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# CONCEPTUAL ASPECTS OF DEVELOPING PROFESSIONAL COMPETENCE OF SKILLED WORKERS IN THE SERVICE SECTOR

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## Abstract

*Relevance.* The development of professional competence of skilled service workers throughout their lifetime is the main condition for the success of beauty industry masters, improving the level of their competitiveness in dynamically changing modern conditions. Professional competence combines all spheres of personality and is the main goal that a person should strive for on the path of professional formation. This article highlights the conceptual aspects of the development of professional competence of skilled service workers.

*The aim* of this article is to highlight the conceptual aspects of the development of professional competence of skilled service workers.

*Methods:* the methods of analysis, synthesis - to clarify the conceptual aspects of the development of professional competence of skilled service workers; methods of generalization and systematization - to formulate personal views on the interpretation of the essence of the main concepts associated with the phenomenon of "professional competence of skilled service workers".

*Results:* the results of the definitive analysis of the definition of professional competence of skilled service workers are given; components of professional competence of skilled service workers, main methodological approaches, principles, factors, pedagogical conditions for the development of professional competence of skilled service workers are singled out; the main components of the process of developing professional competence of skilled service workers are characterized, and a model of the studied phenomenon is presented as a structure that unites four interrelated blocks (methodological-target, subject, content-technological, and diagnostic-resulting); it is shown that the structural model of the development of professional competence of skilled service workers reflects the justified tasks, methodological approaches, principles, factors, pedagogical conditions, structural components, criteria, indicators regarding the projected phenomenon.

*Conclusions:* the highlighted aspects of the development of professional competence of skilled service workers based on the identified directions and stages of solving the problem are an attempt to substantiate the theoretical and methodological concepts of the development of this integrative property of the personality of a skilled service worker.

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**Keywords:** *professional competence; skilled workers; service sector; conceptual aspects; essence and structure of professional competence; components; methodological approaches; principles; pedagogical conditions; structural model.*

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**Introduction.** At the current stage of development of Ukrainian society, the formation of market relations, overcoming the aftermath of the pandemic and the state of war, any organization for normal functioning and development needs professionals who can quickly adapt to the environment, acquire necessary knowledge and use them in practice, therefore the issue of professional competence is gaining more and more attention. Professional competence is formed in the process of education and practical activity; requires constant control and adjustment; it can and should be managed, and only then, given the necessary professionally important qualities, knowledge and skills, the employee can achieve a lot in professional activity.

**Sources.** The issues of professional competence were investigated by Ukrainian and foreign scientists, the subject of scientific research of which are: theoretical foundations of improving the professional training of future specialists (R. Gurevich (2012), V. Radkevich (2012a; 2012b), O. Shcherbak (2008) and others); development of professional competence of specialists (T. Desyatov (2011), V. Lugovoi (2009) and others); pedagogical principles of professional training (S. Goncharenko (2002), I. Malafiyik (2005) and others); competency approach to the training of future specialists (V. Svistun and V. Yagupov (2007) and others); professional training of future specialists for the service sector (L. Korotkova (2019), N. Krednets (2004), L. Rudenko (2016) and others). Analysis of works devoted to the development of professional competence of specialists indicates that there are not enough studies in which innovative methodological approaches and concepts of formation of the said integrative property of service industry specialists are disclosed, theoretical bases of their professional training are developed. Therefore, the relevance of the problem is due to the insufficient substantiation of ways to develop the professional competence of skilled workers and ever-increasing demands of social practice in competent workers.

**The aim** of the article is to highlight the conceptual aspects of the development of professional competence of skilled service workers.

**Research methods.** In the process of research, methods of analysis, synthesis - to clarify the conceptual aspects of the development of professional competence of skilled service workers; methods of generalization and systematization - to highlight personal views on

the interpretation of the essence of the main concepts associated with the phenomenon of "professional competence of skilled service workers".

**Results and Discussion.** Under current conditions, the service sector is one of the promising and most dynamic sectors of the economy, a fundamental element in the development of a post-industrial society. The world economy (with the participation of almost all countries) develops on the basis of market competition principles, where the basis for successful activity is the innovative component. Under the influence of scientific discoveries, the market structure has been reformatted; the service sector has not only reduced its volumes, but, on the contrary, increased. The changes taking place in the service sector on a global scale are so significant that the modern economy is defined as "service" or "economy of services". Therefore, the role of the service sector is conditioned, on the one hand, by the growth of the share of the "economy of services" in the socio-economic complex of the country, and on the other hand, by supporting the processes of reproduction of "human potential", improving the quality of life of the population.

