



A SCIENTIFIC PEDAGOGICAL ANALYSIS OF VOCATIONAL EDUCATION AND TRAINING REFORMS DURING THE EARLY YEARS OF UKRAINE'S INDEPENDENCE (1991-2000)

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Abstract.

Relevance. The paper focuses on the structural and content-related changes in the system of vocational education and training at the time of proclaiming Ukraine's independence. It also analyzes the impact of educational concepts, laws, decrees, state programmes and other regulatory documents adopted in the 1990s on this process.

The paper aims to study an essential pedagogical issue, that is the process of reforming vocational education and training in the first decade of Ukraine's independence in the context of enhancing its quality.

Research methods. The following scientific methods were used to achieve the research goal: definitive and logical analysis of scientific works – to summarize conceptual views on the training of skilled workers in vocational schools in the 1990s; analysis and synthesis of the legal framework – to explain the functioning of the vocational education and training system, to identify the mechanisms of legal regulation and areas of its reform in the late 20th century; study and analysis of the innovative experience in training skilled workers – to clarify social, economic, pedagogical and other factors in the modernization of professional (vocational) education today.

Results. The paper describes the organizational structure and effectiveness of vocational education and training management in the 1990s. It highlights the principles applied to shape the content of professional education in the light of technical and technological changes in the branches of the economy. Besides, it reveals the peculiarities of the educational process in vocational schools and specifies the requirements for applicants and professional competency of engineering educators. Next, it analyzes the economic prerequisites for the development of vocational education and training, as well as teaching and learning materials of professional training for future skilled workers. Finally, it studies the mechanisms for establishing relationships with employers and international partners and their impact on enhancing the quality of vocational education and training.

Conclusions. Socio-economic and political processes taking place at the beginning of Ukraine's independence significantly changed all spheres of public life. It also refers to the system of professional training of skilled workers for various branches of the economy and the service sector. Thus, it proves the relevance of applying such experience in the modernization of professional (vocational) education today.

Keywords: *Laws of Ukraine «On Education», «On Vocational Education and Training»; the State National Programme «Education»: Ukraine of the 21st Century»; the Concept of Professional Education of Ukraine; skilled workers; reform.*

Introduction. The economic downturn in Ukraine in the 1990s harmed the functioning of industrial enterprises and the service sector. It also adversely

affected their forms of ownership, given that the number of private enterprises and institutions increased. It, in turn, exacerbated the issue of employment of graduates from professional schools and, subsequent-

ly, the enrollment of pupils in training for vocational professions. This situation required that industrial placement should take place at the premises of training workshops in professional schools. It reduced the quality of vocational education and training (hereinafter “VET”) and also the adaptation of future skilled workers to professional requirements in industries. According to the author (2010, p. 102), however, it instead expanded the areas of training pupils for self-employment.

Between 1996 and 1998, certain factors negatively affected the functioning of vocational schools. They include under-financing of the educational sector, stringent centralization of management, the insufficient focus of VET on the labour market needs, narrow-focused training of skilled workers, a massive outflow of highly qualified engineering educators. It led to the need for specific structural and content-related changes in the VET system in order to adapt it to the interests and requirements of the individual, society and the national economy. During 1998 and 2000, it was essential to preserve vocational schools as many of them had been eliminated or merged with others. Indeed, the number of vocational schools had decreased by 284 since 1991 (for reference, 1251 – in 1991; 967 – in 2000). Accordingly, the number of pupils studying in these schools had gradually decreased, too. As of August 1, 2000, almost two hundred and thirty-five thousand pupils who graduated from vocational schools, which was 103.2 thousand less than in 1991. In general, the number of pupils amounted to 684.4 thousand in 1991, compared to 523.3 in 2000 (Developing the VET System during Socio-Economic

Reforms, 1998, p. 64) (see Fig. 1).

With this in mind, it was vital to elaborate new legislative and regulatory documents to support VET reforms in the first decade of Ukraine’s independence. Their implementation helped to update the content of professional education, optimize the network of educational institutions, improve forms of management, increase the level of financial, personnel and methodological support, introduce some new mechanisms for enhancing the interaction between vocational schools and economic structures and the labour market on issues regarding training, retraining and advanced training of skilled workers. In this regard, it is essential to justify the areas in VET reforms in this period, as well as to study innovative experience and take it into account when updating the system of professional (vocational) education today.

