



PEDAGOGICAL CONDITIONS FOR FORMING PROFESSIONAL COMPETENCE OF FUTURE QUALIFIED WORKERS IN SEWING PROFILE BASED ON STATE-PRIVATE PARTNERSHIP PRINCIPLES

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Abstract

Relevance: The state-private partnership in the field of vocational (vocational-technical) education (hereinafter – V(VT)E) facilitates the convergence of the educational process with the actual needs of the labor market, enhancing the quality of specialists' training and their successful implementation in professional activities. Professional training of future qualified sewing profile workers (hereinafter – QSPW) with a high level of professional competence implies creating pedagogical conditions that would fully meet the needs of education seekers and potential employers.

Objective: To identify and substantiate the main pedagogical conditions for forming the professional competence of future QSPWs based on state-private partnership (hereinafter – SPP) principles to enhance the quality of their professional training, considering the suggestions of stakeholders in the domestic sewing industry.

Methods: Expert evaluation method – to determine pedagogical conditions crucial for forming the professional competence of future QSPWs in V(VT)E based on SPP principles; Ranking method – to identify the most significant organizational-pedagogical conditions for forming the professional competence of future QSPWs.

Results: Based on the conducted expert evaluation, factors influencing the formation of professional competence of future QSPWs in V(VT)E institutions were systematized; the most significant organizational-pedagogical conditions for forming the professional competence of future QSPWs in V(VT)E institutions conducting educational activities based on SPP principles were identified and substantiated.

Conclusions: The pedagogical conditions for forming the professional competence of future QSPWs constitute a complex of specially designed factors influencing the external and internal circumstances of training personnel for the domestic sewing industry, ensuring the integrity of future specialists' training in accordance with the demands of the industry labor market; the most significant organizational-pedagogical conditions for organizing training under SPP conditions were revealed (development of professional and educational standards, updating the content of vocational education according to market needs; internships for masters of industrial training and teachers of specialized subjects in production; organization of the educational process based on a combination of theoretical and professional components; involving production representatives – customers of working personnel in the educational process; forming a positive motivation for mastering modern production technologies among education seekers).

Keywords: *pedagogical conditions, formation of professional competence, state-private partnership in the light industry of Ukraine, qualified personnel in the sewing industry.*

Introduction. Ensuring the sustainability of Ukraine's textile industry as an innovative, successful, and high-tech business based on modern experience and cutting-edge knowledge is strategically important. This industry faces

significant human resource challenges, such as workforce attrition, low productivity, and a shortage of qualified personnel. Radical solutions, developed through the collaboration of motivated and responsible partners, can facilitate positive changes.

This collaboration is essential to address contemporary challenges and strengthen the position of Ukraine's textile industry by fostering productive relationships between science, education, and manufacturing.

Public-Private Partnership (PPP) in Vocational Education and Training (VET) helps align educational processes with the real needs of industry labor markets, improving the quality of skilled labor training and their successful professional integration. The specificity of clothing production, its innovative progress, and present-day challenges necessitate the adoption of global experiences in state orders for industry-specialist training and efforts to refine educational models for adapting highly competent and professional specialists (Kredenets, 2016).

Sources highlight the importance of quality training of skilled labor based on PPP, as stated in Ukrainian Laws such as "On Public-Private Partnership" (2010, latest edition 2015, № 817-VIII), "On Education" (2017), "On Vocational Pre-Higher Education" (2019), "On Vocational (Vocational-Technical) Education" (1998, latest edition 2021), and "On Amendments to Some Legislative Acts of Ukraine Regarding the Functioning of the National Qualifications System." Analysis of recent research and publications reveals significant contributions from scholars like N. Bozhko, V. Bilyk, O. Dubnytska, O. Yezhova, I. Grytsenok, M. Kolosnichenko, L. Komisarova, N. Kudryavtseva, A. Lytvyn, S. Nechypor, T. Nikolaeva, T. Popova, Ye. Tsaryova, Ye. Khrykova, and others in exploring pedagogical conditions for developing professional competence in the textile sector.

