

Akademia Pedagogiki Specjalnej
im. Marii Grzegorzewskiej w Warszawie



ISSN 2543-7925

Instytut Oświaty Pedagogicznej i Oświaty Dorosłych
Narodowej Akademii Nauk Pedagogicznych Ukrainy

EDUKACJA ZAWODOWA I USTAWICZNA

POLSKO-UKRAIŃSKI
ROCZNIK NAUKOWY

nr 3/2018

Warszawa 2018

Sergij Pryjma, Wiktorja Bałuta

Kształcenie kompetencji andragogicznych przyszłych magistrów
oświaty pedagogicznej w procesie kształcenia zawodowego
i pedagogicznego 263

Oleg Sopiwnyk

Kształtowanie cech liderkich studentów uczelni rolniczych
w warunkach relacji rynkowych 287

CZĘŚĆ V**Współczesne problemy kształcenia zawodowego
i ustawicznego****Waldemar Furmanek**

Permanentne zagubienie polskiej edukacji zawodowej 299

Ryszard Bera

Wizja drugiej kariery zawodowej byłych wojskowych 325

Urszula Jeruszka

Bierność zawodowa młodzieży – wyzwania i problemy 339

Wioleta Duda

Pracownik wiedzy, czyli dlaczego warto uczyć się przez całe życie 351

Aleksandra Lukasek

Mediacje rówieśnicze w edukacji zawodowej 363

Marian Piekarski

Doradztwo zawodowe w Centrach Kompetencji Zawodowych
w Gminie Miejskiej Kraków – potrzeby a możliwości 373

Walentyna Radkewycz

Współczesna koncepcja rozwoju kształcenia zawodowego na Ukrainie
w kontekście strategii europejskich 385

Kostiantyn Waszczenko

Główne kierunki modernizacji systemu szkolenia zawodowego
urzędników służby państwowej 395

Valentyna Radkevych

UKRAINE MODERN CONCEPT OF PROFESSIONAL EDUCATION DEVELOPMENT IN THE CONTEXT OF EUROPEAN STRATEGIES

WSPÓŁCZESNA KONCEPCJA ROZWOJU KSZTAŁCENIA ZAWODOWEGO NA UKRAINIE W KONTEKŚCIE STRATEGII EUROPEJSKICH

СУЧАСНА КОНЦЕПЦІЯ РОЗВИТКУ ПРОФЕСІЙНОЇ ОСВІТИ УКРАЇНИ У КОНТЕКСТІ ЄВРОПЕЙСЬКИХ СТРАТЕГІЙ

To build up the competitive economy, create conditions for more efficient inclusion in the world economy the development of scientific, technological and innovations sectors, involving labour market changes and VET development on modern lines, is getting more crucial. The role of national VET under the current circumstances is centred around social experience reflecting; intellectual and professional workforce growth for national economy; getting ready the public in large to sustainable development problem solving that is grounded in National Strategies „Ukraine-2020”¹, „Technical regulation systems development till 2020”², and in the Strategy of reasonable, sustainable and comprehensive development „Europe-2020”³. According to these strategies the new type of knowledge and innovations based economy is becoming actual. It is the informational (digital)

¹ *Pro Stratehiuu staloho rozvytku «Ukraina-2020»* [Elektronnyi resurs]. – Rezhym dostupu: <http://zakon2.rada.gov.ua/laws/show/5/2015>. – Nazva z ekranu

² *Pro skhvalennia Stratehii «Rozvytku systemy tekhnichnoho rehuliuвання na period do 2020 roku»* [Elektronnyi resurs]. – Rezhym dostupu: <http://zakon1.rada.gov.ua/laws/show/844-2015-%D1%80>. – Nazva z ekranu.

