



ANALYZING REGULATORY SUPPORT FOR PROFESSIONAL DEVELOPMENT OF MASTERS OF VOCATIONAL TRAINING IN THE SYSTEM OF METHODOLOGICAL WORK

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Abstract.

Relevance: current transformations and challenges of professional (vocational) education (hereinafter “P(V)E”) determine the new requirements for masters of vocational training as the main bearers and developers of skills. This necessitates their continuing professional development. It is professional development of masters of vocational training that acts as the basis for high-quality training in the P(V)E system. At the same time, effective regulatory support ensures the success of such professional development.

The article *aims* to analyze regulatory documents in the field of education for the requirements for professional development of masters of vocational training.

Research methods include the following: theoretical (theoretical analysis of regulatory documents on the problem of professional development of masters of vocational training in the system of methodical work in P(V)E schools); empirical (a study and analysis of regulatory support for professional development of masters of vocational training in the system of methodical work).

Results: the article presents the results from a theoretical analysis of regulatory documents for the requirements for professional development of masters of vocational training.

Conclusions: conceptual educational documents regulate the need for professional development of masters of vocational training. They associate professional development with methodical work of teaching staff. Besides, these documents state that professional development covers instructional-methodical, scientific-methodical, organizational-methodical, reference-methodical and other types of methodical work. Professional development of vocational training masters should be one of the strategic priorities of P(V)E schools today and motivate teachers to enhance their professional skills to improve the quality of education.

Keywords: *professional development, masters of vocational training, regulatory support, professional (vocational) education schools.*

Introduction. Current transformations and challenges of P(V)E determine the new requirements for masters of vocational training as the main bearers and developers of skills. This necessitates their continuing professional development. In turn, conceptual educational documents regulate the need for professional development of masters of vocational training. It is their professional development that acts as the basis for high-quality training in the

P(V)E system. At the same time, effective regulatory support ensures the success of these specialists’ professional development.

Sources. Indeed, it is essential to enhance professional-pedagogical competence of masters of vocational training, given the ongoing updates in the professional training system, the emergence of new production technologies, and the development of the information society. The adoption of the Law of

Ukraine “On Education” as of 2017 has only contributed to the relevance of the problem in question. As stated by paragraph 1 of Article 59 “Professional Development and Advanced Training of Research and Teaching Staff” of this law, “professional development of research and teaching staff covers continuous self-education, participation in professional development programmes and any other types and forms of professional growth. Educational institutions which employ research and teaching staff shall promote their professional development and advanced training”. Therefore, educational institutions are to create appropriate conditions for professional development of vocational training masters in the framework of implementing the Law of Ukraine “On Education”.

In “The White Book of National Education of Ukraine” (2009), reference has already been made about many teachers’ unwillingness to understand and use pedagogical innovations that largely hampers innovative development of P(V)E (Kremen, 2009, p. 89).

The mentioned document specifies the main reasons why P(V)E teachers lack the necessary skills: insufficient awareness of teachers and masters of vocational training about effective innovative methods of conducting theoretical and industrial (practical) classes; low levels of methodical skills; ineffective approaches to managing methodical work of teachers; teachers’ stereotypical attitudes towards theoretical classes and industrial (practical) training. Furthermore, professional training of P(V)E teachers does not provide for them to be trained for innovative activities. The teachers themselves have only a superficial understanding of pedagogical technologies and fail to use them in the educational process (Kremen, 2009, p. 93).

Many studies prove that teachers can achieve high levels of professional and, especially, methodical, skills, once they have realized the need for professional development, and self-improvement. Also, they should demonstrate a motivational-axiological attitude towards methodical activities and have self-regulation, self-organization, and self-control skills (Shovkun, 2010, p. 134).

Thus, it is essential to find out how professional development of masters of vocational training is related to regulatory documents in the field of education.

The article aims to analyze regulatory documents in the field of education for the requirements for professional development of masters of vocational training.

Research methods include the following: theoretical (theoretical analysis of regulatory documents on the problem of professional development of vocational training masters in the system of methodical work in P(V)E schools); empirical (a study and analysis of regulatory support for professional development of masters of vocational training in the system of methodical work).

Results and discussion. Today it is vital to modernize the P(V)E system and improve its management, as stated in several regulatory documents on the main reforms in professional education.

The State National Programme “Education” (“21st Century Ukraine”) declares the priority of teachers’ professional development. It is teachers that should become the main driving force of revival and creation of a qualitatively new national education system. Thus, it is important to train a new generation of teachers and reinforce their general culture, professional competence and social status to a level corresponding to their role in society. One of the main ways to do that is to ensure continuous education among teachers, enhance their professionalism, and culture (Verkhovna Rada Ukrainy. Zakonodavstvo Ukrainy, 1993).

