

Requirements to the labor market to the competences of specialists in foreign countries

T. I. Stoichyk

Kryvy Rih Professional Mining and Technology Lyceum, Kryvy Rih, Ukraine,

stoychyk_t@ukr.net

orcid.org/0000-0002-6106-9007

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In the article the author examines the influence of the management of training of professional staff on the quality of vocational training in the countries of the European Union (hereinafter - the EU).

It has been determined that the effectiveness of the management of the institution of vocational education (hereinafter – ZPO) depends on the adequacy of the management structure for those processes that are taking place in society.

The functions of the labor market in the information, intermediary, consulting, pricing, stimulating, reserve, improving and regulating aspects are considered.

The importance of a competent approach in modern vocational education is emphasized, which facilitates the transition from orientation towards reproduction of knowledge to its practical application; on such a concept as professional development.

Examples of professional training of future skilled workers in Belgium, the Netherlands, Germany, Sweden, and the United Kingdom are provided.

The author outlines the general-didactic and specific principles of professional training.

Among the peculiarities of the development of vocational education in foreign countries the development of communicative technologies is identified, the goals of communication and informatization development are determined. Information and communication products and services are considered necessary for the life of society.

The main driving force behind the changes taking place in the business environment is human capital, its knowledge, skills, motivation, readiness for change, and innovative thinking.

The conclusion is made about rethinking the role of training and personnel development processes to ensure sustainable development of the enterprise. In particular, the author considers the worker as a "training client", which has its own needs, preferences, and its vision of what is happening.

Key words: vocational training, vocational education institution, EU countries, competence, competitive specialist, labor market.

Introduction

The modern dynamic society and the development of the country's economy require active development of vocational education. Its organization requires flexibility, rapid response to changes in the social environment and changing labor market requirements. In the context of the stated requirements and trends, the system of training of competitive specialists needs modernization. The search for new solutions is also urgent in the context of the globalization of the world economic space and the development of educational systems of foreign countries.

Goals of article. The article is to study the foreign experience of training of competitive specialists and to consider the requirements of the labor market to the competences of specialists in foreign countries.

Materials and Methods

Complex researches on the implementation of modern concepts and the development of vocational training systems in Western European countries are disclosed in scientific papers by S. Batushev, I. Zyazyun, V. Kremen, N. Nychkalo, O. Shcherbak. The problems of I. Kozlovskaya, V. Lozovetskaya, V. Orlova, V. Radkevich, P. Sikorskiy, L. Sumatchitseva are devoted to the problem research of different approaches to the development and implementation of educational-professional programs and state standards in vocational education institutions. The patterns of development of social and pedagogical systems, which include ZPO, are considered in the writings of I. Andreev, S. Arkhangelskii, V. Vasiliev, L. Danilenko, G. Yelnikova, F. Koroleva, Y. Konarzhevsky, V. Myslova, V. Oliynyk, V. Pikelnaya. The problem of managing institutions of vocational education in a market environment was studied by scientists L. Magdyuk, G. Rusanov, L. Sergeeva, S. Shmelyov, and others.

Results

The quality of vocational training in the EU is interpreted as a significant factor when it comes to the dynamics of the development of vocational education in the context of changing its management paradigm, namely, an integrated approach to the training of specialists. These changes are characterized by systemic, stage-by-stage reformation of all components of the system (content, modern development of various information and communication technologies of education and their acquisition by the subjects of education), definition of new possibilities of management of the VE, based on interaction with social partners of all levels.

The management of the training of professional staff accumulates factors contributing to optimizing the development of the economic potential of society. This process is inherent in its content and its technology, which meets all the requirements of the social process.

The effectiveness of VE management depends on how well the governance structure will be adequate to those processes in the community, how much the management system can potentially organizationally and technologically provide the training of competitive staff for the modern labor market and the requirements of employers.

The labor market is a complex system of economic relations concerning the exchange of individual labor ability for the life benefits necessary for the reproduction of the labor force and the functioning of the employee in the system of social division of labor in accordance with the laws of commodity production and circulation [5, c.456].

