



PEDAGOGICAL CONDITIONS FOR THE DEVELOPMENT OF PROFESSIONAL COMPETENCE OF SKILLED SERVICE WORKERS

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Abstract.

Relevance is determined by the need to: develop the professional competence of skilled service workers throughout life as the main condition for the success of Beauty-masters in the dynamic innovative market of the beauty industry; create an appropriate educational and developmental environment in educational institutions for the formation of students' entrepreneurial and economic competence, improvement of creative and communicative abilities, development of motivation for professional development, self-education and self-study.

Purpose: definition and substantiation of pedagogical conditions of development of professional competence of skilled workers (beauticians, manicurists and hairdressers-designers) in the process of course preparation in the Training centers of service enterprises.

Methods: theoretical (induction, deduction, synthesis and generalization); empirical (research and analysis of pedagogical experience); questionnaire-diagnostic (questionnaire); expert evaluation method (Kendall concordance coefficient).

Results: the pedagogical conditions for the development of professional competence of skilled service workers are specified and substantiated.

Conclusions: it has been found that the development of professional competence of skilled service workers requires specially created pedagogical conditions to enable positive dynamics of professional development, gaining innovative experience and intensification of self-education and self-study, taking into account the level of professional readiness to the performance of official duties in the conditions of service enterprises and in accordance with own needs and requests of the individual; these pedagogical conditions are singled out and substantiated (increase of the level of motivation for continuous professional improvement; development of professional knowledge and skills in the School of Beauty-skills; application of innovative learning technologies; participation in professional activities).

Keywords: *pedagogical conditions, professional competence, skilled workers, School of Beauty-skills, innovative learning technologies.*

Introduction. Modernization of the system of vocational (professional-technical) education (hereinafter – V (VET) E), creates new challenges and sets important tasks for V (VET) E institutions, the solution of which will provide training for professionally competent and socially mobile skilled service workers. Promising areas for the

development of professional competence of skilled workers in the service sector are to increase their motivation for self-development, self-education and self-learning, expanding creative potential by gaining creative experience while studying at the School of Beauty-skills, intensification of the educational process through the use of

innovative learning technologies, improving creative abilities and reflections of listeners during participation in professional competitions, trainings, championships, conferences.

Sources. The problem of definition and concretization of pedagogical conditions of development of professional competence is considered in pedagogical researches of M. Artiushyna, O. Borodiienko, R. Hurevych, L. Korotkova, A. Lytvyn, V. Orlov, P. Luzan, V. Radkevych, O. Radkevych, N. Rudenko. Among the works that specify the pedagogical conditions for the formation and development of professional competence of service professionals, it is worth highlighting the work of S. Shevchuk (2018, p. 4), where the researcher offers the following pedagogical conditions: introduction of innovative pedagogical technologies for professional competence; raising the level of professional competence of future service professionals during internships; introduction of organizational and methodological support for the formation of professional competence; training of engineers-teachers for the formation of professional competence of service specialists. At the same time, L. Korotkova (2020, p. 205), researching the professional training of future service professionals, identifies four pedagogical conditions that positively affect the development of their professional competence, in particular: the formation of positive motivation to master modern production technologies; updating the content of professional training of future service specialists in the conditions of educational and production cluster on the basis of the competence approach; application of innovative pedagogical and production technologies; introduction of interactive educational and methodical support of professional training. At the same time, the concept of "pedagogical conditions for the development of professional competence of skilled workers in the field of services" needs to be specified and the pedagogical conditions for the development of professional competence of beauticians, manicurists and hairdressers-designers in the process of course preparation in the Training Centers of the service sector require to be substantiated.

The article aims to determine and substantiate the pedagogical conditions for the development of professional competence of skilled workers (beauticians, manicurists and hairdressers-designers) in the process of course training in the Training Centers of service enterprises.

Research methods: theoretical (induction, deduction, synthesis and generalization); empirical (research and analysis of pedagogical experience); questionnaire-diagnostic (questionnaire); expert evaluation method (Kendall concordance coefficient).