Today, the national economy and society's demand for highly skilled service sector specialists with a high level of professional competence is growing, which actualizes the need for their professional training and continuous professional development during internships and advanced training.

The presence of highly skilled working personnel is one of the most important factors in the modernization of the country's economy, the production of competitive products, the provision of high-quality services, and, in general, the integration of Ukraine into the global economic community. A modern skilled worker must be a professional capable of constantly improving his professional and intellectual levels, as well as being a highly cultured and professionally mobile personality.

The provisions and features of the researched field as an extremely dynamic segment of the country's economy underline the need for purposeful, timely, innovative provision of professional development processes for service staff, especially in the conditions of service sector training centers. Naturally, it is necessary to substantiate theoretical aspects, develop a methodology for developing the professional competence of skilled service workers, taking into account the features of their professional activity. It

is for this reason that qualification standards (professional, educational, qualification assessment standards) are being developed, in which the qualification of a specialist is determined by the acquired professional competences.

Professional competence in psychological and pedagogical literature is understood as an integrative characteristic of a specialist's personality, which reflects not only the degree of mastering knowledge, skills and abilities in a particular area of professional activity, but also personal qualities that reflect a person's ability to live and act effectively in society.

Analyzing the works of researchers on the essence of the concept of "professional competence", it can be concluded that there are no uniform approaches to its definition. In explaining this concept, scientists use different scientific approaches and rely on the specifics of the activities of workers in different industries, and, accordingly, characterize its essence in different ways, namely: potential in a certain field, which is associated with the concept of "qualification"; readiness for professional activity, which contains theoretical and practical components in its structure; a system of knowledge and skills, mastering which allows a specialist to solve daily professional tasks; the ability of a person to apply the acquired knowledge in practice (activity component); personality traits that enable him to successfully perform functional duties; normatively defined knowledge, skills, skills to form the ability to work; the result of acquiring professional competences by a person, etc.

Paying due respect to the scholars' work, we primarily agree with the position of V. Radkevich (2012a) regarding the essence of the competency approach in vocational education, the significance of the purposeful formation and development of the abilities of skilled workers to productively carry out professional activities. The scholar rightly focuses on the importance of forming competencies (key, general professional, and professional) in future skilled workers for preparedness for professional activities in the conditions of high-tech production, acquiring social and professional mobility in the labor market. We share her view that professional competence is a complex formation of personality, which combines a complex of knowledge, skills, properties and values of a person and enables them to work productively and efficiently, successfully solve problem situations in various fields of activity based on the use of knowledge, acquired

educational, professional, and life experience (Radkevich, 2012a; 2012b).

Professional competence combines all spheres of personality and is the main goal to master which a person should strive on the way of professional formation.

During the scientific search, based on logical rules of definition of concepts, the definition of "professional competence of skilled workers in the service sector" is interpreted as an "integrative property of personality that manifests itself in activities related to the production and provision of certain services, reflects the system of professional knowledge, skills and abilities, value orientations, professionally important qualities, and determines their ability to effectively perform professional functions taking into account innovations in the service sector, as well as readiness for self-development and professional improvement" (Onyshchenko, 2020).

Based on the analysis of the results of existing scientific works and own scientific search, it is proposed to consider the professional competence of skilled service sector workers as a unity of five interdependent and mutually conditioned components: value-motivational, which promotes the realization by skilled service workers of the value aspects of professional activity, the importance of continuous professional development and self-improvement, the importance of forming intrinsic motivation for work and building a career trajectory taking into account industry innovations; innovative-cognitive, which unites the system of professional knowledge and skills that enable skilled service workers to perform professional functions qualitatively and successfully; technological-activity, which contains a system of skills and abilities with production technologies, necessary for skilled service workers for successful labor activity; communicative, which covers the system of knowledge about communication and interpersonal interaction, the ability to apply them in professional activity; evaluation-reflexive, which implies the ability of skilled service workers in the service sector to exercise self-control in compliance with technologies and norms of work performance, the ability to evaluate the results of professional activity, identify ways to overcome discrepancies between the desired and current levels of professional competence.

