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RESULTS OF ANALYSIS OF NATIONAL SURVEY ON CURRENT GOVERNANCE IN VOCATIONAL TEACHERS' EDUCATION IN UKRAINE

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Abstract.

Relevance: the system of teacher training for vocational (technical) education lacks interaction between the stakeholders, which causes its inconsistency with the needs of the labor market and reduces the quality of education. At the same time, the development of professional competencies of teachers determines not only the quality of training of applicants for vocational education, but also the entire system aimed at providing the national economy with skilled workers. Mechanisms of governance in vocational teacher education for vocational education and training (VET) institutions need to be reviewed and improved. One of the tools to solve this problem is partnership-based governance and standardization. Therefore, the study of the current state of partnership in vocational teacher education in Ukraine in order to develop new mechanisms is extremely relevant.

Purpose: analysis of the current state of partnership in vocational teacher education in Ukraine.

Methods: theoretical analysis of scientific literature, legislative and regulatory documents – to study current trends in the governance of vocational teacher education in Ukraine; survey method (questionnaire using the web service GoogleForms), the method of expert evaluation, comparative analysis – to determine the current state of partnership in vocational teacher education in Ukraine.

Results: the results of survey of four groups of respondents research and teaching staff of higher education institutions which carry out training of students in the specialty "Professional Education", HEI students in the specialty "Professional Education", teachers and heads of vocational education institutions are presented.

Conclusions: the survey revealed the fact of imperfection of the existing system of vocational teacher education in Ukraine, in particular: unsystematic cooperation of all subjects of the educational process and potential employers,

insufficient practical and professional orientation of training, non-compliance with labor market requirements, remoteness from production conditions, non-use of training opportunities for cooperation with international organizations, employment centers, trade unions. To strengthen the quality of training, it is necessary to introduce new mechanisms for governance of vocational teacher education in Ukraine, improving teaching methods, organizing practical training for students and up-skilling training systems through close cooperation, expanding partnerships between vocational, higher education institutions and other stakeholders.

Keywords: *vocational education, teacher of vocational education, partnership, professional training of teachers, management of professional training.*

Introduction. Ukraine is on the way to reforming the educational sector in order to be able to successfully integrate into European educational and economic spaces. The reforms started in 2015 and now have reached the phase of active development and implementation. In 2014, the Law on Education was significantly amended, which affected all sectors of education: secondary, vocational and higher education. However, these reforms need support and facilitation. Vocational education and higher pedagogical education received a particular attention from the side of the government and two strategic documents were developed in 2018 which serve as a legal impulse for the this project application, namely the Concept of Development of Pedagogical Education and a draft Concept regarding the implementation of state policy in the field of vocational education entitled 'Modern vocational education' for the period up to 2027. One of the problems defined in the draft Concept for the implementation of state policy in the field of vocational education is the discrepancy between the content and methods of teaching and the real needs of the modern labour market as well as the needs of individuals.

Another factor is the obvious devaluation of the social status of vocational teachers and trainers. Such a situation is the result of the interplay of complex factors, such as the quality of training which future vocational teachers receive at higher education institutions (HEIs). Vocational schools are the final employers of HEIs' graduates who possess the qualification of a vocational teacher. However, so far there is no clear linkage between these two institutions and makes clear that the relevance and quality provided by HEIs needs to be improved.

In many cases, teaching programs are designed in a way that tends to ignore the specifics of vocational education. There is also evidence that the teaching process lacks the input from vocational schools. International organizations, providing support to the Ukrainian VET, report on the extensive theorizing of vocational teacher training and its inadequacy to the VET realities (European training foundation, 2004).

Ukraine has only recently approved occupational standards for teachers of vocational (technical) education, which are important elements in the interaction of the labor market and education. They should become the basis for the development and assessment of qualifications, a tool for correlating qualifications with the National Qualifications Framework, serve as a guide for the development of educational programs for training and career guidance of citizens. The development and approval of these important regulations opens the way for change, but does not solve all the existing problems. There is a need for a long and active campaign to develop an additional regulatory framework and real mechanisms for their implementation with the involvement of all stakeholders and broad support from government institutions, promotion of reforms among the public as well as discussion on further steps.

The development of school and vocational education, the reform of teacher training and the reform of the teaching profession have been declared as one of the priority areas for the development of the Ukrainian state. Therefore, the study of the current state of partnership in the training of teachers of vocational education in order to develop new mechanisms for governance is extremely relevant.