The objective is to identify and justify the primary pedagogical conditions for developing professional competence of future skilled workers in VET based on PPP to enhance their professional training, considering the proposals of stakeholders in the domestic textile industry.

Methods include expert evaluation to determine significant pedagogical conditions for developing professional competence in VET based on PPP, and ranking method to identify the most significant organizational-pedagogical conditions for skilled labor training.

Results and discussion. The rapid technological advancement in global clothing production necessitates continuous updates in the education content for industry professionals, considering the projected state of industry

development. The fashion industry, being one of the most innovative economic sectors, employs new technologies and materials and integrates microprocessor-controlled equipment in all stages of mass consumer goods production (Yezhova, 2018). Identifying effective and optimal organizational-pedagogical conditions to be established in VET institutions preparing personnel for the textile industry is a critical process involving educators and employers' collaboration.

Analysis of recent research and publications on pedagogical conditions for the professional training of future garment cutting and sewing professionals (GCSPs) with a high level of professional competence in vocational training institutions allows us to identify a consensus among researchers.

I. Hrytsenok (2007) identifies the following pedagogical conditions for effective organization of industrial training for students in garment profile vocational education institutions:

- updating the content of industrial training, taking into account the demands in garment manufacturing and the structure of GCSPs' professional activity;
- introducing innovative forms and methods of industrial training, and methodologies for assessing the educational achievements of students;
- applying a comprehensive educational-methodological approach to the professional-practical training of GCSPs;
- involving students in professional skills competitions;
- opportunities for masters of industrial training to intern at innovative garment enterprises;
- involving industry employers in organizing industrial training and practice for students;
- modernizing the material-technical base of the educational-production workshops of garment profile institutions.

These positions are further elaborated in the study by G. Odnorog (2021) on the preparation of GCSPs, emphasizing the importance of pedagogical conditions:

- creating a conducive educational environment for developing key competencies through interactive technologies;
- developing methodologies for developing key competencies of future GCSPs using interactive technologies;
- enhancing the professional mastery of the teaching staff in applying interactive technologies to develop key competencies.

O. Yezhova's (2018) research, which considers these conditions as external circumstances vital for training future specialists ready for professional activities in production, highlights the following prerequisites: aligning educational content with the development of the garment industry, availability of personnel, programs, organizational, and technical resources in the educational model of vocational training institutions, and developing training methodologies according to market requirements.

V. Stolyarova's (2020) position includes the following pedagogical conditions for training future garment cutters:

- actualizing the motivational potential of the educational environment of the vocational education institution;
- creating a favorable information-educational environment;
- engaging future cutters in computer-aided clothing design.

The creation of pedagogical conditions depends on the realization of various objectives. Conditions are established, while goals and tasks are implemented. Developing factors that determine the choice of means depending on existing circumstances has practical value, ensuring the successful implementation of planned goals. In such an ecosystem as vocational education and training in GCSP preparation, it is important to consider the proposals of all participants in the process and substantiate the organizational-pedagogical conditions for their realization.

It is considered promising to view "pedagogical conditions as a complex of specially designed factors influencing external and internal circumstances of the educational process, in accordance with societal demands and labor market requests, contributing to the comprehensive harmonious development of the individual, revealing their talents, considering needs, and forming universal human, professionally significant qualities, key qualifications, general and professional competencies" (Lytvyn, 2002).

We appreciate the perspective of researcher Ye. Khrykov (2022), who suggests that pedagogical conditions are created by educators, while factors exist objectively, independent of their activities. The principles of Dual Education Systems (DES) introduce their own specificity. Thus, it is more appropriate to define the essence of pedagogical conditions through the concept of circumstances rather than factors. To substantiate the pedagogical conditions reflecting the peculiarities of the

educational situation under study, we examine already known pedagogical conditions and demonstrate why they are insufficient to solve the pedagogical problem. We highlight the properties of pedagogical conditions as components of scientific research:

- practical normative direction of organizing pedagogical activities;
- aimed at enhancing the effectiveness of pedagogical activities;
- pedagogical conditions increase the likelihood of achieving the goal but do not guarantee the planned effect;
- compliance with the requirements of scientific novelty;
- pedagogical conditions must not contradict the manifestation of pedagogical laws, rules, and principles.

