

FOREIGN EXPERIENCE OF COMPETITIVE SPECIALISTS PREPARATION

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The article deals with the actual problem of training competitive specialists in the current socio-economic conditions of the country. Based on the sources analysis it is proved that one of the ways to ensure the quality of professional training of specialists in leading European countries is to increase the role of the state, the activity of employers, and to strengthen the coordination of the activities of social partners. A comparative analysis of the degree of involvement of social partners in the professional training of specialists in the countries of the European Union was carried out. The main directions of improvement of the quality of specialists training with account of the experience of European countries are revealed.

Keywords: *competitive specialist, quality of vocational training, professional educational institution.*

In modern conditions of reforming, Ukraine faced the need to solve a complex of problems of a social and economic nature. Insufficient competitiveness of the country's economy, growing cultural diversity created special conditions when the level of professional competence of human capital, mobility, competitiveness becomes key factors for the prospects of strengthening Ukraine's positions in the international arena.

Modernization of vocational education in order to ensure the high quality of vocational training in accordance with the socio-economic needs of the country's development, the educational needs of the individual and the account of labor market development forecasts, is a national task of today.

Taking into account the experience of foreign countries, it is important to focus on reforms in vocational education. The development of European countries naturally led to "educational boom", profound reforms of vocational education systems, actually no country in the modern world has remained outside of this process.

It became obvious that Ukraine, which aspires to join the European Union and quite definitely declares its priorities, cannot today remain in the condition of internal isolation and self-sufficiency. The analysis of sources has shown that in the pedagogical, psychological, philosophical, sociological and economic science a significant amount of foreign scientific research has been accumulated on the topic of professional training of specialists. The researchers studied the integration and globalization processes in vocational education, various aspects of modern educational policy in the countries with highly developed economies (N. Abashkina, N. Avshenyuk,

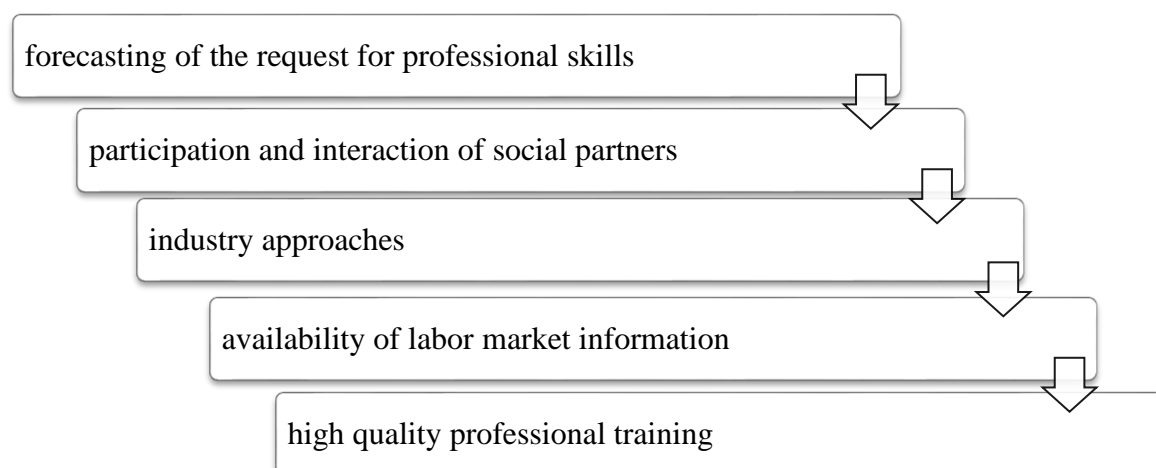
A. Androshchuk, G. Androshchuk, L. Antonyuk, S. Babushko, N. Bidyuk, A. Vornachev, T. Desyatov, L. Zagorulko, V. Kudin, A. Lokshina, S. Melnik, N. Nichkalo, N. Pazyura, L. Pukhovska, V. Radkevich, S. Romanova, V. Savchenko, L. Sergeeva G. Fedotova, A. Shcherbak and others), which show that the renewal of professional education and the quality of training in leading European countries is carried out by increasing the role of the state, the activity of employers, strengthening the coordination of the activities of social partners in vocational education.

The distinctive feature of vocational education systems in the European Union countries is diversity and variability, however, they retain the sovereignty of their own educational systems characterized by approved national traditions and a labor market developing in accordance with local and sectoral specifics, and with the participation of social partners [7].

Accordingly, the domestic system of professional education faced a very difficult task. On the one hand, it is necessary to preserve the best samples of the domestic vocational education system, and on the other, the system needs to be made flexible and adaptive to the needs and interests of the individuals and the demands of the country's economy, which are constantly changing.