Sources. The historical aspects of the establishment and development of the VET system in different periods of state formation are widely disclosed in the works of Ukrainian researchers. Such scholars as V. Hrechenko, O. Kokhanko, I. Likarchuk and L. Zelman studied the issues of managing systems of skilled workers’ training. They also distinguished different periodization systems in the development of the VET system. Thus, I. Liakarchuk defined six periods of this system development, the last one referring to the early years of Ukraine’s independence. He associates the 1991-98 period with the search for ways to reform the management of skilled workers’ training and establish a new legal framework for the VET system management (1999, pp. 42-43). In turn, O. Kokhanko justified specific five periods of skilled

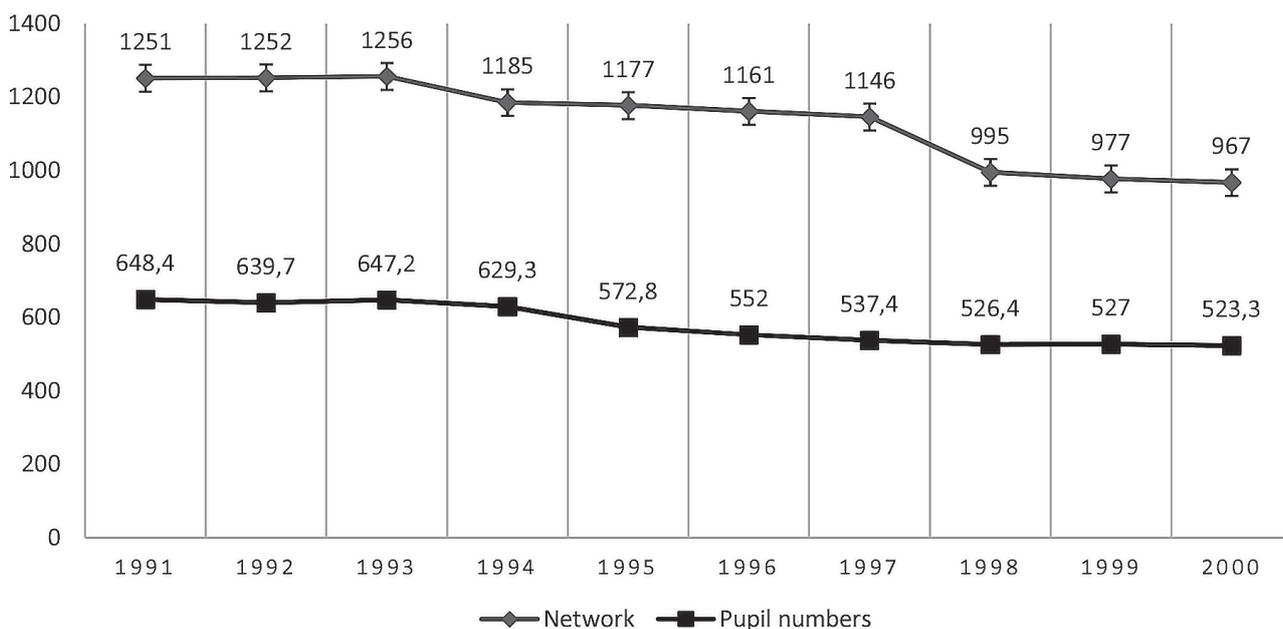


Fig. 1 The network and pupil numbers of vocational schools (between 1991 and 2000)

workers' training with secondary education during 1964 and 1994. The fifth one (1991-1994) is defined as a period of finding ways to reform the VET system, given the insufficient attention of the authorities to it (1995, pp. 11-15).

V. Hrechenko identified the four main periods of the VET system development in the history of an independent Ukraine, namely, the establishment period (1991-1996), the evolvement period (1997-2004), the post-revolutionary period (2005-2010), the modernization period (from 2011 up to now) (2011, pp. 9). L. Zelman also elaborated an approach to identifying the main periods of the VET development in an independent Ukraine (from 1991 up to now). The approach suggests the following: 1991-1997 – VET reforms in accordance with the needs of Ukraine; focus on the demands of society and the labour market; from 1998 up to now – improving the legal and methodological support of the VET system; optimizing the VET network and making it more service-oriented; facilitating the emergence of new, integrated professions in the service sector (2017, pp. 3).

Such researchers as V. Zaichuk (1995) and V. Radkevych (2010) analyzed the processes of establishing and developing systems of skilled workers' training for agriculture and folk handicrafts. Besides, N. Smolian (2012) studied how pupils managed to combine vocational training with productive labour between 1959 and 1991. Moreover, she justified how the interrelation between theoretical and industrial training based on intersubject links between the content of specialized, general technical, general educational subjects with that of industrial training might help to develop pupils' professional knowledge with their further use in production labour.