Sources. The legal framework for the study of problems of vocational teacher education in Ukraine is comprised by the Laws of Ukraine: "On Education" (Верховна рада України, Законодавство України, 2017), "On Higher Education" (ВПУ, Законодавство України, 2014), "On Vocational (Vocational-Technical) Education" (ВПУ, Законодавство України, 1998), "On Professional Development of employees" (ВПУ, Законодавство України, 2012) etc. The need to improve the system of training, retraining and advanced training of engineering and teaching staff on the basis of higher and specialized vocational education institutions is emphasized in the National Strategy for Education Development in Ukraine until 2021 (Президент України, 2013). The goals of sustainable development of Ukraine for the period up to 2030 are important

guidelines for advanced training of teachers of vocational education throughout life (Президент України, 2019). Increasing the level of readiness of graduates of vocational (technical) education to solve complex economic and technological problems requires the presence of appropriate professional competence of teachers of vocational education, as stated in the Concept of training of specialists in the dual form of education (Кабінет Міністрів України, 2018). An important area stated in the the Concept of implementation of state policy in the field of vocational (vocational-technical) education "Modern vocational (vocational-technical) education" for the period up to 2027 (КМУ, 2019) is the improvement of training, retraining, internships and training of teachers and heads of institutions of professional (vocational) education. One of the goals of the Program of Activities of the Cabinet of Ministers of Ukraine until 2025 is to create conditions under which applicants for higher education, including future teachers of vocational education, receive high quality education, which gives them sufficient modern knowledge and skills for further successful professional career (КМУ, 2020).

Theoretical basis for solving problems of improving the quality of vocational teacher education in Ukraine is comprized by theories and concepts of philosophy of education (V. Andrushchenko, I. Zyazyun, V. Kremen, V. Kurilo, V. Lugovyi, V. Ognevyyuk, V. Onishchenko etc.). The socio-philosophical essence of the phenomenon of management in the transformation of education, the basic principles of management logic, theoretical principles of modernization of education in Ukraine, synergetic model of education are substantiated in the works of V. Kremen, S. Pazinich, O. Ponomarev (2008; 2009). Onyschenko V. characterized the fundamental pedagogical theories: pedagogical anthropology, pedagogical psychology, pedagogical ethics, pedagogical aesthetics, pedagogical hermeneutics, pedagogical axiology, pedagogical cognitology, pedagogical noetics, pedagogical asmeology (Онищенко, 2014).

Conceptual ideas of continuing professional training are covered in the works of O. Borodiyenko (Бородієнко, 2018), L. Pukhovska (Пуховська, 2017) and others. The modern approach to definition and development of the basic components of the educational program of vocational teacher education on a specialty 015 "Professional education (on specializations)" is substantiated (Коваленко, 2017). Theoretical bases of development of professional competence of future teachers of

professional education and development of professional culture of pedagogical workers of institutions of professional (vocational and technical) education are developed by I.Vassilyev, M.Lazarev, P.Luzan, V.Masych, M.Mykhnyuk, O.Shcherbak, etc. In particular, V. Masych theoretically substantiated pedagogical conditions and methodical system of development of productive and creative competence of future engineers-teachers in professional training on the basis of joint creative activity of subjects of educational process (Масич, 2018). I. Vasiliev developed tools for assessment of the performance of teacher training (Васильєв, 2014).

Theoretical and methodological principles of designing the content of education, in particular engineering and pedagogical teachers, are revealed in the works of I. Androschuk, N. Bryukhanova, I. Bendera, R. Gurevich, I. Kankovsky, D. Kovalenko, M. Prigodiya, V. Radkevich and others.

Scientists of the Institute of Vocational Education and Training of the National Academy of Educational Sciences of Ukraine theoretically substantiated and developed methods of training of teachers of vocational education to standardize the content of education, introduction of personal developmental pedagogical technologies, development of electronic textbooks, information resources: "Information and educational data base of vocational school"; "Information and Research Center for Vocational Education", "Virtual vocational education environment", etc. (Радкевич, 2016). Under the scientific guidance of V. Radkevych at the Institute of Vocational Education and Training of the National Academy of Educational Sciences of Ukraine it was developed professional standards of a teacher of vocational training, master of industrial training, methodologist of vocational (vocational-technical) education (Радкевич, 2020).

The development of the readiness of future teachers of vocational education to implement the dual form of education is covered in the works of V. Kovalchuk (Ковальчук, 2014), V. Khomenko (Хомєнко, 2015) and others.