The methodology for the development of professional competence of skilled workers in the service sector directs this process to comply with the requirements and provisions of the competence-based, activity-based, personality-oriented,

acmeological, andragogical, environmental, informational, technological, axiological scientific approaches.

The theoretical basis of the research on the development of professional competence of skilled workers in the service sector is determined by a complex of principles, pedagogical conditions, factors, conceptual ideas, methodological provisions that form the basis for the development of specific methods and technologies at certain stages of purposeful research.

Summarizing the above, we note that the continuous development of professional competence of skilled service workers requires the implementation of a system of interconnected general didactic (scientificity; the connection of learning with life; systematicity and consistency; accessibility; visibility; strength, awareness and action of the results of learning, education and development; professional orientation and others) and specific (dominance of an individual approach, practice-oriented technologies in improving the qualification of listeners, modularity, creativity) principles, which should be specified by a complex of pedagogical conditions.

The development of professional competence of skilled service workers requires specially created pedagogical conditions, which enable a positive dynamic of professional improvement, acquisition of innovative experience, and also activate self-education and self-study taking into account the level of professional preparedness to perform official duties in the conditions of the service sector enterprise and according to their own needs and requests. We have identified and substantiated such pedagogical conditions: increasing the level of motivation for continuous professional improvement; development of professional knowledge and skills in the School of Beauty Mastery; application of innovative learning technologies; participation in professional events.

The implementation of the specified pedagogical conditions concerns all components of the structure of the pedagogical process: objectives, content, methods, tools, control and interaction of the participants in the learning process, and requires from teachers and masters of industrial training a high level of pedagogical and professional mastery, continuous self-improvement, creativity, as well as economic, entrepreneurial, and information-communication literacy (Onyshchenko, 2021).

To implement the conceptual ideas of the process of developing professional competence in a systematic and purposeful manner, the method of

modeling was used. Modeling as a necessary stage of modern scientific-pedagogical research allows reflecting in a formalized form certain characteristics of the educational process that are significant for this consideration. The result of modeling is a model, as an "artificial system of elements that with a certain accuracy reflects some properties, sides, relationships of the object under study" (Honcharenko, 2008, p. 134).

The object of modeling is the development of professional competence of skilled workers in the service sector in professional education. Following the logic of research, we consider it appropriate to analyze, identify the essence of the concept of "development" as leading for the design of a model for the development of professional competence of skilled service sector workers. In modern science, there is quite a diverse understanding of the phenomenon of development. In particular, in reference literature this concept is defined as: "the process of transition from one state to another, more perfect" (Zhayvoronok (Ed.), 2012, p. 975), "irreversible, directed, regular change of material and ideal objects" (Trischuk, Kirichok, & Figol, 2011, p. 94). Therefore, the model of development of professional competence of skilled workers in the service sector is a schematic representation of a managed process that provides sequential qualitative changes, subordinate to the general goal - the development of professional competence of the investigated category of specialists to ensure the effectiveness of their activities in the service sector.

The structural model for the development of professional competence of skilled service sector workers in professional education is regular, purposeful, managed, and progressive, determines the qualitative transformation of integrative professional-personal characteristic in accordance with scientific approaches, principles, integrative interrelation of blocks (methodological-target, subjective, content-technological and diagnostic-resultative), stages (motivational-organizational, cognitive-technological, reflexive-generalizing). The developed structural model has the property of continuity, reveals the sequence and content filling of the development process of the studied phenomenon (training course "Formation of motivation of skilled service sector workers for continuous improvement; business course "Organizational and economic fundamentals of functioning of beauty industry enterprises"; elective course "Psychology of communication with clients"; master classes on professional skill; presentation "Portfolio of achievements of industry specialists; professional events), integrated with

pedagogical conditions that ensure its effectiveness.

*The target block* is a system-forming element of the designed model. We define the strategic goal of developing the professional competence of skilled service workers to improve the quality of the personality's professional development management process. The tactical goal is related to determining the level of formation of professional competence of skilled workers. This forecasted result of the activity of the system of continuous professional development of skilled workers is determined by the need of society, beauty industry for service sector workers with a high level of development of professional competence.

Determining the goals of professional competence development is extremely important, as all other components of the development process are correlated according to the target setting. The methodological basis for setting goals are the social and state orders, educational and qualification standards, results of marketing research on the need for specialists.