The main areas in VET reforms, including during the early years of Ukraine's independence, are reflected in the Concept of Professional Education of Ukraine (1991), the State National Programme "Education": Ukraine of the 21st Century" (1993), the Decree of the President of Ukraine "On the Main Areas in VET Reforms" (1996), Laws of Ukraine "On Education" (1991), "On Vocational Education and Training" (1998) and specific regulations, such as "On Education Qualification Levels" (1998), "On Vocational schools" (1999), "On Step-by-Step Vocational Education and Training" (1998). At the same time, the issues of structural and content-related changes in the VET system in the 1990s, especially in the context of reforming the national economy, have not been well determined. Therefore, the research topic, that is a scientific, pedagogical analysis of VET reforms during the early years of Ukraine's independence (1991-2000), has been proposed, given the relevant historical aspects of VET development

and the importance of taking into account innovative ideas under the today's conditions of updating professional (vocational) education in accordance with the objectives of the Medium-Term Government Priority Action Plan up to 2021.

The paper **aims** to study the conceptual and regulatory framework of VET reforms during the early years of Ukraine's independence in the context of enhancing its quality.

Methods. The following scientific methods were used to achieve the research goal: definitive and logical analysis of scientific works – to summarize conceptual views on vocational training of skilled workers in the 1990s; analysis and synthesis of the legal framework – to explain the functioning of the VET system, to identify the mechanisms of legal regulation and areas of its reform in the late 20th century; study and analysis of the innovative experience in training skilled workers – to clarify social, economic, pedagogical and other factors in the modernization of professional (vocational) education today.

Results and discussion. The functioning of the VET system in the early 1990s is associated with the adoption of specific legislative and regulatory documents, which define VET as a priority area of socio-economic, spiritual and cultural development of society. According to the Law of Ukraine "On Education" (1991), the VET system should enable citizens to acquire a profession following their inclinations, interests, abilities, as well as retrain and upgrade their professional skills. Given the transition to a market economy, there is a need to train future skilled workers with a high level of professional knowledge, abilities, skills, as well as to educate socially active members of society, develop their scientific outlook, creative thinking, higher human qualities, national consciousness. Given this, the goals, objectives and principles of professional education development were specified in the Concept of Professional Education of Ukraine (1991).

The characteristics of activities of professional schools at that period include training and retraining regular labour force by government order based on direct contracts with enterprises, institutions, organizations, cooperatives, local and sectoral management bodies. It was facilitated by the functioning of the institute of the primary enterprise. The point is that professional schools had one or more primary enterprises (associations, organizations) which they provided with the regular labour force. In their turn, these enterprises provided professional schools with modern equipment and materials, organized industrial placement for pupils and internships for engineering educators, participated in the educational process, examination committees, vocational guidance. In re-

turn, the state provided tax exemptions, which helped to increase their interest in developing cooperation with professional schools and their responsibility for ensuring the VET quality. According to the Law of Ukraine "On Education" (1991), enterprises and other economic entities were entitled to establish institutions in which they could train skilled workers for their needs.

This period is characterized by a specific increase in the demand of employers for "do-everything" workers, which led to the need to determine the content of professional education on a wide polytechnic basis, taking into account the provisions of scientific principles and combining training with productive labour. It made it possible to develop pupils' comprehensive, occupational, professional and specialized knowledge, abilities, skills and creative experience during theoretical and industrial training. The content of humanities implied acquiring universal values. Also, pupils studied Ukrainian language and literature, history and geography of Ukraine. The content of natural science classes was differentiated according to educational levels and profiles. However, the content of these classes never repeated that of the classes taught in general secondary education. The content of general and specialized classes (a vocational cycle) was aimed at training multiskilled workers, depending on the complexity of professions.

Under educational legislation, a new system of continuing education was established during this period. It was based on the integration of educational structures, standardization, regionalization, humanization and humanization of education content. The activities of such structures were aimed at training future skilled workers for various sectors of the economy in the context of social demand. As determined by the provisions of the Concept of Professional Education of Ukraine (1991), the content of professional education should consist of three levels: *the initial level* (acquiring a qualification for work in one or more elementary professions under the conditions of the middle and senior grades of comprehensive schools and in production); *the intermediate level* (training for one or a group of complex professions based on the knowledge obtained in middle or high school, including the possibility of completing secondary education); *the advanced level* (training pupils for complex professions and qualifications of junior specialist based on the content of middle and high school education and secondary level of professional education). Therefore, the continuity of professional education was reflected in professional educational programmes through the content of theoretical and industrial training. According to the author (1995, pp. 4-5), such level-based training made it possible

to select creative young people for a higher educational level according to some relevant criteria. Only those pupils who had good and excellent final grades, completed coursework and trial work, defended the diploma project, passed the final qualification exam, were transferred to the second year of the first level of vocational training.