In the training of teachers of vocational education it is important to take into account the theoretical foundations and methodological principles of managing the development of vocational education in a market economy, which is revealed in the works of G. Yelnikova, Z. Ryabova, V. Svistun and others. In particular, G. Yelnikova described the patterns and principles of adaptive management of vocational education, as well as

market technologies for managing the development of VET (marketing and monitoring research, management decisions) (Свистун, 2014).

Economic aspects of the development of vocational (vocational-technical) education in Ukraine, as well as the theoretical foundations of training of teachers of economic disciplines in higher education on the basis of partnership and standardization are covered in the works of M. Artyushina (Артюшина, 2018), S. Tsymbalyuk (Цимбалюк, 2018) and others. The issues of development of legal culture of pedagogical workers of vocational (vocational-technical) education institutions, use of software for project management in the field of vocational education are covered in the works of O. Radkevych (2019; Радкевич, 2019).

Purpose: analysis of the current state of partnership in vocational teacher education in Ukraine.

Methods: theoretical analysis of scientific literature, legislative and regulatory documents - to study current trends in the governance of vocational teacher education in Ukraine; survey method (questionnaire using the web service GoogleForms), the method of expert evaluation, comparative analysis - to determine the current state of partnership in vocational teacher education in Ukraine.

Results and discussion. To clarify the current state of partnership in the training of teachers of vocational education and develop optimal approaches to the governance of their training in April-May 2020, the Institute of Vocational Education and Training of the NAPS of Ukraine conducted a survey of four groups of respondents: research and teaching staff of higher education institutions which carry out training of students in the specialty "Professional Education", HEI students in the specialty "Professional Education", teachers and heads of vocational education institutions. The survey was conducted online using the web service GoogleForms. This service allows to submit a digital version of the questionnaire in a cloud environment, which makes it available at any time and from anywhere, easily distributed to potential respondents, and it allows to save answers, and to quickly summarize and process the survey results.

At the beginning of the questionnaires, information about the purpose and project within which the survey is conducted was posted. To ensure the objectivity of the answers, the survey was conducted anonymously. The questionnaires contained open-ended and closed-ended questions (some of which provided an opportunity to offer own answers).

The questionnaire for the survey of *research and teaching staff of higher education institutions* that train students in the specialty "Professional Education" included 20 questions related to age, gender, place of residence, place of work, specialization of the educational program, which prepares the level of education, position, scientific and pedagogical experience, an evaluation of the level of cooperation between institutions of vocational education, current and desired areas and forms of partnership, motivation for continuous development of professional and pedagogical competence, participation in training activities on the basis of vocational education institutions, the availability of platforms for professional communication with colleagues from other educational and research institutions.

The questionnaire for surveying *students of higher education in the specialty "Professional Education"* contained 31 questions looking at learning motives, choices of specialty, educational institutions, and the level of student satisfaction with the educational process; moreover, there is a focus on the organization of practical training (training and industrial practice), self-assessment of the level of development of professional competences, the readiness to conduct classes in institutions of vocational education; experience of students' participation in the discussion of directions, and ways to improve the organization of the educational process by teachers and the administration of the educational institution.

The questionnaire for the survey of *teachers of vocational education institutions* included 35 questions, assessing the level of satisfaction with their own theoretical and practical training for teaching, identifying promising areas for improving the training of vocational teachers in higher education institutions, indicating partners in the organization of educational process, evaluating the effectiveness of cooperation with higher education institutions that train teachers of vocational education, and its feasibility. The questionnaire also included questions about the management of the practice of future teachers and the level of professional and pedagogical training of trainee students. A separate block of questions was devoted to forms of professional development, participation of teachers in professional development activities held on the basis of higher education institutions, interest in developing a common platform for professional communication with colleagues of higher education institutions, educational centers, and research institutions.

The last of the four questionnaires was designed to interview the *heads of vocational education institutions* and contained 29 questions. The

questions of this questionnaire, in addition to general demographic data, concerned the satisfaction of respondents with the readiness of teachers of the institution to carry out teaching activities; cooperation with educational institutions on various levels, business structures, employment centers, scientific institutions, public authorities, domestic, foreign and international public organizations, as well as the importance of different areas of cooperation and factors that hinder the deepening of partnerships.