An analysis of the strategic documents for the development of Europe until 2020 shows that the leading place in the implementation of these tasks belongs to the forecasting of requests for professional skills and the "linkage" of vocational education to the needs of the rapidly changing labor market [2, c.65].

Valuable ideas regarding the policy in the field of vocational education in general contain the Recommendations of the International Labor Organization, for which the optimal policy should include the following basic elements, such as: forecasting the request for professional skills; Participation and interaction of social partners; Industry approaches; Availability of information on the labour market; High-quality vocational training; Expanded access to training; Financing of vocational training; Evaluation of the effectiveness of the implemented measures (fig.1) [5].



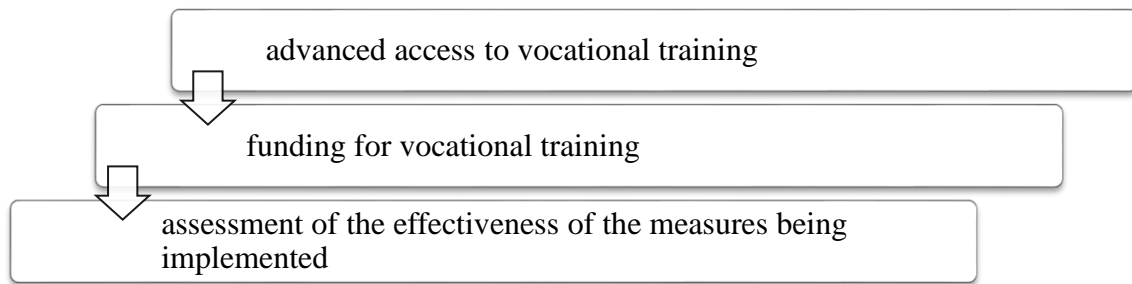


Fig.1. The main components of the model of professional education in the countries of the European Union.

The quality of education in European countries today is provided through close interaction of social partners in accordance with agreements adopted at the national and sectoral levels, as well as at the enterprise level; Availability of training in the workplace; Support in the conduct of vocational training (development of educational culture at work); Creation of special training funds at the sectoral and national levels, etc [6; 4].

Interaction with social partners, in particular the employer, begins with the joint development of the regulatory framework: the development of state educational standards, development and adjustment of basic educational programs. The employer necessarily participates in the educational process, in particular: the organization and conduct of vocational training; Carrying out professional-theoretical training and final certification.

Another point in the procedure for assessing the quality of training in the countries of the European Union is the participation of employers in the work of various expert commissions, especially in the certification of vocational education institutions. It is also possible to create commissions to assess the process of training specialists and identify the level of quality at the initiative of employers, professional communities. In this case, the participants of expert commissions should be prepared for such work and be able to objectively evaluate the quality. An important form of assessing the quality of training is statistical data collection. This includes conduct of professional interviews by employers' professional education agencies on specially developed questionnaires and supervision of young professionals by employers, since only in the process of practical training one can more completely judge (draw more complete conclusions) on the formation of professional competences provided for by educational programs and necessary in professional Activity (table 1) [1].

The degree of employers involvement in the functioning and development of vocational education in the European Union.

Table 1

Activity	Objective	Conditions	Country examples
Problem formulation	Material analysis. Identifying problems for reforming	Collectively - through unions of employers, associations, organizations, unions, etc. Individually - through the surveys of employers	the Council for Vocational Education and Training (Denmark). Employers' Polls (UK)
Determining the directions of activity	Defining the areas of activity Reforming the regulation, structure and financing of vocational education systems. Development / updating the qualification framework. Development of curricula, content and duration of professional training	Collectively - through unions of employers, associations, organizations, unions, etc.	Management councils of educational institutions with participation of employers; Council for Vocational Education and Training (Denmark). Branch organizations of employers (Great Britain).
Quantitative assessment of the requirements	Determination of the required number of trainees	Regional or sectoral councils	Regional vocational training centres, regional committees for development and training (Netherlands)
Implementation of selected areas	Support for the professional training Development of training on-site. Financing the specialists training. Quality of specialists training check.	Practical training; provision of enterprise specialists for the teachers training in certain programs. Individual or collective financing in voluntary or compulsory way.	Practice in countries with dual training system. Final examinations at the workplace (Germany)
Evaluation of the results of the work	Assessment of the level of specialists training; Evaluation of the effectiveness of the results	National Institutes of Vocational Education. Collective unions of employers. Individual employers	Employers' Polls (UK)

Demonstrating interaction with social partners, we have the experience of *Germany*, where the dual system of training and joint control over the quality of training, both by the state and economic and social partners, is in place.

