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# Conditions for the Development of Psychological and Pedagogical Competence of Teachers of Vocational (Professional and Technical) Education

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**Abstract**---The urgency of the research problem is due to the need to improve approaches to the development of professional competence of teachers and insufficient development of theoretical, practical and scientific-methodological aspects of creating conditions for psychological and pedagogical competence of teachers of vocational education in the system of continuing education. The conditions of the development are characterized as a set of motivation of professional activity and readiness for innovative activity. The program of the

School of Pedagogical Coaching was developed on the basis of the diagnostic study of the peculiarities of the conditions for the development of psychological and pedagogical competence. The purpose of the article is to determine and study the conditions of development of the psychological and pedagogical competence of teachers of professional (vocational) education in the system of continuing education. The leading method of empirical research of this problem is a questionnaire, which allows to cover a significant number of respondents in different regions of Ukraine and analyze in detail the conditions for the development of psychological and pedagogical competence of teachers such as motivation and readiness for innovation activity.

**Keywords**---adult education, competence, motivation of professional activity, psychological and pedagogical competence, readiness for innovative activity.

## **Introduction**

In recent years of social and economic development, the country needs to reform the system of vocational training of skilled workers because the requirements of the labor market are constantly changing not only in Ukraine but also abroad. The present demands from higher education institutions to create favorable conditions, innovative approaches to the formation and development of key competencies of teachers with a new type of thinking: ready for innovative pedagogical activities, able to perform constructive actions in various professional situations, able to work in the conditions of digitalization, motivated to increase personal creativity capacity through formal, non-formal and informal lifelong learning. The main condition for the training of competitive workers is the development of professional competence of a teacher of an institution of professional (vocational) education (EP (V) E). The dictionary "Vocational Education" interprets the concept of "competence" as the possession of competence - a number of powers of a particular institution, person or a number of cases, issues that are subject to someone's control (Vyshnyakova, 1991). The encyclopedia of education defines that competence "presupposes a personal characteristic, attitude to the subject of activity" and is the result of the acquisition of competence (Hubackova & Semradova, 2014; Iucu & Marin, 2014).

It is also argued that competence, at first, expresses the meaning of the traditional triad of "knowledge, skills, abilities", combining them with each other; secondly, it is defined as in-depth knowledge of the subject or mastered skill; thirdly, it is expedient to describe the real level of training of a specialist, who is distinguished by the ability to choose the most optimal solution, to have critical thinking; fourth, it provides constant updating of knowledge, possession of new information for the successful decision of professional tasks now and in certain conditions; fifth, it includes both semantic (knowledge) and procedural (skills) components (Choshanov, 1996). Competence also motivates the individual to independently participate in the educational process and directs it to successful inclusion in professional activities (Shishov, 2002).

In modern scientific researches there is a tendency to consider the professional competence of the teacher as a set of three components - subject-technological, psychological-pedagogical, general cultural. Note that Pedagogical competence is a nascent concept in higher education literature [Perumal & Maistry \(2020\)](#), noted that the study of the definition of "pedagogical competence" revealed the relationship of competence with the research activities of the teacher. Undoubtedly, interest in vocational education and training is growing. This can be attributed to global social and economic developments requiring continuously changing knowledge and skills. Adult education and training, particularly in non-formal education contributes to provide these skills and knowledge for youth and adults. The findings point to the need for the professionalization of educators. This would contribute to the quality of their activities and to their status as professionals ([Manuel et al., 2017](#)).

Of course, these definitions and visions are clearly conditioned by the understanding of competence as such, so the research uses a variety of methods and classifications to determine the differences between specific modeling competencies, as the research method is the most effective. The relationship between patterns of competencies and the goals of an organization are explored as the basis for establishing core distinctive competencies and for developing and exploring the model which will inform strategic direction ([Eden & Ackerman, 2000](#)). The structure of professional competence among the significant number of competencies that are important and significant for professional activity and professionalization in general indicates psychological and pedagogical competence. However, the analysis of the scientific literature showed the need to study the conditions for the development of psychological and pedagogical competence of teachers of professional (vocational) education, namely the motivation of professional activity and readiness for innovation activity in the context of humanization of educational process and introduction of pedagogical paradigm of education ([Boyatzis, 1993](#); [Imahori & Lanigan, 1989](#)).

