



SOME TRENDS IN TRANSFORMATIONAL CHANGES IN PROFESSIONAL EDUCATION DURING THE YEARS OF UKRAINE'S INDEPENDENCE

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Abstract

The relevance of the paper lies in the society's demand for reviving and strengthening Ukrainian statehood, ensuring real sovereignty and a worthy place of Ukraine in the world community, moving to a qualitatively different form of socio-economic organization of society, creating a new economic, intellectual and spiritual elite with innovative state-oriented thinking, decentralizing managerial powers in all spheres of public life, making managerial structures more autonomous based on the distribution of managerial powers, developing partnerships between the state, the private sector and civil society institutions. In this regard, it is important to take into account the impact of different trends on the development of education and, in particular, the system of professional education in different years.

Aim: to reveal and describe some trends in transformational changes in professional education during the years of Ukraine's independence.

Methods: an analysis of scientific sources and regulatory documents (used to clarify some current trends in professional education); analysis, synthesis, generalization and comparison (used to identify some common and different features and establish causal relationships while studying educational phenomena of the period under study).

Results: the functioning of the professional education system during the years of independence reflects the changes in the socio-economic, political, spiritual and cultural development of society and transformational changes in the global and Ukrainian labour markets, which have affected the content of professional education, the creation of a network of educational institutions, the changes in forms of management, the amounts of funding, as well as the mechanisms of interaction with economic structures and the labour market.

Conclusions: the paper reveals the main trends in transformational changes in professional education during the years of Ukraine's independence (humanization, democratization, continuity, standardization, technologization, digitalization, economization, social partnership), describes the priorities in its development under modern socio-economic conditions related to them (the updates in its content; the optimization of the network of educational institutions; the improvement of forms of management; the increase in the level of financial, personnel and educational-and-methodical support; the introduction of new mechanisms for the interaction with economic structures and the labour market in terms of training, retraining and advanced training of skilled workers).

Keywords: *professional education, trends in transformational changes in professional education, the years of Ukraine's independence.*

Introduction. The globalization processes have affected all spheres of Ukrainian society, influenced its ideology, economy, culture and become a catalyst for educational reforms. The most expressive demands of the society are as follows: reviving and strengthening Ukrainian statehood, ensuring real sovereignty and a worthy place of Ukraine in the world community, moving to a qualitatively different form of socio-economic organization of society, creating a new economic, intellectual and spiritual elite with innovative state-oriented thinking, decentralizing managerial powers in all spheres of public life, making managerial structures more autonomous based on the distribution of managerial powers, developing partnerships between the state, the private sector and civil society institutions. In this regard, it is important to take into account the impact of different trends on the development of education and, in particular, the system of professional education in different years.

Sources. The paper analyzes a range of regulatory documents to identify some trends in transformational changes in Ukrainian professional education during the years of Ukraine's independence. They include 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 of Reforms in Vocational Education" (1996), Laws of Ukraine "On Education" (1991), "On Vocational Education" (1998), the regulations "On Academic Levels" (1998), "On Consecutive Vocational Education" (1998), "On Vocational Education Schools" (1999). It also considers the works by modern Ukrainian researchers, who disclose the historical aspects of creating and developing the professional education system in different periods of state formation rather thoroughly. For one, V. Hrechenko (2011, p. 9), O. Kokhanko (1995, pp. 11 15), I. Likarchuk (1996; 1999) and L. Zelman (2017, p. 3) pay particular attention to periodization in the development of the professional education system. V. Radkevych (2010, pp. 84 95), N. Smolian (2012, p. 14) and V. Zaichuk (1995) focus on the problems of creating and developing appropriate systems of training of skilled workers for agriculture and arts and crafts, as well as the problem of combining professional training with productive work. Nevertheless, the main trends in transformational changes in professional education during the years of Ukraine's independence have not been systematically analyzed yet.

Methods: an analysis of scientific sources and regulatory documents (used to clarify some current trends in professional education); analysis, synthesis,

generalization and comparison (used to identify some common and different features and establish causal relationships while studying educational phenomena of the period under study).