Results and discussion. The results of the analysis of scholars' views on the definition of "pedagogical conditions" show that there is no single interpretation of this pedagogical category. However, most scholars interpret this concept as: a set of objective possibilities of content, methods, organizational forms and material capabilities of the pedagogical process, which ensures the successful achievement of this goal (Gvozdetska & Filimonova, 2018); a set of content, methods, techniques, organizational forms of improving the efficiency of educational and production processes that ensure the achievement of the goal – the formation of professional competence of future employees (Korotkova, 2020, p. 205).

The approach to defining the concept of "pedagogical conditions", proposed by O. Borodiienko (2017, p. 2) is of scientific interest. The scientist highlighted its essential features (creating an environment for the functioning of the pedagogical system; a set of external circumstances and internal processes; factors influencing the learning process, etc.). Having identified the above features, the scientist concludes that the pedagogical conditions are a set of measures to ensure the integrity and orderliness of the designed pedagogical system in order to achieve the expected result. In view of this, pedagogical conditions should be understood as circumstances that affect all components of the structure of the pedagogical process in order to increase level of its efficiency to achieve the goal – a high level of competence of skilled workers in the service sector. In turn, professional competence is seen as an integrated personality trait that reflects the system of professional knowledge, skills, value orientations, professionally important qualities and determines the ability to effectively perform professional functions taking into account innovations in services, as well as readiness for self-development and professional development.

Among the current pedagogical conditions for the formation and development of professional competence of future professionals, researchers include:

- providing systematic positive motivation to master the future profession;
- use of innovative technologies in the process of formation of professional competence of future specialists;

- mastering the practical experience of future professional activity;
- taking into account the individual psychological characteristics of students in the process of their preparation;
- organization of training on the basis of activity approach (trainings, business games, debates, discussions, dialogues, etc.);
- use of various forms of course advanced training (full-time, part-time, individual, extended);
- organization of practical on-site training, internships and workshops, where students gain practical experience, realizing their own needs;
- organization of the educational process on the basis of personality-oriented and competence-based approaches to learning;
- improvement of scientific and methodological support;
- providing feedback (surveys, conversations, group forms of communication) in order to update

the content of training in accordance with technological changes in the field of services, etc.

The defined pedagogical conditions apply to all components of the educational process: goals, content, forms, methods, teaching aids and control of learning outcomes, as well as the interaction of teachers and students of V (VET) E.

To determine the pedagogical conditions for the development of professional competence of skilled workers in the field of services the method of expert evaluation was used. The group of respondents who took part in the survey included 22 experts (teachers of professional and theoretical training, employers, scientists, students). The experts were asked to name four pedagogical conditions for the development of professional competence of skilled workers in the service sector. From the total number of answers, 11 options were selected, which were most often repeated (Table 1).

Table 1

The list of pedagogical conditions for the development of professional competence of skilled service workers

Pedagogical conditions	Sequence number
Update the content of training taking into account technological changes in the field of services	1
Application of innovative learning technologies	2
Providing educational centers with educational and methodical literature	3
Introduction of author's training courses	4
Participation in professional activities	5
Development of interaction with social partners	6
Increasing the level of motivation for continuous professional development	7
Modernization of the material and technical base of the training center	8
Involvement of masters from the enterprises of the beauty industry in teaching	9
Increasing the level of readiness of teachers and masters of industrial training for the use of distance learning	10
Development of professional knowledge and skills in the School of Beauty-skills	11

In order to specify the pedagogical conditions important for the development of professional competence of skilled workers in the field of services, a group of 15 experts was created, includ-

ing 4 teachers of manicure, 4 teachers of hair-dressing, 5 masters of industrial training, 2 employers. They were asked to rank the pedagogical conditions in order of importance (Table 2).