The results of the empirical study indicated the need to create conditions for the development of psychological and pedagogical competence of teachers EP (V) E, so the technology of the coaching was introduced as one of the most effective in adult learning. According to K. Collett [Brown et al. \(2013\)](#), an illustrative example is the opposition to the idea of directive intervention: in coaching there are concepts according to which learners must, first of all, master the skill to independently guide and adjust their learning. On the other hand, mentoring involves setting clear goals and focusing more on career advancement. Thus, the founder of coaching W. Galvey interprets "coaching - as the art of creating, through interviews and behavior, an environment that ensures the movement of man to a certain goal so that it brings pleasure" [Galvey \(2005\)](#), and the founder of the school of transformational coaching P. Vritz believes that "coaching is the art of promoting the development of other people", while effective coaching helps to realize human potential ([Vritsa & Ardui, 2008](#)). Also, to consider this issue in all aspects, we propose to refer to the works ([Downey, 2008](#); [Rudnytsky, 2014](#)).

In Ukraine, the work of [Borova \(2011\)](#); [Borodienko \(2014\)](#); [Goruk \(2013\)](#); [Nezhynska & Tymenko \(2017\)](#); [Protsenko \(2015\)](#); [Romanova \(2010\)](#), is devoted to the research and implementation of coaching technology in vocational education

and training system. Sidorenko (2019), interprets pedagogical coaching as an innovative technology of scientific and methodological support of professional and personal development of teachers in the system of postgraduate education (Sidorenko, 2014). The scientist considers pedagogical coaching (from English coaching - to instruct, inspire, train for special purposes, prepare for solving certain tasks) as a system of andragogical, acmesynergetic principles and techniques that promote the development of the potential of individuals and groups of people working together (teams, organizations). and ensure maximum disclosure and effective realization of this potential (Bentea & Anghelache, 2012; Osman & Warner, 2020).

### **Materials and Method**

The following methods were used in the research: theoretical: analysis and synthesis - in order to identify the essence of the phenomenon under study, to identify factors that affect the training of competitive in the labor market teacher of vocational (vocational) education; method of terminological analysis related to determining the categorical status of psychological and pedagogical competence in the system of pedagogical and psychological definitions; abstraction, formalization and generalization - to systematize and formulate conclusions, determine areas for further study of the problem. Empirical: surveys, questionnaires, study of the results of professional activity at refresher courses (final creative works, projects, professional cases, technological portfolios, etc.); observational (direct and indirect observation of the development of psychological and pedagogical competence of self-observation); pedagogical experiment. Methods of mathematical statistics - to process and summarize the results of experimental work, to establish the dependence of quantitative and qualitative indicators in control and experimental groups on the introduction of the experimental factor, to determine their probability and reliability, including correlation analysis (Ulbosyn et al., 2015; Ezechil & Coman, 2012).

The research was conducted on the basis of Bila Tserkva Institute of Continuing Vocational Education. Experimental work was carried out comprehensively in professional (vocational) educational institutions of Volyn, Rivne, Zakarpattia, Zhytomyr, Kyiv, Chernihiv, Sumy, Kirovohrad, Poltava, Dnipropetrovsk, Odesa, Mykolaiv, Zhytomyr, Donetsk and Luhansk regions. 266 people of the categories of teachers of professional and theoretical training and masters of industrial training EP (V) E were involved. The experimental research was organized according to the rule of a single difference, which provided the same composition of research subjects for all essential factor-criteria for the study of organizational and pedagogical conditions for the development of psychological and pedagogical competence of teachers, identical conditions, simultaneous variation of factors influencing object of the research. The experimental work was introduced in two modifications (Zhang et al., 2020; Sun, 2016).

Modification A (control group (CG) of teachers of vocational and theoretical training, masters of industrial training of vocational education institutions) provided, in particular, advanced training according to the traditional models of training, educational and methodological support of advanced training (plans, programs, technologies), without innovative scientific and methodological support

of professional development of teachers of vocational education. Therefore, there was no targeted influence on the control group. Modification B (experimental group (EG) are the teachers of professional and theoretical training, masters of industrial training of vocational education institutions) that provided for the creation of organizational and pedagogical conditions and experimental verification of the effectiveness of favorable conditions, namely motivation of professional activity, readiness for innovative use of pedagogical coaching technology. The research was conducted in three stages:

- At the first stage the theoretical analysis of existing methodological approaches in psychological and pedagogical scientific literature, dissertations on the problem, as well as the theory of psychological and pedagogical research; problems, purpose and methods of research are defined, the plan of experimental research is made.
- At the second stage the conditions of development of psychological and pedagogical competence of teachers of institutions of professional (vocational) education are defined and the program of development of psychological and pedagogical competence as a component of professional competence is substantiated; an empirical study was conducted, a quantitative and qualitative analysis of the obtained data was performed.
- At the third stage the experimental work was completed, theoretical and practical conclusions were specified, the obtained results were generalized and systematized.