Modular, differentiated and integrative approaches were used to select and build the content of professional education, as well as to develop curricula and programmes. It made it possible, on the one hand, to take into account the psycho-physiological characteristics of pupils, the level of their abilities, the complexity of professions, the periods of study. On the other hand, it allowed allocating more hours to an optional component of the content of professional education, namely, to study the latest production technologies and production processes and provide people with relevant services. During this period, professional schools were entitled to develop curricula and programmes independently. Subsequently, they needed to be approved by regional VET departments and the Ministry of Education of Ukraine (Developing the VET system, 1998, pp. 40). However, these curricula turned out to be not elaborated enough. As a result, it made it challenging to plan the industrial training process. Therefore, there appeared to be a need to develop standard curricula and programmes adapted to the needs of each vocational school.

The industrial training process combined theoretical and industrial training alternating every week. It facilitated the pupils' understanding of production processes during specialized classes, as well as encouraged them to apply this knowledge while producing useful products during practical classes. It ultimately helped to enhance the quality of their vocational training. The way how pupils organized their productive work in teams contributed to the effectiveness of their industrial training activities in professional schools. This form of industrial training allowed using all elements of self-financing with the actual involvement of teams in industrial relations (Kontseptsiia profesiinoi osvity Ukrainy, 1992).

In professional schools, the educational process was based on democracy, civil rights and freedoms, taking into account the self-government of pupils, mutual trust, respect and responsibility for the common cause, as well as for the well-being of each individual. Amateur-talent groups, technical creativity and innovatory clubs organized different extracurricular activities for pupils. Practical psychologists provided psychological support for the educational process. The activities of practical psychologists followed the Regulation on Psychological Services in the Education System of Ukraine (1993). Social educators fa-

cilitated the interaction between professional schools and the participants in the educational process and also provided pedagogical patronage. The Ministry of Education of Ukraine and other authorities put much priority on free medical care and nutrition of pupils in professional schools. Taking into account the provisions of the Law, they were provided with state financial support not lower than the cost of living. They enjoyed all the described benefits, work-study and other facilities of educational institutions (On Education, 1999).

The content and forms in vocational guidance of the youth and the unemployed varied to help them choose their future profession. For this purpose, vocational guidance offices were established within professional schools and at the enterprises. They summarized information on vocational professions and organized interviews and various activities related to career guidance. The Inter-Sectoral Council on Vocational Guidance, which functioned on a public basis under the Ministry of Social Policy of Ukraine with the participation of the Ministry of Education of Ukraine and the Ministry of Youth and Sport of Ukraine, played an essential role in improving career guidance at the national level.

Besides, engineering educators contributed much to vocational training of future skilled workers. Indeed, they acted as both teachers and masters of vocational training. Usually, they were graduates from engineering and pedagogical institutes or specialized faculties of universities. Industry experts with relevant working skills were also involved in educational work. Workplace relations between engineering educators and the administration of professional schools were based on competitive admissions, as well as under agreements and contracts.

Relevant bodies at the republican and local levels performed administrative functions in the field of VET. They, within their capacity, assisted professional schools in fulfilling their contractual obligations, provided the VET system with scientific and methodological support, supervised the implementation of advanced training technologies and the certification of professional schools. However, the lack of central and regional methodological services in the VET system negatively affected the quality of educational and methodological support of vocational training of skilled workers and planning of methodological work for pedagogical teams in professional schools. In September 1993, the Cabinet of Ministers of Ukraine approved the resolution "On Approval of the Regulations on Professional schools in Ukraine" to clarify the goals and objectives of professional schools in the VET system.

The mechanisms for reforming the VET system set out in the State National Programme "Education":

Ukraine of the 21st Century" (1993) were aimed at enhancing the quality of vocational training of skilled workers in the first decade of Ukraine's independence. They are the following: optimizing the network of professional schools, developing a new list of professions; introducing integrated professions; updating the content of professional education, defining state requirements for its quality and scope at the level of scientific and technological advances and world experience, using modern pedagogical and industrial technologies, introducing an effective system of vocational guidance and professional selection of young people for gaining vocational professions. Given this, VET reforms led to the establishment of new types of professional schools, including higher professional schools, vocational lyceums, vocational training centres, where pupils were able to obtain vocational qualifications. The activities of these institutions differed in the content of the basic tasks and functions, which they fulfilled under the current and prospective needs of the national economy in skilled and competitive workers.

The number of educational and scientific complexes, which included the most leading professional schools as separate educational units of universities, increased. It made it possible to introduce comprehensive curricula to shorten the training period for future graduates. The links between professional schools and general education institutions were strengthened. In turn, it expanded the comprehensive component of the training of future skilled workers based on the fundamentalization of education. Language policy played an essential role in this process, too. It was particularly the case when future skilled workers started to be trained under in Ukrainian-language curricula.