To determine the complex of pedagogical conditions for developing professional competence of future Qualified Sewing Industry Professionals (QSIP) on the basis of DES, a pilot online survey of teachers, industrial training masters, methodologists, and heads of vocational education institutions was conducted. The selection of experts was based on the main criterion – competence, consisting of components such as education, work experience, and the duration of observation of the phenomenon being evaluated. The survey, which involved 120 respondents, identified 14 pedagogical conditions most frequently mentioned:

1. development of professional and educational standards, updating the content of vocational education according to market needs.
2. development and implementation of dual learning methodology in the sewing industry enterprises.
3. creation and application of electronic resources with modern digital content.
4. conducting professional webinars and training for teachers, industrial training masters, and enterprise mentors.
5. organization of professional skills competitions for vocational training institutions (VTI).
6. development and dissemination of popularization tools – video/photo materials about the sewing industry and vocational education.
7. involvement in the educational process of production representatives – employers of the workforce.
8. fostering positive motivation for mastering modern production technologies among students.
9. application of modern pedagogical

technologies.

10. organizing the educational process in unity of theoretical and professional components.

11. integration of humanitarian, research, and professional-practical training.

12. implementation of self-assessment and peer-review methods.

13. internships for industrial training masters and vocational subject teachers in production.

14. stimulating a reflective position at the stages of improvement, self-improvement, and self-development.

To determine the pedagogical conditions significant for the formation of professional

competence of future qualified workers in Vocational (Vocational-Technical) Education (V(TE)), a group of 15 experts, including 2 researchers from the Institute of Vocational-Technical Education of the National Academy of Pedagogical Sciences of Ukraine with experience in training QSIP, 2 methodologists, 3 technologists from sewing industries, 4 industrial training masters, and 4 deputy directors of V(TE) for educational-production (methodical) work, were asked to rank the pedagogical conditions in terms of importance (Table 1).

Table 1

The matrix of the ranking results for the significance of pedagogical conditions in developing the professional competence of future qualified workers, based on the conducted survey of employers and educators:

Ped. condition	Experts															sum	rank
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15		
1	2	1	1	1	7	1	1	3	1	12	1	1	1	1	6	40	1
2.	1	8	2	13	8	11	5	4	9	3	4	14	9	4	8	103	6
3.	4	6	10	7	9	10	6	6	8	5	7	3	11	13	1	106	7
4.	6	9	4	8	14	2	8	5	2	2	12	13	13	12	4	114	9
5.	8	14	8	14	6	12	14	9	10	9	13	6	8	6	7	144	11
6.	7	7	14	9	5	13	13	2	3	6	8	12	5	14	5	123	10
7.	5	10	3	2	10	3	3	13	4	4	5	9	12	3	2	88	4
8.	9	4	11	12	4	7	2	8	5	1	9	4	6	5	12	99	5
9.	12	5	5	6	3	6	7	11	6	11	6	5	7	7	13	110	8
10	10	2	6	3	1	5	4	1	11	7	2	2	3	8	14	78	3
11.	11	11	13	5	13	14	10	10	12	14	10	11	14	9	9	166	13
12.	14	13	12	10	12	8	11	12	13	13	14	8	2	10	11	163	12
13.	3	3	7	4	2	4	9	7	7	8	3	7	4	2	3	73	2
14.	13	12	9	11	11	9	12	14	14	10	11	10	10	11	10	167	14
	105	105	105	105	105	105	105	105	105	105	105	105	105	105	105	1575	

The consensus of experts was determined by calculating the coefficient of multiple rank concordance using a formula where S represents the

sum of squared rank differences (deviations from the mean), m is the number of experts in the group, and n is the number of pedagogical conditions.

$$W = \frac{12 \cdot S}{m^2 \cdot (n^3 - n)} = \frac{12 \cdot S}{m^2 \cdot (n^3 - n)} = \frac{12 \cdot 11340,75}{15^2(14^3 - 14)} = \frac{136089}{614250} = 0,22$$

The concordance coefficient for the consistency of experts' opinions is 0.22. This indicates a low level of agreement among the opinions of industry employers and representatives of the teaching staff of Vocational Education and Training (VET) institutions. Such divergence in views on content, form, methods, and motivation in the preparation of Vocational Education and Training, linked to the different spheres of activity of the experts, consequently, leads to varying attitudes towards this phenomenon; each group views the problem from the perspective of their field's specificity. This also explains the low level of stakeholder collaboration and necessitates the creation of projects to enhance mutual understanding among the parties.