### **Characteristics of conditions for the development of psychological and pedagogical competence**

The main conceptual idea is that psychological and pedagogical competence is a basic system-forming component of professional competence of a teacher, which ensures the effectiveness of multicomponent system of professional competence, ensures the quality of professional and pedagogical activities, determines the style of work of each teacher. We believe that the most effective and efficient is the process of development of psychological and pedagogical competence of pedagogical staff EP (V) E which is aimed at integrating professional and psychological and pedagogical training of teachers. Conceptual provisions are realized through methodological approaches to the development of psychological and pedagogical competence of pedagogical workers of EP (V) E: general scientific, concrete-scientific personality-oriented and concrete-scientific professionally oriented. Approaches in a complex combination create preconditions for deep understanding of the process of development of psychological and pedagogical competence of pedagogical workers of EP (V) E and are based on general didactic, andragogical and specific principles, which allows to analyze the whole set of the most significant problems of continuing education (Yefimenko et al., 2021; Markova et al., 2021).

Given that the psychological and pedagogical competence of teachers of EP (V) E is a systemic education, we have identified the main conditions for its development: motivation for the development of psychological and pedagogical competence of teachers of EP (V) E and the development of readiness of teachers for innovation activities. Let us consider in more detail the characteristics of each

condition for the development of psychological and pedagogical competence. Motivation of development of psychological and pedagogical competence of pedagogical workers of EP (V) E is a system-forming core of its development. Today it is impossible to build the educational process effectively without a high level of motivation of professional activity of teachers. In the days of administrative-command economics, solving motivation problems was largely formal and based solely on the minds of employees. This attitude has led to a decrease in the level of initiative and indifference of employees. The main motivating factors are still the level of wages and career opportunities. Among the intangible incentives for employees in the first place is a social package with compulsory health insurance, participation in trainings, payment of transportation costs and mobile communications. Modern managers need to look for ways to encourage staff to work not only for income, but also to meet, self-actualize and realize their own work and creative potential ([Vressick-Chilborn & Rachman, 2020](#); [Maba, 2017](#)).

Thus, we consider the motivation of teachers as the ability of the teacher to a positive emotional perception of professional activity, to learn and integrate their own experience in new situations of professional activity, as well as to flexibility and adaptability; awareness of the purpose of the activity and the desire to constantly improve their own educational level and interest in professional development. In turn, motivation is a component of psychological and pedagogical competence of the pedagogical worker EP (V) E, interests, needs, inclinations, motives that motivate professional pedagogical activity and determine the professional orientation of the individual. Analysis of theories of motivation of domestic and foreign scientists in the field of psychology and management of definition allowed to determine the structural components of motivation as a condition for the development of psychological and pedagogical competence of teachers of professional (vocational) education: pedagogical, psychological and managerial ([Vishnyakova, 1999](#)).

The pedagogical component includes the main motives that enable the realization of the desire to develop personal qualities, ie the structure of personal abilities and character traits, general culture. Provides motivation for the teacher's penetration into the essence of students' attitude to learning, creating conditions in the educational institution for the emergence of internal motivations (motives, goals, emotions) to learn. The psychological component of motivation of professional activity provides direct reactions or purposeful activity. The motivational process can be considered as a form of emotional. Emotional behavior is expressive, not goal-oriented, its direction changes with the change of emotional state. Therefore, the stability of the individual is important for the study, which is reflected in the effectiveness of its activities in general and professional in particular. Thus, if the force of the need that motivates the activity is small, then failure and the associated negative emotion affect mainly the activity of the subject, encouraging him to get out of the situation as soon as possible. If the strength of the need reaches a medium level, then the negative emotions associated with failure are more active, which leads to the mobilization of efforts and increase efficiency. If the force of need is extraordinary, then failure and the associated negative emotions cause such an excess of emotional arousal



that there are signs of disorganization of activity and behavior (Rostovtseva & Nizkodubov, 2020; Widana et al., 2020).

Management component, as the ability to self-management and personality orientation in professional activities. Also in the structure of psychological and pedagogical competence of pedagogical workers of EP (V) E the readiness of pedagogical workers of EP (V) E for innovative activity plays a significant role. Readiness for innovative activity is an internal force that forms the innovative position of a teacher. The structure is a complex integrative education, which covers a variety of qualities, properties, knowledge, skills of the individual. As one of the important components of professional readiness, it is a prerequisite for the effective activity of the teacher, the maximum realization of his capabilities, the disclosure of creative potential. Sources of readiness for innovative activity reach the issues of personal development, professional orientation, professional education, upbringing and self-education, professional self-determination of a teacher. Taking into account all the analyzed scientific and pedagogical sources, taking into account the essence and structure of readiness of pedagogical workers of vocational education institutions, we define the following components of readiness: motivational, cognitive, activity, reflexive. Let's consider in more details each of the components of readiness of pedagogical workers of professional (vocational) education institutions for innovative activities.