Aim: to reveal and describe some trends in transformational changes in professional education during the years of Ukraine's independence.

Results and discussion. The functioning of the professional education system during the years of independence reflects the changes in the socio-economic, political, spiritual and cultural development of the society, as well as with the adoption of regulatory documents in the field of education and the labour market. It has led to *the updates* in the content of professional education, *the optimization* of the network of educational institutions, *the improvement* of forms of management, *the increase* in the level of financial, personnel and educational-and-methodical support and *the introduction* of new mechanisms for the interaction with economic structures and the labour market in terms of training, retraining and advanced training of skilled workers.

One of the leading trends in **the humanization of professional education**. At the beginning of Ukraine's independence, such trend involved obtaining professions in accordance with inclinations, interests and abilities of citizens; *educating* socially active members of the society and developing their scientific worldview, creative thinking, high moral values and national self-consciousness; *applying* some innovative experience of educational work based on the unity of national, international and universal values, humane understanding of the individual's inner world, the links between universal human characteristics and individual uniqueness, as well as taking into account psychological and physiological characteristics of the individual; *implementing* extracurricular activities in the form of clubs of amateur art, technical creativity, innovation, invention; *introducing* an effective system of career guidance for pupils and the unemployed population to assist them in choosing a future profession; *establishing* career guidance offices in professional education schools, which are responsible for summarizing information about vocational professions, conducting individual interviews and various career guidance activities. Special attention was paid to the functioning of psychological services at professional education schools, through which practical psychologists provided psychological support for the educational process (Radkevych, 2019).

Nowadays, **the humanization of professional education** highlights the priority of spiritual and

ethical values in developing a well-integrated, successful personality with an active civic position, who can choose an individual educational trajectory, develop professional career, entrepreneurship and self-employment, and is responsible for the results of his/her activities; *the implementation* of training future qualified specialists who can quickly adapt to various changes in the labour market, work in a team, apply their knowledge and skills in non-standard situations, constantly improve their professional and communication skills (Verkhovna Rada Ukrainy, Zakonodavstvo Ukrainy, 2019). According to humanization, special roles are given to the socio-cultural component of the professional education content in the development of the individual's innovative potential and the acquisition of new forms of social and civic life in a dynamically changing world, namely, a) *strengthening* the humane component in programmes of educational subjects by revealing some important aspects of the knowledge about a human as a personality; b) *organizing* the personality-oriented educational process based on taking into account individual abilities, opportunities and creative experience of pupils and using modern technologies of learning (pedagogical and production); c) *providing* a humanistic basis for relations in educational and production environments, which helps to create a situation of success, co-creation, as well as psychologically comfortable and safe conditions for gaining knowledge and skills and ways to improve skills in future qualified specialists (Radkevych, 2018).

At the beginning of Ukraine's independence, the trend of **democratization** was important in the development of professional education since it reflected *the transition* from strict centralization in management to expanding the rights and responsibilities of teachers for assuring the quality of qualified specialists' training, developing self-management, ensuring legal guarantees and organizational and economic opportunities for its effective functioning; *the provision* of the right to independently determine the means and methods of teaching and learning, taking into account the principles of general pedagogy and teaching methods, to professional education schools (Radkevych, 2019).

The process of strengthening relations between professional education schools, secondary schools and higher education institutions was incorporated in the expansion of the comprehensive component of training future qualified specialists based on the implementation of the education fundamentalization principle, the increase in the number of academic and research complexes, which included the leading professional education schools as separate

educational units of higher education. The functioning of the Intersectoral Council for Career Guidance under the Ministry of Social Policy of Ukraine with the participation of the Ministry of Education of Ukraine and the Ministry of Youth and Sports of Ukraine on a voluntary basis at the national level facilitated the transition to training multi-skilled specialists, the expansion of areas in professional training, retraining and advanced training of dismissed workers and other categories of the unemployed population on a contractual basis with the state employment service.

