



# STANDARDISATION OF VOCATIONAL TEACHER TRAINING IN UKRAINE

Valentyna Radkevych<sup>1</sup>, Mykola Pryhodii<sup>2</sup>, Viktoriia Kruchek<sup>3</sup>, Daria Voronina-Pryhodii<sup>4</sup>, Svitlana Kravets<sup>5</sup>

<sup>1</sup> Doctor of Sciences in Education, Full Professor, Academician of NAES of Ukraine, Director of the Institute of Vocational Education of NAES of Ukraine.

<https://orcid.org/0000-0002-9233-5718>, e-mail: [mrs.radkevich@gmail.com](mailto:mrs.radkevich@gmail.com)

<sup>2</sup> Doctor of Sciences in Education, Professor, Deputy Director for Research at the Institute of Vocational Education of NAES of Ukraine.

<https://orcid.org/0000-0001-5351-0002>, e-mail: [prygodii@ukr.net](mailto:prygodii@ukr.net)

<sup>3</sup> Doctor of Sciences in Education, Associate Professor, Head of the Distance Professional Training Laboratory, Institute of Vocational Education of NAES of Ukraine.

<https://orcid.org/0000-0002-8252-6844>, e-mail: [kruchekviktorija@gmail.com](mailto:kruchekviktorija@gmail.com)

<sup>4</sup> Researcher of the Laboratory of Foreign Systems of Vocational Education and Training of the Institute of Vocational Education of NAES of Ukraine.

<https://orcid.org/0000-0003-0545-1727>, e-mail: [voronina.pryhodii@gmail.com](mailto:voronina.pryhodii@gmail.com)

<sup>5</sup> Candidate of Pedagogical Sciences, Senior Researcher, Senior Researcher of the Laboratory of Foreign Systems of Vocational Education and Training of the Institute of Vocational Education of NAES of Ukraine.

<https://orcid.org/0000-0002-8878-6241>, e-mail: [sveta.kindz@ukr.net](mailto:sveta.kindz@ukr.net)

## Abstract

*The study relevance* of the vocational teacher training standardisation is determined by the need for rapid adaptation of the vocational education system to changes in various spheres of public life, as well as the dynamic development of economic sectors, the requirements and needs of the modern labour market for qualified specialists.

*Purpose:* to analyse the standardisation state of vocational teacher education in Ukraine.

*Methods:* analysis of normative and scientific literature and generalisation of its results to identify the development state of the problem and to clarify the features of the professional standard for the training of vocational teachers.

*Results:* the article substantiates the peculiarities of standardisation of professional training of vocational teachers, analyses the content of the professional standard "Vocational Teacher", describes the functions and competences of a vocational teacher that should be taken into account when updating the educational standard.

*Conclusions.* The processes of education standardisation demonstrate its complexity, complexity and multifactoriality. The effectiveness of education standardisation is ensured by the active participation of teachers in generating ideas and their practical implementation to improve the professional training of future specialists and solve problems in education.

The problems of standardising the professional training of vocational teachers include the following factors: objective (insufficient financial support from international partners and donors; lack of a single national-level information portal accessible to a wide range of users; low level of employers' involvement, relevant central executive authorities, non-governmental on-the-job training centres, associations of educational institutions, teachers, researchers, etc.); subjective (experience lack of the executors; overload of central executive authorities employees and other stakeholders with other fluid and operational work; low level of motivation of the executors, etc.).

The successful standardisation of education is facilitated by the functioning of the National Qualifications Agency, the creation of the National Qualifications Register and the website of the National Qualifications System, and the activities of qualification centres and sectoral (professional) councils for the development of qualifications.