The goal of continuous development of professional competence of skilled service workers is specified by a series of tasks: development of students' motivation for professional development and self-realization; accumulation of professional knowledge and skills for quality and skilled performance of professional functions; creation of an educational-creative environment in the training center that contributes to the development of professional competence of skilled service workers.

*The subject block* of the model combines participants in the educational process (teachers, listeners, clients, employers, other stakeholders) on the basis of subject-subject relations in the process of achieving the set goal. The interaction of participants in the educational process is based on business communication, collective responsibility for the result of joint work.

*The content-technological block* of the structural model is the main element that reflects the content components of the development of professional competence of skilled service workers. This contributes to increasing their motivation for self-development, self-education and self-education, expanding the creative potential by gaining creative experience during training at the Beauty Mastery School, participating in professional competitions, trainings, championships, conferences.

The development process under study is staged. Its modeling allows us to identify in the

integrated process moments and periods that have certain differences from others in terms of purpose, content, and result. By defining in the model the stages of development of professional competence of skilled service workers, it is envisaged to adjust the decisions and plans previously adopted, change forecasts both in terms of their content, and terms, conditions, resources. The need for stages in the projected model proves the timely change of forms of implementation, pedagogical technologies, resources and means used in the educational process at each stage. The process of developing professional competence of skilled service workers is presented in a set and sequence of motivational-organizational, cognitive-technological and reflective-generalizing stages.

Functionally, these stages reflect the content, pedagogical conditions, technologies, methods, forms, means of developing professional competence of skilled service workers. The implementation and further effective implementation of the model of development of professional competence of skilled service workers is possible only on the basis of specific content. The content of the development of professional competence is the system-forming component of the developed model, because with its help it is possible to clearly trace the process and result of the development of professional competence of skilled service workers. The content includes: training course "Formation of motivation of skilled service workers for continuous improvement; business course "Organizational and economic foundations of beauty industry enterprises"; an optional course "Psychology of communication with clients"; master classes in professional skills; presentation "Portfolio of achievements of industry professionals; professional events.

The content-technological block of the model also reflects the methodology for the development of professional competence of skilled service workers, which is based on the application of innovative pedagogical technologies, the choice of which is optimized by the goals at a certain stage, including: educational design technology; training technologies; problem-based learning; simulation and game-based learning; portfolio; case technologies; IT technologies; distance and blended learning technology; interactive learning technologies, etc. At the same time, a complex of methods, forms (information-perceptive: storytelling, lectures, explanations, demonstration of video presentations, movies, video films; simulation-game method; partially exploratory method; problem presentation of educational

material; research method, etc.) and means (problem-development exercises; School of Beauty Skills; individual educational and creative tasks; beauty contests; experimenting; meetings with famous professionals, etc.) are used.

*The diagnostic and corrective block* of the model includes the characteristic of the dynamics of the development of professional competence according to the motivational (awareness by skilled service workers of the valuable aspects of professional activity; stable interest in the profession in the service sector, which characterizes the level of formation of social attitudes, needs and interest; awareness of the importance of continuous professional development and self-improvement; realization of the significance of forming internal motivation to do and build a career trajectory taking into account industry innovations; formation of personal values); cognitive (formation of professional knowledge necessary for professional activity; possession of knowledge about sources of information about innovative technologies and trendy services; possession of knowledge in the basics of psychology; possession of knowledge about brand formation; possession of knowledge about the organization and functioning of beauty industry enterprises); activity (readiness for responsible actions and making independent decisions in production situations; possession of innovative technologies of the production process; formation of general professional (educational, communicative, reflective, etc.) skills and abilities; presence of abilities to effectively apply professional skills and abilities; need and readiness for further development and improvement in professional activity); communicative (possession of knowledge about psychotypes of consumers and features of interaction with them; possession of knowledge about the characteristics of procedures and skills of presentation of services to consumers; possession of skills to identify consumer need in the service taking into account modern requirements; possession of skills to create a positive atmosphere during the provision of the service; possession of conflict resolution skills); reflective (formation of a set of moral-ethical and professional qualities (honesty and decency, modesty, industriousness, kindness, principledness; quick wit; accurate eye measurement; quick reaction; environmental culture); possession of skills to exercise self-control of technology and standards of work; possession of skills to evaluate the result of professional activity; possession of skills to

identify ways to overcome discrepancies between the desired and present levels of professional competence; possession of skills to quickly react to changes in consumer preferences and the emergence of new technologies in the field of cosmetology) criteria with corresponding indicators that characterize four levels of development of the researched phenomenon of personality: low, medium, sufficient, high.