Motivational component is considered key, because without proper motivation it is impossible to successfully develop and implement innovations in pedagogical practice. Motivation is understood as a set of psychological processes that guide human behavior. In fact, motivation acts as an awareness of the teacher's need to perform a certain activity and turn it into a motive. In the structure of readiness for innovation, the motivational component is defined as a set of motives that reflect the values of self-actualization, humanistic orientation, focus on professional self-improvement and self-development. All motives regarding the content and methods of applying innovations in the educational process can be divided into two groups:

- Internal motives, which are manifested in interest in professional innovation in social transformations, a sense of satisfaction with their own results.
- External motives that motivate teachers to innovate in conditions of change due to reasons beyond its process and related to prestigious motivation, broad social motives.

No less important component of the structure of teachers' readiness for innovation there are psychological and pedagogical competencies, ie knowledge, skills, abilities and abilities (cognitive component). The cognitive component is closely related to the motivational component of the readiness of teachers of vocational education institutions to innovate. The importance of this component is difficult to overestimate, because only a person who has the necessary moral and volitional qualities, has knowledge that is a theoretical basis for innovation, understands the essence and goals of the educational process in an updated paradigm that ensures the development of personality implement innovations. The cognitive component of teachers' readiness for innovative activities includes the ability to design the educational process using innovative pedagogical

technologies in their meaningful selection, analysis and evaluation. An important prerequisite for the development of readiness for innovation is the formation of the teacher's psychological and pedagogical skills, the presence of analytical, prognostic and constructive, projective, and reflective skills. Analytical skills include analysis of the pedagogical phenomenon, understanding the role of each element of innovation in the structure of the educational process, comprehensive diagnosis of the pedagogical phenomenon, the ability to optimally solve pedagogical problems.

The activity component of the readiness of pedagogical workers of vocational education institutions for innovative activities is characterized by a set of professional skills (gnostic, communicative, organizational, projective, didactic, technological, managerial); qualities that determine the effectiveness of the design of innovative educational process. This component includes certain subtypes of professional competence: methodological competence (provides knowledge of principles, methods, forms of problem solving, ability to innovate, integrates the entire system of psychological and pedagogical knowledge and skills in designing an innovative educational process); operational and activity (provides for the formation of knowledge and skills for innovative professional activities); information and communication (includes theoretical knowledge of the basic concepts and methods of innovative activity of the teacher; possession of information technologies); communicative (involves the formation of appropriate skills and qualities of the teacher, which contribute to effective interaction with the subjects of the educational process and the ability to solve productive tasks in the process of communication and interpersonal interaction, finding adequate style and tone of communication); managerial (involves the formation of knowledge about the basics of the theory of management of innovation processes; the ability to design their own innovation activities); technological (provides motivation to master the knowledge and skills of using innovative pedagogical technologies in the educational process).

The reflective component of the readiness of teachers of vocational education institutions for innovative activities involves awareness and understanding of the results of their own innovative activities or (if necessary) the activities of their colleagues, comparing the achievements with previously planned, processing errors and identifying ways to overcome them. In the complex, the components we have identified are closely interconnected and complement each other into a coherent system. The described conditions are the key to the development of psychological and pedagogical competence of teachers of professional (vocational) education in the system of formal, non-formal and informal education throughout life. In total, the research covered 266 persons of the categories of teachers of professional and theoretical training and masters of industrial training EP (V) E. In order to study the motivation of teachers, a questionnaire was developed, consisting of 16 questions that allow to determine the overall level of motivation for work and the dominant motives. The questionnaire includes questions, the answers to which determine the dominance of motives for success and motives for avoidance, covering issues of pedagogical activities, psychological, managerial activities at the level of self-organization. As social indicators of the state of motivation of professional activity of pedagogical workers of EP (V) E it is defined:



- A role of money earnings.
- Aspiration to career advancement on work.
- Desire not to be criticized by managers and colleagues.
- The desire to avoid possible punishment or trouble.
- Focus on prestige and respect from others.
- Satisfaction from a job well done.
- Social utility of labor.