Therefore, based on the results of expert evaluation and ranking, five pedagogical conditions influencing the formation of professional competence in future VET trainees were identified in order of importance, specifically:

1. "Development of professional and educational standards, updating the content of vocational education according to market needs" (total ranks 40);
2. "Internships for vocational training masters and teachers of specialized subjects in industry" (total ranks 73);
3. "Organization of the educational process based on the combination of theoretical and professional components" (total ranks 78);
4. "Involvement of industry representatives in the educational process - customers of the workforce" (total ranks 88),
5. "Fostering positive motivation for acquiring modern industrial technologies by students" (total ranks 99).

To implement the first pedagogical condition "Development of professional and educational standards, updating the content of vocational education according to market needs," the Public Association "National Sectoral Partnership in the Light Industry of Ukraine," together with a group of experts, developed a professional standard for the integrated profession "Master of Garment Making" (2022) and an educational standard to accompany it (2023), with proposals for the content of educational programs for VET institutions.

For the realization of the second pedagogical condition "Internships for vocational training masters and teachers of specialized subjects in

industry," within the framework of Public-Private Partnership (PPP), it is essential to have an internship program for vocational training masters in industry-specific establishments, with access to modern equipment and technologies, allowing educators to gain practical skills on current production means.

The implementation of the third pedagogical condition "Organization of the educational process based on the combination of theoretical and professional components" is feasible through collaboration with enterprises in executing specific projects, enabling students to apply their skills in practice. With the participation of state and private partners, the adaptation of training programs for the sewing industry can take place. Particularly, the electronic guide "The Profession of Creating Fashion," created jointly by employers and teaching staff of VET institutions in sewing from Kyiv, Khmelnytskyi, Kharkiv, and Khust, and the team of the NGO "FASHION GLOBE UKRAINE," is popular among students and teachers (Ukrainian Cultural Foundation, 2020).

The fourth pedagogical condition "Involvement of industry representatives in the educational process - customers of the workforce" symbolizes the development of partnership relations between industry representatives and education in planning and teaching training programs, interaction with enterprises for organizing educational events and student internships in industry; involving experienced enterprise workers as mentors for students and organizing consultation sessions for students regarding career opportunities. The introduction of an assessment system that considers the quality of student training and their readiness for work is effective. This describes the model of a dual education system.

We justify the fifth pedagogical condition, "Formation of positive motivation for mastering modern production technologies by education seekers." The development of vocational education largely depends on positive motivation to master pedagogical technologies, which encompasses a large number of variables: psychological, economic, social. This is achieved through programs promoting VET among children, youth, adults, planning professional development and career, forecasting professional skills to increase the relevance of educational services, participating in professional

events, and other forms of support. An example of such activities on the principles of PPP is the All-Ukrainian competition "Breakthrough of the Light Industry of Ukraine" and the career guidance festival "The Greatness and Heroism of Vocational Education of Ukraine," which for over 7 years have been successfully represented on the platform of 120 VET institutions of the sewing profile (National Sectoral Partnership in Light Industry of Ukraine, 2022). Against the background of implementing these five pedagogical conditions, it is desirable to introduce the following organizational conditions at the state and regional levels:

1. Highlighting the successful experience of PPP in the media, professional publications, and social networks, attracting the attention of the public sector and society.
2. Conducting research to identify, justify, and disseminate best international and domestic practices, providing scientific and methodological support for PPP.
3. Creating training programs for civil servants, local government bodies regarding interaction in PPP with practical cases of cooperation between government, education, the public, and business.
4. Involving private investment to increase

financial resources for educational programs and modernize the material and technical base of VET, implementing dual models of vocational education.