³ *Ievropa 2020: stratehiia rozumnoho, stiikoho i vseosiazhnoho zrostantia* [Elektronnyi resurs]. – Rezhym dostupu: <http://ec.europa.ua/evrope2020/index-en.htm>. – mova ukr.

economy of the priority for technology intensive courses (IT development, hi-tech engineering manufacture, new materials design, pharmacy and bioengineering development) where the efficient tool is the investment outlay in human capital assets development. Initially, it is about the whole complex of already formed and developed skills, personal qualities, motivation, knowledge, experience, etc. the ones that people use for economic activity, promotion and ensuring labour productivity and increasing personal and national income.

In a point of fact, moving towards the Industry 4.0, based on creating „smart”, self-regulated production systems, creates the need in experts for IT, alternative energetics, managing computer-aided production processes, software development, robotic devices delivering and service sectors etc. At the same time, the consequences of craft revolution (the emergence of a significant amount of successfully competing SMEs) will cause the employers' increasing need in experts with the high level of entrepreneurial competence.

From this prospective, for the industrial life of Ukraine XXI, the expert's "beau ideal" is the person characterized, on the one hand, by proper pride, civic consciousness, tolerance, commitment to social and professional self-determination and self-realization, and, on other hand, poly-professionalism, readiness to related kinds of activity fulfilment, new key and professional competences improvement and mastering. This is precisely why VET has to become poly-professional encouraging every graduate to be intellectual, socially and professionally mobile at labour market.

Respectively, the momentousness of educational reform in Ukraine is becoming more actual to aid innovative development for all education sub-systems, in particular, the VET one in real labour market needs for qualified and professionally mobile experts, and also personal needs of various target social groups in life-long professional development.

The need to upgrade VET systems in order to facilitate social and economic development of the EU countries is emphasised in European Training Foundation (ETF) documents, in particular, in „ Working Together For Governing Decentralized VET In Ukraine: Momentum For Action". It is said that, according to the EU-Ukraine Association Agreement (December 2014), among other cooperation lines there must be in place the obligations of both

parties for enhancing cooperation development in the country on developing modern VET system able to meet the changeable needs of economy ⁴⁵.

The Torino Process results are valuable for defining current and perspective VET development trends in the EU countries and ETF partner countries. The ideas of those documents contain insights for VET transformation in Ukraine in the context of EU integration till 2020 able to provide: – prestige and inclusive VET; – quality initial VET; – affordable and career-focused VET; – adaptable and learning outcomes-based VET that provides flexible training pathways, various educational subsystems continuation; – matching to all-European educational systems with transparent qualifications systems and international mobility support; – high-quality information support to management and career guidance in long-life conditions ⁶.

These outlined strategic objectives are reflected in offers to the Draft of the Law of Ukraine „On Professional (vocational) education”. According to the new Law the philosophy of professional (vocational) education has to be amended in line with the social and economic development purposes and its role for increasing economic competitiveness of the country and social integration will increase significantly.

The need in forming modern VET systems as the integral part of the EU countries economic development strategies is represented in the Copenhagen declaration and aims the development of European cooperation in VET sector ⁷. Mostly the declared tasks address the quality of VET. Studying of these processes is also being realised within the European Quality Assurance in Voca-

⁴ *Working Together For Governing Decentralized VET In Ukraine: Momentum For Action*[Elektronnyi resurs]. – Rezhym dostupu:http://www.etf.europa.eu/web.nsf/pages/EV_2016_Working_together_for_governing_decentralized_VET_in_Ukraine_Momentum_for_action

⁵ *Uhoda pro asotsiatsiiu mizh Ukrainoiu, z odnii storony, ta Yevropeiskym Yevrosoiuzom, Yevropeiskym spivtovarystvom z atomnoi enerhii i yikhnimi derzhavamy – chlenamy, z inshoi* [Elektronnyi resurs]. – Rezhym dostupu: http://zakon2.rada.gov.ua/laws/show/984_011.