Table 2

Matrix of ranks of pedagogical conditions for the development of professional competence of skilled service workers

Pedagogical conditions												Total
Experts (m)	1	2	3	4	5	6	7	8	9	10	11	$\sum_{i=1}^n \sum_{j=1}^n$
1	2	8	1	7	10	3	9	4	6	5	11	66
2	4	11	5	1	9	2	10	6	3	7	8	66
3	1	9	3	2	8	6	11	4	7	5	10	66
4	4	11	2	3	7	1	10	6	5	8	9	66
5	5	10	6	7	8	2	9	3	1	4	11	66
6	3	7	1	9	8	2	11	4	6	5	10	66
7	1	10	2	8	11	5	9	6	3	4	7	66
8	4	8	5	2	7	9	11	1	6	3	10	66
9	3	10	2	4	11	6	9	5	7	1	8	66
10	5	7	1	6	8	10	9	4	2	3	11	66
11	2	8	1	7	10	3	9	4	6	5	11	66
12	1	7	3	2	8	6	11	4	9	5	10	66
13	4	11	7	1	9	2	10	6	3	5	8	66
14	5	10	6	7	8	2	9	3	1	4	11	66
15	4	11	2	3	8	1	10	6	5	7	9	66
Сума, $\sum_{j=1}^m R_{ij}$	48	138	47	69	130	60	147	66	70	71	144	990
$\left(\sum_{j=1}^m R_{ij} \right)$	2304	19044	2209	4761	16900	3600	21609	4356	4900	5041	20736	105460

It has been found that the first place in importance for the development of professional competence of skilled workers in the service sector is occupied by the pedagogical condition "Increasing the level of motivation for continuous professional development" (sum of ranks 147). The following

conditions for the sum of ranks are: "Development of professional knowledge and skills in the School of Beauty-skills", "Application of innovative learning technologies", "Participation in professional activities", which are arranged in ascending order.

The consistency of the experts' opinions was determined using the Kendall concordance coefficient according to the formula 1, 2:

$$W = \frac{12 \cdot s}{m^2 \cdot (n^3 - n)} \quad (1)$$

where W – concordance coefficient;
 m – number of experts in the group;
 n – number of pedagogical conditions;
 s – sum of the squares of the differences (deviation from the average).

m (number of experts in the group) = 15,
 n (number of indicators) = 11.

$$S = \sum_{i=1}^n \left(\sum_{j=1}^m R_{ij} \right)^2 - \frac{\left(\sum_{i=1}^n \sum_{j=1}^m R_{ij} \right)^2}{n} \quad (2)$$

$$S = 105460 - \frac{990^2}{11} = 16360$$

$$W = \frac{12 \cdot 16360}{15^2 \cdot (11^3 - 11)} = \frac{196320}{297000} = 0,66$$

According to the results of the calculation, it amounted to 0.66, which indicates a high consistency of experts' opinions. Thus, based on the results of expert evaluation, taking into account the consistency of experts' opinions, four pedagogical conditions were selected that positively affect the development of professional competence of skilled workers in the service sector, in particular: increasing motivation for continuous professional development; development of professional knowledge and skills in the School of Beauty-skills; application of innovative learning technologies; participation in professional activities.

The first pedagogical condition is to increase motivation for continuous professional development. The importance of the motivational component in the educational process is also noted by N. Cherniak (2013, p.2), noting that this component of the structure of the pedagogical process covers the cognitive needs, motives and meanings of learning. According to the scientist, there should be a need for self-improvement, self-realization and self-expression during training.

It should be noted that to ensure positive motivation for continuous professional development, it is necessary to apply various methods, tools, and methods of stimulation, which were thoroughly studied by Yu. Babanskyi (1988). Thus, the scientist identi-

fies (on the basis of a holistic approach to the pedagogical process) three groups of teaching methods for the effectiveness of educational and cognitive activities: methods of organization and implementation of educational and cognitive activities; methods of stimulation and motivation of educational and cognitive activity; methods of control and self-control. Yu. Babanskyi refers methods of stimulating interest in learning (positive attitude to activity; the presence of motivational and cognitive components; cognitive games, including business, organizational and activity, computer and didactic; educational discussions; creation of situations of emotional and moral experiences; the creation of situations of employment, relevance, novelty, used to enhance the stimulating effect of learning content) to the methods of stimulating and motivating to study. It should be emphasized that these methods relate to the content of education and the holistic pedagogical process, as well as related to the internal motives of students, which is important when teaching the adult population in the Training Centers of the service sector.