Analysis of the results of diagnosis of the pedagogical component allowed us to conclude that the majority (65.86%) have a high level of development of the pedagogical component of motivation for professional activity, almost a third (29.96%) found an average level and a small number of subjects (2.8%) have a low level of development of the pedagogical component of motivation of professional activity. Low indicators of the development of the pedagogical component of motivation of professional activity and is characterized by the fact that the motive is characterized by the awareness of "need". It is usually associated with the external side of the process, focused on formal success, the achievement of the evaluation result. Averages show a desire to consciously master knowledge and skills, are able to work in an organized manner and make efforts to achieve the desired result, but need help and support from colleagues and administration.

Analysis of the results of the study of the psychological component indicates that the majority (60.97%) has a high level of development of the psychological component of professional motivation, (27.65%) found an average level, and (1.53%) - low. Attention should be paid to those who have medium and low levels, because the motivation of these teachers is characterized by the strength of need, which encourages activities that affect mainly the activity of the subject, encouraging him to get out of a situation that threatens the integrity of the teacher. Personal qualities are unstable, which prevents to build favorable relationships in the team and realize the importance of teaching. The motives for avoiding failure are usually dominated in such pedagogical workers. Regarding the analysis of the results obtained during the diagnosis of the managerial component as the ability to self-management and orientation of the individual in professional activities: almost half (40.3%) of respondents have a high level of managerial motivation while most (53.3%) are medium and (8.95%) have low level of the managerial component of motivation. Medium and low indicators reveal problems of motivation, namely: quality performance of typical tasks, motivated by the possibility of recognition and reward for achieving results, problems with the organization of their time, difficulties in ranking necessary and important tasks (Figure 1).

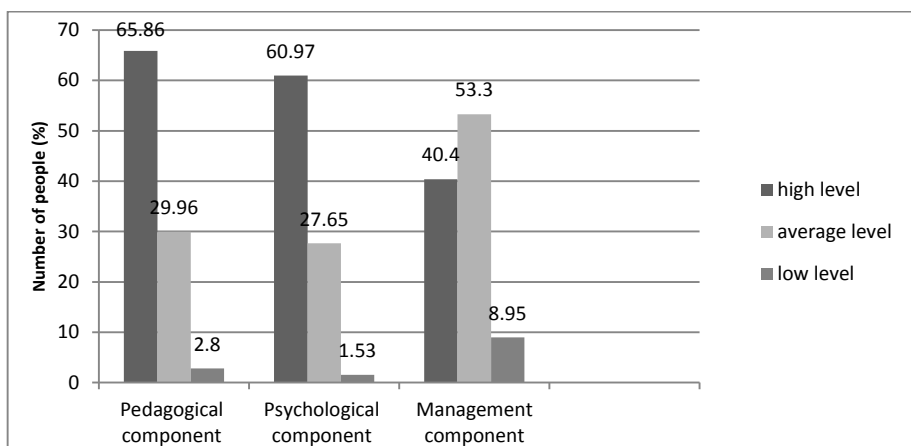


Figure 1. The level of development of motivation of teachers

According to the results of the survey, the corresponding correlation models of the relationships between the listed priorities in terms of motives were built. Based on the value of Pearson's correlation coefficients, it was found that the highest level of correlation was achieved for such a motive as "The desire to express and establish themselves in the profession." Therefore, it is possible to assume that this motive is dominant for the majority of respondents. The following priorities are: "Possibility of the most complete self-realization in this activity", "Desire to be creative at work", "Good attitude, professional understanding of colleagues", "Respect and support from the administration", etc. The lowest level is reached for such a motive as "The desire to avoid criticism from a leader or colleagues", so it is possible to consider it the least important for the respondents. For this motive, the correlation level is 0.44, it is significant, but less than 0.50. Motivation of professional activity promotes self-improvement and active position on innovative activity.

To measure the level of readiness of pedagogical workers for innovative activities, a survey of pedagogical workers of EP (V) E was conducted. To this aim, a questionnaire was compiled, which included a number of questions, namely: Do you feel yourself ready for self-development and self-improvement? Do you agree with the statement that a teacher should not change his own professional activity in view of the persistent stereotype of the traditional paradigm of education? Do you think that you have found your individual style of activity? Do you strive for success in professional activities? Analysis of the results showed that 18.8% of teachers are partially ready for the professional change. A significant part of teachers (39.5%) - strive for professional change. However, in our opinion, a large part - 41.4% of teachers partially agree with the statement that a teacher should not change their own professional activities, ie the ability to self-management and orientation of the individual in professional activities is at an average level.