⁶ *Torino Process*[Elektronnyi resurs]. – Rezhym dostupu: [http://www.etf.europa.eu/web.nsf/0/9C520CB7628405DOC1257E580077B6A3/\\$fileTRP%202014%20Ukraine_EN.pdf](http://www.etf.europa.eu/web.nsf/0/9C520CB7628405DOC1257E580077B6A3/$fileTRP%202014%20Ukraine_EN.pdf)

⁷ *European Commission. Declaration of the European Ministers for Vocational Education and Training, and the European Commission, convened in Copenhaced European cooperation in vocational education and training «The Copenhagen declarabion.* – Brussels: European Commission, 2002. – Tochka dostupu: http://ec.europa.eu/dgs/educatin_culture/repository/education/policy/vocational-policy/doc/copenhagen-declaration_en.pdf

tional Education and Training (EQAVET)⁸, in particular, to define specific to EU countries accurate purposes, quality management methods, requirements to competence-based qualifications design and development, social partnership course etc. In Ukraine that gave an option of carrying out the range of activities for introducing European standards and principles of VET quality in light of the requirement to labour market's requirements to an expert's competence. In particular, the National qualification framework was designed and introduced, competence-based occupational and educational standards, learning outcomes diagnostic assessment creating and testing have been started.

For VET quality ensuring in Ukraine not least important is the Bruges communique that updates strategic approaches and priorities of the Copenhagen declaration till 2020⁹. This document links EU educational, politician and employment policy purposes. First of all, the value of the Bruges Communique provisions for Ukraine is in definition of VET vision, in particular, by means of providing sector's attractiveness for pupils and their parents, their understanding the quality of VET and confidence in gained knowledge and skills relevance to labour market requirements and further skilled employment. This document also outlines the important aspects for VET quality assurance (apart from initial VET). They are the additional programs acquirement for gaining the high level skills in the chosen sphere, increasing the competence level, work-based learning (WBL) implementation at the enterprises and in the companies, intensification of interaction with social partners, VET internationalization to provide acquisition of special competences (foreign language), building up the infrastructure to encourage pupils' professional mobility and their gaining the progressive European experience etc.

The feasibility of these provisions will promote Ukraine's access in the European educational environment, expand international cooperation on VET quality assurance and transparency, increase social activity, competitiveness, mobility and employment opportunities at national labour market for professionals. The new professional (vocational) education is aimed at that and it is expressed in the new Law of Ukraine „On Education” (article 15). Its essence is in formation and development of a person's professional competences those are necessary for the following professional activity within a profession or

⁸ *EQAVET – the European Quality Assurance in Vocational Education and Training* [Elektronnyi resurs]. – Rezhym dostupu: <https://www.eqavet.eu/About-Us>

⁹ *The Bruges Communique on enhanced European Cooperation in Vocational Education and Training for the period 2011–2020* [Elektronnyi resurs]. – Rezhym dostupu: http://ec.europa.eu/ed/education/policy/vocational-policy/doc/brugescom_en.pdf.

occupation in the relevant sector; ensuring his/her competitiveness at labour market, mobility and perspectives of life-long career development ¹⁰.

In this regard, there is the need in implementing the new model for future experts' training, retraining and professional development with two interconnected components – the economy and social ones. In particular, the economic component of the model should consider the requirements of developing national and regional labour markets in professionally competent (skilled) professionals, in accordance with the National qualifications framework (NQF). At the same time, the important element of the model's economic component is building up the conditions for future professionals' efficient activity using modern industry technologies as well the energy-efficient ones. For this purpose, VET schools create and develop training-enterprises, studios, travel companies, hotels, restaurants, etc. The social component of the model meets the needs for various population target groups to master full and partial qualifications taking into account personal abilities and skills; is aimed to involve senior pupils to the profiled professional education; provides training conditions for young people without basic general secondary education, continuous professional development of adults, VET for immigrants; ensures greater VET and/or qualification acquisition access for people with special educational needs.

