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THE OPEN VOCATIONAL TRAINING: MANAGERIAL AND PEDAGOGICAL ASPECTS

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Abstract

The article deals with the legal framework, organizational and pedagogical of the modular-based flexible technology of the open vocational training. Ukraine has conducted research on the use of technology in open vocational training. As a result of these studies was defined a clear picture of qualitatively new opportunities for technical training of production personnel of enterprises.

Open training – a synthesis of day, evening, part-time and distance learning, which is based on a modular methodology of the International Labour Organization.

Development of a modular training program is based on detailed studies of the structural parts of a profession or type of work in order to determine the necessary knowledge, skills and professional competence. The program comes with a specially designed training and teaching materials. Widely used in electronic materials and laser media. For the organization of open vocational training using special resource centers.

It is determined that one of the key characteristics of open vocational training is a high degree of independence of the student, which become the center of the learning process. The learning process changes itself as compared to the traditional one. Teacher's role also changes.

On the basis of previous studies developed concept of open vocational training and the "Regulations on Open vocational training."

It was found that the use of technology of the open vocational training provides high quality training, expanding the field of educational services, facilitates access to learning.

Existing problems of native economy and relative problems of labour market rise interest to flexible and mobile technologies of vocational training of the workforce. As practical experience shows, the open vocational training is one of the most convenient, efficient and perspective type of training, retraining and skill development.

The open learning has found its solid and reliable place in many countries of the world. The idea of the open learning appeared on the late sixtieth and mainly relied to the higher education system. The Open University – University without walls, where student achieved possibility to choose personally time, intensity and place of learning [5].

The open learning model widely used different communicational facilities for communication between student and teacher. It was telephone, fax and mail. On the base of post mail the separate training form appeared – it was a correspondence training. In Ukraine this form acquired a wide popularity due to the European School of Correspondence Training that trains thousands of students annually [6].

Modern informational technologies sufficiently widened the framework of the open learning approach. Immediate transferring of big data volumes on unlimited distance made the open learning more acceptable and raised

demand on it. In the same time distant training process, measured feedback, shortened face-to-face training component made borders for using of this technology in the vocational education and training field.

Development of new flexible technologies of vocational education and training and primarily of the modular conception of the International Labour Organization made visible the fact that with certain corrections use of the open approach in vocational training will be acceptable and effective.

We conduct researches in Ukraine on applying of open training technology in the vocational training. The clear picture of new opportunities for vocational training was determined. It was study out that using of this type of training sufficiently enlarges the field of educational services for women and men. It is providing of vocational training with acquisition of profession to people in rural areas, making the vocational training more flexible and mobile in comparison with traditional way of training, increasing of access to training for the most vulnerable groups – youth, women, disabled persons. It also insures humanization and persistency, flexibility and consistency in vocational training. Simultaneously the main problems regarded to

the open training were clarified. Predetermined ways of solving these problems shows broad prospects for insuring of quality for vocational training.

Based on conducted researches in Ukraine the Concept of the open vocational training was created. This paper contains all main components and conceptual approach to this type of training. The Concept paper became a basis for the «Regulation for the open vocational training» [2, 352]. It worth to say, that the open training is a synthesis of the intramural training, evening courses, correspondence and distant training [3].

As a foot rock of this technology the modular training methodology created by the International Labour Organization (ILO) is taken. This means that the process of development of the training program is completely corresponds to the module of employable skills – a job specification expressed in the form of modular units. Modular unit is determined as «a logical and acceptable division of work within a job, occupation or field of work, with a clear start and finish and which would not normally be further sub-divided. It results in a product, service or significant decision» [7]. The module of employable skills – a job specification expressed in the form of modular units can contain one or more modular units [8]. Accordingly the development of the modular training program is based on the detailed analysis of structural parts of activities in measures of profession or of the certain production assignment and aimed on determination of skills, knowledge and competencies [1] of the qualified specialist. The program is supplemented by specially developed training and methodic materials.