**Keywords:** *standardisation, standardisation of education, professional standard, educational standard, vocational teacher*

**Introduction.** In the context of the dynamic development of economic sectors, updating and standardising the training of vocational teachers is an important and challenging task, as its content needs to be shaped proactively and adapted to the requirements of employers and the labour market. The terms "standardisation of education" and "standardisation of professional training" are based on the general concept of "standard". Standard (from the English standard – norm, sample) in the broad sense of the word is a sample, benchmark, model, which are taken as a basis for comparing other similar objects with them (Chernilevskyi, 2008).

The Law of Ukraine "On Standardisation" (2014) defines this concept as "...a normative document based on consensus, adopted by a recognised body, which establishes rules, guidelines or characteristics for general and repeated use in relation to activities or their results, and is aimed at achieving an optimal degree of orderliness in a particular area". A standard as a regulatory and technical document establishes a set of rules, requirements, norms for the object of standardisation and is approved by a competent authority, meaning an agreement on norms or specifications.

Yu. Vitrenko (2021) in the Encyclopaedia of Education notes: "Standardisation in education is an activity that consists in establishing provisions for general and repeated use in relation to existing and potential tasks and is aimed at achieving an optimal degree of orderliness in the field of education. The objects of standardisation are: educational services as a result of economic activity of relevant institutional units; processes of producing and provision of educational services; measuring compliance processes of actual results and actual processes of educational services producing with the established requirements" (p. 976).

Accordingly, education standardisation is a procedure that determines the establishment of regulatory requirements of qualification standards for educational outcomes (competences) of graduates of educational institutions, ensures a permanent comparison of educational achievements of students with the goals of their competence-based training for its correction, ensures the achievement of appropriate levels of quality of training in educational institutions through innovative content and teaching technologies, and promotes the convertibility of levels of education within the state and abroad. It is aimed, first of all, at achieving the proper quality of training through the tools of organis-

ing educational activities, specifying learning objectives and outcomes (Kalenskyi et al., 2018).

Standards should become a means of providing state guarantees for the quality of education at the fundamental level, create maximum variability in content in order to quickly take into account changing priorities in the labour market, and serve as a link between the vocational education system and the labour market.

**Sources.** The substantiation of the theoretical, methodological and practical foundations of education standardisation is given considerable attention by well-known domestic scholars. In particular, standardisation in education, according to Yu. Vitrenko, should be considered as an activity that consists in establishing provisions for general and repeated use in relation to existing and potential tasks and is aimed at achieving the optimal degree of orderliness in education (2021, pp. 976-977). D. Chernilevskyi (2008) emphasises that if standardisation is considered not only as "development and approval of standards", but also as an officially established procedure for implementing its provisions and adherence to the requirements for competence training at the stages of goal setting, selection and structuring of educational content, organisation of students' mastery of competences, assessment of their competence achievements (in particular, independent), it is possible to significantly improve the quality of the education system. V. Luhovyi and Zh. Talanova (2017) call the standardisation of vocational education the main tool for achieving the goals of competence-based learning.

Based on the leading ideas of the development of European systems of vocational education and training, V. Radkevych, P. Luzan and S. Kravets (2017, pp. 259-267) identify the main vectors of standardisation, which are: development of professional and educational standards, educational programmes based on a competence-based approach/learning outcome, training of standards developers, increasing their readiness to implement legislative innovations in the education system. According to these researchers, the concept of developing professional and educational standards should take into account the provisions of the functional and competence approaches, which are based on a functional analysis of labour activity, structurally consisting of the main labour functions and actions, as well as the selection and structuring of the professional knowledge, skills and abilities necessary for their performance (Radkevych & Kravets, 2021).

The importance of standardisation principal S. Goncharenko, N. Pasternak, and O. Radkovska (1998, p. 2) explain it as "the requirements to take into account the structure of the education system and ensure continuity between its various links, focus on goals formulated in accordance with the new paradigm of education and ensure diagnosticity of its results".

In standardising the professional training of vocational teachers, it is advisable to take into account the specifics of their professional activity, which combines the functions of an apprenticeship master and a teacher of special and profile-oriented disciplines. The integration of the vocational teacher functions is important in the context of training skilled workers, the introduction of innovative and information technologies, and non-productive professions (Shcherbak, 2021).