The second subgroup of methods of motivation of educational and cognitive activities related to external motives, Yu. Babanskyi (1988, p.479) includes: methods of stimulating a sense of duty and responsibility; belief in the importance of learning and a positive example; encouragement (gratitude, reward, etc.). Taking into account this classification and based on the results of the analysis of literary sources and pedagogical practice, we have identified methods of motivation that can be used in the holistic pedagogical process of developing the professional competence of service professionals:

- method of explaining the importance of continuous professional development, its social significance and personal value (this method is implemented through the explanation of the needs for the development of professional knowledge and skills with subsequent joint planning of educational services, the choice of content, forms and methods);

- method of appealing to the professional and life experience of students, which demonstrates the relevance of training for further practical use of the acquired knowledge, i.e. is of an applied nature (implemented through the involvement of students in solving real problem professional situations, reproduction of successful professional and life experience);

- method of encouraging activity and independence in learning (carried out by helping students in setting educational and career goals, implementation of educational activities and reflection);

– method of motivation by success, creating a sense of success in students – experiencing the joys of the achieved result, which strengthens self-confidence and strengthens the desire to learn (it can be implemented in practice during the creation of the "Portfolio of skills of a specialist in the field of services", which encourages students to participate in competitions of professional skills and various activities to improve professional competence – training in innovative technologies, workshops of industry experts, scientific conferences);

– method of self-promotion, which is to develop the ability to identify the strengths, supported by appropriate professional competence and qualifications, and identify key competencies that enable successful professional self-realization (can be realized through writing own resume and self-presentation during training sessions);

– method of consolidating a positive result, which allows to identify, characterize and consolidate learning achievements, reinforcing them with positive emotions, and direct students to further independent work, thus stimulating self-development and self-learning (this method may involve the use of techniques – scaling the level of achievement goals and objectives at the beginning of the lesson, highlighting the acquisition of new or modernized knowledge and skills during the lesson, providing an emotional description of the atmosphere of the lesson, the use of an accurate quote or metaphor, expression of gratitude).

Thus, the motivation for continuous professional development is the driving force on the path of professional development of a service specialist from a novice to an expert in the field with a successfully formed personal brand, which is provided by skillful implementation of appropriate methods and techniques.

The next pedagogical condition for the development of professional competence of skilled workers in the field of services is the development of professional knowledge and skills in the School of Beauty-skills, within which: the business course "Organizational and economic foundations of the beauty industry"; optional course "Psychology of interaction with clients"; master classes on mastering innovative production technologies by means of distance and blended learning are realized. The mentioned School is established and operates on the basis of an educational institution in accordance with the regulations. Students of the School of Beauty-Skills can be both students who are undergoing course training

and graduates who want to improve their professional knowledge and skills, as well as increase the level of key competence.

The proposed business course consists of six modules and is implemented in full-time and part-time form of study. Its modular structure allows the students to combine theoretical classes in the form of interactive lectures, lectures-consultations, business games, and practical work, which students perform independently in the inter-module period. At the same time, students have the opportunity to keep in touch with teachers in order to receive online consultations. The business course program includes the following modules: professional development of master experts who have formed their own brand);

– module 1. Situational analysis of the beauty industry market and consideration of business ideas (situation in the beauty industry market; competitive environment; consumer, customer portrait, segmentation of service consumers; business idea, in particular, the creation of a popular offer in the beauty industry market – concept and strategy of the enterprise, positioning and differentiation, registration of the enterprise and obtaining permits for operation, the project of a beauty salon: the choice of premises, equipment, cosmetics).

– module 2. Economic aspects of functioning of the enterprise of the beauty industry (feasibility study of business – pricing, capacity, costs, investments and budgeting; basics of accounting and document management).

– module 3. Marketing and sales of services (marketing mix 4P (product, price, distribution, promotion), in particular: pricing; marketing communications; basics of merchandising; brand formation of the master).

– module 4. Business planning. Development of a business plan of a beauty industry enterprise (basics of business planning and business modeling, creation of marketing and financial plans for beauty industry enterprises).