The interaction between professional schools and the State Employment Service of Ukraine regarding vocational training, retraining and advanced training of dismissed workers and other categories of unemployed population expanded on a contractual basis. This activity took into account the principles and features of structure and management of vocational training of the unemployed population and its scientific, educational, methodological and financial support, grounded in the Concept of Training, Retraining and Advanced Training of the Unemployed Population (1996).

The scope of vocational training for unemployed people in professional schools increased in the context of implementing the Employment Programme for 1997-2000 (1996). It envisaged the implementation of measures aimed at ensuring productive employment of the population, involving unemployed citizens in economically viable activities, as well as social protection of the non-competitive population. Professional schools also widely used modular tech-

nologies in vocational training for the unemployed population. These technologies were created while implementing the international project “The Practical Application of Flexible Modular Programmes to Train the Unemployed” sponsored by the UN Development Programme and International Labour Organization. Vocational training of future skilled workers was also modular-based since teachers of professional schools developed modular educational elements for this purpose.

However, the changes in the society associated with the emergence of a market economy caused the need to continue VET reforms during 1996 and 2000. The content of these reforms was determined by the Decree of the President of Ukraine “On the Main Areas in VET Reforms” (1996). First and foremost, they highlighted the importance of updating the VET content, introducing multiskilled professions, developing state standards, enhancing the quality of the VET system, implementing computer-based literacy training. The characteristics of VET reforms in this period include optimizing the network of educational institutions renamed into vocational schools. Subsequently, this name was regulated according to Art. 41 of the Law of Ukraine “On Education” (1996). The need for human resourcing Ukraine’s economy resulted in some changes in the structure of training and new types of vocational schools, including higher professional schools, farmer field schools. It also made it possible to introduce new mechanisms of management, create relevant structures for scientific and methodological support of the VET system and develop new mechanisms for the interaction with employers. Still, the implementation of the main areas in VET reforms led to a 10% reduction in government order for training skilled workers, the reorganization of over 120 vocational schools and the elimination of the other 25 ones.

In 1997, they began to create relevant state standards to promote a uniform state policy in the VET system. However, this activity was hampered by the lack of professional standards. For this purpose, two education qualification levels were identified to improve the vocational training of future skilled professionals. They are skilled worker (a worker who acquired specialized skills and knowledge based on complete or basic secondary education and possesses appropriate experience in applying them to solve professional problems in a particular sector of the economy) and junior specialist (a specialist who obtained general cultural training, specialized skills and knowledge based on complete secondary education and possesses some experience in applying them to solve typical professional tasks envisaged for relevant positions in a particular sector of the economy) (Regulations on Education Qualification Levels, January, pp. 70-

71). Related professional educational programmes were applied to implement vocational training based on the specified levels. The characteristics of these reforms also include improving human resourcing, scientific, educational, methodological, financial and technological support of the VET system. Vocational schools were entitled to provide paid services, including training skilled workers for different professions above the state quota, offering a second qualification of junior specialist, training and retraining workers and specialists based on the order of employment services; organizing clubs, courses and seminars on a paid basis (On the Approval of Paid Services Provided by Public Educational Institutions, February 1997).

After adopting the Law of Ukraine “On Vocational Education” in 1998, the destructive processes in this field were suspended, and a new stage of defining the state policy on its development began. In this regard, the main objectives of VET in the new environment were the following: to meet the needs of Ukraine’s economy for skilled and competitive workers in the labour market; to assist in implementing the state employment policy; to provide the necessary conditions for developing educational institutions of different types, profiles, forms of ownership and subordination. Under Art. 17-18 of this Law, the name of vocational education school was replaced with vocational education school.

The Inter-Sectoral VET Council played an essential role in VET reforms during this period. As determined by the Regulations on Its Establishment (1998, p. 142), it was the coordinating body for defining and implementing state policy in this educational sub-system. The main objectives of the Inter-Sectoral VET Council were to promote VET in Ukraine, to generalize the practice of applying laws and other legal acts in the VET field, to analyze the conditions for developing labour potential of the country, to prepare proposals for improving the mechanisms of economic regulation of VET development.

In 1998, they developed and approved the Provisional State List of Professions for Training Skilled Workers in Vocational education schools. It took into account structural changes in the economy, as well as the need to broaden the profiles of training and employment areas for graduates from vocational education schools and strengthen their social protection. This legal instrument encompassed the professions and appropriate specializations, which reflected the needs of the economy in training skilled workers (1998).

