by: transferring the authority to manage educational institutions to the regional level; expanding cooperation with local executive authorities, local governments and employers; introducing new mechanisms for linking with economic structures and the

labour market on issues of training, retraining and professional development of workers; and establishing regional vocational councils.

Fourth, the activation of public-private partnership based on the involvement of social partners in the management and modernization of professional (vocational) education, improving its network of material and technical base and training of skilled workers in the conditions of educational and production clusters, vocational guidance and popularization of professional (vocational) education among students and adults, the introduction of qualification centers for the recognition of results of formal, non-formal and informal education, full and partial professional qualifications and the other.

However, to accelerate the processes of modernization of the national system of professional (vocational) education in modern socio-economic conditions requires the solution at the national level of the following tasks: adoption of the Law of Ukraine "On vocational education" and updating the regulatory framework in accordance with modern legislation; introduction of multi-channel and multi-level funding mechanisms and subventions for the professional training of future skilled workers; development of standard regulations for the activities of the newest educational institutions created on the basis of public-private partnership (educational-production clusters, technology parks, business incubators, etc.); introduction of tax benefits and economic incentives for businesses that invest in the development of professional (vocational) education institutions; development of educational programs for training specialists based on universal competencies, civic values, and respect for cultural diversity; increasing the amount of salaries of teaching staff; initiation of various mechanisms of payment for educational services and training incentives (educational vouchers, grants, personal scholarships, etc.); development of special educational programs for the transition of graduates of vocational (vocational) education institutions to the academic educational trajectory; development of short-term (modular) educational programs of professional direction, which make the accumulation of credits and the transition to higher levels of education in accordance with the National Qualifications Framework (6 – 7 levels); creation of conditions for the development of dual form of professional (vocational) education, bringing it in line with the criteria and requirements of the modern European practice; conducting regular joint research with employers to identify professions and qualifications that are relevant on the labor market creating strong

vocational colleges based on the association of small educational institutions on territorial or sectoral principals; granting the leading vocational education institutions the status of centers of professional excellence; creation of a national automated system for internal monitoring of the quality of professional (vocational) education; introduction of quality management systems (TQM) in the management of educational institutions with subsequent certification for compliance with international

standards (ISO); creation of a national online platform for communication, experience exchange and professional development of teaching staff.

Solution of these tasks will contribute to the strengthening of modernization processes in the sphere of professional (vocational) education for its transformation into an innovative, inclusive, flexible, accessible, prestigious and attractive to young people and adult's educational subsystem, integrated into socio-economic processes.

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МОДЕРНІЗАЦІЯ ПРОФЕСІЙНОЇ (ПРОФЕСІЙНО-ТЕХНІЧНОЇ) ОСВІТИ ВІДПОВІДНО ДО ПОТРЕБ СУСПІЛЬСТВА ТА ВИМОГ РИНКУ ПРАЦІ

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Реферат.

Актуальність: на початку третього десятиліття незалежності України актуалізувалася проблема щодо відповідності професійної підготовки кваліфікованих робітників сучасним вимогам ринку праці, а також європейським стандартам і принципам забезпечення якості професійної освіти і навчання; у цьому зв'язку особливе значення мають концептуальні, законодавчі та організаційно-педагогічні заходи, спрямовані на модернізацію професійної (професійно-технічної) освіти.

Мета: здійснення аналізу особливостей модернізації професійної (професійно-технічної) освіти впродовж третього десятиліття незалежності України та на цій основі виокремити рекомендації для її вдосконалення на загальнодержавному рівні.

Методи: теоретичні (індукція, синтез, узагальнення); емпіричні (вивчення та аналіз нормативно-правових документів у сфері професійної освіти і ринку праці, програм професійної підготовки кваліфікованих робітників, результатів діяльності закладів професійної (професійно-технічної) освіти.

Результати: охарактеризовано причини невідповідності якості професійної підготовки кваліфікованих робітників вимогам ринку праці; проаналізовано низку концепцій, нормативно-правових документів у сфері освіти і ринку праці та їх спрямованість на модернізацію професійної (професійно-технічної) освіти; розкрито напрями взаємодії закладів освіти та роботодавців у вдосконаленні змісту

і форм професійного навчання кваліфікованих робітників, запровадженні інноваційних управлінських, виробничих і педагогічних технологій тощо.

Висновки: результати аналізу нормативно-правових документів освітніх програм професійної підготовки кваліфікованих робітників дають підстави стверджувати, що впродовж третього десятиліття незалежності України модернізація професійної (професійно-технічної) освіти увиразнюється: в оновленні змісту на основі компетентнісного підходу та дескрипторів Національної рамки кваліфікацій; у вдосконаленні мережі закладів професійної (професійно-технічної) освіти з урахуванням потреб національного та регіональних ринків праці; оновленні систем управління та фінансування на засадах децентралізації, передачі повноважень на регіональний рівень; активізації державно-приватного партнерства на основі залучення до управління соціальних партнерів тощо.

Ключові слова: *професійна (професійно-технічної) освіта, модернізація, ринок праці, соціальні партнери, освітнє законодавство.*

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