In the context of the training of competitive specialists it is expedient to consider the functions of the labor market as a socio-economic phenomenon. According to N.P.Yarosh, these functions are multifaceted and consist of: the social division of labor, informational, intermediary, advisory, pricing, stimulating, reserve, healing and regulatory aspects. The public division of labor distinguishes between a hired employee and an employer, distributes workers by occupation and qualification, industries and regions. Information – gives the participants information on the conditions of employment, the level of wages, offers of jobs, etc. to the participants in the process of purchase and sale of the product "labor". Intermediary - establishes a link between employers and employees. Consultative - provides professional advice to job seekers or employers regarding the legal aspects of using the workforce. Pricing - establishes a balance between demand and supply of labor. It is important to add that only in the labor market is the general recognition of labor costs for the reproduction of labor and its value is determined.

Thanks to the mechanism of competition, the labor market stimulates the use of labor resources to increase the profitability of production, which encourages employees to increase their professional qualification level, that is, meet the growing demands for their competencies. The

residual aspect of the labor market contributes to the creation of a human resources potential for the continuous provision of the social reproduction process. The labor market makes it possible to get rid of economically weak, non-viable enterprises and to take advantage in the competition of workers with the highest qualitative indicators of professional competence, which has a healing effect for social production. The regulatory function of the labor market affects the formation of proportions of social production, the development of regions, contributing to the optimal allocation of labor resources and their efficient use [5]. Consequently, the consideration of the highlighted functions of the labor market is used by foreign professional educational institutions for the purposeful training of competitive specialists on the basis of a competent approach.

It is the competent approach in modern vocational education occupies a leading position, as it facilitates the transition from the orientation towards the reproduction of knowledge to its practical application. The competent approach places the specialist's ability to solve professional tasks in the first place. This concept covers knowledge and skills, as well as such categories as readiness for knowledge, the ability to social and industrial adaptation, promotes the disclosure of the professional implementation of a specialist through a set of competencies.

The experience of development and testing of various models in the field of quality assurance of professional education and training in foreign countries on the basis of the Copenhagen decisions became the basis of an integrated training strategy for production personnel. The main thing in these developments was the definition of professional competencies in various industries and services. Competency information contains qualification standards, which testify to the relevant requirements and expectations in the labor market.

It is advisable to define that the concept of "professional development" is understood as the acquisition of new competences, knowledge, skills and abilities for use by the employee in further professional activities. The importance of professional development is evidenced by the fact that the majority of foreign enterprises determined 10% of the wage bill for this purpose [4].

The competence of the specialist can be deduced as real requirements for the assimilation of the totality of knowledge, attitude to the chosen industry of production and personal qualities. Functions of competence in education reflect the social order for youth training, form the experience of the student's professional activity; are interdisciplinary elements of the content of education, which allows to associate theoretical knowledge with their practical use; provide integral characteristics of the quality of students' training and comprehensive control over this process [2].

In the context of labor market requirements on foreign experience of training competitive specialists is important to consider the concept of "EU competence", defined as a set of legally established authority of management functions, rights and obligations of the EU or officials required to implement the goals and objectives of the EU. These powers are based on the principle

of subsidiarity, the application of which ensures a continuous assessment of the feasibility of EU action in terms of available opportunities, feasibility and effectiveness at the national, regional and local levels. There are both exclusive competences of the Member States and the EU competence: exclusive competences; common competences; competence to take support measures.

The exclusive competence of the Community (the exclusive competence of the Community) concerns the areas in which the EU enjoys the greatest powers and makes its own decisions. It has been established that the EU will have exclusive powers to establish the rules of competition necessary for the functioning of the internal market and the common commercial policy.

Common areas of EU competence include: the internal market, economic, social and territorial cohesion, trans-European networks, etc.

The EU has the power to take measures to support, coordinate and supplement Member States' actions. Spheres of such action at the European level are: industry, culture, tourism, education, vocational training, youth and sports, etc.

Exclusive competences of Member States - Areas in which national or regional governments make independent decisions. Examples of national competencies include education and training, tourism. Over 50 years, the decision-making system in the EU has undergone a significant path to evolutionary development. During this period, there is a gradual expansion of the Community's competences, or the "drift of competencies" [6].

The set of powers and competences of the EU allows us to solve the issues of labor market requirements in terms of personnel capacity building. This process is based on a common competence basis with the possibility of their regulation by national or regional governments. Thus, in the preparation of builders for the control of industrial risks at enterprises, measures are being developed that are aimed at increasing the reliability of structures and equipment, as well as implementing industrial safety management systems. But the introduction of only such technological safety factors, according to representatives of the French School of Science in the field of occupational safety culture (Francois Daniellou), Marcel Simard, Ivan Boissieres, can not provide further progress in the direction of safety in the production. They proposed to approach the problem of achieving safe working conditions from the standpoint of human and organizational security factors. Their inclusion in the measures and norms of industrial safety will enable to expand the Future skilled workers in the construction industry in solving security issues and move beyond the technological approach [7].