The main didactic material in the ILO modular methodology is the learning element. Learning elements are self-contained instructional booklets, suitable for learner-based and instructor-based application. Each learning element covers a specific item of skill or knowledge. Learning elements with training program and methodic materials forms the training package [7]. The training package is very flexible, that insure individual approach in the training process. Namely the maximum of flexibility and individuality of training programs, technical feasibility of assembling of training package of different separate learning elements that gives comprehensive information

alongside with stable feedback insure necessary conditions for the high quality of training. The open training on the modular basis gives the opportunity to see the vocational training so to say in the new sense: the high level of self-sufficiency in working with the training content is rather «acquisition of skills» than «training» that is one of its key characteristics.

Taking into account limitations of some rural areas with access to the Internet, modular training packages (on the hard and soft copies) provide required mobility of the open training. They can be quickly transferred for any distance from the base training institution and be applied in the convenient for trainee places and time. Feasibly these particular features of the training material could be considered quite attractive for providing of training for disabled people.

In the open training trainee becomes a real centre of the training process. The training process itself loses common features and becomes sufficiently transformed comparably to the traditional training. The importance of quality of training materials, theirs accordance to the modern technologies and workplace requirements rises rapidly.

Besides hard copies of training materials, as it mentioned above in the open training the soft storage mediums are widely applied. It is naturally that usage of them as well as access to the Internet requires according equipment. A good solution for its providing could be arranging of multimedia-centers on the base of local libraries where the minor amount of multimedia facilities (1-3 computers) can assure training of comparably bigger number of people.

As additional training materials learning video and audio are widely applied in the open training process on a distance. If available, local TV providers can be involved with TV training programs for strengthening of local training capacities.

Didactic modular materials that used in the open learning are developed thoroughly. This insures trainee to clearly understands the details of working operations, as well as theirs theoretical and technological basis. Explicitness of learning elements contributes to a quick acquisition of cognitive, affective and psychomotor professional skills.

In spite of the explicit training material the one of the most crucial aspects of the open training is the work of trainee with pedagogue.

Obviously that role of pedagogue in the open learning also gets into the transformation. First of all it is consulting of students on all questions of training program. Such consultancy is provided in a face-to-face form and on a distance as well via on-line and off-line conversation, telephone, etc.

Other important aspects of pedagogue activity are trainings. Trainees achieve their individual schedules of trainings in advance. Individual timetable can be changed on accordance with administration of training institution.

And finally pedagogues in open training organize and provide entrance testing, testing of trainees by each learning element, phase testing by modular units. Pedagogues can also take part in the final qualification exam.

Vocational training has its own specific. Particular it concerns sufficient amount of practical part of training. The certain resource base is needed for its realization. For arranging of open training the training institution creates special resource bases. Facilities of such centers contain necessary instrument and equipment, methodical and training materials, telephone and Internet communication facilities etc.

Resource centers are created on a distance from the main training institution that provides open training. The network of such centers provides comfortable learning environment for trainees, who achieve the possibility of practical acquisition of skills, consultancy support and testing without moving out from native regions and places of their work and living.

For arranging of the open training on certain professional directions the own resource base of trainee can be used. For instance – her/his own computer, sewing machine, car repairing tools, etc.

The experience of providing of the open training shows its efficiency and big potential. Particularly, by minor enlarging of resources the number of trainees can be increased sufficiently. The modular basis insures high quality of training.

The following example illustrates applying of the open training methods. The

training institution in Kiev provided open training of tailors. Groups of trainees were represented by women who work on weekly schedule, students who wanted to strengthen their theoretical knowledge by practical skills, disabled persons and unemployed. All of them trained by individual training programs and timetables. Big amount of training content was worked over by students at homes on own equipment. Training institution contentiously monitored the quality and provided pedagogical support and consultancy on each stage of training. Individual timetables were coordinated and agreed with the training institution.

One of resource centers of this training institution was created in Vinnitsa. It was a small premise with seven equipped training places. A specialist, who trains in this centre has a pedagogical education and working experience as a tailor, she also was trained as a trainer of modular training.

