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CONTEXT TECHNOLOGY OF THE TARGETED FORMATION OF THE PROFESSIONAL COMPETENCE OF QUALIFIED WORKERS OF THE SEWING PROFILE ON THE BASIS OF PPP

Abstract. The relevance of the problem of forming the professional competence of employees of sewing enterprises has become more acute in connection with the growth of employers' demands for a high-quality level of qualifications, mobility and competitiveness of tailors in accordance with industrial production innovations. The scientific problem is the development of an effective technology of cooperation between educators and employers in the industry and the justification of optimal organizational and pedagogical conditions, which should be created for this purpose in V(VT)E, where training of personnel for garment industry enterprises is carried out.

The purpose of the article is to develop and justify the technology of purposeful formation of professional competence of future skilled workers of the sewing profile (hereinafter - SWSP) on the basis of public-private partnership (hereinafter - PPP).

The developed technology is addressed to stakeholders involved in the training of personnel for the garment industry, teachers, masters of industrial training, technologists - mentors at garment factories. The technology contains a toolkit in the form of a set of organizational and pedagogical conditions, methods and techniques for the development of professional competence of future SWSP’s on the basis of PPP, which ensure an educational result in the system of requirements for professional competence (by labor action or group of labor actions), formulated jointly by employers and educators.

Conclusions: the developed technology of purposeful formation of professional competence of SWSP on the basis of PPP covers four stages: organizational, motivational-informational, formative-cognitive and activity-resultative; it was found that it is aimed at solving issues related to the positive motivation of future qualified workers to meaningfully find their place in professional activity; obtaining strong, deep theoretical knowledge, practical skills of mastering the technologies of the sewing industry, abilities to evaluate the results of their activities and reflection. It is summarized that the results of the implementation of the PPP in the field of professional education contribute to increasing the indicators of the scientific and technical level of the industry, the region, and the country's economy.

Keywords: light industry, public-private partnership, the technologies of formation professional competence, skilled workers of the garment industry, tailoring master.

Introduction. The socio-economic transformations taking place in Ukraine have necessitated the search for fundamentally new approaches to the professional training of SWSPs in the educational process of VET institutions. The success of the professional activity of graduates of vocational (vocational-technical) education will depend on the extent to which the learning process is focused on the needs of the labor market, readiness for continuous learning, effective interaction between the components of modern forms of public-private partnership, due to the growing pace of development of science and technology, changes in the content and methods of industrial training and rethinking the purpose and end result of vocational training in cooperation with stakeholders.

Sources: the development of the technology took into account the requirements of regulatory documents: "On Education" (2017); "On Professional Higher Education' (2019); "On Professional (Vocational) Education" (1998, last revision 2021), the Law of Ukraine "On Public-Private Partnership" (2010 № 2404-VI last revision 2015 № 817-VIII), "Some issues of advanced training of pedagogical and scientific-pedagogical workers" (№ 800 of 21. 08.2019), as well as the scientific achievements of domestic researchers D. Voronina-Prigodiy, S. Kravets, V. Popova, V. Radkevych and others.

The purpose of the article is to develop and substantiate the technology of targeted formation of professional competence of future skilled workers in the sewing profile (hereinafter – SWSP) on the basis of public-private partnership (hereinafter – PPP).

Research methods: analysis of the experience of involving stakeholders in the process of training qualified personnel in the sewing profile and identification of proposals for its improvement on the basis of PPP; logical generalization of the results of the theoretical analysis - to group different classifications of professional competencies of the SWSP into an integral formation, which is manifested in their ability to successfully act in the professional field.

Results and discussion: cooperation between the state and business is an important factor in the success of the national economy, and international experience shows that the entire system works effectively when the interests of both parties coincide. The scientific problem is to develop an effective technology for cooperation between educators and employers in the industry and to substantiate the optimal organizational and pedagogical conditions for training personnel for garment industry enterprises. Recently, a special direction has emerged in the pedagogical literature - pedagogical technology, which in the general sense means a systematic method of creating, applying and defining the entire process of knowledge acquisition, taking into account technical and human resources and their interaction, which aims to optimize education [6 p. 331], and in the pedagogical sense characterizes the educational and production process: the activities of teachers, masters of industrial training and students, its structure, forms of organization of training, methods and means of teaching.

The technology clearly plans the results of operations to be realized by the executors and requires constant feedback between all components, making corrections and changes in further activities. Proper use of the technology always leads to the desired goal if all the steps are taken correctly. The developed technology is intended for stakeholders in the process of training personnel for the garment industry: teachers, masters of industrial training, technologists - mentors at garment production facilities involved in personnel training and contains tools in the form of a set of organizational conditions, methods and techniques for developing the professional competence of future SWSP‘s on the basis of PPP [2].

