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SPIS TREŚCI

Wprowadzenie	21
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CZĘŚĆ I

Filozoficzne i pedagogiczno-psychologiczne konteksty oświaty i pedagogiki pracy

Wasil Kremień	
Myśleć – oznacza działać	29
Bogusław Śliwowski	
Teoretyczne podstawy wiedzy o kształtowaniu postaw patriotycznych.....	47
Jarosław Pylynski	
Doradcze nauczanie i wykładanie jako potężne narzędzie edukacji demokratycznej we współczesnej Ukrainie.....	67
Franciszek Szlosek	
Funkcje doskonalenia zawodowego w ujęciu pedagogów pracy	89
Bartosz Mitkiewicz	
Jeden zespół – wiele pokoleń. O poszukiwaniu form dialogu.....	95
Piotr Luzan	
Standaryzacja kształcenia zawodowego: aspekt konceptualny	107
Adam Solak	
Podmiotowość w obszarze pedagogiki pracy	121

CZĘŚĆ II

Globalizacja, rynek pracy i oświata

Paweł Prüfer	
Dojrzały człowiek i dojrzałe społeczeństwo? Ambiwalencje rozwojowe w socjologiczno-pedagogicznej perspektywie	131
Walentyna Radkiewicz	
Modernizacja edukacji zawodowej na Ukrainie: wezwania globalizacyjne	155

ЗМІСТ

Вступ.....	23
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ЧАСТИНА I

Філософські і педагогічно-психологічні контексти освіти і педагогіки праці

Василь Кремень Мислити – означає діяти	29
Богуслав Сліверський Теоретичні засади знання про формування патріотизму	47
Ярослав Пилинський Дорадче навчання і викладання як потужний інструмент емократичної освіти в сучасній Україні	67
Франтішек Шльосек Функції професійного вдосконалення в трактуванні педагогів праці	89
Бартош Міткєвич Один колектив – багато поколінь. Пошуки форм діалогу.....	95
Петро Лузан Стандартизація професійної освіти: концептуальний аспект	107
Адам Соляк Суб’єктність в сфері педагогіки праці	121

ЧАСТИНА II

Глобалізація, ринок праці і освіта

Павел Прьофер Зріла людина і зріле суспільство? Амбівалентії розвитку у соціологічно-педагогічній перспективі	131
Валентина Радкевич Модернізація професійної освіти в Україні: глобалізаційні виклики	155

Walentyna Radkiewicz

MODERNIZATION OF PROFESSIONAL EDUCATION IN UKRAINE: GLOBALIZATION CHALLENGES

MODERNIZACJA EDUKACJI ZAWODOWEJ NA UKRAINIE: WEZWANIA GLOBALIZACYJNE

МОДЕРНІЗАЦІЯ ПРОФЕСІЙНОЇ ОСВІТИ В УКРАЇНІ: ГЛОБАЛІЗАЦІЙНІ ВИКЛИКИ

Under the globalization conditions of economic activity in Ukraine the great value is given to innovative state policy implementation aimed at national economy development, country's labour capacity forming based on the science and new technology knowledge role increase. In this context the importance of innovative activity priority directions system is declared by the Law of Ukraine "About the priority directions of science and technology development"¹. Their implementation till 2020 will promote ensuring of state's economic safety, high-tech, competitive and environmentally friendly products creation, high-quality services supply to the population, potential export increase of domestic and world scientific and technical achievements efficient use. In this regard the need of intensive progress in science, equipment, technologies, marketing and management organizations, labour potential motivation system, education quality improvement, including the professional one is caused.

At the same time quality of professional education is defined on world factors countries basis, commonly accepted for the majority. First, acceleration of scientific and technical progress which leads to fast aging of knowledge; secondly, phased transition from an industrial phase of economy development to knowledge based economy and achievements of civilization information

Закон України «Про пріоритетні напрями розвитку науки і техніки» [Електронний ресурс]. – Режим доступу: [http:// search.liga.zakon.ua/1doc2.ns1/link1/T1025](http://search.liga.zakon.ua/1doc2.ns1/link1/T1025). – Назва з екрану.

that is an important condition of economic growth ensuring, knowledge transfer between all economic actors; thirdly, economic, cultural and political globalization, and also education internationalization that promotes educational systems qualitative level rapprochement of different countries of the world.

One of important global challenges for professional education is its modernization taking into account a new educational paradigm which is based on world culture and its sustainable development. At the same time the term “sustainable development” should be understood how dynamically steady and advancing improvement public relations are. According to this paradigm, the trust to educational system of Ukraine increases in the world. In this regard an important condition of professional education modernization is its purposes expansion, in particular, by response to wide social challenges, stimulation of social unity.