In Kharkiv one of training centers created two resource centers in school-internats for kids with disabilities. About 150 young people train in these two centers by open training model obtaining profession of sewer. Any other available there training model would be a barrier for them in this direction.

It was also found out that level of motivation on training is much higher for trainees in open training process comparably to the traditional model of training.

Discussions with all trainees of open training courses are cared out with the aim to clarify narrow plaices in this process. Achieved data are used to improve training materials and adjust organizational issues of training process.

All trainees refer about the open form of training as a comfortable, democratic and facilitating for a person who acquires a working profession.

The overwhelming majority of trained people achieved profession and job places or possibility of self-employment.

Final qualification testing shows high quality of training that meets qualification requirements in the case of open vocational training. Thereby it can be claimed that this type of training has good preconditions for a wide implementation in Ukraine.

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Реферат

Відкрите професійне навчання: організаційно-педагогічні аспекти

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КЛЮЧОВІ СЛОВА:

доступність, гнучкість, модульність, дистанційність, ресурсна база, якість професійної підготовки, професійні навички, професійна компетентність.

У статті розглянуто правові основи, організаційні та педагогічні складові технології відкритого професійного навчання на модульній основі. В Україні проводяться дослідження з використання технології відкритого навчання у сфері професійної підготовки. У результаті цих досліджень визначилася чітка картина якісно нових можливостей для технічної підготовки виробничого персоналу підприємств.

Відкрите професійне навчання – це синтез денного, вечірнього, очно-заочного та дистанційного навчання, в основі якого лежить модульна методологія Міжнародної організації праці.

Розробка модульної навчальної програми базується на детальних дослідженнях структурних частин професії або виду роботи з метою визначення потрібних знань, навичок і професійної компетентності. Програма комплектується спеціально розробленими навчальними і методичними матеріалами. Широко застосовуються матеріали на електронних і лазерних носіях. Для організації відкритого професійного навчання застосовуються спеціальні ресурсні центри.

Визначено, що однією з ключових характеристик відкритого професійного навчання є високий ступінь самостійності учня, що стає центром навчального процесу. Сам навчальний процес змінюється, порівняно з традиційним. Змінюється також роль педагога.

На підставі попередніх досліджень розроблено Концепцію відкритого професійного навчання та «Положення про відкрите професійне навчання».

З'ясовано, що застосування технології відкритого професійного навчання забезпечує високу якість професійної підготовки, розширює поле надання освітніх послуг, полегшує доступ до навчання.

Реферат

Открытое профессиональное обучение: организационно-педагогические аспекты

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КЛЮЧЕВЫЕ

СЛОВА: доступность, гибкость, модульность, дистанционность, ресурсная база, качество профессиональной подготовки, профессиональные навыки, профессиональная компетентность.

В статье рассмотрены правовые основы, организационные и педагогические составляющие технологии открытого профессионального обучения на модульной основе. В Украине проводятся исследования по использованию технологии открытого обучения в области профессиональной подготовки. В результате этих исследований определилась четкая картина качественно новых возможностей для технической подготовки производственного персонала предприятий.

Открытое профессиональное обучение – это синтез дневного, вечернего, очно-заочного и дистанционного обучения, в основе которого лежит модульная методология Международной организации труда.

Разработка модульной учебной программы базируется на детальных исследованиях структурных частей профессии или вида работы с целью определения необходимых знаний, навыков и профессиональной компетентности. Программа комплектуется специально разработанными учебными и методическими материалами. Широко применяются материалы на электронных и лазерных носителях. Для организации открытого профессионального обучения применяются специальные ресурсные центры.

Определено, что одной из ключевых характеристик открытого профессионального обучения является высокая степень самостоятельности ученика, которая становится центром учебного процесса. Сам учебный процесс меняется по сравнению с традиционным. Изменяется также роль педагога.

На основании предыдущих исследований разработана Концепция открытого профессионального обучения и «Положение об открытом профессиональном обучении».

Выяснено, что применение технологии открытого профессионального обучения обеспечивает высокое качество профессиональной подготовки, расширяет поле предоставления образовательных услуг, облегчает доступ к обучению.

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