

РОЗДІЛ I
ТЕОРЕТИЧНІ ТА МЕТОДИЧНІ ОСНОВИ РОЗВИТКУ
ПРОФЕСІЙНО-ТЕХНІЧНОЇ ОСВІТИ

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**VOCATIONAL TRAINING OF ADULT PEOPLE – ONE OF THE WAYS OF THE WORK
FORTH POTENTIAL DEVELOPMENT**

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vocational education and training, VET, workforth, modular vocational training, competency, distance training

Abstract

Current complex socio-economic conditions in Ukraine stimulate to implement flexible highly efficient vocational training technologies. Life-long learning is a one of the key factors to overcome the crisis situation in economy and society. Paper contains the information on the key aspects of adults' Open Vocational Training (OVT) implementation. OVT is to make the easier access to educational services for a person and to provide highly democratic vocational training. This educational technology ensures the individual principle in vocational training. It also helps to achieve the vocational training of high quality with simultaneous cost optimization and time cut.

OVT modular based technology is a tool to achieve the planned qualification level and professional competence while in-service training and living interruption. This factor is the most attractive one for an adult. The achieved vocational competence is initially good level of competitiveness under the current socio-economic conditions which extends a specialist's horizontal and vertical mobility.

OVT modular basis provides high flexibility and individuality of the training process. The training of that kind is based on the competence approach. Due to individuality of training, recognition of prior-learning results and life skills considerably increases a person's training motivation. The individuality of training provides the possibility for a student to choose training time and tempo independently. Strict feedback and high demands to knowledge and vocational skills level while testing provided with re-test possibility. These and other principles of vocational training are its health-saving factors. It is important both for vocational training and adults' professional training in particular. Individuality, independence, strong feedback accessibility and high quality aiming insure the achievement of planned quality level in adults training.

Introduction. Vocational training of workers as a part of vocational education is a one of important means of matching the requirements for the quality of services and goods. Vocational training of manufacturing personnel is a part of the process design that insure the competitiveness and sustainability of the enterprise. In EU countries education and training are long since recognized by society as a basis of the economical and social progress. An attitude to the education as to the one of the key aspect of human resources and cultural development puts it on the one row with the leading invested branches of economy. Thereat state policy of those countries as well as public mentality considers education and vocational training obtainments equal to the one in economy field. A. Seletsky writes: “..vocational education is a process of obtaining by person of general and specific knowledge, skills, cognitive capacity and personal world view with the aim of creating abilities for efficient professional activity. It not only gives needed knowledge and skills but omnifacetedly evolves

person, educes and refines her/his abilities and interests, forms life priorities.” [3, 29].

The main part. Ukraine is a big country in Europe with about 45 million population and 1372177 [5] enterprises (to the January 20014). It was hardly affected by Global economy crises and suffered from the devastation incurred by corrupted administration that finally led to the Revolution of Honor. Unfortunately our country was heated again by tragic war on the East, occupation, demolition of enterprises and infrastructure on big territory.

Business of Ukraine is influenced by changes in external and internal policy, energy economy, labour market and other fields. Naturally that such frequent changes negatively affect on quality and volume of vocational training and on its key aspects – qualificational level and competency of manufacturing personnel. A big number of qualified workers has lost their workplaces due to forced migration, raised unemployment and other factors. According to the data of the State

Statistic Service the level of unemployment by ILO methodology is about 8.1% on 2014. It is almost 1.5 million people. Often new working place requires from the person of another skills and competencies. Though, immediate quick retraining is needed universally.

On the other hand requirements to the life level from the average citizen rise permanently. Aspiration to the higher life standards motivates people on acquisition of additional education and training for matching the new job conditions. Academician V. Kremen confirms: “Homo sapiens in XXI century is a person that learns permanently, a person that assumes appropriation of knowledge as an essential future of life” [1, 12].