Such an approach to occupational safety implies that work in the field of security should be seen as part of production in general, supporting those who encourage it and working with those

who neglected it. It consists of identifying and implementing a positive contribution of employees to safety at work, a practice that exists in many global companies.

The knowledge offered by this approach allows to better understand the existing conditions of professional activity of workers, to create working conditions on construction sites with observance of safe working conditions, to improve performance indicators and labor protection. The safe professional activity of builders depends on their professional experience, the nature of the activities, methods of work of the units, teams and organizations; a special role is assigned to the management, which takes care of the current situation, and encourages the workers to acquire knowledge that is useful for security.

In this regard, the whole range of scientific disciplines (sociology, anthropology, sociopsychology, psychology of work and activities, etc.) highlights the individual and collective characteristics of the behavior of workers in construction. Preventing accidents requires that knowledge of these and professional subjects be brought to the attention of prospective skilled construction workers.

Among the most important factors that, according to foreign scientists, affect the safe working conditions that are relevant for the construction industry are: the priority of security; communication; responsibility at all levels (owner, clients, contractors, subcontractors, etc.); participation of all employees in safety; trainings and security education at all levels; mutual trust; the interest of managers in solving security issues; policies, programs, procedures, practices of security measures; planning of work on safety and health of workers; security control at all levels [8].

During the training of future skilled workers in Belgium, the Netherlands and Germany explore their production risks, health and safety is not considered a separate subject, and they are introduced to the learning objectives of other subjects. To develop training programs involve teachers experts on health, safety, the Ministry of Education, development of professional standards and practices of the companies. In Sweden VE implement a comprehensive approach related to the establishment for pupils (students) safe learning environment for their active participation in matters of security. In the United Kingdom, advocacy work for adolescents is preferred, as well as activities aimed at creating a positive image of rescue services. The overall experience building professional teachers institutions most leading European countries is that they actively used the method of projects in various forms (contests, fairs projects), interviews with practitioners and training [10].

The analysis of international experience creating a culture of safety professional activities as part of the corporate culture of the future builders helped to distinguish the general didactic principles and specific training, based on this experience possible involvement to quality training of future skilled workers in domestic steel profile of vocational education. These are the principles:

communication learning with life; consciousness and creative activity of pupils (students); the collective nature of learning and taking into account the individual characteristics of students (students); positive emotional learning climate (openness and reciprocity); a combination of learning with productive work of students (students), communication theory and practice; modeling of professional activity in the educational process; creating a safe educational environment; interdisciplinarity, variability, prediction and prevention of occupational risks [3].

Training based on competencies, focusing on the development of practical skills and capabilities, takes into account trends in economic development abroad and transformation of the labor market.

In this aspect, we note the rapid development of communicative technologies. The sphere of communication and informatization has a decisive influence both on the development of the world economy and on social processes. That is why, at the World Summits "Information Society" (Geneva, 2003 and Tunis, 2005), discussing the agenda for the development of communication and information, representatives of governments of leading countries, service providers and public organizations agreed on the need to address the development goals of this area with the United Nations Millennium Development Goals [9]. In particular, the goals of development of communication and informatization for the next 20 years were determined. The main ones are providing access to the Internet: rural settlements; higher, vocational schools and secondary schools; research and scientific institutions; libraries, cultural centers, museums, postal institutions and archives; health care institutions; all local governments, creating and operating their websites and corporate mail; adaptation of training programs in accordance with the challenges of the information society; ensuring access of the population to television and radio; use of all national languages in the Internet segments; ensuring the availability of the Internet for at least 50% of the world's population. In Estonia, France and Finland, access to the Internet is recognized as the basic right of every citizen of the country [13].

Information and communication products and services are considered to be extremely important and necessary for the life of the society, along with the provision of its infrastructure, electricity and communication paths, therefore the training of personnel for this sphere is of strategic importance.