One could observe an increasing interest in the establishment of a new type of vocational education school after the adoption of the resolution “On Approval of Comprehensive Measures for Reforming Step-by-Step Vocational Education and Training, Spe-

cializations and Reprofitting of Vocational education schools” by the Cabinet of Ministers of Ukraine in 1998. The implementation of these measures aimed to ensure professional self-realization of the individual, restore and enhance the quality of production potential under the requirements of the labour market. Given this, the number of multidisciplinary vocational education schools, which trained skilled workers for complex technological and service professions, increased. According to research findings, this trend was driven by the economic downturn in which vocational education schools found themselves. It refers, on the one hand, to the need to survive through providing educational services to the population on a paid basis and, on the other hand, the needs of labour markets in specific regions and pupils’ living with their parents (Vocational Education and Training of Ukraine: the 20th century).

The Regulation on the organization of industrial training process in vocational education schools (1998) defined the procedures of planning and organizing the industrial training process, supervising work-study activities, assessing pupils’ knowledge, skills and qualifications. All organizational, pedagogical, methodological and technical measures were implemented under the requirements of VET state standards and perspective plans on work of pedagogical teams for the academic year. The structure of the industrial training process encompassed training in natural sciences, math, humanities, as well as general technical, vocational theoretical and practical training, physical education and extra-curricular activities. Its implementation took into account the provisions of general didactic principles, systematic and cultural approaches to ensuring pedagogical interaction between the participants in the industrial training process (On Approval of the Regulation on the Organization of the Industrial Training Process in Vocational education schools, May, 1998). However, the requirements for pedagogical staff in vocational education schools tightened. It mostly relates to the fact that they needed to have adequate vocational education and professional qualification, as well as moral qualities and proper physical condition that would entitle them to fulfil the duties of a pedagogical employee. Particular attention was paid to their knowledge and skills to teach the adult population.

Over 20 legal acts were developed to implement the provisions of the Law of Ukraine “On Vocational Education and Training”. They include the Regulation on Vocational education schools (August 5, 1998, pp. 145), which was of great importance. In this document, a vocational education school is defined as an educational institution that helps to meet the needs of citizens in obtaining vocational professions, specialties, qualifications according to their interests,

abilities, health, as well as the needs of the country’s economy for skilled and competitive workers in the labour market. Higher professional schools, higher art professional schools, farmer field schools, higher farmer field schools, vocational training centres were the most popular among pupils. It must be noted that there were almost no significant differences between the content of activities of higher professional schools and vocational training centres. According to the Regulation on Higher Professional schools and Vocational Training Centres (2000), they differed only in the main functions. Higher professional schools trained highly skilled workers with qualifications in complex technological, scientific professions and specialties, whereas vocational training centres provided retraining and advanced training for the actual workers and junior specialists related to introducing the latest production technologies or services, developing the necessary knowledge of economy, organization and management and computer literacy.

The search for alternative sources of funding prompted vocational education schools, especially their new types (higher professional schools, vocational training centres, farmer field schools), to establish new industrial training enterprises, farms, commercial structures, cooperatives, which produced and sold industrial and agricultural products, provided services to the population. Ten per cent of the money earned was included into salaries of masters of vocational training, senior masters, headmasters of vocational education schools and their deputies. It helped to increase their motivation to organize this type of industrial training. Pupils received 50% of the total amount of the money earned. The rest of the funds was spent on the modernization of facilities in vocational education schools. Production structures at the premises of vocational education schools were developed due to the broad rights of their leaders on financial and economic activities, as well as the use of appropriations, approval of staffing lists and estimates.

According to the Regulation on Step-by-Step Vocational Education and Training, three stages of VET were established (June 1999, pp. 158-159). The VET structure covered training in natural sciences, math, humanities, as well as general technical, vocational theoretical and practical training. Theoretical classes were usually conducted in classrooms and laboratories in the form of lectures, lessons, seminars, laboratory workshops, educational trips. Practical classes were organized in production workshops, educational farms, combining training with the production of useful products, provision of services. To this end, the content of professional education has always been updated following the requirements of technological changes in production, state standards in the field of VET, qualifications of graduates from vocational ed-

education schools, necessary compulsory training aids and educational levels of entrants.

The educational and methodological support for the functioning of vocational education schools was provided, first of all, by regional educational and methodological centres (offices) in the field of VET. According to the Regulation approved by the decree of the Ministry of Education of Ukraine in 1998, they were entitled to analyze the conditions of educational work in vocational education schools, organize research activities there, as well as study and implement advanced pedagogical and industrial experience, hold scientific and practical conferences, exhibitions of educational and methodological literature, organize advanced training and internships for engineering educators in the VET system (The Regulation on the Republican (Autonomous Republic of Crimea), Regional, Kyiv and Sevastopol City Vocational Training Centre, July 2007).