About need of professional education «Ukraine – 2020»² modernization, «Development of technical regulation system for the period till 2020»³, etc., and also in the number of European Commission documents, in particular, in the European strategy of economic development «Europe – 2020»⁴, Bruges communique, about European cooperation strengthening in the field of professional education and training for 2011-2020 is noted in national strategy⁵. In these documents the noted next labour market decade will evolve considerably. It will be more global and virtual. The need for specialists with the high level of qualification will increase. In too time the number of the unemployed among those who will look for work without qualification or with its low level will increase.

Taking into account these and other global challenges, professional education in Ukraine till 2020 should become more innovative, inclusive, available, flexible, attractive, oriented to needs of the personality for professional development, work market requirements. In this regard the need of future specialists' new training model implementation for educational institutions of professional education is caused. Its structure includes two components: economic and social.

² *Про Стратегію сталого розвитку «Україна-2020»* [Електронний ресурс]. – Режим доступу: <http://zakon2.rada.gov.ua/laws/show/5/2015>. – Назва з екрану

³ *Про схвалення Стратегії «Розвитку системи технічного регулювання на період до 2020 року»* [Електронний ресурс]. – Режим доступу: <http://zakon1.rada.gov.ua/laws/show/844-2015-%D1%80>. – Назва з екрану.

⁴ *Європа 2020: стратегія розумного, стійкого і всеосяжного зростання* [Електронний ресурс]. – Режим доступу: <http://ec.europa.eu/evrope2020/index-en.htm>. – Назва з екрану.

⁵ *The Bruges Communiqué on enhanced European Cooperation in Vocational Education and Training for the period 2011-2020* [Електронний ресурс]. – http://ec.europa.eu/eurostat/statistics-explained/index.php/Unemployment_statistics. – Назва з екрану.

The economic component of model provides the maximum accounting of requirements national and regional labour markets in professionally competent specialists according to descriptors of the National frame of qualifications. An important element of an economic component of new model of training of qualified specialists is creation also of conditions for involvement of those who study, to productive activity using modern production technologies, including energy efficient. Therefore, need of creation at institutions of professional education of the educational enterprises, the overworking plants, restaurants, hotels, travel companies are stated. It will promote professional training of student's youth and adults in real working conditions. Besides, the money earned by students in the course of accomplishment of works orders and rendering services will promote: to updating of material and technical base, educational and methodical providing; to a financial incentive of students and also pedagogical and technicians of professional education institutions.

The social component of model is directed on: satisfaction of different target groups needs of the population for mastering partial and complete qualifications taking into account personal capabilities and opportunities; attraction to professional education of the studying youth without basic secondary education; providing conditions for continuous professional development of adult population, professional training of migrants; expansion of access to mastering qualifications of physically disabled people.

During too time, new professional training model of future qualified specialists should include system of consultation on the choice, creation and development of professional career of the studying youth and adults, and also system of certification of qualifications. In this context result of scientific searches of staff of Institute of vocational training of National academy of pedagogical sciences of Ukraine have value. It is about development and theoretical justification of pedagogical system of consultation on the choice and creation of professional career. It consists of hierarchy of the purposes, the organizational environment, theoretically methodological providing, technologies of career consultation, pedagogical and information support. Implementation of this pedagogical system will allow providing step-by-step career consultation of the studying youth and adults, namely:

- determination is more whole than professional activity which the personality wants to reach of ways of their achievement;
- mastering skills of job search;
- drawing up the individual plan of professional development and career development;

– development of specific educational and professional trajectories for successful implementation of career plans.

In the course of career consultation, the help to future specialists is also provided in: forming summary creation skills; professionally important qualities detection; diagnosing of professional and personal qualities formation; development of capabilities to self-knowledge, reflection, self-assessment, etc.

The offered pedagogical system of consultation on professional career will promote forming of students' career competence in institutions of professional education. It is about integrative quality of the personality which is characterized by its aspiration and capability to professional self-realization on the basis of knowledge, abilities, experience, a reflection, adequate itself estimations of individual opportunities, and also planning of process and result of professional career. Career competence is the measured pedagogical phenomenon by means of motivational and valuable, cognitive, reflexive and estimated, predictively – activity criteria.

For implementation of this system in institutions of professional education the Centres of professional career are created. Their activity is based on the specialized information resources concerning the forecast of needs of labour market for professional qualifications.

The important element of new training model for future qualified specialists is the updated content of professional education. It should be projected taking into account predictive approach to technical and technology changes in the economy industries, especially with orientation to Economy 4.0. It is not less important to consider integrative and competence-based approaches to determination of key and professional competence of future specialists, and also results of their training.

