

VOCATIONAL (VOCATIONAL EDUCATION AND TRAINING) SERVICES MARKET IN UKRAINE: CURRENT STATE AND PROSPECTS OF DEVELOPMENT

Lidiia Horoshkova*, Ievhen Khlobystov, Vira Kharahirlo***

*Bila Tserkva Institute of Continuing Professional Education

**National University of «Kyiv-Mohyla Academy»

goroshkova69@gmail.com

viraharagirlo@gmail.com

ievgen.khlobystov@ukr.net

The development of the economies of the leading countries of the world shows that today there has been a transition from the industrial stage of development to the post-industrial economy, also called the innovative economy, the knowledge economy, etc. In such circumstances, special attention is required to analyze the problems of the educational sector in the context of reform, as a component of the sustainable development of any society [1].

The basis of national wealth, its most valuable resource is not the natural and reproducible capital, but the human and intellectual capital, as it is the level of its development and determines the economic growth rate of modern society. Today, in the context of educational reform, special attention needs to be paid to addressing the mismatch in the labor market supply and demand for labor resources of certain professions, qualifications and educational level of training.

Significant contribution to the consideration of human capital development problems were made by Boginya D.P., Vovkanych S.I., Heets V.M., Holubets M.A., Hrishneva O.A., Dolishnii M.I., Zlupka S.M., Kanigina Y.M., Kolot A.M., Kuzmin A.E., Mocherniy S.V., Fedulova L.I., Khmil F.I. [2-5] and others.

The issue of governance for sustainable development in the country is intrinsically linked to the process of reforming the country's education sector, so finding effective mechanisms for reform requires particular attention and in-depth theoretical and practical research. Therefore, there is a need to research the potential of such a segment of the market for educational services for higher education institutions, as retraining and advanced training of teachers of professional (professional-technical) education institutions in Ukraine.

The purpose of the study is to evaluate the potential and opportunities of expanding the segment of the market of educational services of higher education institutions for retraining and professional development of teachers of professional (professional-technical) educational institutions.

In the process of realization researches drawn on scientific (analysis and synthesis, induction and deduction, analytical grouping) and special (abstracting, economical-mathematical design, etc.) methods of study of the economic phenomena and processes.

Exposition of basic material (job performances). The analysis of prospects and opportunities of development of the segment of the market of educational services of institutions of higher education in relation to retraining and professional development of teachers of institutions of professional (professional-technical) education is conducted in the work.

The analysis of the Ukrainian labor market shows that there is a mismatch of supply and demand for the labor resources of certain professions and qualifications, which confirms the need to solve problems related to the need to overcome imbalances.

It is proved that in order to solve the problems of reforming the education system in order to improve its quality and competitiveness, there is a need to optimize the system of training and retraining of pedagogical staff for professional (professional-technical) education. It is established that the success of reforms in the system of professional (professional-technical) education can be ensured by more active involvement in the process of retraining and advanced training of teachers of higher education institutions.

In order to determine the potential of the mentioned segment of the market of educational services for higher education institutions, the analysis of indicators of educational activity in the professional-technical system of Ukraine was conducted.

It is established that during 1991 - 2018 there was a decrease in both the number of vocational education institutions and the contingent of persons studying there. It is proved that the shortage of skilled workers is a consequence of the fact that during the years of independence the number of vocational schools has decreased by 40%, and the number of trained workers has decreased by more than half.

The analysis of the relationship between the number of professional (professional-technical) educational institutions, the number of students and students in them and the number of teaching staff indicates a decrease in all of these indicators.

The dynamics of indicators of the level of financing of education in general and vocational-technical in particular and the comparison of these indicators in Ukraine and economically developed countries of the world have been conducted. The necessity of increasing the volume of financing to the level of economically developed countries has been proved in order to ensure the efficiency of the initiated reforms.

The paper analyzes the prospects and opportunities for the development of the market segment of educational services of higher education institutions for retraining and professional development of teachers of professional (professional-technical) education institutions.

The analysis of the labor market of Ukraine revealed the existence of a mismatch of supply and demand for labor resources of certain professions and qualifications. It is proved that in order to solve the problems of reforming the education system in order to improve its quality and competitiveness, there is a need to optimize the system of training and retraining of pedagogical personnel for vocational education by involving teachers of higher education institutions.

In order to determine the potential of the specified segment of the market of educational services for higher education institutions, the analysis of indicators of educational activity in the system of professional (professional-technical) education in Ukraine was conducted.

According to the analysis of the dynamics of indicators of the level of financing of education in general and vocational and technical in particular, the necessity of simplifying licensing of the provision of services for retraining and upgrading of qualifications, attraction to financing of these services by non-state sources (in particular, from employers and investors), creation of mobile institutions with the possibility of receiving educational services in the field of distance education, use of Internet technologies, provision of educational services at the place of realization of acquired competences and deepening of client-oriented approaches to the content and form of the provision of services. This will ensure that, from a variety of (mainly non-governmental) sources, funding is increased to the level of economically developed countries in order to ensure the effectiveness of the reforms started.

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