More than 3 000 participants took part in the survey. In total, the first survey covered 274 research and teaching staff members from 25 higher education institutions that provide training in educational programs in the specialty "Professional Education" in 22 specializations out of 24 possible. The respondents were representatives from higher education institutions and different age groups (up to 30 years - 7.3%; from 31 to 40 years - 24.4%; from 41 to 50 years - 37.5%; over 50 years - 30.9%) and different duration of professional activity (up to 3 years - 6.9%; 4-10 years - 15.3%; 11-20 years - 36.0%; more than 20 years - 41.8%). The majority of respondents were women (65.5%), which generally corresponds to the gender structure of the teaching staff of higher education institutions. By positions, respondents were distributed as follows: assistants - 10.58%, teachers - 1.82%, senior teachers - 12.41%, associate professors - 55.84%, professors - 10.22%, heads of departments - 8.39% and others - 0.72% (head of the educational and methodical office, deputy director of the institute etc.). More than half of the respondents (59.6%) are teachers of vocational (professional) training. Disciplines of general education and pedagogical training are taught by 21.5% and 18.9% of teachers respectively who took part in the survey.

The vast majority of surveyed research and teaching staff of higher education institutions that train students in the specialty "Professional Education" indicated that they cooperate with other higher education institutions (73.1%) and vocational education institutions (71.3%). Among the partners were also enterprises, private entrepreneurs (49.8%), research institutions (30.5%), scientific (methodical) centers of vocational education (26.5%), institutions of postgraduate pedagogical education (26, 5%) and institutions of professional higher education (25.5%), professional associations (unions), the Ministry of Education and Science of Ukraine, employment centers, international organizations, legislative and executive bodies.

At the same time, 61.5% of HEI representatives rated cooperation with VET institutions as

quite satisfactory, and 0.4% were not satisfied. The average rating score of this type of cooperation is 3.53 (on a 4-point scale). From the point of view of research and pedagogical practice, the most relevant fields for establishing cooperation cover career guidance work (3.76 points), the efficient organization of pedagogical practice for students (3.72 points), and the organization of training and professional development for teachers (3.65 points). These suggestions coincide with the first positions in the evaluation of areas of cooperation that have already been implemented. The joint conducting of classes in the disciplines of vocational (professional) training (3.56 points), the joint implementation of educational (training) projects (3.49 points), and joint organization of classes in pedagogical disciplines (3.44 points) seem less appropriate.

It should be noted that half of the surveyed teachers (54.2%) believe that it is necessary to involve vocational teachers in conducting classes at HEIs, 19.6% do not approve this idea, while the remaining (26, 2%) did not reply. The idea of involving HEI teachers in conducting classes at VET institutions found much greater support among respondents (76.7%). The share of those who did not answer was also lower - 16.4%.

94.2% of HEI teachers feel the need for continuous development of professional and pedagogical competencies. 67.6% of HEI representatives have some experience of participation in in-service training events held by or at VET institutions. Mostly, these are conferences (70.8%), methodical seminars (58.4%), round tables (43.8%). 96.7% of teachers are satisfied with these trainings. 81.1% of respondents recognize the relevance of participation in in-service training activities held by/at VET institutions. 10.5% of HEI respondents deny such relevance.

Quite comforting is the fact that, according to the respondents, 73.5% of research and teaching staff have the opportunity to constantly communicate on professional issues with colleagues from vocational education institutions (within the framework of joint conferences, vacancy fairs, etc.). At the same time, 9.8% of respondents do not have such an opportunity. A significant proportion of respondents did not reply unanimously, which may indicate a lack of constant use of this opportunity or regular contact with colleagues for various reasons. 89.8% of HEI teachers support creating a specialized online platform for professional and pedagogical communication.

The group of HEI students who took part in the survey numbered 1,277 people. This group consisted of approximately equal numbers of women

(51%) and men (49%). More than half of the surveyed HEI students (55%) were young people aged 20-25, 41% of respondents in this group were under the age of 20 - 41%, and 4% over 25. They are students of 25 institutions of higher education, study in educational programs specializing in "Professional Education" with 22 specializations of educational level bachelor (81%) and master (19%). The distribution of respondents by course is quite balanced (from 16 to 26% for each course). Undergraduates of 1 year of study among those surveyed represented 16.7% of the sample, just 1% had spent 2 years of study.

The first block of questions of the questionnaire for students concerned the motives for choosing a study program (specialty) and the educational institution. According to the results of the survey, the main motives for choosing a study program were as follows: advice from acquaintances, friends, or relatives (28.4% of students); desire to teach (27.5% of students); the prospect of a stable income (27.4% of students); employment opportunities, demand in the labor market (24.5%); prestige of the profession in society (23.8%). For most former entrants when choosing an educational institution, the determining factor was the availability of a study program that meets their preferences and interests, and the quality of training.