– module 5. Training course: formation of key competencies of a successful entrepreneur (formation and development of internal motivation; development of leadership qualities and skills of using coaching tools for the organization and implementation of a business project).

In parallel with the business course, trainees in training centers and skilled service workers have the opportunity to master innovative production technologies by distance and blended learning. The advantages of distance learning during professional

development of service professionals are: continuity of education, parallelism (learning without separation from the main place of work), individual learning trajectory, development of self-motivation and improvement of self-learning and self-education skills.

Various forms of classes can be used in the system of distance education of skilled service workers. The workshop on the development of innovative technologies includes: presentation of technology; role play; independent work of the student on reproduction of innovative technology (distance learning) or training of skills on the basis of an educational institution (mixed form of education); reflection; lecture session, which provides independent mastering of educational material with the help of video lessons (video files); independent work – classes when students perform tasks that complement the knowledge of students from the course, which is mastered without the direct participation of the teacher; educational consultation conducted by distance learning teachers –offline or online; current and final control of success (conducting control and independent works via the Internet). Thus, remotely and with the help of a mixed form of training, specialists in the field of services (cosmetics) can master such innovative technologies as: "Laser technology", "Gouache facial massage", "Facial peeling", "Kinesiological taping of facial muscles".

Manicurists may be offered to master innovative technologies of production work in the form of blended learning, namely: distance learning of theoretical material and the formation of professional skills in innovative technologies of manicure work on the basis of the training center. In particular, the following topics are proposed: "Correction and restoration of the nail plate: 6 effective techniques", "Complex correction of gel modeling of the nail plate", "Eyelash decoration. Updated technologies".

Hairdressers can be trained in a mixed form on the topics: "Men's haircut" Fade"(Fade). Technology", " Hairstyle technology", " French waterfall ", " Botox hair. Technology". In addition, students of the School of Beauty-skills have the opportunity to improve their communication skills during the optional course "Psychology of interaction with clients", the curriculum of which includes topics: the formation of the image of a master-professional, self-presentation; basics of communication with the client and ethics of communication; customer orientation; complaint management and conflict resolution.

Thus, training at the School of Beauty-skills

promotes the readiness of skilled service workers to perform professional activities, increases the level of professional mobility and rapid adaptation to dynamic changes in the high-tech market of the beauty industry, as well as economic and entrepreneurial literacy, stimulates self-motivation for continuous professional development.

The next pedagogical condition that is proposed for implementation is the use of innovative learning technologies while students master the author's programs at the School of Beauty-skills.

It should be noted that today in pedagogy there are two directions of modernization of the pedagogical process: modernization of traditional education and an innovative approach to the pedagogical process. Among a number of pedagogical approaches, we consider the personality-oriented approach related to such concepts as humanistic pedagogy, pedagogy of cooperation, developmental learning to be important for the education of the adult population. The main features of personality-oriented technologies are: facilitating (supporting) position of the teacher, the student – the subject of educational and cognitive activities; constructing goals for the development of needs and abilities of students by means of the subject; high level of independence of listeners; creation of "new" (subjectively new knowledge or personal innovations – needs, aspirations, abilities); reflection, analysis and consideration of the personality of the listener.

The tool for implementing an innovative approach in the educational process, which aims to develop the professional competence of skilled workers in the field of services – is the technology of interactive learning, characterized by teacher-student interaction at the level of "subject – subject" and reproduced through collaboration and cooperation enabling the creation of conditions for the formation and development of internal motivation. Therefore, it is the interactive method that underlies the organization of educational and cognitive activities. Naturally, in the process of implementing interactive technologies, the transformed traditional forms of learning are used, which have acquired new features, the main of which is the organization of effective communication. It encourages listeners to increase activity, flexibility and openness.

In particular, for the development of professional competence of skilled workers in the field of services, we propose to use such interactive forms of organization of the educational process as lecture, seminar, training, workshops.