**The purpose of the article** is to analyse the standardisation state of vocational teacher training in Ukraine.

**Methods:** analysis of normative, scientific literature and generalisation of its results – to identify the development state of the problem and to clarify the features of the professional standard for the training of vocational teachers.

**Results and discussion.** The strategy of vocational education, in modern conditions, is result-oriented and includes: substantiation of national goals of vocational education; designing a system of mutual responsibilities of all participants in the educational process; development of a multi-level system of expected learning outcomes; development of assessment criteria and new forms of assessment of learning outcomes; creation of curricula based on expected results in educational fields; development of a system for monitoring the quality of education; development of education as an open system; comparative analysis of the real achievements of educational systems in the world. This educational methodology is the basis for the innovative development of education systems and causes significant changes, in particular: in the content of education; in the organisation and methodological support of learning processes; in the assessment of learning outcomes; in the qualification system, etc. Accordingly, standardisation is understood as a process of approximation of criteria and requirements to learning outcomes, i.e., to the competences of graduates of educational institutions. Based on the above, it can be concluded that there should be three types of standards in education: a professional standard; an educational standard; and an assessment standard.

A key feature of successful education standardisation is achieving a match between the level of graduates' qualifications and labour market requirements. A qualification, in turn, is defined in the National Qualifications Framework as "an official result of assessment and recognition that is issued when the competent authority has established that a person has achieved competences (learning outcomes) according to specified standards" (Cabinet of Ministers of Ukraine, 2011). Thus, the content of qualifications is determined by professional and educational standards.

Standardisation of professional training of vocational teachers in Ukraine is being implemented on the basis of taking into account the specific characteristics of the activities of educational institutions pedagogical staff. The purpose of a vocational teacher is to provide theoretical training in vocational education institutions in a range of disciplines of general professional and special cycles, as well as industrial training in laboratories, workshops of vocational education institutions and at workplace. Its main activity is creative and innovative work, including the study of the labour market, the specifics and prospects of the industry and regional enterprises, on the basis of which the project of the content (curriculum documentation) and procedural blocks (individualised activity-based learning methods, comprehensive didactic tools) of the educational process is created. In addition, the activities of such specialists involve the implementation of proprietary teaching methods and technologies, organisation and implementation of the educational process based on a balanced combination of industrial training and productive work based on the creative use of innovative production technologies.

The vocational teacher monitors the results of the educational process, predicts trends in the development of the production sector and prospects for updating the content of vocational education. Accordingly, the activity of a vocational teacher is based on a combination of the functions of a teacher, master, methodologist, and educator. In this context, the content of training of such specialists has an integrative nature, covering psychological, pedagogical and sectoral components. The organisation and especially the methods of vocational training are aimed at preparing teachers for future specialists to acquire relevant professions/specialities.

Thus, the emphasis is not on the subject matter, but on the professional qualification requirements for a specialist, general and professional competences defined by the industry, which are then

transformed into the subject structure of the general professional and special cycles of the curriculum and fill each educational component with content. The issues of training of vocational teachers are considered in conjunction with the training of qualified personnel of enterprises. The integrating factor is professional activity, the nature and content of which is determined by the requirements of employers for the training of workers and which, in turn, determines the requirements for the training of vocational teachers. Changes in production processes affect the professional activity of a teacher both indirectly, through changes in the requirements for a skilled worker, as well as through the content and process of his/her training, and directly, through production factors of professional activity. Changes in the educational sector are also reflected in the professional activities of vocational teachers. Both pedagogical means of professional activity (methods, forms of education and upbringing, methods of research and forecasting of pedagogical phenomena, etc.) and production means (equipment, technological equipment, cutting and measuring tools, materials, technical and technological documentation, methods and forms of labour organisation, production process, technical and technological methods of researching technical phenomena, etc.) are undergoing significant transformations. The professional activity of the teacher uses active teaching methods (problem-based learning methods, research methods, business games, etc.), project-based, interactive, personal development, contextual technologies; modern forms of education (individual, dual, distance, blended, etc.), digital learning tools, high-tech equipment, which the vocational teacher should be able to manage.