Conclusions. Thus, one can conclude that the functioning of the VET system in the first decade of Ukraine's independence is associated with the measures for preserving and reforming the VET system under the conditions of the transition to a market economy. In the early 1990s, more than a quarter of a million skilled workers trained for industrial production and the service sector graduated from vocational education schools annually. However, the downturn in Ukraine's economic development and the suspension of the activities of many industrial enterprises harmed the functioning of the VET system. It refers to a significant reduction of places for industrial placement and employment of graduates from vocational education schools, underfunding, disconnection from sources of energy and heat supply and communication, the outflow of highly qualified teachers due to low salaries, outdated facilities. All this negatively affected the credibility of vocational professions among young people and adults.

In turn, this caused the need for structural and content-related changes in the system of professional training of skilled workers. Therefore, the implementation of state policy in this area included, above all, optimizing the network and the opening of new types of educational institutions, improving the content of professional education, introducing training for integrated professions, developing a new list of professions, state standards, using modern pedagogical and industrial technologies.

The implementation of the provisions of the Concept of Professional Education of Ukraine (1991) played an essential role in improving the VET system in the 1990s. It regarded professional education as an integral part of the national economic complex and the system of continuing education which was aimed at training and retraining workers, ensuring social

protection of youth and professional and spiritual development of personality under the conditions of social, cultural and economic revival of Ukraine. This Concept introduced (initial, intermediate and advanced) three levels of the VET system. Subsequently, this phenomenon was called the step-by-step VET system, which was implemented in vocational education schools based on professional educational programmes.

The Law of Ukraine "On Education" (1991) and the State National Programme "Education: Ukraine of the 21st Century" (1993) include strategic objectives as for reforming the VET system to meet national and regional needs for skilled workers who can be competitive in terms of market relations. In 1996, the Presidential Decree identified the ten significant areas in VET reforms which contributed to the further development of the VET system. They imply creating an appropriate legal framework for the VET system; introducing training in multiskilled professions; developing multi-faceted vocational education schools; improving forms of management and making them more democratic; implementing the State Employment Programme; providing financial, technological, scientific, educational and methodical support of the VET system.

The first legislative act in this area became the Law of Ukraine "On Vocational Education and Training" (1998). Its adoption resulted in effective reforms in the VET system. Subsequently, certain critical legal acts were developed, taking into account the final provisions of this Law. It positively affected the development of the legal field in the functioning of the VET system in the late 20th century. Given this, the content of professional education began to be updated more actively; the state requirements for ensuring its quality and scope were defined; the network optimization was promoted; the types of vocational education schools were varied based on professional orientation.

Despite the crisis in the society and economy, which occurred during the years of Ukraine's early independence, the VET system took relevant measures that contributed to its preservation and further improvement to meet the needs of the individual, society and the state. Therefore, it is expedient to take into account the innovative experience in reforming the VET system in the 1990s while updating the system of professional (vocational) education at the national, regional levels, as well as at the level of professional (vocational) education schools.

At the national level, it is important to develop new legislative and regulatory documents to support structural and content-related changes in the field of professional (vocational) education in the context of the objectives of the Medium-Term Government Priority Action Plan up to 2021 and the provisions of the

Sustainable Development Strategy “Ukraine – 2030”; to introduce the financing of professional (vocational) education from the state budget as the main source of financing of educational activities, material and technical and social development of professional (vocational) education schools, financial support of pupils, whose amount is determined differentially according to scientifically grounded standards; to exempt state professional (vocational) education schools from taxes for the provision of educational and other services on a paid basis and production activities; to create new vocational professions in accordance with socio-economic and cultural and educational needs; to define state requirements for quality assurance of professional (vocational) education; to establish systematic activities of the Inter-Sectoral Council of Professional (Vocational) Education; to strengthen the fundamentalisation of professional theoretical training and increase the training period for high-tech professions; to provide pedagogical staff of professional (vocational) education schools with targeted financial support of their professional development in accordance with the “money goes after the teacher” principle; to create new types and forms of ownership of professional (vocational) education schools, such as a professional college with multilevel training of skilled workers, as well as the legal framework necessary for their successful functioning; to enhance the quality of training of pedagogical staff for the system of professional (vocational) education by involving the best graduates from professional (vocational) education schools in the training; to introduce targeted state-funded educational and scientific programmes for creative pedagogues from professional (vocational) education schools so that they can obtain doctoral degrees (e.g., PhD).