The level of satisfaction with training was quite high and reaches 3.45 points on a 4-point scale. 92.5% of students are satisfied with their studies at the chosen educational institution, 6% are dissatisfied. Students are most satisfied with the willingness of teachers to answer questions, provide the necessary support during training (average score - 3.48 points), the availability of educational materials (3.38 points), the willingness of the administration to answer questions and provide the necessary support (3.32 points). The lowest scores of satisfaction by criteria were: participation in international projects during training (3.02 points), accessibility and ease of use of dormitories, canteens, sports facilities (3.10 points), a list of elective subjects (3.13 points). The clarity and accessibility of the teaching material was assessed at 3.38 points; interest of students and motivation to study the discipline by teachers - 3.30 points; availability of feedback from teachers and students - 3.42 points; uniqueness of the content of academic disciplines - 3.20 points.

83.6% of surveyed students who had such experience positively assessed their own experience of conducting classes during the internship. The average score of such experience reaches the level of 3.29 points (on a 4-point scale). 33.7% of the respondents of this group mentioned a sufficient level

of professional and pedagogical knowledge and skills for proper classes. The share of students who, in their opinion, lacked professional knowledge and skills is higher (38.4%) compared to the share of those who lacked pedagogical knowledge and skills (28%). For more than a quarter of the respondents, it was difficult to determine the answer, which indicates the lack of clear criteria for assessing professional and pedagogical activities. 26.1% of students feel very well prepared for classes, 49.4% indicated that they would be inclined to evaluate their readiness as "rather good". A quarter of respondents feel ill-prepared or have difficulties to answer.

Among the submitted proposals for improving professional training prevail those related to strengthening the practical orientation of the educational process (in particular, increasing the number and scope of special disciplines, practical classes, internships, more active involvement of practitioners in the teaching process at HEIs, establishing permanent cooperation with vocational schools, public and private enterprises, modernization of content, methods and teaching facilities, such as technical support, production equipment, materials, the elimination of duplication of educational contents in various disciplines, their consolidation and reduction in terms of contents, an improvement of research work for students, greater motivation to study, encouraging creativity, strengthening their subjectivity (participation in the discussion of content, teaching methods, expanding the list of elective educational components), improving the learning and living conditions of students (rational scheduling, creating appropriate conditions for sports, nutrition etc.).

The next block of questions was designed to explore the intensity of cooperation and forms of partnerships in which students participate. It turned out that 31.5% of students were often involved in discussions on ways how to improve the organization of the educational process with teachers and the administration of the educational institution, 39.7% sometimes participated in such events. Mostly, it was a discussion initiated by their HEI teacher (52.4% of respondents indicated this form), by the administration of the institution (45.5%) or a student organisation (31.2%); an oral survey conducted by their HEI teacher (36.6%); or correspondence through a trust box (12.7%). 21.7% of students stated that they had no such experience.

The level of satisfaction with cooperation between HEIs and VET institutions was evaluated with 3.38 points. Areas in which it is most appropriate to develop cooperation according to students are: employment of future teachers (47.1%), organization of

pedagogical internships (42.3%), conducting classes on professional training (39.2%).

The student questionnaire also contained questions about their current employment, plans for the scope and place of future employment. 31.3% of students involved in the survey constantly combine study with work, 38.9% work from time to time. At the same time, only 22% of participants said that their work fully corresponds to the specialty/study program. The share of students who see themselves in the future as vocational teachers (47%) exceeds the share of those who do not have such plans (36%), 17% of respondents are undecided. 45% of those who do not plan to work at vocational (technical) education institution indicated that their place of work will not be related to educational activities at all.

1,402 pedagogical staff members of vocational schools took part in our study (teachers of vocational training, deputy directors of educational work, didactical specialists, senior masters of industrial training, masters of industrial training) from 22 regions of Ukraine and city of Kyiv.

The survey of vocational teachers revealed that half of VET teachers (56.2%) are completely satisfied with their level of their education and training. According to the results of teachers' self-assessment, the average assessment rate of readiness reaches the level of 3.55 points on a 4-point scale. Respondents in this group rated the level of theoretical training higher than the level of practical training (3.59 points and 3.48 points, respectively). The survey participants indicated that at the beginning of their career they lacked pedagogical skills (for 32% of respondents), professional skills in the subject taught (20.2%), professionally significant personal qualities (15.7%), pedagogical knowledge (13.6%), professional knowledge of the subject taught (10.9%). 36.2% of respondents believe that they had a sufficient level of training.