Within this framework the professional (vocational) education will gain the features of continuity, fundamental nature, openness, management autonomy, diversification, information providence, virtuality. It will give an option of providing young people with professional knowledge and special skills against the background of society sustainable development; increasing the level of their professional competence, self-confidence, responsible attitude to their learning outcomes and professional activity results, tendance social values etc. In this regard, the Concept on training a „flexible” worker is aimed on training future professionals not in one but in two, three or even more professions following by further work-long professional development. It will promote the graduates' preparation for work under the conditions of innovation active enterprises those use modern technologies and methods of work organization, production and competitive industry methods and provide prime services etc.

The ideas of the Concept on training a „flexible” worker provide the basis for designing new integrated professions via integration and enlargement the professions and work activities of the National Occupational Classification

¹⁰ *Zakon Ukrainy «Pro osvitu»* / Uriadovyi kurier. – 186. – 4 zhovtnia 2017. – S. 9–19.

(NOC) taking into account current and further (perspective) qualification requirements, aims of activity areas and professions fields.

In modern VET system model the important role is given to career guidance, consultancy and building up services for students and adults those cover outlining purposes of future professional activity and ways for their achievement; advisory support of professional and career development individual planing; development of certain educational and professional pathways for successful realization their career plans, etc. The need to provide at the state level the information support for the youth and adults on labour market changes, VET counselling, career development is represented in ILO Recommendations „Human Resources Development Recommendation”¹¹. For this purpose, it is reasonable to create the Professional Career Centres (PCC) within VET schools structure. They have to provide the studying youth with information support on the existing professions and the professions of the future, especially the ones that appear till 2020.

Broad work intellectualization for future demands to already working and junior professionals needs the skills of new ideas generating, complex production and administrative challenges solving. In this regard, VET content has to be poli-professional to provide the abilities for quick change or adapting to new requirements of professional activity, intellectual and professional mobility at labour market. An additional point is that VET content has to be designed in line with mastering appropriate qualifications (full, partial, additional). It can be blocks and modules structured taking into account occupational standards requirements for providing various VET pathways and qualifications assignments via high-quality performance results of all work types foreseen in the standard¹². That approach to state standards development will promote compliance of VET content and training according to modern industry requirements to skills and competence levels of future professionals; provide their work-long professional development flexibility.

Hence, it is conditional to introduce certification of qualifications to promote VET optimization in via educational programs implementation designed in accordance with informal learning outcomes, admission testing, tailoring individual VET pathways for future skilled professionals.

¹¹ R195 – *Human Resources Development Recommendation*, 2004 (No. 195) [Elektronnyi resurs]. – Rezhym dostupu: http://www.ilo.org/dyn/normlex/en/f?p=NORMLEXPUB:12100:0::NO::P12100_INSTRUMENT_ID:312533.

¹² Radkevych V. O. *Profesiina osvita i navchannia dlia staloho rozvytku suspilstva* / Valentyna Radkevych // Prof.-tekhn. osvita, 2015. – №4 (69). – S. 7–11.

The competence-based paradigm of VET provides contextual training for future professionals to develop their personal and professional potential. For this reason, the innovative training pedagogical and practical technologies in VET schools should be used for developing critical thinking, commitment for reflection, team work, person-to-person interaction, comprehend productive activity etc. From among project activity forms VET schools students prefer work in couples (50, 8%) and small groups (39,7%). Their content foresees production processes studying, complex problems solving, a new product invention/creation etc. The greatest students' interest design activity the students perform to classes of professional and theoretical training (31,3%) and the smallest to general-professional ones (11,6%) that defines the need to develop various components of readiness for project activity ¹³ (motivational, informative, practical, subjective) both for VET schools' pupils and teachers.

For qualified specialists training the information, communication and distance training technologies, virtual and "cloudy" educational environments, covering multimedia textbooks, flash animation, videoconferences, content libraries, distance courses, computer testing systems, automated programming for technological processes, virtual multimedia museums, clubs, etc. are widely used. Thanks to them there will be the move towards gamification training principles, creation simulations of real production environment for providing professional education via Internet portals.