A leading global company, Ernst & Young, conducted a thorough research in 2014 to identify the risks and challenges faced by the telecommunications sector globally. Several key aspects identified by the experts as threats to the development of companies were highlighted: the inability of companies to position themselves in the new quality of telecommunications; insufficient level of certainty of regulatory policy; the failure of companies to achieve greater flexibility and ability to change; the inability of the personnel to realize the process of creating value for the client,

its components; the inability to achieve the full benefits of existing telecommunication networks and assets; unsuccessfully formulated development strategies; the inability to introduce fundamentally new innovations [12].

The revealed threat of "staff failure to realize the process of creating value for the client, its components" was classified as a strategic group, and the impact of its impact on the company is estimated by experts at 7 out of 10, which indicates the exceptional importance of the relevant personnel understanding of the needs of customers for the successful development of companies.

The necessity of changes in the company's policy regarding operational processes is associated with the need for the development of customer orientation of telecommunications company personnel.

The study of the peculiarities of the functioning and modern trends of the sphere of communication and informatization is devoted to the works of K. Nakamura, S. Hiraki. The work of G. Becker, M. Waqas, P. Edwards, W. Cohen, P. Senge, L. Cheema. Is devoted to the study of modern features of systems of development of professional competence of different categories of personnel of companies. P. Senge, L. Cheema. The development of professional competence of telecommunication company executives was studied by V. Elana, M. Dassanayake, J. Mueller, H. Hori. Specific questions on the development of professional competence development systems for personnel and sales and customer service managers were R. Batt, M. Korczynski, S. Lloyd, K. Honda [1].

The analysis of foreign scientific literature on the development of the sphere of communication allows us to determine the features and current trends inherent in this field. The most significant, according to O. Borodievko, is recognition of the important role of training and development of personnel for the further prospect of improvement of the enterprise. Under the influence of globalization, the rapid development of technologies, outsourcing tendencies (contracting between two companies for the transfer of certain functions, tasks, business processes), increased competition in many industries, and an increase in the average age of the able-bodied population, there is a rethinking of the importance of the processes of training and development of personnel at enterprises.

Modern changes in the business environment lead to continuous improvement, implementation of innovations, and business process reengineering. The main driving force behind these changes is human capital, its knowledge, skills, motivation, readiness for change, innovative thinking. Therefore, the process of training and development of personnel at the enterprise become much wider; This is a career development, distribution of best practices, improved customer service, level of individual, team and organizational efficiency.

The main factors influenced by the processes of training and staff development are: focusing on business needs; development of managerial culture; updating, saving and protecting the company's intellectual capital; system of management training of personnel, development of partnership, new technologies, virtual forms of learning [1].

The introduction of the concept of a "learning organization" (that is, staff is constantly learning, developing its potential for creating services and projects where there are collective forms of work and learning, dissemination, preservation and accumulation of knowledge) is another indication of rethinking the role of learning and development processes personnel to ensure sustainable development of enterprises. According to this concept, the employee is considered as a "learning customer" (learning customer), which has its own needs, preferences, and their vision of what is happening. It is under such conditions that the process of training and development of staff becomes effective and includes a mandatory exchange of experience; critical system thinking (supporting employees in analyzing relationships, testing hypotheses), supporting reasonable risk, innovating ideas for the development of new products and services; a high grade for each employee. One of the most prominent examples of the introduction of the concept of "learning organization" is Siemens, one of the world's largest telecoms manufacturers.

We emphasize that the relevant elements of the personnel training system are mentoring and coaching, an individual plan for the development of professional competence, participation in project teams, internships, mobility, acquisition of experience outside the enterprise (community activities, creative vacations, university studies) [11].

Conclusions

Consequently, the development of the system of economic relations in foreign countries, the transformation of the functions of the labor market require the improvement of the complex of competencies (key, subject, personal, social, methodological, vocational, pedagogical, socio-psychological) in the process of preparing future competitive workers of various branches.

Separately, civilization competencies should be singled out, which include groups of competences: market culture (entrepreneurship, responsibility, cult of labor combined with pride for its results); legal culture; democratic culture (personal autonomy and mobility, civic engagement, respect for basic conventions, principles of parliamentary democracy); culture of dialogue; organizational culture (knowledge of the basics of praxeology, rational administration, respect for own and other people's time); technological culture (skills of safe and effective activity in modern technosphere, critical attitude to it, ability to predict events); ecological culture; a culture of

everyday life. It is precisely the requirements of employers for the competence of specialists that provide innovative changes in the educational process of foreign professional institutions.

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