The results of studying the peculiarities of professional activity of a vocational teacher form the basis for developing and updating the content of a professional standard – a product of collective activity of employers, representatives of education, industry, public and other associations. In particular, ensuring partnerships between the education sector and the labour market for the development of the national qualifications system and the development of professional and educational standards is possible through public-private partnerships (Vorona-Pryhodii & Kravets, 2022).

A public-private partnership is a mechanism for coordinating actions and sharing responsibilities between public and private parties to a partnership, used to formulate, develop, finance, manage and support projects in the field of vocational education (Radkevych et al., 2020). According to the Concept

for the Implementation of the State Policy in the Field of Vocational Education and Training "Modern Vocational Education and Training until 2027" (Cabinet of Ministers of Ukraine, 2019), the development of public-private partnerships involves the participation of all stakeholders, including employers, in the development of professional standards, education standards and educational programmes, and the development of the National Qualifications System. Specific processes of such interaction include: development and approval of professional standards for various sectors of the economy; system introduction of professional qualifications confirmation/recognition in Ukraine obtained in other countries; awarding and confirmation of professional qualifications by qualification centres; implementation of innovative educational programmes for vocational training and retraining of personnel for various production sectors, including through dual education, implementation of joint programmes of educational institutions, public administration, business structures and NGOs, and cooperation with international structures, etc. (Kravets, 2022, c. 138).

In a new sense, professional standards define the labour functions of specialists within a certain type of economic activity and describe them in terms of knowledge and skills in a standardised manner. Their value lies in the fact that they create opportunities for introducing uniform requirements for the performance of labour functions, independent assessment of the competencies of specialists, including those acquired through non-formal education, and ensuring an appropriate level of labour quality. For employers, they can form the basis for identifying and describing the skills and abilities required for the successful functioning of specialists in specific jobs, developing job descriptions, professional development programmes, and evaluating its results. In accordance with the professional standard, employees can self-assess their professional competence.

New approaches to the development of professional standards have been substantiated (Radkevych et al., 2017), in line with the rapidly changing needs of the modern labour market.

In modern conditions, a professional standard is developed for a particular profession or group of professions. Accordingly, in the future, the professional standard should correspond to a specific job function in the context of a certain type of economic activity, as well as to the quality criteria approved by the authorised state body.

The development of the professional standard "Vocational Teacher" was first initiated by the In-

stitute of Vocational Education of the National Academy of Educational Sciences of Ukraine in 2019 and completed in 2020 (Order of the Ministry of Economy No. 1182 of 20.06.2020).

The working group carried out a functional analysis, the first stage of which involved collecting information on: labour functions performed by vocational teachers; the list of items and means of labour, equipment, facilities, materials and tools used in professional activities; provisions of current regulations and normative and technical documents that define requirements for the content and quality of professional activities; general and professional competences; requirements for knowledge, skills, abilities and other competences of a vocational teacher; requirements for vocational teachers in terms of qualification level, medical contraindications to work, work experience, level of education, availability of documents on the award of professional qualifications, additional requirements for the performance of labour functions.

At the second stage, a list of labour actions/operations was formed, which were grouped into labour functions.

An expert assessment of the use frequency and importance of each job function for the purpose of possible addition to the list was carried out at the third stage of the functional analysis.

During the fourth stage of functional analysis, the final list version of vocational teacher labour functions was formed by sequencing them. For each job function, a list of necessary items and tools was created.