The interactive lecture encourages students to analyze, synthesize, find cause-and-effect relationships, inferences, systematization, etc. during mastering theoretical educational material. Techniques that can be used during such a lecture are:

- highlighting a contradictory statement with further discussion (for example, the statement: there is an opinion that the creation and implementation of a project to open a beauty industry does not require writing a business plan);

- a description of the problem situation and its relevant discussion (for example, a problem situation: you have a limited budget for the initial advertising campaign, namely UAH 12,000. Identify appropriate marketing communications based on the real budget);

- encouraging students to take part in the discussion (for example, a discussion with the following question: where, in your opinion, should you start creating your own master brand?);

The interactive seminar performs the following functions: motivating (stimulates independence in learning); educational and cognitive (consolidation of knowledge); communicative (development of public speaking skills, discussion, etc.); reflexive (independent assessment of the level of knowledge, mutual assessment, etc.). Thus, studying in a business course, students independently (in the inter-module period) prepare final works for each module of the program, which is presented during an interactive seminar, namely:

- to the first module – "Situational analysis of the market of the city, area: the situation on the market, the competitive environment, a portrait of the consumer"; "Business idea – creating a popular offer";

- to the second module – "Creating a price list of services"; "Formation of the budget for opening the enterprise of the beauty industry";

- to the third module – "Development of site structure"; "Development of an advertising booklet of the enterprise";

- to the fourth module – "Creating a marketing plan".

During the seminar it will be appropriate to use such interactive methods as:

- "Brainstorming" (for example, with the topics: "Creating a portfolio of hairdressing services, manicure studio, Beauty-salon"; "Effective start of the advertising campaign Beauty-salon"),

- blitz interview (for example: "Presentation "for the elevator": presentation of the concept of the

enterprise in 3 minutes", "Characteristics of the way of forming a personal brand of the master"),

- role play (for example: "Open day in the barbershop", "Self-presentation of the master of the salon"),

- business game (for example: "Preparation for inspections (checks and comments)" (fiscal and controlling bodies));

Training session has the following components in its structure:

- introductory part (feedback, identification of expectations, creating an atmosphere of trust, openness, goal setting);

- the main part (theoretical block: acquaintance with theoretical material through interactive presentations, mini-lectures with elements of conversation, discussions);

- practical part (role-playing games, group work, situation analysis, discussions, etc.);

- the final part (reflection, summarizing, etc.).

The training program at the School of Beauty-Skills includes a training course: "Formation of key competencies of a successful entrepreneur", which aims to form and develop internal motivation to do business, develop leadership skills and skills to use coaching tools to organize and implement a business project. This training session has the following stages: introductory meta-educational stage, theoretical, formative, reflective.

A workshop on professional skills is also an effective method of teaching, as it promotes the formation and development of professional knowledge, skills and abilities in innovative production technologies. Workshops are aimed at translating knowledge in innovation from a master expert to a novice or specialist who wants to upgrade knowledge to skills. The workshop has the technology of implementation, namely:

- presentation of innovative production technology (essence, innovation, advantages, implementation technology, etc.);

- imitation of role play (master-expert models the process of providing household services, where innovative production technology is used in conditions close to the work of enterprises of the beauty industry);

- independent work of the participants of the workshop on the reproduction of the technology of innovative production works, demonstrated by the master-expert;

- control and reflection – current control of production work by a master-expert; own and expert assessment of the quality of service provision.

Development workshops for service professionals can be as follows:

- for beauticians – "Carboxytherapy. "Technology of the procedure", "Combination of hardware techniques in care procedures", etc.;

- for manicurists – "Hardware manicure. From the technology of removing gel polish with a cutter to Nail design", "Hot manicure: an effective procedure for hand care in the winter";

- for hairdressers – "Five options for styling technology based on a bob haircut", "Trendy coloring technology Air-touch".