These surveys make it possible to determine that 58.3% believe that they have found their individual style of professional activity, but need to work with teachers (41.7%) who have not yet defined their own style of professional activity. In the answers to the question "What scientific and methodological measures affect the level of professional development and readiness for innovation?", The

following were singled out: scientific and practical seminars, conferences; round tables; scientific and practical web-seminars and web-conferences; trainings; training courses; self-education; internship; school of a young teacher. It should be noted that the highest level of correlation in terms of priority types of scientific and methodological activities, the respondents preferred the following: "Scientific and practical seminars, conferences" and "Round tables". The lowest level of priorities was given to "Internships" and "Self-education". However, these types of activities still have some significance, although at 0.66 and 0.55, respectively.

The next question for the respondents was: "Assess the quality of conditions for the development of innovation in your educational institution" The following evaluation criteria were proposed : material; financial; organizational; psychological climate in the team; stimulation; personnel training system. Graphically, the analysis of the quality of conditions for the development of innovative activities of teachers is presented in Figure 2.

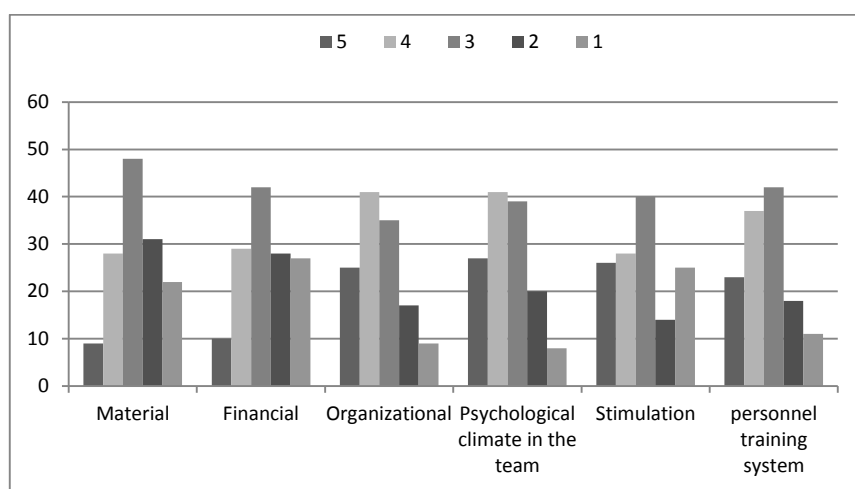


Figure 2. The results of correlation analysis of the quality of conditions for the development of innovation

The results of the correlation analysis allow us to draw the following conclusions: respondents departments prefer such a motive as "Incentives", "Organizational" and "Financial". At the same time, the "Material" and "Psychological climate in the team" are among the least important. Thus, readiness for innovative activity as a condition for the development of psychological and pedagogical competence of teachers plays an important role, the need to work on yourself daily and systematically: to develop your intellectual abilities, to master a large amount of information in the specialty, in pedagogy and psychology. Professional knowledge of the pedagogical worker of EP (V) E is such set of interconnected:

- Special knowledge on a taught subject.
- Pedagogical knowledge of didactics and theory of education.
- Psychological knowledge to determine the psychological characteristics of teaching special and general technical disciplines.
- Knowledge of age psychology.

- Knowledge of innovative pedagogical technologies.

All this thesaurus affects the quality of training of future skilled workers. Thus, the readiness of teachers for innovative activities and professional development of teachers involves awareness of innovative pedagogical technologies that contribute to the development of their pedagogical competence; diversification of forms of training and extracurricular activities through verbal and nonverbal communication; expanding the level of awareness of ways, methods, means of solving professional problems.

### **The creating favorable conditions for the development of psychological and pedagogical competence**

Motivation for the professional activity and readiness of teachers for innovative activity as key conditions for the development of psychological and pedagogical competence presuppose awareness and formation of skills to apply innovative pedagogical technologies; diversification of forms of training and extracurricular activities through verbal and nonverbal communication; expanding the level of awareness of ways, methods, means of solving professional problems. Analysis of different scientific approaches to the definition of pedagogical technologies allows us to conclude that pedagogical coaching is an innovative learning technology that allows you to work effectively at the subject-subject level, helps to move from the zone of professional problem to the zone of effective solution, create a special atmosphere of facilitation support professional development and implement their own programs of self-development and self-improvement.