Characteristics of the dual training system in *Germany*:

- the concept of "dual system of training" is used only for the first vocational education;
- 80 percent of the training is carried out at the enterprise, 20 percent – in vocational schools;
- vocational training lasts from 2 to 3.5 years;
- more than 60 percent of school leavers start with dual training;
- average age of the students is 19 years;
- the enterprise and the student conclude a special contract for training;
- more than 90 percent of contracts are registered with the competent authorities (for example, Chambers of Commerce and Industry, Craft Chambers), which advise and supervise training and production enterprises and students and organize exams;
- all the training participants have a certain interest (fig.2).



Fig. 2. Advantages of the dual training system in Germany.

It is important that the dual system in Germany stipulates that enterprises themselves determine the content and educational regulations of training; Production practice is combined with training in an educational institution of a professional orientation; The quality of training is provided by qualified specialists both at enterprises and in vocational education institutions; National exams are unified, commissions / committees are comprised of employers, specialists of enterprises, professional pedagogical workers (fig. 3).

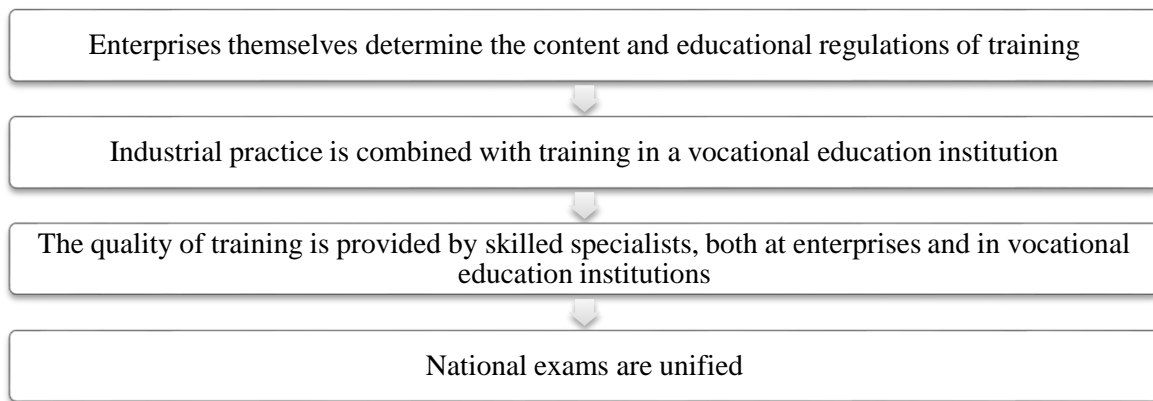


Fig.3. Basic elements of dual training in Germany.

During the examinations, the level of quality of preparation is determined in two stages: in writing and in practice. The content and standards are formulated by special committees. The main principle is "He who teaches shall check". An essential element of monitoring the quality of training is control by the Chamber of Commerce and Industry.

Essential prerequisites for quality training at an enterprise in Germany are:

- the number of specialists in the enterprise;
- availability of machinery and equipment in the enterprise;
- transfer of the training content of the training program;
- staff suitability [3].

Training in the *UK* is partially similar. Enterprises have full freedom to establish the amount of training; The state only determines the levels of qualification standards for future specialists and provides funds, thereby controlling the quality of training. The participation of social partners and the relationship of vocational education with the sphere of work are laid in the very structure of vocational education management.

In *Denmark*, social partners are actively involved in the development of vocational education and quality control, being represented in various bodies of vocational education management at the national and regional levels.

In the *Netherlands*, state and regional vocational education institutions jointly develop curricula and control the quality of training provided both in isolation and in isolation from production.

Having studied and analyzed the development of social partnership in the system of professional education in the countries of the European Union, we believe that the professional training of specialists is somewhat similar, but in our opinion, it is appropriate to apply the German experience of the formation of social partnership in vocational education in Ukraine, where specialists preparation is targeted on balancing demand and supply in the labour market, and

Enterprises themselves determine the content and educational regulations for the preparation. The production practice is combined with training in an educational institution of a professional orientation. The quality of training is provided by qualified specialists both at enterprises and in vocational education institutions. National exams are unified, training is provided by:

- social partnership of vocational schools with labour market subjects, state and local authorities and public organizations;

- participation of social partners in the development of standards and the provision of recommendations in all sectors and aspects of training;

- training of pedagogical workers for the purpose of mastering modern production technologies;

- creation of an appropriate regulatory and legal framework regulating the activities of vocational educational institutions and customers of workforce. Of course, this article does not exhaust all the components of the interaction of links interested in improving the quality of specialists professional training. The prospect of further research will be the study of experience in the development and implementation of vocational training standards in the context of the educational reforms of the European Union.

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