Schematically, the technology of forming the professional competence of future skilled workers in the sewing profile in the process of cooperation between VET institutions and employers of the sewing industry on the basis of PPP can be represented in the form of four stages: analytical and organizational, motivational and informational, formative and cognitive, activity and resultant and parallel assessment of the levels of professional competence at these stages [5 p. 13], (Figure 1)

These processes can be organized both in cooperation between the state and the private sector and in the form of private sector initiatives. The main areas of such projects include: training programs (development and implementation of training programs to prepare workers in a specific industry or for a specific position that meets the needs of the labor market), internships and practice (organization of internships and practice for students and graduates to gain practical skills and experience in the relevant field), advanced training courses (conducting courses and trainings to improve the skills of working workers), development of professional standards (participation in the development of professional standards), and development of professional standards for the Projects in the training of skilled workers are an important element of the development of the modern economy, as they contribute to the competitiveness of enterprises and ensure sustainable development of the socio-economic sphere [1], [6, 195 p.].

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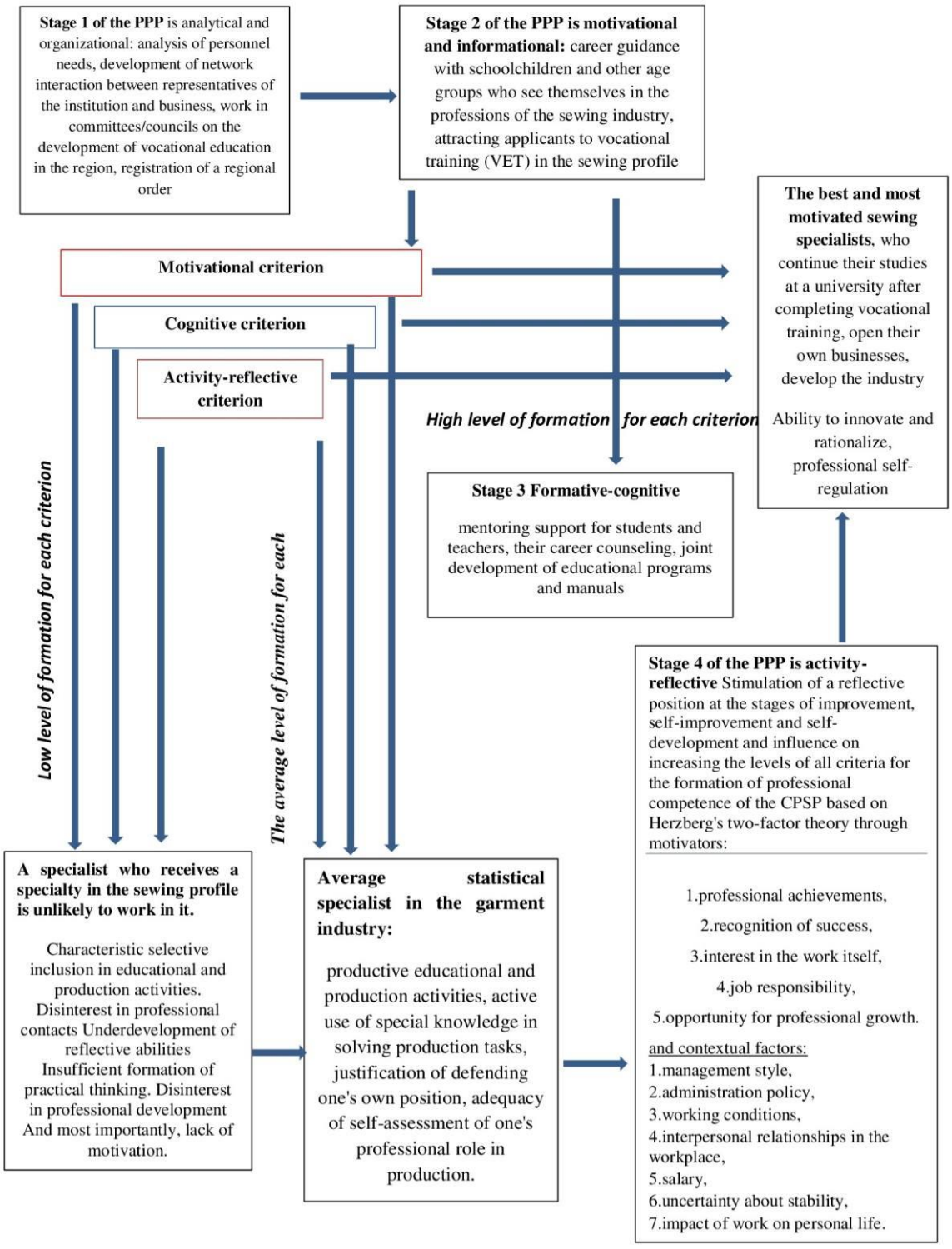