In view of this VET schools' educational-information environments will be very important. It is about integrated, dynamic, open web-resource that is functionally directed to formation of digital interaction between subjects of VET, ensuring pedagogical, organizational, social, communication relations and conditions for implementation the centralized electronic methodical support of educational process in VET institutions.

On the assumption of neoliberal philosophy statements, market principles will be significantly important for VET development as they foreseen decreasing the level of state financial support for VET and increasing privatization and management decentralization etc. It will promote academic freedoms and autonomy enlargement for VET institutions, ensuring reauthorisation for central and local executive authorities, local governments and VET institutions along with simultaneous increasing of control for the efficiency of activity results and outcomes.

¹³ *Profesiino-tekhnichna osvita : informatsiino – analitychni materialy za rezultatamy konstatyvalnoho etapu doslidzhen / Za nauk. red. V. O. Radkevych, M. V. Artiushynoi. – Kyiv : IPTO NAPN Ukrainy, 2017. – 158s.*

Meanwhile, decentralisation of VET management will be efficient under the condition of efficient administrative decisions-making. In this regard, the marketing management is becoming actual as it encourages involvement of stakeholders those represent labour market and civil society to promote widening market relations in the educational sphere. Based on marketing methods the objective information for graduates on employers' requirements to VET quality is formed. For this purpose, marketing services are being created in training institutions to define crucial and labour market-needed qualifications, the educational services list, the enrolment needs etc.

The key characteristic of VET is its openness that allows to create clusters and educational complexes based on educational programs continuity and interrelation as an innovative and perspective form of flexible VET, professionals' retraining and professional development. In a climate of the educational-professional cluster stakeholders will be able to cooperate in a coordinated manner for their interests' realization according to democratic principles on optimum parameters of interaction.

For the foregoing reasons, it is possible to draw a conclusion that for new type of national knowledge-and-innovations-based economy the way of getting future skilled professionals ready for their further professional activity needs system changes at the level of national and international standards, formation assessment and problems solving skills, in particular through the lens of society sustainable development.

Thuswise, the introduction of a new model of VET – professional (vocational) education – will drive up the quality of training, retraining and professional development for future professionals. Most notable in terms of: broadening VET purpose as well as quick response to wide social challenges, social cohesion stimulations; updating VET content taking into account dynamic technical and technological changes in economy sectors and its reference to regional and national labour market needs, high-tech industry requirements, students' personal skills and abilities; having qualified pedagogical personnel, modern infrastructure in place; use of VET innovative forms, methods and means; pursuit of pupils' productive training activity; implementation of marketing management approaches in VET training institutions; improvement of information-education environment, qualifications certification, etc.

Coincidentally, there has to be the increase reauthorisation among the government, employers and Regional councils of VET, educational services providers, and, therefore, VET schools teachers', pupils' responsibility for VET development and growth. It is timely to design and implement separated responsibilities schemes for financing, efficiency ensuring and equitable distri-

bution of resources for future skilled professionals' training as well as multi-channel and multilevel financing mechanism taking into account complexity, scientific content and materials-output ratio of professions.

Abstract: The need of VET – professional (vocational) education – development in Ukraine according to problems of competitive economy creation, national and regional labour markets formation is analysed. It is cleared up the content of National and European strategies where the new type of the knowledge-and-innovations-based economy, challenging progress trends of VET systems development in the EU and European Training Foundation's partner countries is outlined and disclosed. The conceptual basis of professional education development in Ukraine is proved, the new model of professionals' training, retraining and further development, focused on providing conditions of equal access for the youth and adults to high-quality educational services, professional becoming, self-realization, professional career building up and development etc. is offered.

Keywords: professional (vocational) education, VET, labour market, high-tech industry, pedagogical technologies, marketing management, social partnership, model, concept.

