

РОЗДІЛ II

МОДЕРНІЗАЦІЯ ЗМІСТУ ПРОФЕСІЙНОЇ ПІДГОТОВКИ КВАЛІФІКОВАНИХ РОБІТНИКІВ

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MODERNIZATION OF THE CONTENT OF VOCATIONAL EDUCATION AND TRAINING

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Abstract

The article justified and developed ways to enhance the skills of future workers in engineering industry. In the current socio-economic conditions have changed the requirements for designing the content of vocational education and training in vocational schools. New requirements for training of production personnel necessitated the search for new technologies training of these professionals. The urgency of the social problems caused by changes in science and production, media training needs of society in the new occupations that cause changes in training skilled workers. The growth of intellectual and creative work, the need for integrated professions in modern production requires skilled workers mastering system capabilities required for the formation of professional competence of graduates of vocational schools.

In pedagogical experiment provednomu based vocational education in Ukraine from 2013 to 2015, introduced new technology in learning the content of training skilled workers engineering industry. Group of teachers and masters of vocational training, which took part in the experiment, based on the adaptation of modern pedagogical system of formation of professional competence of skilled workers from the metal to the conditions of training workers for building industry-specific occupations profession requirements of the National Qualifications Framework, introduces the main approaches, principles methods on modernization of the content of vocational education and training. During the experiment, based on the basic ideas of educational system based on competency, subject-activity, developing integrated, modular approach greatly increased: the motivation for professional development in the chosen specialty; professional and personal qualities of future specialists.

Introduction. Modernization of the content of vocational training (VET) is that vocational education is an integral part of continuing professional education. Of particular significance is the development of the scientific content of VET competency-based, student-centered, integrated, developmental, intersubject and modular approaches should focus on proactive professional and personal self-development of future skilled workers.

Actuality of the social problems caused by changes in science and production, media training needs of society in the new occupations that cause changes in training skilled workers. Actuality of modernization of the content of vocational education and training preparation associated with the primary purpose of VET in modern terms - prepare professionally competent, socially active and capable of self-fulfillment, professional development, creative work and responsible exercise of their professional functions in accordance with national quality standards. The growth of intellectual and creative work, the need for integrated professions in modern production

requires skilled workers mastering system capabilities required for the formation of professional expert knowledge of graduates of vocational schools (VET).

Analysis of researches and publications on the issue. The idea of expert knowledge and student-centered approaches were investigated D.I. Zyazyun, N. L. Ny`chkalo, V. A. Radkevych, G. S. Gurevy`ch and many others. A. Toffler believed that modernization of vocational education and training content knowledge and their quality must be continuously updated and improved [1].

Considerable interest is the research of foreign scientists B. Bluma, X. Gaba, D. Lootona, Dzhona Ujat, M. Xolta and many teachers and psychologists with the problems of educational content, deepening inter-subject relations, creation of integrated courses that about 'connects knowledge of different subjects and complement each other, etc. [2]. However, these works focused mainly on the needs of today, decided mainly private, local educational problems. However, despite the fact that the

problem of formation of the content of vocational education is given considerable attention, the problem of finding new scientific and pedagogical approaches to designing the content of training of future skilled workers is important.

The aim of the article is study new scientific and pedagogical approaches to modernization of the content of vocational education and training.

Statement of basic materials. The said problem is caused by the presence of contradictions between:

- between the new demands for quality training of future skilled workers and outdated content preparation;
- between the needs of the labor market in the future for qualified workers with a wide potential social and professional adaptation in rapidly changing standards and the lack of formation in their appropriate professional important personality qualities;
- differentiated content of vocational education based on learning objects general technical, vocational and professional theoretical and practical training and available with integration of science, engineering, manufacturing and professional future of workers;
- need for implementation of integrated content professionally oriented subjects for modular training in VET and lack of elaborated methods of its design;
- potential to perform tasks VET graduate level qualification and its actual capacity to achieve the specified performance (professional competence).
- between the sharp rise in the future need for qualified workers with new skills and integrated on the one hand, and lack of VET qualification characteristics, state standards for vocational education training of specialists [3, p. 2].