The democratization of professional education *today* is reflected in management decentralization, which involves the gradual transfer of powers in terms of managing professional education schools to the regional level; expanding the cooperation between professional education schools and local executive authorities, local self-governments and employers; creating regional councils, whose activities are primarily aimed at formulating proposals to change the network of professional education schools and the volume of personnel training for the regional labour market.

Centralization makes it possible to update the system of managing the professional education development through *autonomisation and enhancement* of the mechanism for financing the training of future qualified specialists and junior specialists, as well as the transition of the authority to control the quality of professional education to specialized institutions (the state service of quality assurance). They introduce a new philosophy of management, which is based on organizational culture of teaching staff with a well-developed system of views, ideas and values related to the strategy for developing professional education schools and the ways and methods of achieving the set goals. It promotes the initiative of young managers of various management structures in implementing the decisions, which serve as an important condition for building their careers.

At the beginning of Ukraine's independence, **the continuity of professional education** was manifested in a proactive approach to studying theoretical subjects and industrial training to develop pupils' social, humanities-related, technical, economic, professional knowledge and skills (Radkevych, 2019). The provision of the right to obtain complete general secondary education in professional education schools, as well the continuity of professional education with higher education, made it possible to build the content of professional education, taking into account the peculiarities of each stage of future qualified specialists' training to

improve their professional knowledge and skills. The establishment of new types of professional education schools (higher professional schools, professional lyceums, vocational education centres) allowed training future qualified specialists at two academic levels, namely, a skilled worker and a junior specialist. Those individuals who did not complete basic secondary education were entitled to obtain a vocational profession due to the equalization of their knowledge about comprehensive educational subjects.

The enhancement of pedagogical skills and qualifications of teaching staff from professional education schools was possible due to their training in teacher training institutions (higher education) and at pedagogical faculties of technical universities and colleges. The content of teacher training was aimed at integrating the functions of specialized subjects teachers and masters of vocational training. In the context of the admission campaign, preference was given to graduates from professional education schools who had diplomas with honours. Research and methodical support of professional education development played an important role, too. To this end, they introduced targeted funding for research and experimental work on relevant issues of theory and methods of professional education, which expanded the possibility of admission to postgraduate education for creative practising teachers.

Today, the continuity of professional education can be seen in the continuity of all its levels with a focus on modern requirements of the National Qualifications Framework and the labour market (Radkevych, 2011). The adequacy of these levels is possible due to the adjustable and developmental content of education and technologies in professional training for future qualified specialists. The continuity trend opens certain opportunities for formal, non-formal and informal lifelong learning. The educational environment of professional education schools is becoming more open, accessible, innovative, developmental, business-oriented, inclusive and motivating to acquire knowledge and skills to learn independently, as well as cultivating readiness to perform various professional and social duties. It allows those individuals who study to simultaneously obtain several professions in different fields, as well as specialties in several professional education schools based on previous learning outcomes (Radkevych, 2011). Besides, this trend is reinforced by the globalization of production activities, which requires that graduates from professional education schools unify many professional functions, and, consequently, have many competencies. Under these conditions, the following

aspects are relevant: the importance of training a "flexible" worker who has two, three or more professions and types of work and purposefully improves his or her skills throughout his or her career; the introduction of flexible trajectories so that pupils can acquire full and partial qualifications and skills necessary for entering the labour market, including for self-employment (Radkevych, 2018).

At the beginning of Ukraine's independence, **the standardization of professional education** was aimed at *developing* and approving a statutory list of professions for training qualified specialists in professional education schools (covering those professions and specializations that reflected the economy's needs for specialists); *training* future qualified specialists based on Ukrainian-language curricula, updating their content; *determining* state requirements for the volume and the quality of professional training for future qualified specialists at the level of achievements in science and technology and the world experience; *introducing* an adjustable component of the professional education content, namely, in terms of studying the latest production technologies and processes of manufacturing products and providing services to the population; *consolidating* vocational professions based on their integration, *developing* and implementing state standards of professional education; *licensing* activities related to the provision of educational services; *improving* the procedure of certification of professional education schools (Radkevych, 2019).