Анотація: Розкрито необхідність розвитку професійної освіти в Україні відповідно до завдань побудови конкурентоспроможної економіки, формування національного та регіональних ринків праці. Проаналізовано зміст національних і європейських стратегій, в яких актуалізується новий тип економіки, що ґрунтується на знаннях та інноваціях, а також перспективні тенденції розвитку систем професійної освіти і навчання країн Європейського Союзу та країн-партнерів Європейського Фонду освіти. Обґрунтовано концептуальні засади розвитку професійної освіти в Україні, запропоновано нову модель підготовки, перепідготовки та підвищення кваліфікації фахівців, зорієнтовану на забезпечення умов для рівного доступу учнівської молоді і дорослих до якісних освітніх послуг, професійного становлення особистості, її самореалізації, побудови та розвитку професійної кар'єри тощо.

Ключові слова: професійна освіта і навчання, ринок праці, високотехнологічне виробництво, педагогічні технології, маркетингове управління, соціальне партнерство, модель, концепція.

Bibliography

Європа 2020: стратегія розумного, стійкого і всеосяжного зростання [Електронний ресурс]. – Режим доступу: <http://ec.europa.ua/europe2020/index-en.htm>. – мова укр.

Закон України «Про освіту» / Урядовий кур'єр. – 186. – 4 жовтня 2017. – С. 9 – 19.

- Закон України «Про соціальний діалог»* [Електронний ресурс]. – Режим доступу: <http://zakon2.rada.gov.ua/laws/show/2862> – 17. – Назва з екрану.
- Про Стратегію сталого розвитку «Україна–2020»* [Електронний ресурс]. – Режим доступу: <http://zakon2.rada.gov.ua/laws/show/5/2015>. – Назва з екрану
- Про схвалення Стратегії «Розвитку системи технічного регулювання на період до 2020 року»* [Електронний ресурс]. – Режим доступу: <http://zakon1.rada.gov.ua/laws/show/844-2015-%D1%80>. – Назва з екрану.
- Професійно-технічна освіта : інформаційно – аналітичні матеріали за результатами констатувального етапу досліджень / За наук. ред. В. О. Радкевич, М. В. Артюшиної. – Київ : ІПТО НАПН України, 2017. – 158с.*
- Радкевич В. О. *Професійна освіта і навчання для сталого розвитку суспільства* / Валентина Радкевич // Проф.-техн. освіта, 2015. – № 4 (69). – С. 7–11.
- Рекомендації Міжнародної організації праці №195 «Про розвиток людських ресурсів: освіта, підготовка кадрів і безперервне навчання»* [Електронний ресурс]. – Режим доступу: http://zakon5.rada.gov.ua/laws/show993_532.
- Туринський процес* [Електронний ресурс]. – Режим доступу: [http://www.etf.europa.eu/webatt.nsf/0/9C520CB7628405DOC1257E580077B6A3/\\$fileTRP%202014%20Ukraine_EN.pdf](http://www.etf.europa.eu/webatt.nsf/0/9C520CB7628405DOC1257E580077B6A3/$fileTRP%202014%20Ukraine_EN.pdf).
- Угода про асоціацію між Україною, з однієї сторони, та Європейським Євросоюзом, Європейським співтовариством з атомної енергії і їхніми державами – членами, з іншої* [Електронний ресурс]. – Режим доступу: http://zakon2.rada.gov.ua/laws/show/984_011.
- European Commission. Declaration of the European Ministers for Vocational Education and Training, and the European Commission, convened in Copenhagened European cooperation in vocational education and training «The Copenhagen declarabion.* – Brussels: European Commission, 2002. – Точка доступу:http://ec.europa.eu/dgs/educatin_culture/repository/education/policy/vocational-policy/doc/copenhagen-declaration_en.pdf.
- The Bruges Communique on enhanced European Cooperation in Vocational Education and Training for the period 2011–2020* [Електронний ресурс]. – Режим доступу: http://ec.europa.eu/ed/education/policy/vocational-policy/doc/brugescom_en.pdf.