Among the areas for improving vocational teacher training at HEIs were the following: creating conditions for continuous self-improvement and self-education of teachers and students; improving the quality of the postgraduate education system, functioning of advanced training courses, internships for HEI teachers who train future vocational teachers, development of platforms for online communication and exchange of experience with colleagues; introduction of innovative learning technologies (in particular, interactive training, e-learning, project-based learning), didactical settings (workshops, webinars) and teaching methods, methods of motivation and stimulation of cognitive activity,

digital technologies; constant updating of the content of education, its professional and practical orientation (through constant cooperation with employers on updating educational programs and their compliance with the requirements of the labour market), compliance with the latest achievements in science and education, attention to interdisciplinary links; international partnership, study and implementation of foreign pedagogical experience; strengthening the psychological component of training (age psychology, teamwork, communication skills, inclusion); development of digital competence; improvement of practical training (internships directly at VET institutions and in companies); training and internships in other educational institutions (including foreign), provision of the proper material and technical equipment at VET institutions (modern production equipment, computer equipment, means of communication); strengthening educational work, development of professionally significant personal qualities and the ability to critical thinking and pedagogical creativity.

Regarding partnership issues, the pedagogical staff of VET institutions cooperate to the largest extent with educational and methodical centres (cabinets) of vocational education, and institutions of professional and postgraduate pedagogical education. Only 28.7% of surveyed teachers indicated cooperation with HEIs. At the same time, the average score of cooperation with the HEI is 3.22 points (out of 4 points), which is 0.16 points lower than the score given to this question by HEI staff. According to VET teachers, it is most relevant to develop cooperation with HEIs in such areas as organization of training and professional development of teachers (average score is 3.36 points), career guidance work (3.33 points), professional training (3.32 points). Two of these areas also received the highest marks from representatives of HEIs as worth developing. The least popular are directions of employment of future teachers (2.94 points), joint implementation of educational (training) projects (3.03), joint activities (3.07). 27.4% of respondents participated in the development of educational standards.

45.1% of respondents gave a positive answer to the question about the relevance of involving HEI teachers in conducting classes with VET students. Involvement of VET teachers in conducting classes at HEIs for future vocational teachers was considered relevant by 59.3% of respondents. Support for such exchange is greater among HEI teachers. It should also be noted that those who did not decide on the answer to this question in this group were more than in the group of HEI pedagogical staff.

38.6% of the surveyed VET teachers have the experience of leading the practice of students of HEIs studying in the specialty “Professional Education”. The average rate of satisfaction with the level of professional and pedagogical training of trainee students is 3.08 points (students' self-assessment - 3.29). The average grade of the theoretical component of pedagogical training of trainee students reaches 3.09 points, and the practical component - 3.02 points. Teachers from VET institutions who are responsible for practical training reported that student trainees lacked pedagogical skills (40.3% of respondents) and professional skills in the subject taught (36.7%) for proper conduct of classes (students mostly noted the lack of professional knowledge and skills). A quarter of respondents (24.8%) indicated that students had a sufficient level of training (in student responses, this figure reaches the level of 33.7%).

The survey participants were also asked questions related to their attitude to professional development and current forms of professional development. The survey discovered that 90.9% of teachers are aware of the need for continuous development of professional and pedagogical competence. 62.7% of respondents took part in different events to improve professional and pedagogical skills organized by HEIs. The most popular forms of in-service training organized by HEIs are in-service training courses, e-learning courses, conferences, workshops. The average score of satisfaction with the result of participation in them is 3.53 points out of 4 points. HEI teachers are most interested in such forms as workshops (average assessment of the degree of interest - 3.56 points), up-skilling courses (3.45 points), training courses (3.28 points).

The possibility of constant communication on professional issues with colleagues from HEIs that train future vocational teachers (within the framework of joint conferences, vacancy fairs, etc.) is reported by 35.8% of respondents (twice as many (73.5%) representatives of HEIs indicated such an opportunity). The share of those who confirmed the feasibility of creating a specialized online platform for such professional communication is 87.4% of the surveyed vocational teachers (among the respondents of the group of HEI academic staff this figure is 89.8%).