These aspects will strengthen the aforementioned pedagogical conditions, and PPP will serve as an effective tool for joint work of the public and private sectors in modernizing the entire education system.

Conclusion. The analysis of expert evaluation revealed that the professional training of future VET professionals with a high level of professional competence involves creating such pedagogical conditions that would maximize the quality of the system of organizational, design, technical, technological knowledge, skills, and competencies, professionally important qualities that ensure their successful implementation and adaptation in professional activities. A promising direction for our further research is working on the implementation of the respective organic-pedagogical conditions in VET institutions of the sewing profile on the principles of PPP, on which the improvement of the training level of future VET professionals depends. This is a challenge for the VET system and a powerful potential of partnership in uniting the efforts of educators and employers.

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DOI: <https://doi.org/10.32835/2707-3092.2023.27.128-137>

ПЕДАГОГІЧНІ УМОВИ ФОРМУВАННЯ ПРОФЕСІЙНОЇ КОМПЕТЕНТНОСТІ МАЙБУТНІХ КВАЛІФІКОВАНИХ РОБІТНИКІВ ШВЕЙНОГО ПРОФІЛЮ НА ЗАСАДАХ ДЕРЖАВНО-ПРИВАТНОГО ПАРТНЕРСТВА

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Реферат:

Актуальність: державно-приватне партнерство у сфері професійної (професійно-технічної) освіти далі – П(ПТ)О) сприяє зближенню освітнього процесу із реальними потребами ринку праці, що поліпшує якість

підготовки фахівців та сприяє їх успішній реалізації в професійній діяльності. Професійна підготовка майбутніх кваліфікованих робітників швейного профілю (далі – КРШП) з високим рівнем професійної компетентності передбачає створення таких педагогічних умов, які б максимально задовільнили потреби здобувачів освіти та потенційних для них роботодавців.

Мета: виявити й обґрунтувати основні педагогічні умови формування професійної компетентності майбутніх с на засадах державно-приватного партнерства (далі – ДПП) для підвищення якості їх професійної підготовки з урахуванням пропозицій стейкхолдерів вітчизняної швейної галузі.

Методи: метод експертного оцінювання – для визначення педагогічних умов, важливих для формування професійної компетентності майбутніх кваліфікованих робітників у П(ПТ)О на засадах ДПП; метод ранжування – для виявлення організаційно-педагогічних умов, найбільш вагомих для формування професійної компетентності майбутніх КРШП.

Результати: за результатами проведеного експертного оцінювання систематизовано фактори впливу на формування професійної компетентності майбутніх кваліфікованих робітників у закладах П(ПТ)О; визначено й обґрунтовано найбільш значимі організаційно-педагогічні умови формування професійної компетентності майбутніх КРШП у закладах П(ПТ)О, що здійснюють освітню діяльність на засадах ДПП.

Висновки: педагогічні умови формування професійної компетентності майбутніх КРШП є комплексом спеціально спроектованих чинників впливу на зовнішні та внутрішні обставини підготовки кадрів для вітчизняної швейної галузі, що забезпечують цілісність навчання майбутніх фахівців відповідно до запитів галузевого ринку праці; виявлено організаційно-педагогічні умови, найбільш значимі для організації навчання в умовах ДПП (розроблення професійних та освітніх стандартів, оновлення змісту професійної освіти відповідно до потреб ринку; стажування майстрів виробничого навчання та викладачів профільних предметів на виробництві; організація освітнього процесу на основі поєднання теоретичного та професійного компонентів; залучення до освітнього процесу представників виробництва – замовників робітничих кадрів; формування позитивної мотивації до оволодіння сучасними виробничими технологіями здобувачами освіти).

Ключові слова: педагогічні умови, формування професійної компетентності, державно-приватне партнерство в легкій промисловості України, кваліфіковані кадри швейної галузі.

Received: 11 October 2023
Accept: 07 November 2023