Thus, for the first time in the system of professional vocational education of Ukraine on the initiative of scientific and pedagogical staff of the Department of Pedagogy, Psychology and Management was launched the School of Pedagogical Coaching. An experimental program with the use of pedagogical coaching technologies was developed and the program was tested in the experimental group (based on the Training and Methodological Center of Vocational Education of Rivne region). Approbation of the program showed that it contains scientifically sound content for the development of psychological - pedagogical competence, professional self-development of the teacher, motivation to improve work and aimed at updating and deepening professional knowledge and skills that ensure the performance of professional and functional responsibilities of pedagogical staff of EP (V) E. The productivity of the school of pedagogical coaching for the training of innovative, motivated, competitive teacher of vocational education is confirmed by the following indicators of internal monitoring:

- Increase in teachers' professional stress resistance to changes, educational challenges, activities in the conditions of quarantine measures (by 32%);
- Increase of motivation for continuous professional development, which has become systemic, purposeful for realization of own projects (programs) on individual educational trajectory (by 68%);
- Increase of number of professional initiatives, innovative educational and methodical products in the form of author's personnel-technologies, teaching methods, cases and technological portfolios (by 39.5%);

- Increase in the activity of teachers in the activities of the intercourse period, including conferences, seminars, round tables, webinars, trainings (by 72%);
- More active participation in professional competitions, tournaments, festivals, forums (as participants, jury members, coaches, coaches etc.), innovation programs, projects at the regional and national levels (increased by 59%). A comparative analysis of the indicators of students of the school of pedagogical coaching and the control group is presented in fig.3

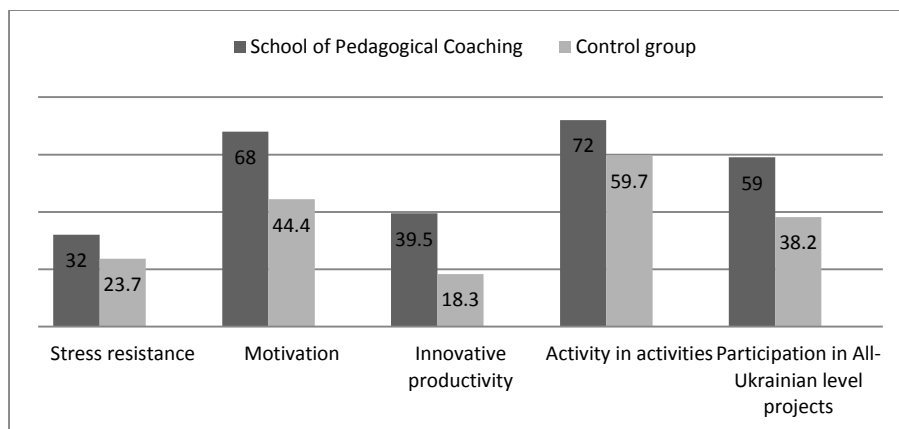


Figure 3. Analysis of indicators of students of the School of pedagogical coaching and control group

At the final reflexive stage of training, the students of the School developed and successfully defended individual projects on "Designing and implementing their own trajectory of professional success", which created conditions for self-improvement in the near and future, increases the motivation of students. The analysis of the results of the experiment showed the effectiveness of the School of Pedagogical Coaching for training innovative, motivated, competitive teacher of professional (vocational) education, it was decided to further implement an innovative model of professional development of teachers of professional (vocational) education - School of Pedagogical Coaching.

Thus, the use of pedagogical coaching technology in the system of continuing professional education promotes the development of sustainable acmeological motivation for further improvement with the choice of content, form, timing, learning parameters, professional development of an acmeprofessional teacher because it helps to act effectively and learn, realize responsibility, develop psychological and pedagogical competence, ability to design the trajectory of their own professional development. The result of the experiment was the adjustment of the content and procedural components of the educational process of professional development according to innovative models. In accordance with this, the approbation of programs of selective special courses aimed at developing motivation and readiness of teachers to apply innovative pedagogical technologies in the educational process of EP(V)E, in particular, technologies of pedagogical coaching in professional training of students was developed and tested.

- Motivation of professional activity of a pedagogical worker" (compiler Lukiianchuk A.M.)
- Development of teachers' readiness for innovative activities in the system of continuing professional education" (compiled by Kharagirlo V.E.). Approbation of work programs of special courses showed that they contain scientifically sound content for professional self-development of a teacher, aimed at updating and deepening professional knowledge and skills that ensure the performance of professional and functional duties of teachers of professional (vocational) education.

## Discussion

The study of psychological and pedagogical scientific literature allows to state the corresponding special researches devoted to the problem of conditions of development of psychological and pedagogical competence of pedagogical workers of establishments of professional (vocational) education as a component of their professional competence. However, the formation of professional competence of teachers is considered in details in some studies. The essence and structure of professional competence of a teacher, the content of this concept is learned, the types of professional competence and the basic requirements for pedagogical skills are revealed (Koshonko, 2016; Shmygol, 2011). Professional competence is considered as: a set of knowledge and skills that determine the effectiveness of professional work Doktorovich (2010), complex of professional knowledge and professionally significant personal qualities Karpova (2004), manifestation of the unity of professional and general culture of the individual (Taratenko, 2000).