The fourth group of respondents included 163 heads of vocational education institutions of various profiles from 21 regions of Ukraine and Kyiv, including: higher vocational schools, vocational lyceums, vocational schools, vocational education centers, interschool educational-industrial

plants, vocational schools of social rehabilitation, institutes of professional development, interregional centers of professional retraining, educational centers, private institutions of vocational education.

Heads of vocational education institutions are generally satisfied with the training of vocational teachers (the average score is 3.4 points). At the same time, the assessment of the theoretical component of training (4.18 points) was higher than the assessment of the practical component (3.86 points), which is fully consistent with the self-assessments of teachers (respectively 3.59 and 3.48 points). Respondents of this group believe that young teachers lack most of all pedagogical and professional skills. Only 30.7% of directors indicated that young vocational teachers demonstrate a sufficient level of training.

The most meaningful partners for vocational education institutions are educational and methodological centres (cabinets), enterprises, private entrepreneurs and other vocational education institutions. Cooperation with state and non-state foundations, scientific institutions, and international organizations seems to happen more infrequently. According to the survey participants, such areas of cooperation as the organization of production practice of students, modernization of the material and technical facilities of the institution, employment of graduates, etc. are of great importance.

With regard to cooperation with HEIs which provide vocational teacher education (speciality “Professional Education”), the vocational school management rated it with 3.12 points (on a 4-point scale). Vocational teachers rated such cooperation with 3.22 points. Mostly such cooperation concerns career guidance work, professional development of VET teachers, and practical training of HEI students.

According to the survey results, the most relevant seems to be cooperation in the area of organizing events for training and retraining of VET teachers, career guidance work and conducting training sessions. Among the factors that hinder cooperation, the survey participants most often indicated insufficient awareness of opportunities for cooperation (42.3%), lack of initiatives from HEIs (41.1) and territorial remoteness (39.3%).

More than half of the respondents (53.4%) stated that it is relevant to involve HEI teachers in conducting classes in vocational educational institutions. For the group of VET pedagogical staff, this share is 45.1%. The idea of involving vocational teachers in conducting classes at HEIs was supported by even 65% of vocational school directors (in comparison to 50.3% of VET teachers).

57.1% of the heads of vocational educational institutions noted that HEI students can have pedagogical practice at their institutions. The average score of satisfaction with the quality of HEI students' education and training is 2.99 points (on a 4-points scale). The theoretical component of pedagogical and professional training of HEI students was higher evaluated than the practical one, here the points are 3.7 points and 2.08 points respectively.

According to the observations of management staff of vocational educational institutions about students undertaking internships, there seems to exist a lack of pedagogical skills and professional skills in the subjects taught.

More than 95% of the respondents in this group agreed that vocational teachers of their VET institution need continuous development of professional and pedagogical competences. 75.5% of them confirmed that vocational teachers take part in professional development activities held at/by HEIs. Mostly, such cooperation takes place in the form of advanced training courses, e-learning courses and conferences (this was noted by both heads of VET institutions and VET teachers) and is highly valued (average score of satisfaction with the results of participation in such events by managers is 3.47 points (on a 4-points scale), score of pedagogical staff is 3.53 points).

According to the answers of the surveyed VET management staff, it is eminently important to train teachers in up-skilling courses, workshops and internships. Other forms of professional development also received high scores (at least 3.28 points on a 4-points scale).

56.4% of vocational school management staff indicated that they have opportunities to constantly communicate on professional issues with HEI colleagues. The idea of creating a specialized platform for professional communication was supported by 95% of respondents.

Conclusions

In general, the results of the survey showed some imperfections of the existing system of vocational teacher education and training, in particular, at HEIs, and the need to introduce new mechanisms for governance in this area. Despite the fact that quality of such training received high points from HEI students, pedagogical and scientific-pedagogical staff, respondents of all groups noted that there was too much theory involved in the training and pointed to the insufficient level of pedagogical and professional skills of HEI students-trainees and young teachers, which is a consequence of unsystematic cooperation of all subjects of the

educational process and potential employers, insufficient practical and professional orientation of training, non-compliance with labor market requirements, remoteness from production conditions, theorized training, outdated material and technical base.

Opportunities for cooperation with international organizations, employment centres, trade unions in such important areas as employment of HEI and VET students, joint implementation of educational projects, exchange of teaching staff, joint training, professional development, teacher training, and the organization of practical training are not fully used. Training, including in the workplace, in order to master future skills of vocational teachers is of great importance. The importance and prospects of these areas are clearly underestimated. At the same time, all groups of respondents are well aware of the need for continuous development of professional and pedagogical competence.