Requirements to the quality of the modern vocational training correspond to the ILO statistic data that was highlighted by the national coordinator of ILO in Ukraine Sergiy Savchuk on the forum “European Union – Ukraine: training of adult people ” 5.11.2014 [7]. From 25 to 45% specialists in the world (though in Ukraine too. auth.) have qualification that doesn't match employer's needs. Taking to the account permanent changes in technology, economy and in social sphere we have to provide a continuous in-service training. Dr. V. Radkevich writes: “the value of competency approach lays in realization of new principals of identification of aims of education, in selection and structuring of educational content, organization of educational process and its evaluation” [12, 444].

In its turn it requires new approaches to educational technology. Academic N.Nichkalo emphasizes: “up-to-date tendencies in the development of lifelong vocational education stipulate flexibility in curriculum elaborating that will facilitate approach to the training on different sections of permanent education. To create an environment, that would let the person to start, interrupt and to get back again to the training on any stage of it” [8, 74].

We also have to emphasize one of the important issue – strategically leading countries make focus namely on vocational spectrum of occupations, representing it as the most logical and appropriate way of professional social development. Open society and a high level of threeparty dialog between employers, government and trade unions with involvement of citizen provide a solid base for supporting of the high recognition of vocational occupations.

A person that works on plant or in the sphere of services is treated with obvious respect and it is reflected in his/her level of salary.

It is pity that in Ukraine we see the inverted picture. Often vocational occupation gets worker no respect in society no financial sustainability.

It is known that training for the adult person is a very difficult decision not only due to finance issues but also from psychological point of view.

Mostly adults feel discomfort in front of the “school desk”. This fear appears in situation of skills development during in-service training and when retraining is needed, especially when engineering of “higher education” specialty is changed for vocational. In such case the inner ego says to a person: “What new they will try to tell me? I know all of that. What can they teach me?!” Adults mostly doesn't like to be taught by someone. But they are often sure, that they can be better taught by themselves. And they assume the need of training dictated by requirements of the working place and labour market. This understanding is enforced by globalization processes that accelerate ageing process of skills.

There is no doubts that the low level of qualification restrains working efficiency and the grow of enterprises. Skills development of the working stuff as well as of the population of the country in all contributes to the reaching of strategic aims of business and State.

So we need a high quality training that would take short time, be flexible, individual and aimed on reaching of predefined competency and level of qualification. And it is clear that we cannot draw trainee out of his/her work place for training. Basing on written above new challenges to the training of adults becomes obvious. They are:

- Sharp correspondence of training (curriculum) content to the occupational (work place) needs;

- Modular structure of training;

- Training by individual curriculums and timetables (comfortable for trainee);

- Enabling of the open and distant training process;

- High level of quality with clear criteria

- Adequate recognition of training results.

So what can propose to adult people educational sphere?

An up to date pedagogical technology

called the Open Vocational Training on the Modular Basis can become a respond on mentioned challenges.

The Open Vocational Training on the Modular Basis (OVTMB) ensures acquirement of skills and solid knowledge accordingly to requirements of occupational standards. The Open Vocational Training on the Modular Basis is built with use of different forms of training with the wide involving of informational technology and multimedia systems [2, 53-62]. Based on flexible approaches to the vocational training it is essentially aimed on acquisition by person of required working competences and vocational qualification. In Ukraine it is provided accordingly to the Law “about Vocational Education and Training” [9] and joined decree of the Ministry of the Social Policy and the Ministry of Education and Sciences “about implementation of the Open Vocational Training on the Modular Basis” [10].

The main characters of the Open Vocational Training are: flexibility, mobility, individualization, accessibility, openness, integration of training and production, fragmental in-plant training of working stuff, continuity of training (life-long training). It is notable by: changes in motivation on training, felling of personal value, rising of responsibility for the quality of skills obtained, collaboration between trainer, trainee and training institution.

The Open Vocational Training is provided according to individual training plans and timetables and foreseen forming of high quality skills and competencies.

Modular system foreseen entrance tests, that gives information for creation of individual training programs. It takes into account education (formal and informal) and existing experience (including skills).