To solve these contradictions may be subject to: update the content of professional training based on the integration of education and training systems proactively future skilled workers, approaches, guidelines for selecting the content of vocational education; development of professional and educational standards based on professional competence; create an integrated methods of state standards for VET new generation.

Conceptual idea of modernizing vocational education and training is that modernization of the content of vocational

education and training is an effective factor in the preparing future skilled workers in an unstable economic situation. Formation of students professional competence of components are directed to the identification and creation of the educational process certain pedagogical conditions. Among them distinguish improve pedagogical workers; use of innovative educational technologies, development of theoretical and methodological foundations of training.

Determining conceptual approaches upgrading the content of vocational education, we distinguish between general and professional aspects. The integration helps deepen and expand relationships fundamental, general technical and vocational oriented subjects through the selection of material, systemic approach to study the content and the selection of its key factors.

To address the modernization of vocational education and training under the goal should be to solve a number of problems:

- investigate the status of the problem of designing the content of vocational education of modern skilled workers;
- to analyze the international experience design content of vocational training of skilled workers;
- determine methodological foundations and develop conceptual principles of designing the content of VET skilled workers;
- justify teaching conditions and teaching design principles based on the content of VET competency approach;
- justify social partnership as a tool for designing content VET;
- investigate the competence approach in vocational education and reveal its essence;
- analyze training and production process of preparing skilled workers for various industries;
- Develop conceptual foundations of contemporary approaches to training skilled workers;
- to analyze the content of training skilled workers for integrated professions;
- examine the state of formation of the content of training skilled workers for integrated professions;
- identify and justify theoretically organizational and pedagogical conditions of the content of training skilled workers for integrated professions;
- a theoretical basis for the content of professionally oriented subjects for students of

vocational schools.

Modernization of the content of vocational education endowed with such characteristic features: focus on skills, needs, life plans of each student; availability of various forms of differentiated and integrated education; timely adequate response to changing social, cultural, technological, economic, psychological and pedagogical situations while keeping basic values; creating the necessary conditions for the implementation of the variable part of the curriculum (selection of innovative technologies, renewal of educational content, etc.); providing substantive and methodological continuity at all stages of training and development of students; availability of optimal pedagogical system of training future professionals.

The main condition for successful mastering improve the content of VET in modernization is a combination of high pedagogical professional teaching staff and internal motivation for future qualified professionals. This condition is ensured by constructing pedagogical system of training future professionals that promotes the teaching staff; into account the interaction of teachers and students in order to develop students' constant motivation to learn, cognitive interest in professional growth; implementation variant programs; use of different forms of learning activities; compliance with requirements of state standard and individual abilities, aptitudes of students; the use of innovative technologies. The modernization of vocational education in Ukraine requires a system analysis; emergence and implementation of new techniques and methods of professional activity; scientifically based theoretical and methodological foundations of training; introduction of modern education system.

Therefore, upgrading the content of vocational education and training will be determined as the harmonization of vocational education and education to the formation of professional competence of graduates of vocational schools. It can solve theoretical and practical methods.

So, in order to modernize education consider efficiency as vocational education and training.

Among the determinant of efficiency as vocational education and training should be noted:

- The number of employed in the direction of graduates; graduates entered higher

education institutions in the budget places; graduates who were working profession;

- The number of participants, winners, winners and winners of the Junior Academy of Sciences, different professional competitions;

- material and technical support that meets international standards and requirements of high-tech production;

- Training of VET graduates;

- Application of modern theory and method of effective training for more skilled workers; Therefore, upgrading the content of vocational education and training will be determined as the harmonization of vocational education and education to the formation of professional competence of graduates of vocational schools. It can solve theoretical and practical methods.

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Significance graduates VET appropriate profile, besides of metal-workingness checked for a competence during studies provide an opportunity to get _ qualified workers.

In connection with indeksy employers other vocational shown given their together with enterprises.

Number of common position concerning contracts of organization industrial practice training pupils enterprises beyond training base can shown as One of oposedkovanyh indexes of work efficiency.

In Soviet times, the former Soviet Union defeated in World War II due to total industrialization. According to the plan of industrialization was built many vocational schools, new schools, higher education institutions that provide proactive development of vocational education.