The essence and content of psychological and pedagogical competence of the teacher is considered as an integrative formation of personality, combining theoretical knowledge, practical skills, experience and personal qualities that ensure the effectiveness of psychological and pedagogical aspects of teacher interaction with other subjects of the educational process. The structure of psychological and pedagogical competence consists of the following components:

- Cognitive - basic and special psychological and pedagogical knowledge.
- Professional - masterful mastery of methods of teaching disciplines, methods and techniques of teaching; compliance of professional activity with the principles of higher education.
- Motivational - the focus of the individual on self-improvement in professional activities.
- Personal - the presence of professionally important for teaching personal qualities.
- Behavioral - the use of knowledge, skills and abilities, experience, established patterns of behavior to solve pedagogical problems of different levels and direction in professional activities (Kharkovskaya et al., 2017).

Regarding the development of psychological and pedagogical competence, Sytnikov (2017), identifies pedagogical conditions, namely: deep pedagogical knowledge, thorough general, technological and industrial culture, communication skills, ability to self-esteem, analytical thinking, the ability to adapt flexibly, take responsibility, show initiative, be able to make adequate

decisions. The study of the conditions for the development of psychological and pedagogical competence includes a theoretical clarification of the concept of "psychological and pedagogical competence" as a component of professional competence. It is determined that the conditions for the development of psychological and pedagogical competence of teachers of professional (vocational) institutions are the motivation of professional activity and readiness for innovative activity of teachers. Motivation of professional activity as a psychological formation, which outlines and defines the need-semantic sphere of personality and readiness for innovative activity as a psychological focus on self-development and self-improvement. Identifying and studying the components of motivation (psychological, pedagogical, managerial) allowed to identify the main problems that may become barriers in the professional activities of teachers. Readiness for innovative activity presupposes the teacher's ability to determine the features of his / her own professional activity, to evaluate his / her achievements and opportunities in professional activity. The obtained results contributed to the creation of a modern model of professional development based on the technology of pedagogical coaching.

The research carried out in the article complements the existing and clarifies the basic concepts, allows to identify the main problems that reduce the quality of professionalization of teachers of professional, vocational and technical education. To further promising areas of research we consider it appropriate to include the following issues: the organization of network interaction, a single educational space for continuous professional self-improvement of a teacher of vocational education throughout life; selection of innovative technologies for training teachers-andragogues, coaches, moderators for continuous professional development in the system of professional (vocational) education.

### **Conclusion**

The study provides a comprehensive scientific analysis of the problem of conditions for the development of psychological and pedagogical competence in the system of professional (vocational) education, developed, experimentally tested and implemented in the training of teachers an innovative model of professional development of teachers - School of pedagogical coaching, introduced scientific and methodological support and educational and methodological support in the system of course and post-course teacher training. Theoretical analysis of the research problem and the results of research and experimental work confirmed the effectiveness of solving the tasks and gave grounds for formulating general conclusions:

- The analysis of scientific literature testified to the high social value and scientific and applied significance of the phenomenon of development of psychological and pedagogical competence. The complexity and multidimensionality of the concept, the presence of various scientific approaches and views on the interpretation of the scientific category are proved.
- The development of psychological and pedagogical competencies in the system of vocational education is interpreted as a specially organized,



continuous, systemic, differentiated, prolonged and cyclical process and depends on the created organizational and pedagogical conditions.

It is found that organizational and pedagogical conditions, in particular motivation of professional activity, readiness of teachers for innovative activity, application of pedagogical coaching technologies help to characterize and describe determinants of differentiated professional space for development of psychological and pedagogical competence of specialists in postgraduate education. specialist educational services market:

- The productivity of the School of Pedagogical Coaching as a modern model for training an innovative, motivated, competitive teacher of professional education has been developed and experimentally tested. The results of the School of Pedagogical Coaching were presented at the Presidium of the National Academy of Pedagogical Sciences of Ukraine (December 17, 2020).
- Professional development of teachers of vocational education in the context of formation and development of their psychological and pedagogical competence help to develop a comprehensive competence system of assessment, correction, modeling and development of a professional subject of professional activity as a conscious movement of a specialist to a professional standard, lifelong self-improvement through formal and non-formal postgraduate education.

During the study of the conditions of development of psychological and pedagogical competence of teachers it was determined that they enable continuous professional development of a specialist of the knowledge society as a subject of self-improvement and self-realization, who is ready to solve innovative educational tasks, choose the trajectory of professional and personal development. and non-formal education.

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