Professional education should be based on the principles of a continuity, fundamentalization, diversification, openness, an informative, virtuality, autonomy in management, etc. According to the principle of continuity, sales opportunity of formal, informal and non-formal professional education and training is used. It helps to arm people with theoretical knowledge and special skills in the context of society sustainable development, to increase the level of their professional competence, confidence in the forces, responsibly and is respectful to social values, etc.

Improvement of quality of professional education on the basis of fundamentalization gives the chance to organize training of competitive specialists with the high level of intellectual and creative potential, scientific culture of thinking and professional activity. It is about strengthening of a general edu-

cation and scientific component of training material maintenance, ensuring research nature of knowledge, their practical orientation.

In the course of mastering fundamental knowledge at future qualified specialists' capability to the integrative problem resolution of production character increases. It is especially urgent in that case when the purpose of work is accomplishment not of separate production operations, but complete technology processes.

In modernization of content of professional education, it is necessary to display its duality. It is about organic compound of content of general education and professional training. In -too time, content of general education preparation should be most oriented to practical activities, and content of professional training – to have fundamental character. It demands selection and structuring such system of knowledge on the basis of which the sociocultural outlook of the identity of the qualified specialist will purchase new qualitative level and to give it the chance to change, adapt quickly to new requirements of professional activity that is to be professionally mobile.

For this reason, for Ukraine's economy of the XXI century an ideal professional personality is the one who, on the one hand, is characterized by self-respect, civic consciousness, tolerance, an orientation on social and professional self-determination and self-realization; on the other hand – weed professionalism, readiness for accomplishment of the integrated work types, and also to improvement and mastering new key and professional competence. All to come down to the fact that professional education should become weed professional. It will give the chance to each graduate in the future to be intellectual, socially and professionally mobile at labour market and be still called "flexible". They own three and more qualifications that promote fast search of a workplace by them for employment at high-tech, innovatively active enterprises, and also in the outsourcing companies. Training of such specialists is the answer to globalization challenges of productive activity standardization processes which demand unification of labour functions. In this regard specialists should have the considerable level of professional competence, readiness to implement difficult works orders in new and non-standard conditions.

In this regard the need to develop the competence-based basis of professional and educational standards with orientation on partial and complete qualifications mastering, providing individual professional training paths, and also assignment of qualifications by results of high-quality accomplishment of all work types provided by these standards is stated.

Integrated approach to professional education and training modernization promotes creation of essentially new enlarged professions by consolidation of several professions in one, technology difficult. It will be the answer to a challenge of Economy 4.0 which essence – in creation of the «smart», self-regulating production systems functioning with the smallest participation of a person, and even in general without it⁶.

The emergence of new qualifications, including high-tech, energy efficient production, will demand review of the National qualifier of professions and work types, the List of working professions on which training of qualified specialists in institutions of professional education of Ukraine is conducted. The need of independent certification of qualifications, optimization of educational institutions network by created educational programs implementation taking into account results of entrance testing, individualization of specialists' professional training paths will increase in the future. Different and-level educational programs implementation will promote change of accents: from the competition between types of educational institutions on the competition among educational programs.

The competence-based paradigm of professional education will expand possibilities of training organization at the basis of productive activity. It is, first of all, about context and project training. Their contents are projected already as object of activity of those who study. It will allow orienting the content of theoretical material to future profession, to activate and direct educational activity of students to the search of production processes, the solution of difficult professional tasks, accomplishment of a specific product.

In process of development of high technologies, qualified specialists will feel more and more the need for cross-disciplinary knowledge, abilities. They will give them the chance to analyse, interpret and use information concerning different situations of professional activity, to direct difficult production processes, etc. In this regard, in new qualified specialists' training model information and communication technologies, new means of communications, the Internet and virtual educational environments should be widely used. Thanks to them there will be transition to the program supporting principle of game training (gamification), creation of real production environment simulations, the organization of professional training via Internet portals.

⁶ Радкевич В. *Теоретичні та методичні засади розвитку професійної освіти і навчання: результати, проблеми, перспективи* // Науковий вісник Інституту професійно-технічної освіти НАПН України: Професійна педагогіка / [за. заг. ред. В. О. Радкевич]. – К.: Міленіум, 2016. – № 11. – С. 5-23.

It is provided that in the future qualified specialists will “bring together” themselves from the details of the professional and educational designer offered them by labour market. That is, each specialist will have the digital profile where his/her competences will be fixed. On the basis of this profile an enterprise will select workers, to invest money in their continuous professional training, especially successful.