Fig.1 Contextual technology of targeted formation of of professional competence of future RNPs on the basis of PPP

The first analytical and organizational stage involves building a network of representatives of educational institutions and businesses and begins with a fruitful

discussion of the development of vocational education in the region, analysis of market needs for qualified personnel at the local and regional levels: understanding how many and what kind of sewing specialists need to be trained for local industries. Based on the real needs of the labor market in a particular region and the confirmed cooperation of employers with VET institutions, a balanced regional order figure and a clear, coordinated strategy for training on a PPP basis are derived. At this stage, the technology is specified by the following stages: initiation of project interaction and creation of a working group to coordinate joint activities; definition and mutual agreement of teamwork goals; development of a criterion-based framework for activities (quality management technology); drawing up a plan and program of joint activities. Technology design is aimed at identifying the necessary components, elements of the educational process and involves evaluation and decision-making regarding the goals, methods, resources, and tools for the future implementation of learning. The result of designing in the process of teachers' work is recommendations for changes in the educational and professional program in the profession (specialty).

During the ***second motivational and informational stage*** of cooperation between educational institutions and employers, a broad educational campaign is carried out, including career guidance activities for various categories of the population (VET applicants, unemployed youth, other age groups) to help them make informed choices about sewing professions. The main task of the stage is to increase the level of motivation of VET applicants to master sewing professions, professional self-determination and further self-realization in the fashion industry. We believe that an important mechanism for accomplishing this task, in particular in terms of professional self-determination, choosing the direction and content of their further development, the scope and means of realizing individual qualities and abilities, is the demonstration of employment prospects by employers, which is coordinated with the personnel development strategy of enterprises. In this way, applicants realize the benefits of developed personal qualities in terms of their own effectiveness in life, professional fulfillment, and improvement of the economic and social situation in the country and the world as a whole.

The motivation factor is very important, because even the best specialist who is not interested in implementing his or her knowledge and skills will not benefit production. It is necessary to ensure cooperation between VET institutions and industry employers to develop joint programs related to creative career guidance for young people, popularization of fashion industry professions and a network of institutions, and cooperation in dual education [3].

These processes are the key to increasing the number of applicants interested in the educational services of vocational education institutions in the fashion industry and in obtaining professional qualifications that are relevant to the labor market. The motivational component of the stage is focused on the awareness of values aimed at self-realization in professional and social life.

Professional self-determination is not reduced to a single act of choosing a profession and does not end with the completion of professional training in the chosen specialty. Professional self-determination is carried out throughout professional life: a person is constantly reflecting, rethinking his or her professional being and asserting himself or herself in the profession.

According to a study conducted as part of a fact-finding experiment, the average percentage of 40 to 50% of graduates of sewing institutions after graduation are not employed at industry enterprises and do not see themselves in these professions [4, p. 9]. This means a large loss of resources and time for the state to educate people who do not care where to study and to address the staff shortage of enterprises in the industry. Therefore, the effectiveness of the second stage is determined by the synergy of all stakeholders' efforts in the process of career guidance (regional government, local media, VET institutions, employers and regional public organizations). By choosing a sewing profession and studying at a VET school, students in theoretical and practical vocational training master a system of professional and personal values that manifests itself through their own attitude to the future profession, identification of themselves in the sewing business, and attitude to society and the state.

At the ***third formative and cognitive stage*** of the technology, it is important to apply general and special organizational forms of training in the process of training future skilled workers in the garment industry, in particular on the basis of PPP. At this stage, the formation of the professional competence of skilled workers in the sewing profile is carried out in the context of mastering the methods of clothing production technologies in professional activities. To this end, the content of standard curricula for general vocational and vocational-theoretical training subjects includes educational material that includes

- principles of operation of universal and special sewing machines, ironing and pressing equipment, and serviced equipment;
- information about textile fibers, composition, structure and properties of fabrics; assortment of fabrics, nonwovens; materials for joining parts and accessories;
- technological methods and techniques for performing the simplest operations when processing cuts, parts and assemblies, types of seams, specifications and methods of their implementation,
- operations and modes of moisture and heat treatment, etc.