The diagnostic-corrective block of the developed model reflects the effectiveness of the development of professional competence of qualified service workers and determines the correspondence of the obtained results to the set goals.

The model is quite clear so it characterizes only essential moments of the investigated process. At the same time, we believe that the developed structural model is adequate to the process of development of professional competence of qualified service workers, as it takes into account the specifics of the competence, activity, personality-oriented, acmeological, andragogical, environmental, informational, technological, axiological scientific approaches and principles that complement them, stages of development of professional competence of qualified service workers, level dynamics of the process. This type of model also reflects the technological, resource, productive, and instrumental-diagnostic sequence of achieving the set goal. Overall, within this model, the entire process of developing the professional competence of skilled service workers is formally represented in process-activity categories.

**Conclusions.** The highlighted conceptual aspects of the purposeful development of professional competence of qualified service workers based on the substantiated directions and stages of problem solving are an attempt to develop theoretical and methodological concepts for the development of this integrative property of the personality. The developed model reflects the results of designing a system for developing the professional competence of qualified service workers, systematizes conceptual-theoretical knowledge about the features of professional-personal growth of qualified service workers, and identifies specific practical measures for the purposeful development of the phenomenon.

In subsequent publications, the methodology for implementing the proposed model of the pedagogical system for the purposeful development of professional competence of qualified service workers should be covered.

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## КОНЦЕПТУАЛЬНІ АСПЕКТИ РОЗВИТКУ ПРОФЕСІЙНОЇ КОМПЕТЕНТНОСТІ КВАЛІФІКОВАНИХ РОБІТНИКІВ СФЕРИ ПОСЛУГ

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### Реферат

*Актуальність.* Розвиток професійної компетентності кваліфікованих робітників сфери послуг упродовж усього життя є головною умовою успішності майстрів індустрії краси, підвищення рівня їхньої конкурентоспроможності у динамічно змінних умовах сучасності. Професійна компетентність поєднує у собі всі сфери особистості і є основною метою, до оволодіння якої має прагнути людина на шляху професійного становлення. У статті висвітлено концептуальні аспекти розвитку професійної компетентності кваліфікованих робітників сфери послуг.

*Метою* даної статті є висвітлення концептуальних аспектів розвитку професійної компетентності кваліфікованих робітників сфери послуг.

*Методи:* у процесі наукового пошуку використано методи аналізу, синтезу – для з'ясування концептуальних аспектів розвитку професійної компетентності кваліфікованих робітників сфери послуг; методи узагальнення та систематизації – для формулювання власних поглядів на трактування сутності основних понять, пов'язаних з феноменом «професійна компетентність кваліфікованих робітників сфери послуг».

*Результати:* наведено результати дефінітивного аналізу визначення професійної компетентності кваліфікованих робітників сфери послуг; виокремлено компоненти професійної компетентності кваліфікованих робітників сфери послуг, основні методологічні підходи, принципи, фактори, педагогічні умови розвитку професійної компетентності кваліфікованих робітників сфери послуг; охарактеризовано основні складники процесу розвитку професійної компетентності кваліфікованих робітників сфери послуг та подано модель дослідженого феномена як структуру, що об'єднує чотири взаємопов'язані блоки (методологічно-цільовий, суб'єктний, змістово-технологічний та діагностувально-результативний); показано, що структурна модель розвитку професійної компетентності кваліфікованих робітників сфери послуг відображає обґрунтовані завдання, методологічні підходи, принципи, фактори, педагогічні умови, структурні компоненти, критерії, показники щодо проєктованого феномена.

*Висновки:* висвітлені аспекти розвитку професійної компетентності кваліфікованих робітників сфери послуг з опорою на визначені напрями та етапи розв'язання проблеми є спробою обґрунтування теоретичного і методологічного концептів розвитку цієї інтегративної властивості особистості кваліфікованого робітника сфери послуг.

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**Ключові слова:** професійна компетентність; кваліфіковані робітники; сфера послуг; концептуальні аспекти; сутність та структура професійної компетентності; компоненти; методологічні підходи; принципи; педагогічні умови; структурна модель.

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