An in Ukraine today need to modernize vocational education. This should improve the educational, technological and logistical conditions conducive to the rapid development of vocational education and the country as a whole. In other words, we need a real upgrade

that provides an innovative way of development.

We believe that the conditions of successful modernization include:

- Update contents and vocational education and training;
- Introduction of modern information and educational technology;
- Facilitation of various current and final control of knowledge and skills that constitute professional competence;
- Development of evidence-based indicators of quality of the educational process.

Improvement of VET is grounding theoretical and methodological bases of its content. The most important requirement for the content of education is scientific. Training should disclose the real connections between phenomena of nature, human society and thought, moving from simple and obvious connections to more complex, general and deep.

As pedagogical conditions for professional education is to "focus on achieving the main goal of education - harmoniously developed, socially active personality, the content of vocational education should consider integrating its content, which varies according to the level of social development, science, culture, production and defined in the educational qualification characteristics. Integration is seen as a union of all the relevant elements of any restoration of unity; differentiated state of connectedness individual parts and functions of the system, a whole body, and the process leading to such a state; convergence process and communication sciences that goes along with the processes of differentiation [2 p.32-36; 7; 8].

Analysis of Vocational Education to draw conclusions about the practice of training skilled professionals prevailing at present in Ukraine does not correspond to the formation of modern professional education content, integrating VET system in Ukraine is the only global educational community. VET graduates are not prepared to make decisions and use their knowledge and skills in non-standard professional situations, while labor market needs skilled workers developed intellectually capable of quickly assimilate new technologies.

Solving these problems research on the modernization of the content of vocational education and training should be considered on the methodological, theoretical and practical levels.

The methodological level reflects the

interaction and communication of basic scientific approaches to the problem, including to consider:

- Competence which involves forming components, criteria and indicators of professional competence;
 - systematic,
 - Developing integrated, which is associated with a set of developing methods of technical guidance throughout the educational and industrial training VET;
 - thematic block is aimed at system using Object relations between different indicators during the formation of professional competence;
 - learner-oriented, creating conditions for the personal, intellectual and professional growth;
 - System (ICC training is seen as an open system, interconnected with the environment. Continuing to respond to the challenges of the environment, system, on the one hand, it adapts to changes in the other - retains its integrity) [3, p. 4].

Methodological Approach towards VET provides as follows: connection pedagogy with other sciences (philosophy, economics, sociology, psychology, physiology, equipment); interdisciplinary vision teacher of vocational training; integrated and evolving nature of learning based fundamentalization and knowledge of individual needs, interests, aptitudes, abilities of students.

Theoretical level defines a system of initial conceptual positions, the content of vocational education, the educational process; study methodological foundations of modernization of the content of vocational education and training.

Practical level involves checking the effectiveness of the concept of modernization of the content of vocational education, providing effective training of future skilled workers.

Resume. Thus, in conditions of globalization processes in Ukraine rather acute problem of modernization of the content of vocational education on the basis of competence, student-centered, integrated, developmental, intersubject and modular approaches that allow for the formation of professional mobile skilled workers as a prerequisite for exit economic and social crisis. The lack of methodological has to design the content of vocational education on the basis of the aforementioned approaches impedes modernization of vocational education in the

rapidly quantitative and qualitative indicators of structures and forms of employment, constantly growing demands of employers to the skill level of graduates of vocational schools, active implementation in the production of modern technology, general informational significantly updated the need to improve the quality of

training young people to work in conditions of dynamically variable labor market. It is necessary to take a number of measures, including updating the content on vocational education based on current approaches described his adjustment from social partners and labor market needs.

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Реферат

Модернізація змісту професійної освіти і навчання

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КЛЮЧОВІ СЛОВА:
професійна компетентність, модернізація, професійна підготовка, професійна освіта і навчання, професійно-технічні навчальні заклади

У статті обґрунтовано і розкрито результативність професійної підготовки кваліфікованих робітників для машинобудівної галузі. У сучасних соціально-економічних умовах змінилися вимоги до проектування змісту професійної освіти і навчання в професійно-технічних навчальних закладах. Нові вимоги до кваліфікації виробничих кадрів зумовили необхідність пошуку нових технологій підготовки цих фахівців. Актуальність цієї соціальної проблеми спричинена змінами в науці та виробництві, засобах навчання, потребами суспільства у нових професіях, які викликають зміни в підготовці кваліфікованих робітників. Зростання інтелектуальної і творчої праці, потреба в інтегрованих професіях в сучасному виробництві, вимагає від робітничих кадрів оволодіння системою здатностей, необхідних для формування професійної компетентності випускників професійно-технічних навчальних закладів.