At the regional level, the following steps can facilitate the modernization of professional (vocational) education: to introduce modern mechanisms for the decentralized management of professional (vocational) education; to strengthen systematic activities of regional councils of professional (vocational) education; to create a practical career guidance and career counseling programme for young people and adults; to intensify activities of local executive authorities in regulating social and labour relations, developing social partnership in the field of professional (vocational) education, creating relevant conditions for providing free medical care and nutrition of pupils in professional (vocational) education schools; to provide high-quality educational and methodologi-

cal support for professional training of future skilled workers.

At the level of professional (vocational) education schools, it is vital to do as follows: to expand autonomous rights in resolving personnel, organizational, financial and other issues; to introduce a differentiated system of remuneration, taking into account the level of professional competency and the results of personal work of pedagogical staff; to update the content of professional education taking into account dynamic technical and technological changes in the fields of industrial and agricultural production and the service sector, as well as modern and perspective needs and requirements of the labour market for its quality; to train future skilled workers for entrepreneurial activities; to ensure the interaction with schools, higher and further education and the state employment service; to combine different forms of educational work based on humanistic understanding of the individual’s inner, taking into account age, psychological and physiological characteristics; to introduce specialization in high schools; to apply innovative technologies, forms and methods of professional training and evaluation of learning outcomes; to create an information and educational environment; to motivate pedagogical staff to participate in research activities and conduct innovative educational activities; to ensure the functioning of schools of pedagogical mastery and develop professional culture of pedagogues; to organize internships of pedagogical staff at high-tech enterprises; to co-finance professional (vocational) education with other educational institutions, including those in cluster associations; to develop a public-private partnership using project management technologies; to improve digital competency of pedagogical staff; to expand the areas and scope of retraining of the unemployed population.

Further research should study the documents which confirm the processes of VET modernization in an independent Ukraine. They are the provisions of the Concept of Vocational Education and Training Development, transcripts of Parliamentary hearings, minutes of the meetings of the Verkhovna Rada of Ukraine Committee on Science and Education, proceedings of the 2nd All-Ukrainian Congress of Education Workers, collegial bodies of the Ministry of Education and Science of Ukraine, resolutions of the Cabinet of Ministers of Ukraine, national strategies, state target programmes, the White Book of the National Education of Ukraine, the National Report on the status and prospects of education in Ukraine.

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Науково-педагогічний аналіз реформування професійно-технічної освіти на початку незалежності української держави (1991-2000 рр.)

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Реферат

Актуальність: у статті акцентується проблема структурно-змістових змін у системі професійно-технічної освіти (ПТО) в період утвердження незалежності України та вплив на цей процес створених у 90-х роках ХХ ст. освітніх концепцій, законів, указів, державних програм та інших нормативно-правових документів.

Метою статті є дослідження реформування професійно-технічної освіти в період першого десятиліття незалежності української держави.

Методи: загальнонаукові (дефінітивний і логічний аналіз наукових праць – для узагальнення концептуальних ідей підготовки кваліфікованих робітників у закладах ПТО в 90-х роках ХХ ст.); аналіз, синтез нормативно-правової бази (для з'ясування стану функціонування системи ПТО, виявлення механізмів правового регулювання та напрямів її реформування наприкінці ХХ ст.); вивчення та аналіз прогресивного досвіду підготовки кваліфікованих

робітників (для уточнення соціальних, економічних, педагогічних тощо чинників модернізації системи професійної (професійно-технічної) освіти П(ПТ)О в сучасних умовах).

Результати: охарактеризовано стан організаційної структури та ефективність управління ПТО в 90-х роках ХХ ст.; висвітлено принципи, що застосовувалися у процесі формування змісту професійної освіти з урахуванням техніко-технологічних змін у галузях економіки; розкрито особливості організації навчально-виховного процесу в закладах профтехосвіти; з'ясовано вимоги до абітурієнтів і професійної компетентності інженерно-педагогічних працівників; проаналізовано економічні передумови розвитку системи ПТО, навчально-методичне забезпечення професійної підготовки майбутніх кваліфікованих фахівців; досліджено механізми налагодження зв'язків із роботодавцями та міжнародними партнерами і їхній вплив на підвищення якості ПТО.

Висновки: під впливом соціально-економічних і політичних процесів, що відбувалися в Україні на початку її незалежності, зафіксовано значні зміни в усіх сферах суспільного життя, в тому числі й у системі професійної підготовки кваліфікованих робітників для різних галузей економіки та сфери обслуговування, що актуалізує значущість урахування цього досвіду в модернізації П(ПТ)О в сучасних умовах.

Ключові слова: *Закони України «Про освіту», «Про професійно-технічну освіту»; Державна національна програма «Освіта»: Україна ХХІ століття»; Концепція професійної освіти України; кваліфіковані робітники; реформування.*

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