The Decree of the President of Ukraine “On the National Strategy of Education Development in Ukraine until 2021” (2013) states that “the efforts of education authorities, scientific-methodical services with the support of society and the state should be focused on enforcing strategic areas in education development, overcoming existing problems, fulfilling pressing objectives”. The main objectives of the National Strategy are as follows: a) to improve the system of training, retraining and advanced training of teaching, research and managerial staff of educational institutions and b) to enhance their managerial culture. Therefore, one should improve the system of training, retraining and advanced training of research and teaching staff of P(V)E schools to ensure sustainable development and effective breakthrough of the national P(V)E system (Verkhovna Rada Ukrainy. Zakonodavstvo Ukrainy, 2013).

The National Economic Strategy 2030 (Uriadovyi portal, 2021) contains a coordinated vision for the strategic course of Ukraine’s economic policy, which considers global trends and the state’s capabilities. One of the strategic courses of Ukraine’s economic policy is “The Strategic Life Quality Course”. They have formulated the objective on the implementation of education content and quality to achieve the first strategic goal of this strategic course (“Creating an Inclusive, Innovative and Educated

Society in which Citizens Have Equal Rights and Opportunities to Develop Their Talent throughout Their Lives”). What is important for the research is the fact that one of the ways to achieve strategic goals in the education content and quality section (see “P(V)E Development Chapter”) is “to create conditions for professional development of P(V)E teachers”.

The main documents that highlight professional development of masters of vocational training are the Laws of Ukraine “On Education” (2017), “On Professional (Vocational) Education” (1998), “On Professional Development of Employees” (2012). Part 2 of Article 54 of the Law of Ukraine “On Education” (Verkhovna Rada Ukrainy. Zakonodavstvo Ukrainy, 2017) states that teachers shall constantly improve their professional, cultural and pedagogical skills.

As shown by Article 45 of the Law of Ukraine “On Professional (Vocational) Education” (Verkhovna Rada Ukrainy. Zakonodavstvo Ukrainy, 1998), teachers must be certified to ascertain their suitability for their present position and provide proof of their professional abilities. The central executive body determines the frequency of compulsory certification and the procedures foreseen for its exercise. This ensures the formation and implementation of state policy in the field of education and science. The decisions of the certification council act as the basis for assigning to a teaching professional the corresponding category or dismissing him or her in the order provided by the legislation.

According to Part 6 of Article 18 of the Law of Ukraine “On Education” (Verkhovna Rada Ukrainy. Zakonodavstvo Ukrainy, 2017), advanced training means the acquisition of new and/or enhancement of previously acquired competences as part of professional activities or expertise. Therefore, any forms and types of professional development chosen by a teaching professional must lead to the acquisition of new and/or enhancement of existing competences (knowledge, skills, abilities).

Article 2 of the Law of Ukraine “On Professional Development of Employees” (Verkhovna Rada Ukrainy. Zakonodavstvo Ukrainy, 2012) asserts that “state policy in the field of employees’ professional development follows the principles of accessibility of professional development to employees; employer’s free choice of forms and methods of ensuring employees’ professional development under job specifics; observance of employer’s and employee’s interests; continuity of employees’ professional development”.

The procedure for professional development of research and teaching staff, approved by the order of the Cabinet of Ministers of Ukraine “Some Issues of Professional Development of Research and Teaching Staff” (2014) is an important regulatory document that reveals theoretical and methodological principles of professional development for masters of vocational training. The document states that advanced training of teaching staff is “provided by founders of educational institutions (or their authorized bodies), as well as by governing bodies of relevant educational institutions, within the powers and under the law”. At the same time, research and teaching staff are obliged to constantly engage in professional development. The aim of advanced training of research and teaching staff is their professional development following state policy in the field of education and education quality assurance. Research and teaching staff can improve their qualifications in various forms and types. Forms of professional development are institutional (full-time, part-time, distance, dual, in-service, in production) and can be combined. The main types of advanced training are training programmes, including participation in seminars, workshops, webinars; internships (Ministerstvo osvity i nauky Ukrainy, 2014).

The approval of the professional standard “Master of Vocational Training” has played a no less important role in establishing conceptual legal prerequisites for professional development of these specialists (Natsionalna akademiia pedahohichnykh nauk Ukrainy, 2019). According to the background information of the standard, “the main goal of professional activities of vocational training masters is the organization and provision of professional-practical training (in terms of industrial training and practice)” (Ministerstvo rozvytku ekonomiky, torhivli ta silskoho hospodarstva Ukrainy, 2019).