At the fifth stage, a list of professional and general competences, required knowledge, skills and abilities was compiled, which was also subject to expert evaluation. This approach is based on the use of professional standards in the development of educational standards/programmes and training modules, for attestation and certification of personnel and the awarding of professional qualifications.

Based on the results of the expert evaluation, the draft professional standard "Vocational Teacher" includes the following functions

- planning the educational process;
- implementation of the educational process;
- implementation of self-educational activities;
- implementation of methodological work;
- conducting research and experimental activities;
- monitoring of educational activities;
- conducting career guidance and supporting the career development of students.

The professional and general competences of a vocational teacher were defined in accordance with

the functions of an apprenticeship master and a vocational teacher. They were presented as separate components in the structure of the draft professional standard.

The prepared draft professional standard was subject to public discussion, which was joined by the staff of the Educational and Methodical Center for Vocational Education in Luhansk Oblast, The National Research Centre for Vocational Education of the National Academy of Educational Sciences of Ukraine and vocational (vocational and technical) education institutions (Regional Center for Vocational Education of Electrical, Mechanical and Service Technologies in Kharkiv Oblast; State Educational Institution «Podil Center for Vocational Education»; State Educational Institution «Regional Center for Vocational Education of Construction Technologies of Kharkiv Oblast»; State Educational Institution «Kharkiv Higher Vocational School No. 6»; State Educational Institution of Vocational (Vocational and Technical) Education «Central Ukrainian Vocational Construction Lyceum»; State Vocational Educational Institution «Kharkiv Higher Vocational School of Services»; State Educational Institution «Kupiansk Regional Center for Vocational Education»; State Educational Institution «Zhytomyr Service Center», State Educational Institution «Kropyvnytskyi Professional Lyceum of Consumer Services»; Krasnokutsk Professional Agricultural Lyceum; Velykonovosilkivskyi Professional Lyceum).

Following an inspection by the Ministry of Economy of Ukraine of compliance with the requirements of the Procedure for the Development and Approval of Professional Standards, the draft standard "Vocational Teacher" was approved and entered into the Register of Professional Standards.

Due to the need to respond promptly to the requirements of the labour market in 2022, the Institute of Vocational Education of the NAES of Ukraine in cooperation with higher and professional higher education institutions that train students in educational programmes in the field of knowledge 01 – "Education / Pedagogy", specialty 015 – "Vocational Education" (by specialization) (Anton Makarenko Kyiv Vocational and Pedagogical College, Kryvyi Rih National University (Department of Vocational and Social Sciences and Humanities Education)), institutions of vocational (vocational and technical) education (Educational and Research Center for Vocational Education of the National Academy of Educational Sciences of Ukraine, SEI «Vocational School No. 8 in Chernivtsi», SEI «Khmelnitskyi Center for Vocational Education in

the Service Sector», Vinnytsia Higher Vocational School for the Service Sector, Zaporizhzhia Higher Vocational School of Fashion and Style, Dnipro Center for Vocational Education), vocational education and training centers (Training and Methodical Center for Vocational Education in Sumy Oblast, Scientific and Methodical Center for Vocational Education and Training of Academic Staff in Khmelnytskyi Oblast), the All-Ukrainian Association of Vocational Education Workers, carried out the amendments to the professional standard "Vocational Teacher". The proposed amendments concerned the conditions for admission to work in the profession; the list of documents confirming professional and educational qualifications; and information on initial professional training and advanced training. The legal framework regulating the relevant professional activities was added with the Law of Ukraine "On Occupational Safety and Health" was added to Resolution of the Cabinet of Ministers of Ukraine of 21.08.2019 No. 800 "Some issues of professional development of pedagogical and scientific-pedagogical workers", Order of the Ministry of Education and Science of Ukraine of 26.12.2017 No. 1669 "On approval of the Regulation on the organisation of work on labour protection and life safety of participants in the educational process in institutions and educational institutions", State Educational Standards.