Another pedagogical condition that promotes the development of professional competence of skilled service workers and which was chosen by experts is the participation of masters in mass professional events, namely: competitions of professional skills, professional championships, industry exhibitions, professional conferences, seminars on cosmetic brands. etc.. The purpose and objectives of the listed measures are: motivating skilled workers to self-improvement; stimulation to continuous self-education; development of creative potential; promoting the formation of a personal brand of the master, etc.. It should be noted that among the professional activities a special place is occupied by trade and professional competitions, which most significantly contribute to the development of professional competence of skilled workers in the service sector. As T. Dmytrenko (2015, p.4) notes in his work: the competition of professional skills is a form of labor competition, the most effective form of demonstration of the abilities, introduction of advanced techniques and methods of work, new technology and advanced technology, increasing the level of progressive training, identifying the best individual indicators, increasing interest in the profession and its promotion. Today, every educational institution, regardless of ownership, offers (its students and graduates) participation in professional competitions, which fills the pedagogical process with creativity, effective interaction between teacher and student, increasing the

level of professional training by transferring best practices from expert to novice. In addition, industry exhibitions and cosmetic brands operating in the beauty industry market are also the founders and organizers of professional competitions in the form of championships, competitions, workshops, which is a platform for demonstration of innovative technologies and world experience by domestic and foreign experts. Taking into account the advantages of competitive activities, we consider it appropriate to supplement the training at the School of Beauty-skills with a list of professional competitive events, which can be attended by both course participants and skilled service workers.

Conclusions. The development of professional competence of skilled workers in the service sector requires specially created pedagogical conditions that allow positive dynamics of professional development, gaining innovative experience, as well as intensify self-education and self-study, taking into account the level of professional readiness to perform job responsibilities in the conditions of the service enterprise and according to own needs and inquiries. We have singled out and substantiated the following pedagogical conditions: increasing the level of motivation for continuous professional development; development of professional knowledge and skills in the School of Beauty-skills; application of innovative learning technologies; participation in professional activities. The introduction of the specified pedagogical conditions applies to all components of the structure of the pedagogical process: goals, content, methods, tools, control and interaction of participants in the learning process, and requires teachers' and industrial training masters' high level of pedagogical and professional skills, continuous self-improvement, creativity and economic, entrepreneurial and information and communication literacy.

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УДК 377.3:[687.53/.55]:037.091.2:05.336.2-027.561

ПЕДАГОГІЧНІ УМОВИ РОЗВИТКУ ПРОФЕСІЙНОЇ КОМПЕТЕНТНОСТІ КВАЛІФІКОВАНИХ РОБІТНИКІВ СФЕРИ ПОСЛУГ

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Реферат:

Актуальність визначається необхідністю: розвитку професійної компетентності кваліфікованих робітників сфери послуг протягом всього життя як головної умови успішності Beauty-майстрів на динамічному інноваційному ринку індустрії краси; створення в закладах освіти відповідного освітньо-розвивального середовища для формування у слухачів підприємницької й економічної компетентності, вдосконалення творчих і комунікативних здібностей, розвитку мотивації до професійного вдосконалення, самоосвіти та самонавчання.

Мета: визначення та обґрунтування педагогічних умов розвитку професійної компетентності кваліфікованих робітників (косметиків, манікюрників та перукарів-модельєрів) у процесі курсової підготовки в Навчальних центрах підприємств сфери послуг.

Методи: теоретичні (індукція, дедукція, синтез та узагальнення); емпіричні (дослідження та аналіз педагогічного досвіду); опитувально-діагностичні (анкетування); метод експертного оцінювання (коефіцієнт конкордації Кендалла).

Результати: конкретизовано та обґрунтовано педагогічні умови розвитку професійної компетентності кваліфікованих робітників сфери послуг.

Висновки: з'ясовано, що розвиток професійної компетентності кваліфікованих робітників сфери послуг потребує спеціально створених педагогічних умов для уможливлення позитивної динаміки професійного вдосконалення, набуття інноваційного досвіду та активізації самоосвіти й самонавчання з урахуванням рівня фахової підготовленості до виконання посадових обов'язків в умовах підприємства сфери послуг та відповідно до власних потреб і запитів особистості; виокремлено й обґрунтовано ці педагогічні умови (підвищення рівня мотивації до безперервного професійного вдосконалення; розвиток фахових знань і вмінь у Школі Beauty-майстерності; застосування інноваційних технологій навчання; участь у заходах фахового спрямування).

Ключові слова: педагогічні умови, професійна компетентність, кваліфіковані робітники, Школа Beauty-майстерності, інноваційні технології навчання.

Received: 13 April 2021

Accept: 30 June 2021