A detailed analysis of the professional standard shows that Chapter 2 deals with the preparation and professional development of masters of vocational training. Also, the standard includes generic competences of these specialists, including the capacity for self-improvement (Ministerstvo rozvytku ekonomiky, torhivli ta silskoho hospodarstva Ukrainy, 2019). Job functions of masters of vocational training (that are of relevance to this research) involve “professional development”. The latter consists of several professional competences (by one or a group of job actions), knowledge, abilities, and skills:

- the ability to self-reflect and correct one’s professional activities, taking into account the results of

professional influence; the knowledge about professionally important personal qualities of vocational training master; abilities and skills in evaluating professionally important personal qualities and results of pedagogical influence critically;

- the ability to develop and implement programmes on professional development; the knowledge about the content of professional development programmes; abilities and skills in developing and implementing professional development programmes;

- the ability to organize workshops, demonstration lessons, training sessions; the knowledge about the requirements for organizing workshops, training sessions, as well as criteria for evaluating demonstration lessons; abilities and skills in organizing workshops, demonstration lessons, training sessions;

- the ability to take measures to preserve physical and mental health, prevent burnout; the knowledge about labour regulations, the length of working hours and rest hours, rules and duties of masters of vocational training, social protection and responsibility, the state of physical and mental health, signs of burnout, its diagnostic and prevention; abilities and skills in distributing workload rationally, preventing fatigue, monitoring physical and mental health, seeking health care (in needed), creating a positive work environment, as well as self-regulation techniques, and resistance to stress (Ministerstvo rozvytku ekonomiky, torhivli ta silskoho hospodarstva Ukrainy, 2019).

Job functions of vocational training masters in terms of “methodical work” consist of the following professional competences (by one or a group of job actions), knowledge, abilities, and skills:

- the ability to develop teaching aids on industrial training and practice; the knowledge about a) the content and forms of methodical work, b) the content, structure, and requirements for teaching aids, c) the methods, forms and tools to ensure interaction during the educational process, d) goals and objectives of industrial training and practice; abilities and skills in developing teaching aids on industrial training and practice, formulating goals and objectives of industrial training and practice, selecting methods, forms and tools ensure interaction during the educational process;

- the ability to use digital technologies to solve methodical problems; the knowledge about electronic educational resources, sources of digital information, general characteristics of collecting, transmitting, processing and accumulating digital information; abilities and skills in searching, structuring,

and assessing the reliability of the information, adapting it to the educational process and didactic requirements;

- the ability to validate and promote innovation; the knowledge about the essence and features of innovative approaches to organizing the educational process, principles of research and teaching activities (types, stages and methods of pedagogical research, pedagogical experiment), forms of presenting and ways of validating the results of innovative activities, stages of preparation and requirements for public speech, publication of articles, abstracts, reports; abilities and skills in implementing innovative approaches to organizing the educational process, determining the practical value of innovations, selecting appropriate forms and methods of presenting innovative results and teaching aids, preparing articles, abstracts, reports;

- the ability to analyze and use positive aspects of teaching practice; the knowledge about current problems and educational trends, criteria for evaluating teaching practice; abilities and skills in analyzing and evaluating teaching practice, predicting its effectiveness, adapting and implementing positive aspects of teaching practice in specific conditions of the educational process (Ministerstvo rozvytku ekonomiky, torhivli ta silskoho hospodarstva Ukrainy, 2019).

According to the order of the Ministry of Education and Science of Ukraine “On the Approval of Qualification Characteristics of Professions (Positions) of Research and Teaching Staff of Educational Institutions” (2013), “qualification characteristics contain a specific list of job duties of employees, taking into account the peculiarities of labour organization and management, their rights, responsibilities and competencies”. A qualification characteristic of each position consists of three sections, such as “Tasks and Responsibilities”, “Must Know” and “Qualification Requirements”. Besides, these characteristics should reflect a teaching professional’s competences. At the same time, competence means the quality of the employee’s actions that allow him or her to solve professional problems effectively, as well as his or her willingness to take responsibility for his or her actions. The main components of a teacher’s competence are professional, communicative, innovative, and legal (Ministerstvo osvity i nauky Ukrainy, 2010).

The above-mentioned competences necessitate professional development of masters of vocational training. Nowadays, a master of vocational training should a) be familiar with regulatory documents and adhere to the requirements of conceptual educational

documents in his or her professional activities, b) build and implement his or her pragmatic trajectory of activities, c) strive for self-development and self-improvement, taking into account the main trends in the development of technologies. Furthermore, a master of vocational training should be able to effectively communicate with employers, engage in long-term and short-term advanced training, as well as non-formal learning, systematically. Finally, a master of vocational training should know how to use digital tools and virtual resources to convey educational and production-related material to students, as well as estimate and correct their learning outcomes.