The Open Vocational Training program consists of five parts: theory, trainings, individual work, consultations and tests. Training content is divided by topic and learning elements in the frames of appropriate training modules. Trainee forms his/her timetable jointly with trainer/consultant. Training modules corresponds to certain logical and acceptable division of work with a clear start and finish and which would not normally be further sub-divided. It results in a product, service or significant decision. Such divisions of work are called Modular Units [11, 3].

Besides, such structuring and further

analysis of modular units can be used as a clear base for development of occupational standards. In the OVTMB training modules are created on the base of modular units and are parts of training program giving it the flexibility.

Didactic materials in the OVTMB are used of a wide range of types – from specialized modular it a shape of Learning Elements – to common textbooks and other training aids. Digital training materials are widely used as well.

The main didactic materials – Learning Elements are very comfortable in use self-contained instructional booklets, suitable for learner-based and instructor-based application [11, 14]. One booklet covers a specific item of skill or knowledge and describes work operations step-by-step in technological sequence. Learning elements are arranged in the Training package and contains theory, work activity, safety and health, materials, components, methods of work performance and use of tools and equipment with a graphic information required by work. In OVTMB learning elements can be learnt by trainees in comfortable for him/her time and place.

A structure of the training program built on the competency approach contains a complex of training exercises built of theory and practice, self-training part, consultancy and testing of trainees. Practical part of the program is worked off on the certain recourse base that gives possibility to obtain skills on the real equipment accordingly to occupational standard requirements. Virtual simulators are used only like additional facilities.

The Open Vocational Training has an exceptionally individual character. That's why at the beginning of the course trainee obtains approximate timetable of trainings on the recourse base under direction of trainer, approximate timetable of individual consultancies and tests. Trainee can modify timetables accordingly to her/his needs in the measure of predetermined by the contract conditions.

A big volume of work is performed by trainee on self-training mode. He/she would need consultancy during training period. OVTMB foresees provision of consultancy via Internet on-line and off-line. Face-to face sessions are also provided on the resource centers.

Testing in OVTMB is one of the main aspects that insure stabile feedback and lets to

track progress and adjust the level of achievements on every stage of the training program. Testing has three levels. Reliability of testing is performed by minimal diversity of marks: only “Yes” or “No”. Evaluation criteria are fixed in the clearly formulated measurable learning aims for each learning element and modular unit. Tasks are formulated exceptionally in the measurable manner.

The Open Vocational Training on the Modular Basis guarantees reaching of the following aims:

–Flexible skills development of worker with unique mobility for him/her

–Performance of the working tasks accordingly to occupational standards requirements by trained workers.

–Performance by trained workers of tasks that require specific skills and competencies (planned in the training program)

–Quick and flexible reaction on frequently changing requirements of modern working environment.

The flexibility of vocational training systems implicates its ability to self adapting to changeable external conditions. It is realized in the easy exchange of educational components and technologies that enable modifications in sequence, compassions, forms, modes, methods and didactic resources.

Conclusion. The Open Vocational Training on the Modular Basis integrates vocational training with manufacturing activity, allows accomplishing training in different terms, and is more accessible and comfortable for adult people.

In this was modular basis of the Open Vocational Training easily makes possible quick modifying of training program accordingly to orders on training and accurately match various employers requirements. The high level of training will provide workers with sustainable employment and high competitiveness on the labour market with rising social and professional mobility.

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Реферат

Професійне навчання дорослих – один зі шляхів розвитку людського капіталу

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КЛЮЧОВІ СЛОВА:
професійне навчання дорослих, людські ресурси, модульна технологія професійного навчання, професійна компетентність випускника, дистанційність професійного навчання

Стаття містить інформацію щодо ключових аспектів застосування технології відкритого професійного навчання у процесі професійної підготовки дорослих. Сучасні складні соціально-економічні умови спонукають педагогів професійно-технічних навчальних закладів до застосування гнучких, високоєфективних технологій професійного навчання. Безперервне навчання дорослих упродовж життя є одним з основних факторів подолання кризових ситуацій в економіці та суспільстві.