The list of general competences of a vocational teacher was supplemented by the following abilities: to bear personal responsibility for intellectual and cultural property and the results of professional decision-making; to communicate within the framework of professional activity; to communicate on professional issues in the state and foreign languages (orally and in writing); demonstrate leadership skills and entrepreneurship; comply with occupational health, safety and civil protection rules; manage conflicts; apply digital technologies; be open to multiculturalism and gender diversity; adhere to ethical standards of behavior; act as a responsible citizen and participate in social life, exercise their rights and responsibilities, and understand the values of civil society and the need for its sustainable development.

The list of professional competences of a vocational teacher includes the ability to plan: classes in vocational-theoretical and vocational-practical training, various forms and types of organization of vocational training and educational work, the educational process in non-standard conditions, interaction with various subjects of educational activity,

the educational process in an inclusive environment; to select methods, means, technologies of teaching, upbringing and development of students; to form the content of educational components in accordance with the requirements of educational standards/programmes; to carry out: the educational process using various forms, types, methods, means and technologies of teaching, control and assessment of students' learning outcomes, the educational process in non-standard conditions, creating a safe educational environment based on compliance with the rules of life safety, labour protection and civil protection, professional development through formal, non-formal and informal education, methodological work, conducting methodological activities in accordance with the work plans of methodological structural units of educational institutions and other subjects of educational activity, experimental work, project activities in the field of education, national and international education and partnership projects, monitoring of professional qualifications in demand in the labour market; mastering promising pedagogical experience and applying it in professional activities; advising students on career development, maintaining contacts with enterprises and organisations on planning the career development of students.

Additionally, the function of project activities has been singled out, and the functions of career guidance and career counselling for students have been separated. The list of knowledge, skills, and abilities required of teachers has also been substantially clarified.

Considerable attention is paid to the reflection in the professional standard of competences related to the ability of a vocational teacher to carry out professional activities, taking into account the requirements of state standards and using the opportunities for partnership with all subjects of the educational process.

The development of professional standards based on a competency-based approach has a significant impact on improving the system of development and implementation of educational standards, which serve as a social guarantee for members of society to be competitive in the domestic and global labour markets.

At the same time, the standard of higher education of Ukraine in the field of knowledge 01 – "Education/Pedagogy", specialty 015 – "Vocational Education" (by specialization) for the first (bachelor's) level of higher education, approved and enacted in 2019 (Order of the Ministry of Education

and Science of Ukraine of 21.11.2019 No. 1460), does not meet the updated professional standard "Vocational Teacher" (2022).

**Conclusions.** The processes of education standardisation demonstrate its complexity, complexity and multifactoriality. The effectiveness of education standardisation is ensured by the active participation of teachers in generating ideas and their practical implementation to improve the professional training of future specialists and solve problems in education.

The problems of standardising the professional training of vocational teachers include the following factors: *objective* (insufficient financial support from international partners and donors; lack of a single national-level information portal accessible

to a wide range of users); low level of involvement of employers, relevant central executive authorities, non-governmental on-the-job training centres, associations of educational institutions, teachers, researchers, etc.); *subjective* (experience lack of the performers; overload of employees of central executive authorities and other stakeholders with other fluid and operational work; low level of performers motivation, etc.).

The successful standardisation of education is facilitated by the functioning of the National Qualifications Agency, the creation of the National Qualifications Register and the website of the National Qualifications System, and the activities of qualification centres and sectoral (professional) councils for the development of qualifications.

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# СТАНДАРТИЗАЦІЯ ПРОФЕСІЙНОЇ ПІДГОТОВКИ ПЕДАГОГІВ ПРОФЕСІЙНОГО НАВЧАННЯ В УКРАЇНІ

Валентина Радкевич<sup>1</sup>, Микола Пригодій<sup>2</sup>, Вікторія Кручек<sup>3</sup>, Дар'я Вороніна-Пригодій<sup>4</sup>, Світлана Кравець<sup>5</sup>

<sup>1</sup> доктор педагогічних наук, професор, академік Національної академії педагогічних наук України, директор Інституту професійної освіти НАПН України.