Today, the standardization of professional education is based on the principles of systematicity, flexibility, transparency, continuity, individualization, focus on the end result defined as the ability to perform certain activities in terms of competency (Radkevych, Luzan & Kravets, 2017). New standards of professional education are developed following the levels of the National Qualifications Framework, qualification requirements and professional standards if any (the requirements for competencies of employees approved in the prescribed manner, which serve as a basis for developing professional qualifications). The development of new standards aims to implement unified state policy in the field of professional education: *to ensure* the equivalence of professional education and the recognition of qualifications and documents on professional education in all regions and various sectors of the economy; *to create* a single educational space in Ukraine; *to eliminate* some differences in the content of training specialists competitive in the labour market, as well as in the terminology used in professional education; *to cultivate* a life position of the individual who can adapt to modern socio-

economic changes. Professional education standards are used to develop curricula and syllabi; educational, methodical, didactic and informational materials; standards for assessing learning outcomes, organizing career guidance and career planning.

A competency-based approach allows *taking into account* the anticipatory nature of dynamic socio-economic and technical-technological changes when developing standards of professional education for qualified specialists. It leads to the integration of academic levels and, accordingly, the integration of knowledge, skills and abilities necessary for future professional activities. This approach also *ensures* the increase in the quality of professional education and the level of graduates' readiness to quickly solve production-related problems within their competency, as well as under their rights, responsibilities and the list of professional tasks (Radkevych, 2011).

At the beginning of Ukraine's independence, **the technologization of professional training** for future qualified specialists was reflected in the combination of theoretical training with productive work. This contributed to developing pupils' skills needed to perform production tasks using the latest equipment and modern technologies, as well as cultivating professionally important qualities, including autonomy, initiative in production, hard work, responsibility and diligence. Special attention paid to industrial training and, especially, the improvement of its content, forms and methods based on the flexible organization of individual and group activities of pupils under conditions close to production, namely, in collective farms/schools, farms, mini-studios, small businesses, made it possible to avoid the inconsistencies between the content of such training and production programmes of enterprises (Radkevych, 2019). The use of module-oriented pedagogical and production technologies contributed to implementing the didactic principle of learning sequence and the gradual certification of its results. The focus of the industrial training process on the development of future qualified specialists' research thinking was possible due to the introduction of highly effective systems of professional training with the use of PCs, simulators, techniques for modelling production processes, problem-solving, research and other advanced methods.

The modernization of computer facilities and telecommunication networks in professional education schools has led to the widespread use of ICT. It has made it possible to introduce distance learning within professional education. The creation of regional structures for educational and methodological support for professional education development has positively influenced the development of a new generation of textbooks, teaching and methodological manuals and didactic

materials for professional training of qualified professionals under the updated state list of professions.

Today, the technologization of professional training implies the establishment of educational-and-practical centres in professional education schools. There, the educational process is organized using the latest production technologies, equipment, materials, tools, as well as the technologies of dual training and contextual, project-based and digital learning (Radkevych, 2011). This has a positive effect on the cultivation of professionally important qualities in skilled workers who can design and provide the labour process with resources, perform work independently and evaluate it. The dynamic development of the renewable energy sector, as well as the increasing number of "green" jobs, requires that future specialists should know about energy-efficient technologies and the systems of automated management of production processes. Also, the introduction of technological innovations requires that future specialists should be taught the culture of professional safety, which is manifested in their qualification and psychological readiness to act in non-standard situations and use effective techniques and ways of preventing environmental and other hazards.

The use of advanced technological tools and virtually unlimited information resources in the educational process cause the transition to *the digitalization of professional education*. This transition is followed by the creation of online platforms with learning and methodical materials for teachers and pupils; *SMART*-complexes of educational subjects; software for project management and communication between the participants in the educational process in social networks; simulations of the real production environment based on the programme-supporting principle of training; *digital profiles* of pupils to record the acquired competencies.