The Regulation on the Center for Teachers' Professional Development (2020), approved by the Cabinet of Ministers of Ukraine, highlights the need for professional development of masters of vocational training. The document also introduces the concept of "professional development trajectory". It is defined as a way of realizing a teacher's professional potential that is based on his or her free choice of educational institution, establishment, organization, other actors in educational activities, as well as types, forms, modes of completion of education and educational programmes within the framework of adult education" (Verkhovna Rada Ukrainy. Zakonodavstvo Ukrainy, 2020).

Professional development also appears in "The Guidelines for Professional Development of Research and Teaching Staff", approved by order of the Ministry of Education and Science of Ukraine (2020). The document states that professional development should comply with the relevant professional standard (if any) and specific job responsibilities and/or prospects of their expansion", "personal professional interests of research and teaching staff,

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available experience, the effectiveness of professional performance". Furthermore, teachers, with the assistance of the educational institution, are entitled to determine the professional development trajectory and its content (Ministerstvo osvity i nauky Ukrainy, 2020).

The main incentives for professional development are teachers' attestation and certification. As stated in the Standard Regulations on Attestation of Teachers (2010), approved by the Ministry of Education and Science of Ukraine, they aim to stimulate systematic and continuing development of teachers' professional competence, professional skills, creative initiative, enhance their prestige and authority, as well as ensure the effectiveness of the educational process (Ministerstvo osvity i nauky Ukrainy, 2010). It must be noted that certification seeks to "identify and motivate highly-qualified teachers with a high level of methodical competence who are familiar with methods of competence-based learning, know how to use new educational technologies and are ready to promote them (Verkhovna Rada Ukrainy. Zakonodavstvo Ukrainy, 2018).

Conclusions. A theoretical analysis of regulatory documents shows that conceptual educational documents regulate the need for professional development of masters of vocational training. They associate professional development with methodical work of teaching staff. Besides, these documents state that professional development covers instructional-methodical, scientific-methodical, organizational-methodical, reference-methodical and other types of methodical work. Importantly, the article proves that professional development of masters of vocational training should be one of the strategic priorities of P(V)E schools today and motivate teachers to enhance their professional skills to improve the quality of education.

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АНАЛІЗ НОРМАТИВНО-ПРАВОВОГО ЗАБЕЗПЕЧЕННЯ ПРОФЕСІЙНОГО РОЗВИТКУ МАЙСТРІВ ВИРОБНИЧОГО НАВЧАННЯ У СИСТЕМІ МЕТОДИЧНОЇ РОБОТИ

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Реферат:

Актуальність: сучасні трансформації професійної (професійно-технічної) освіти (далі – П(ПТ)О) та нові виклики сьогодення детермінують нові вимоги до майстра виробничого навчання як основного транслятора вмінь і навичок для здобувачів професійної освіти, що зумовлює необхідність неперервного професійного розвитку майстрів виробничого навчання закладів П(ПТ)О; професійний розвиток майстрів виробничого навчання є основою забезпечення якісної підготовки кадрів у системі професійної (професійно-технічної) освіти; ґрунтова нормативно-правова база є основою успішного професійного розвитку майстрів виробничого навчання у закладах П(ПТ)О.

Мета: проаналізувати нормативно-правові документи в освітній сфері на наявність у них вимог щодо професійного розвитку майстрів виробничого навчання.

Методи: теоретичні (теоретичний аналіз нормативно-правових документів з проблеми професійного розвитку майстрів виробничого навчання в системі методичної роботи закладів П(ПТ)О); емпіричні (вивчення та аналіз нормативно-правового забезпечення професійного розвитку майстрів виробничого навчання у системі методичної роботи).

Результати: здійснено теоретичний аналіз освітніх нормативно-правових документів на наявність у них вимог щодо професійного розвитку майстрів виробничого навчання.

Висновки: необхідність професійного розвитку майстрів виробничого навчання регламентується змістом концептуальних освітніх документів, в яких професійний розвиток співвідноситься з методичною роботою педагогічних працівників і включає навчально-методичну, науково-методичну, організаційно-методичну, інформаційно-методичну та інші види методичної роботи; професійний розвиток майстрів виробничого навчання має бути одним із стратегічних пріоритетів сучасного закладу П(ПТ)О і покликаний сприяти професійному розвитку та підвищенню кваліфікації педагогічних працівників з метою підвищення якості освіти.

Ключові слова: професійний розвиток, майстри виробничого навчання, нормативно-правове забезпечення, заклади професійної (професійно-технічної) освіти.

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