У педагогічному експерименті, проведеному на базі професійно-технічних навчальних закладів України з 2013 по 2015 рр., впроваджено нові технології навчання у зміст професійної підготовки кваліфікованих робітників машинобудівної галузі. Група викладачів і майстрів виробничого навчання, яка брала участь в експерименті, на основі адаптації сучасної педагогічної системи формування професійної компетентності кваліфікованих робітників з металообробки до умов кваліфікації робітників для машинобудівної галузі з урахуванням специфіки професій, професіограм, вимог Національної рамки кваліфікацій, впроваджувала основні підходи, принципи, методи щодо модернізації змісту професійної освіти і навчання. Під час експерименту на основі основних ідей педагогічної системи, заснованої на компетентнісному, суб'єктно-діяльнісному, інтегровано розвивальному, модульному підходах значно зросла мотивація до професійного зростання за обраною спеціальністю; професійні та особистісні якості майбутніх фахівців.

Позитивну динаміку сформованих рівнів професійної компетентності кваліфікованих робітників за основними показниками в результаті впровадження описаної педагогічної системи професійної підготовки підтвердили: дані підсумкових оцінок успішності у вітчизняних професійно-технічних навчальних закладах; результати виконання кваліфікаційних пробних і письмових екзаменаційних робіт (творчих, дипломних робіт, проектів), рівень знань учнів, які отримують професійну освіту.

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Реферат

Модернизация содержания профессионального образования и обучения

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КЛЮЧЕВЫЕ СЛОВА:
профессиональная компетентность, модернизация, профессиональная подготовка, профессиональное образование и обучение, профессионально-технические учебные заведения

В статье обоснованы и раскрыты пути результативной профессиональной подготовки квалифицированных рабочих для машиностроительной сферы. В нынешних социально-экономических условиях изменились требования к проектированию содержания профессионального образования и обучения в профессионально-технических учебных заведениях. Новые требования к квалификации рабочих привели к необходимости искать новые технологии этих специалистов. Актуальность этой социальной проблемы обусловлена изменениями в науке и промышленности, средствах обучения, потребностями общества в новых профессиях, которые вызывают изменения в профессиональной подготовке квалифицированных рабочих. Рост интеллектуального и творческого труда, потребность в интегрированных профессиях на современном производстве требует от рабочих овладение системой развитых способностей, необходимых для формирования профессиональной компетентности выпускников профессионально-технических заведений.

В педагогическом эксперименте, проведенном на базе профессионально-технических учебных заведений Украины с 2013 по 2015 гг., апробированы новые технологии обучения в содержании профессиональной подготовки квалифицированных рабочих машиностроительной и отрасли. Группа участвующих в эксперименте преподавателей и мастеров производственного обучения на основе адаптации современной педагогической системы формирования профессиональной компетентности квалифицированных рабочих по металлообработке с учетом условий квалификаций рабочих для машиностроительной промышленности, специфики профессий, профессиограмм, Национальной рамки квалификации, внедрила основные подходы, принципы, методы модернизации профессионального образования и обучения. Во время экспериментана основе основных идей педагогической системы, основанной на компетентностном, личностно-деятельностном, интегрированно-развивающем, модульном подходах, значительно выросла мотивация к профессиональному росту в выбранной профессии, профессиональные и личностные качества будущих специалистов.

Положительную динамику уровней сформированности профессиональной компетентности квалифицированных рабочих по их основным показателям в результате внедрения описанной педагогической системы профессиональной подготовки во время эксперимента подтвердили: данные итоговых оценок успешности учащихся в отечественных профессионально-технических учебных заведениях; результаты выполнения квалификационных пробных и письменных экзаменационных работ (творческих, дипломных работ, проектов), производственных характеристик, уровня знаний учащихся.