At the beginning of Ukraine's independence, **the economization of professional education** involved training, retraining and advanced training of workers by state order based on direct agreements with enterprises, institutions, organizations, cooperatives, local and sectoral authorities; expansion of areas in the training of future qualified specialists for individual labour activity; establishment of educational-and-production associations, educational enterprises, including those that worked on the principle of self-sufficiency, provided paid services to the population, at the premises of professional education schools (Radkevych, 2019).

The realization of these tasks was facilitated by the priority of financing professional education at the state level. It made it possible to amend existing

legislation to strengthen socio-economic protection of workers and pupils, provide pupils with state financial support, not below minimum wage, free medical care and food and exempt state-owned professional education institutions from all types of taxes, targeted contributions and fines for late fulfilment of contractual obligations due to lack of funds.

The functioning of the basic enterprise institute had a positive effect on the development of new mechanisms for interaction between teaching staff from professional education schools and employers. It included granting benefits to enterprises, organizations and institutions that actively participated in professional training of future qualified specialists, allocated funds and resources to strengthen material and technical resources of institutions. This helped to increase the level of employers' responsibility for assuring the quality of professional education. Such interaction was regulated under the following provisions: "On the Basic Enterprise", "On Production-and-Training, Training-and-Commercial Complexes".

Today, the economization of professional education is characterized by certain *changes* in the financial model of education, which lies in transferring funding to the level of regional budgets; *strengthening* the role of private funds aimed at obtaining professional education; *improving* the relations between educational institutions and business structures. The craft revolution has intensified competition between large companies (the mass market) and the large number of small businesses that have emerged as a result of their collapse. In this regard, the demand for specialists who can run a small business is increasing.

Also, international partners are actively involved in the modernization of material and technical resources of professional education schools, which have financed the establishment of centres for professional excellence under the agreement between Ukraine and the European Commission.

At the beginning of Ukraine's independence, **social partnership in professional education** was manifested in the development of social dialogue in education, science and production, taking into account the needs of the labour market for skilled workers. In this regard, social partnership ensured *access* to information about the professional qualification structure and the need for skilled workers, taking into account the main trends in strategic economic development at the national and regional levels; enabled rapid *reorientation* of training and retraining of skilled workers under the requirements of the quickly changing labour market; provided graduates from professional education schools with employment based on the obtained

profession. Other important aspects were as follows: the participation of social partners in improving the framework regulating the development of professional education; the elaboration of professional and educational standards; *management*; the *creation* of conditions for organizing industrial training and placement of students, internships of teachers and masters of vocational training so that they can master modern production technologies and methods of servicing technologically complex equipment; the assessment of the quality of qualified specialists' professional training; the improvement of material and technical resources (Radkevych, 2019).

Given the modern socio-economic conditions, a public-private partnership in the field of professional education aims to develop a system of professional qualifications; to introduce the mechanisms of encouraging employers to participate in the educational process; *to create* conditions for developing dual training; *to involve* highly qualified workers in production and the service sector in professional training; to recognize the results of non-formal and informal education, full and partial professional qualifications; to promote professional education among pupils and adults and plan their professional development and career (Verkhovna Rada Ukrainy. Zakonodavstvo Ukrainy, 2019); *to incorporate* business in the training of specialists in professional education schools; *to implement* motivational mechanisms for stimulating professional activity and developing teaching staff.

Marketing management of professional education is implemented based on social partnership, which allows one to involve stakeholders representing the labour market and civil society. In turn, it promotes the establishment of market relations in the field of education and makes it possible to operate ratings and other tools for creating incentive payments to teachers, as well as ones for creating information on the requirements of employers for the quality of professional education, the in-demand qualifications in the labour market.

The partnership between business and professional education partnerships takes on new forms. Indeed, business companies establish production-and-training centres at the premises of professional education schools to promote their products on the market. At such centres, pupils and teachers familiarize themselves with the specifics of new materials, equipment, tools and master modern production technologies. At the same time, institutions as the subjects of market relations rapidly respond to the challenges of the labour market. To this end, social partners contribute to advanced training of teachers and masters of vocational training and provide production-and-training centres with the latest materials and high-tech equipment (Radkevych, 2011).