To strengthen the quality of training, it is necessary to improve teaching methods, organize practical training of students and the system of in-service training through close cooperation, expansion of partnerships between institutions of vocational and higher education and other stakeholders. When organizing the educational process under modern conditions and taking into account the specifics of vocational training, it is advisable to create a wide range of selective educational components that would meet the needs of HEI students, involve them in discussing the content and methods of teaching, but also by reducing the share of traditional forms and methods. The importance of good material, the dissemination of the practice of using training technologies, and workshops, webinars, which boost the subjectivity of all participants, were confirmed by the survey results. There is a request from HEI students and vocational teachers to strengthen the psychological component of training, educational work through partnership, the formation of professionally significant personal qualities, the ability to think critically and pedagogical creativity. In addition, the issue of formation of a digital culture, the development of the ability to use modern digital technologies for educational purposes (specialized online courses, webinars, e-learning) is extremely important.

It is important to focus on improving the competence of HEI academic staff who train future vocational teachers of vocational training, and creating conditions for continuous self-improvement and development of professional skills of vocational teachers as well. The mutual professional exchange between experienced teachers and scientists has the

potential to lead to and increased motivation of HEI students to pursue a teaching career. The motivational aspect seems to be extremely important as a third of the surveyed students do not see themselves in the teaching profession in the future.

The idea of mutual exchange of pedagogical and scientific-pedagogical staff for conducting classes has significant support among current and future vocational teachers. Teachers have positively evaluated their experience of participation in in-service

training activities, including in-service training courses at/by HEIs, conferences, seminars. It is important to expand and diversify the forms of such work, create an online platform for professional communication, exchange experiences, receive methodological support, study international experience, and find domestic and foreign partners for joint educational projects.

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Результати національного опитування щодо сучасного стану управління підготовкою педагогів професійної освіти в Україні

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Реферат.

Актуальність: у системі підготовки педагогів для професійної (професійно-технічної) освіти бракує взаємодії між суб'єктами цього процесу, стейкхолдерами та іншими зацікавленими сторонами, що зумовлює її невідповідність потребам ринку праці, закладів професійної (професійно-технічної) освіти, знижує якість освіти. Разом з тим, сформованість професійних компетентностей викладачів визначає не лише якість підготовки здобувачів професійної (професійно-технічної) освіти, але й усієї системи, що спрямована на забезпечення економіки країни кваліфікованими робітничими кадрами. Механізми управління професійною підготовкою викладачів для закладів професійно-технічної освіти (ПТО) потребують перегляду та вдосконалення. Одним з інструментів розв'язання цієї проблеми є управління на основі партнерства та стандартизації. Тому дослідження сучасного стану партнерства у підготовці педагогів професійної освіти заради розроблення нових механізмів управління підготовкою є надзвичайно актуальним.

Мета: аналіз сучасного стану партнерства у підготовці педагогів професійної освіти.

Методи: аналіз наукової літератури, законодавчо-нормативних документів – для вивчення сучасних тенденцій в управлінні професійною підготовкою педагогів; метод опитування (анкетування з використанням веб-сервісу GoogleForms), метод експертного оцінювання, порівняльний аналіз – для з'ясування сучасного стану партнерства у підготовці педагогів професійної освіти.

Результати: представлено результати опитування викладачів закладів вищої освіти, які здійснюють підготовку здобувачів за спеціальністю «Професійна освіта», здобувачів вищої освіти, педагогів та керівників закладів професійної освіти.

Висновки: опитування засвідчило факт недосконалості існуючої системи підготовки педагогів професійного навчання, зокрема: несистемної співпраці усіх суб'єктів освітнього процесу та потенційних роботодавців, недостатньої практичної та професійної спрямованості навчання, невідповідності вимогам ринку праці, віддаленості від виробничих умов, затеоретизованості навчання, невикористання усіх потенційних можливостей співпраці з міжнародними організаціями, центрами зайнятості, професійними спілками. Для посилення якості підготовки необхідне впровадження нових механізмів управління цією підготовкою, вдосконалення методики навчання, організації практичного навчання здобувачів освіти та системи підвищення кваліфікації через налагодження тісної співпраці, розширення партнерських відносин між закладами професійної (професійно-технічної), вищої освіти та з іншими зацікавленими сторонами.

Ключові слова: *професійна освіта, педагог професійної освіти, партнерство, професійна підготовка педагогів, управління професійною підготовкою.*

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