Відкрите професійне навчання на модульній основі є інструментом для досягнення запланованого рівня кваліфікації та професійної компетентності без відриву від виробництва і спрямоване на поліпшення доступу користувачів до освітніх послуг, забезпечення демократичності та індивідуальності професійної підготовки, що дає змогу досягти високої якості при оптимізації витрат та скороченні часу навчання. Для дорослої людини цей фактор є найбільш привабливим. Здобута професійна компетентність визначає також належний рівень конкурентоспроможності, що в сучасних соціально-економічних умовах підвищує рівень соціальної та професійної мобільності.

Модульна основа відкритого професійного навчання забезпечує гнучкість та індивідуальність навчального процесу, базуючись на компетентнісному підході. Завдяки індивідуальності навчання, врахуванню набутих раніше професійних та життєвих навичок слухачів значно підвищується мотивація їх до здобуття освіти. Індивідуальний підхід у навчальному процесі забезпечує можливість самостійно визначати швидкість засвоєння програми, обирати комфортніший темп навчання. Чіткий зворотний зв'язок та високі вимоги до рівня знань і професійних навичок під час тестування супроводжуються можливістю повторного його проведення. Ці та інші принципи відкритого професійного навчання є здоров'язберігаючими факторами у професійній підготовці, що важливо для професійного навчання взагалі та професійного навчання дорослих зокрема. Індивідуальність, самостійність, постійний зворотний зв'язок та спрямованість на позитивний результат визначають гарантованість досягнення запланованого рівня якості навчання дорослої людини. Відкрите професійне навчання на модульній основі пропонується як інструмент, що забезпечує такі підходи.

Реферат

Профессиональное обучение взрослых – один из путей развития человеческого капитала

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Современные сложные социально-экономические условия вынуждают педагогов применять гибкие, высокоэффективные технологии профессионального обучения. Непрерывное обучение взрослых в течении жизни является одним из основных факторов преодоления кризисных ситуаций в экономике и обществе. Статья содержит информацию о ключевых аспектах применения технологии открытого профессионального обучения в профессиональной подготовке взрослых. Открытое профессиональное обучение направлено на облегчение доступа пользователей к образовательным услугам, обеспечение высокой степени демократичности профессионального обучения. Эта образовательная технология обеспечивает индивидуальный принцип профессиональной подготовки. Она также дает возможность добиться высокого качества, оптимизации затрат и снижении времени обучения.

**КЛЮЧЕВЫЕ
СЛОВА:**

профессиональное обучение взрослых, человеческие ресурсы, модульная технология профессионального обучения, профессиональная компетентность выпускника, дистанционность профессионального обучения

Открытое профессиональное обучение на модульной основе является инструментом для достижения запланированного уровня квалификации и профессиональной компетентности без отрыва от производства и постоянного места проживания. Для взрослого человека этот фактор является наиболее привлекательным. Приобретенная профессиональная компетентность – это хороший уровень конкурентоспособности в современных социально-экономических условиях, что увеличивает уровень горизонтальной и вертикальной мобильности специалиста.

Модульная основа открытого профессионального обучения обеспечивает высокую гибкость и индивидуальность учебного процесса. Такое обучение базируется на компетентностном подходе. Благодаря индивидуальности обучения, учету ранее приобретенных профессиональных и жизненных навыков, значительно повышается мотивация слушателей к обучению. Индивидуальность учебного процесса дает возможность слушателю самостоятельно определять скорость освоения программы, выбирать наиболее комфортный темп обучения. Жесткая обратная связь и высокие требования к уровню знаний и профессиональных навыков во время тестирования сопровождаются возможностью повторного тестирования. Эти и другие принципы открытого профессионального обучения являются факторами, обеспечивающими сохранение здоровья в профессиональной подготовке. Это является важным для профессионального обучения вообще и профессионального обучения взрослых в частности. Индивидуальность, самостоятельность, постоянная обратная связь и нацеленность на результат в значительной мере определяют достижения запланированного уровня качества обучения взрослого человека. Открытое профессиональное обучение на модульной основе предлагается как инструмент, соответствующий этим требованиям.

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