It must be noted that the training of skilled workers under the conditions of educational-and-production clusters is becoming rather widespread. The participants of such clusters receive the effect of synergy based on the joint use of human, financial, material and technical resources and the latest technologies in the implementation of curricula. This form of training helps to coordinate the activities of professional education schools at the regional level, use teaching aids rationally, attract various investments to create employment and prevent the financing of inefficient or duplicated curricula.

Conclusions. The paper reveals the main trends in transformational changes in professional education during the years of Ukraine's independence (humanization, democratization, continuity, standardization, technologization, digitalization, economization, social partnership). It also describes the priorities in its development under modern socio-economic conditions related to them (*the updates* in its content; *the optimization* of the network of

educational institutions; *the improvement* of forms of management; the increase in the level of financial, personnel and educational-and-methodical support; *the introduction* of new mechanisms for the interaction with economic structures and the labour market in terms of training, retraining and advanced training of skilled workers). Besides, it specifies that the state and regional support of improvement processes in different periods of developing the professional education system in Ukraine has made it possible to increase the prestige of vocational professions in society and encourage young people to obtain them. Finally, it shows that these trends open opportunities for implementing a prognostic analysis of Ukraine's professional education development in the future: normative (predicting the future of professional education and identifying the ways to achieve it) and searching (building some trend models for transforming professional education and, thus, modelling the professional education system in a future perspective).

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Тенденції трансформаційних змін професійної освіти в добу незалежності України

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Реферат

Актуальність статті зумовлена запитом суспільства на: відродження і зміцнення української державності; забезпечення реального суверенітету та гідного місця України в світовому співтоваристві; перехід до якісно іншої форми соціально-економічної організації суспільства; формування нової економічної, інтелектуальної та духовної еліти з інноваційним державницьким мисленням; децентралізацію управлінських повноважень у всіх сферах суспільного життя; автономізацію управлінських структур на основі розподілу управлінських повноважень; розвиток партнерських взаємовідносин між державою, приватним сектором й інституціями громадянського суспільства та ін. У зв'язку з цим актуалізується значущість урахування впливу різних тенденцій на розвиток освітньої сфери, і, зокрема, системи професійної освіти в різні періоди.

Мета: виявити й охарактеризувати тенденції трансформаційних змін професійної освіти в добу незалежності України.

Методи: аналіз наукових джерел, законодавчо-нормативних документів – для з'ясування сучасних тенденцій розвитку професійної освіти; методи аналізу, синтезу, узагальнення і порівняння – для виявлення спільного й відмінного, встановлення причинно-наслідкових зв'язків у процесі вивчення освітніх феноменів досліджуваного періоду.

Результати: функціонування системи професійної освіти в добу незалежності – це відображення змін у соціально-економічному, політичному, духовному і культурному розвитку суспільства та трансформаційних перетворень на світовому й вітчизняному ринках праці, що впливали на: зміст професійної освіти; формування мережі закладів освіти; зміну форм управління; обсяги фінансування; механізми взаємодії з економічними структурами та ринком праці.

Висновки: виявлено основні тенденції трансформаційних змін професійної освіти в добу незалежності (гуманізація, демократизація, безперервність, стандартизація, технологізація, цифровізація, економізація, соціальне партнерство); охарактеризовано пов'язані з ними пріоритети її розвитку в сучасних соціально-економічних умовах (оновлення змісту; оптимізація мережі закладів освіти; вдосконалення форм управління; підвищення рівня фінансового, кадрового й навчально-методичного забезпечення; запровадження нових механізмів взаємодії з економічними структурами та ринком праці з питань підготовки, перепідготовки та підвищення кваліфікації робітничих кадрів).

Ключові слова: професійна освіта, тенденції трансформаційних змін професійної освіти, доба незалежності України.

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