<http://orcid.org/0000-0002-9233-5718>, e-mail: [mrs.radkevich@gmail.com](mailto:mrs.radkevich@gmail.com)

<sup>2</sup> доктор педагогічних наук, професор, заступник директора з наукової роботи Інституту професійної освіти НАПН України.

<https://orcid.org/0000-0001-5351-0002>, e-mail: [prygodii@ukr.net](mailto:prygodii@ukr.net)

<sup>3</sup> доктор педагогічних наук, доцент, завідувач лабораторії дистанційного професійного навчання Інституту професійної освіти НАПН України.

<https://orcid.org/0000-0002-8252-6844>, e-mail: [kruchekviktorija@gmail.com](mailto:kruchekviktorija@gmail.com)

<sup>4</sup> науковий співробітник лабораторії зарубіжних систем професійної освіти і навчання Інституту професійної освіти НАПН України.

<https://orcid.org/0000-0003-0545-1727>, e-mail: [voronina.pryhodii@gmail.com](mailto:voronina.pryhodii@gmail.com)

<sup>5</sup> кандидат педагогічних наук, старший дослідник, старший науковий співробітник лабораторії зарубіжних систем професійної освіти і навчання Інституту професійної освіти НАПН України

<https://orcid.org/0000-0002-8878-6241>, e-mail: [sveta.kindz@ukr.net](mailto:sveta.kindz@ukr.net)

## Реферат

*Актуальність* дослідження стандартизації професійної підготовки педагогів професійного навчання визначається необхідністю швидкої адаптації системи професійної освіти до змін, що відбуваються в різних сферах суспільного життя, а також з урахуванням динамічного розвитку галузей економіки, вимог та потреб сучасного ринку праці у кваліфікованих фахівцях.

*Мета:* здійснення аналізу стану стандартизації професійної підготовки педагогів професійного навчання в Україні.

*Методи:* аналіз нормативної, наукової літератури та узагальнення його результатів – для виявлення стану розробленості проблеми та з'ясування особливостей професійного стандарту підготовки педагогів професійного навчання.

*Результати:* обґрунтовано особливості стандартизації професійної підготовки педагогів професійного навчання, здійснено аналіз змісту професійного стандарту «Педагог професійного навчання», описано функції та компетентності педагога професійного навчання, які необхідно врахувати при оновленні освітнього стандарту.

*Висновки.* Процеси стандартизації освіти свідчать про її складність, комплексність та різнофакторність. Дієвість стандартизації освіти забезпечується активною участю педагогічних працівників у генеруванні ідей та практичного їх втілення щодо вдосконалення професійної підготовки майбутніх фахівців й вирішення проблем в освіті.

До проблем стандартизації професійної підготовки педагогів професійного навчання віднесено такі чинники: об'єктивні (недостатня фінансова підтримка з боку міжнародних партнерів та донорів; відсутність єдиного інформаційного порталу національного рівня, доступного для широкого кола користувачів; низький рівень залучення роботодавців, профільних центральних органів виконавчої влади, недержавних центрів із підготовки кадрів на виробництві, асоціацій закладів освіти, педагогів, науковців тощо); суб'єктивні (відсутність досвіду у виконавців; перевантаження працівників центральних органів виконавчої влади та інших заінтересованих сторін іншою плинною та оперативною роботою; низький рівень мотивації виконавців та ін.).

Успішній стандартизації освіти сприяє функціонування Національного агентства кваліфікацій, створення Національного реєстру кваліфікацій та сайту Національної системи кваліфікацій, діяльність кваліфікаційних центрів та галузевих (професійних) рад з розвитку кваліфікацій.

**Ключові слова:** стандартизація, стандартизація освіти, професійний стандарт, освітній стандарт, педагог професійного навчання

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