In professional training of future qualified specialists’ interactive pedagogical technologies is perspective. They are based on a basis of dialogue interaction of subjects of teaching and educational process. The value of such technologies consists in future qualified specialists’ critical thinking development, readiness for reflection, team work skills, interpersonal interaction. It is that interactive professional training trains the studying youth for judgment of productive activity, its independent planning, determination of educational achievements estimation criteria for the purpose of mistakes prevention.

The important role also belongs to personal developing pedagogical technologies (imitating and game training, modular and rating, problem developing, a case technology, etc.). These technologies promote activation of a teacher and pupils’ interactions for the guaranteed achievement their developing and educational purposes. It is reached via use of set of methods and tutorials, implementation of personally oriented contents, accounting of individual and psychological features of those who study.

In the future professional training remote technologies will be widely used. They give the chance to cover educational process a significant amount of students, to increase effectiveness of professional training. In the organization of distance professional training the availability of resource base for forming abilities and development of steady labour skills, including psychomotor, is important. The availability of a virtual educational platform, thanks to which qualitative feedback in the control form of students’ achievements at each stage of a provided training program, accomplishment is also necessary.

It is necessary to refer availability, openness, flexibility, adequate quality evaluation of professional training to benefits of remote technologies. It allows implementing programs of formal and informal education, to provide training in convenient time. Use of remote training technologies causes the need to review the terms of training in order that each its stage had the career corridor.

The important element of new future qualified specialists’ professional training model is marketing management with involvement of the concerned parties from labour market and civil society. It promotes expansion of the market relations in the educational sphere, to development of professional

training institutions infrastructure. Marketing management also gives the chance to operate mobile with ratings and other tools which allow creating more objectively stimulating payments to pedagogical workers. With this the aim in institutions of professional education marketing services is created. Their activity goes for demand forecasting and proposals of labour power on a working market, obtaining information on possible amounts, structure of necessary professions and specialties. Results of their activity promote adoption of qualitative management decisions.

In a short time, the level of the common responsibility and the state, both employers, and regional councils of professional education, and, actually, providers of education – for ensuring its quality will increase. Time for development and deployment of the mechanism of the distributed responsibility for financing and guaranteeing effective and equitable distribution of resources to professional training of future qualified specialists has come. Besides, the need of multichannel mechanisms development and differently-level financing of professional education taking into account complexity, knowledge intensity and materials consumption of professions will be actualized.

The professional education of that kind will become a basis of professional success of future qualified specialists' identity, a strategic resource of improvement of professionalism, further development of their professional career for productive employment at labour market.

Abstract: The article represents conceptual approaches to modernizing vocational education in Ukraine, taking into account the challenges of globalization. It emphasises the necessity of taking into account the provisions of strategic documents adopted by the European Commission in the field of vocational education and training for the period 2011-2020. National strategies for society sustainable development, economy on the modernization of vocational education, enhancing its role in the development of human capital of the country are provided. It analyses the influence of globalization calls to ensure quality training of future specialists qualified according to the requirements and needs of national and regional labour markets. The article theoretically grounds the necessity of implementing a new training model for future professionals in their professional education. Its structural elements are revealed the economic and social ones. The article also represents practical approaches to the implementation of the new model by updating content, forms, methods, technologies, vocational training and adult students considering new educational paradigm based on the culture of the world and its sustainable development.

Keywords: globalization, modernization, vocational education and training, information economy, labour market, new professional training model for future specialists

Анотація: Розкрито концептуальні підходи до модернізації професійної освіти в Україні з урахуванням глобалізаційних викликів. Наголошується на необхідності врахування положень стратегічних документів, прийнятих Європейською комісією у сфері професійної освіти і навчання на період 2011-2020 рр. Викладено положення національних стратегій стійкого розвитку суспільства, економіки щодо модернізації професійної освіти, підвищення її ролі в розвитку людського капіталу країни. Проаналізовано вплив глобалізаційних викликів на забезпечення якості професійної підготовки майбутніх кваліфікованих фахівців відповідно до вимог і потреб національного та регіональних ринків праці. Теоретично обґрунтовано необхідність реалізації нової моделі підготовки майбутніх спеціалістів у навчальних закладах професійної освіти. Розкрито її структурні елементи: економічний, соціальний. Викладено практичні підходи до реалізації нової моделі шляхом оновлення змісту, форм, методів, технологій професійного навчання учнівської молоді й дорослих з урахуванням нової освітньої парадигми, що базується на культурі світу та його стійкому розвитку.

Ключові слова: глобалізація, модернізація, професійна освіта і навчання, інформаційна економіка, ринок праці, нова модель професійної підготовки майбутніх кваліфікованих спеціалістів

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