This stage ensures the acquisition of theoretical knowledge necessary for implementation in future professional activities, and it is important to involve representatives of industry enterprises in the development of educational programs and pedagogical teaching technologies, entrepreneurship development programs, innovation and competitiveness.

During the ***fourth activity-reflective stage***, the SWSP master the techniques and methods of designing and sewing garments in classes on vocational and

theoretical training (laboratory and practical classes), and in training and production sites during internships at industry enterprises, including dual education; acquire the ability to identify and eliminate defects in production. Public-private partnerships are relevant here in the form of employers' provision of premises, equipment and provision of the educational process with technological innovations, experts' time and expertise of the company's personnel [7, p.26], [8 p. 47].

It is quite natural that all students will have different levels of professional competence, from low to high, when assessing the level of professional competence. Thus, a specialist with a low level of formation according to each of the criteria (motivational, cognitive, activity and reflective), even if he or she receives a specialty in sewing, is unlikely to work in it. Specialists with a high level of development in each of these criteria become the best and most motivated specialists in the garment industry, they continue their studies in the field at a university after graduation, open their own businesses, and develop the industry. That's why it's so important to track the effectiveness of training and making graduates the most valuable category of specialists.

The analysis of scientific and educational literature made it possible to classify the list of forms of cooperation between VET institutions and industry employers on the basis of PPPs aimed at developing the professional competence of future SWSP's:

- updating the content of industrial training taking into account the changing requirements in the garment industry, as well as the structure of professional activities of the SWSP, and assessment of qualification characteristics;
- application of comprehensive educational and methodological support for the vocational training of skilled workers;
- training programs (development and implementation of training programs for training workers in the garment industry that meet the needs of the labor market),
- introduction of innovative forms and methods of industrial training, methods of assessing the progress of students;
- modernization of the material and technical base of training and production workshops of VET institutions with a sewing profile;
- organization of internships for teachers and masters of industrial training at sewing enterprises with innovative equipment and modern technologies;
- practice for education seekers and graduates to gain practical skills and work experience in organizing production practice on the basis of industry enterprises;
- advanced training courses (conducting courses and trainings to improve the skills of working workers);
- excursions to industry enterprises;
- participation of VET seekers in professional skill competitions;
- joint holding of job fairs.

Upon completion of these four cycles of the PPP project, its effectiveness is assessed using expert methods, which is carried out with the aim of comprehensively analyzing their implementation for each of the tasks. For this purpose, one or more groups of experts are appointed. The tasks of the experts include: intuitive and logical analysis of the structure of the PPP project, the results of its implementation and external factors that contribute to or hinder implementation based on the specified analysis, determination by experts of the quantitative characteristics of the significance of the performance indicators. When assessing the results of the implementation of the PPP project in the field of vocational education for the future use of the results, it is necessary to take into account the impact on increasing the indicators of the scientific and technical level of the industry, region, and country's economy.

The main indicator of the effectiveness of this technology is the comparison of the figures of the projected need for qualified sewing workers for a specific region in terms of types of economic activity, profession and qualification at the beginning of the PPP project (planned figure of the state order) with the number of graduates of vocational training (VET) who got a job at enterprises in the industry during the project implementation. The indicated areas appear as external levers of influence on the quality of training of future qualified sewing workers, taking into account the real needs of the economy in professional personnel, their quantitative and qualitative characteristics.

To assess the result of the introduction of this technology for the formation of professional competence of future skilled workers in the sewing industry in the process of cooperation between vocational training (VET) employers and industry employers on the basis of PPP, we use 2 groups of indicators: the success of the implementation process and the success of the implementation process, which reflect the corresponding effects:

– *economic* (indicators of costs and resource provision to achieve certain social consequences; (calculated at the end of its implementation period relative to the initial moment using the index of changes in prices for the resources used to implement this project);

– *environmental* (indicators of possible negative impact on the environment: the level of air and water pollution when using light industry technologies, the impact of environmental changes on working conditions);

– *social* (changes in the number of jobs, working conditions, level of job satisfaction; attractiveness of work; changes in the number of jobs in the institution where this PPP project is implemented; changes in the structure of production personnel);

– *scientific and technical* (research, development, technologies, materials, regulatory technical materials, including social and personnel indicators that affect the scientific and technical of a particular field of activity) [9, p.313]

Conclusions. It is substantiated how, in order to effectively improve the quality of professional training of future sewing workers, the technology of forming their professional competence is implemented on the basis of public-private partnership, which modernizes not only the content, forms, methods, but also the principles, optimization of methods and technologies of organizing the educational process in vocational training (VET) with employers in the industry.

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