



# THE ESSENCE AND STRUCTURE OF METHODOLOGICAL COMPETENCE OF VOCATIONAL TRAINING MASTERS IN VOCATIONAL (VOCATIONAL-TECHNICAL) EDUCATION INSTITUTIONS OF THE AUTOMOTIVE INDUSTRY

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## Abstract

*The relevance* of the study is driven by the importance of enhancing the methodological competence of vocational training masters in vocational (vocational-technical) education institutions. This is crucial for Ukraine's rapidly developing automotive industry, a strategically vital sector of the economy that requires competitive, professionally mobile specialists capable of swift adaptation during wartime and continuous professional development amidst the rapid evolution of production and digital technologies.

*Purpose:* To analyze contemporary approaches to defining the essence and structure of methodological competence of vocational training masters in vocational (vocational-technical) education institutions of the automotive industry to improve the quality of their professional activities, and to identify directions and forms of its development.

*Methods:* Theoretical analysis of official and scientific sources, as well as internet resources, was employed to ascertain the current state of research on the problem. The method of observation of the methodological activities of vocational training masters in vocational (vocational-technical) education institutions of the automotive industry was used to identify contemporary forms and directions for the development of their methodological competence.

*Results:* Based on theoretical analysis, the state of research and existing approaches to understanding the structure, forms, and directions of methodological competence development for vocational training masters in vocational (vocational-technical) education institutions of the automotive industry were examined.

*Conclusions:* It was determined that there is no unified approach to interpreting the concept of "methodological competence," necessitating its clarification. Methodological competence of vocational training masters is identified as a component of the professional-pedagogical competence of teaching staff, manifested in their methodological activities. It has a subjective character, as it is revealed in the educator's ability and readiness for creative self-realization. This competence is defined as the ability to effectively organize the educational and production process, based on a system of developed psychological-pedagogical, specialized, and methodological knowledge and skills, as well as experience in their application in professional-pedagogical activities (possessing thorough knowledge of the theory and methodology of subject teaching, mastering the technology of organizing the educational process, and being able to solve various methodological tasks). The components of the structure of methodological competence of a vocational training master were characterized (theoretical-methodological, subject-methodological, technological, organizational-managerial, and personal-deontological). Contemporary approaches to designing and organizing methodological activities should be based on the understanding of their goals as the comprehensive development of the educator's personality, encompassing both personal and professional qualities. A vocational training master needs to choose and build their own value system and master methods for creatively solving personal professional-methodological problems.

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**Keywords:** *methodological competence, vocational training master, vocational (vocational-technical) education institutions, automotive industry, structure of methodological competence, development of methodological competence.*

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**Introduction.** The demands of the economy on vocational education, particularly in the sphere of training skilled workers, are diverse. On the one hand, there remains a demand for traditional, mass professions requiring a medium level of qualification. On the other hand, there is an emerging and growing need for highly qualified, competitive workers who possess knowledge and technologies, are capable of perceiving and practically applying new scientific ideas, modern technical tools and materials, innovative technologies, and creative methods of organizing activities, and who can create high-tech, knowledge-intensive products. The global community has unequivocally recognized the quality of education as the main goal and priority for humanity's development in the 21st century. Vocational (vocational-technical) education institutions (hereinafter referred to as VTEIs) face a series of complex tasks aimed at training qualified workers in accordance with labor market needs. The modern VTEI system requires pedagogical staff who are capable of successfully communicating with learners, who deeply understand their role in society, are able and willing to apply acquired knowledge, skills, and abilities in practice, strive for continuous professional growth, and are socially and professionally mobile.

A special role in ensuring high-quality results in the professional training of qualified workers belongs to the vocational training instructor, and, in particular, to their methodological competence, which manifests in educational and methodological activities aimed at improving the practical professional training of learners in training workshops, under conditions close to production environments. This includes the development and improvement of vocational training and production practice methodologies (Parashchenko, 2004, pp. 71-84). The professional-pedagogical activity of vocational training instructors necessitates their mastery of new pedagogical and production technologies and demands a readiness for continuous self-improvement (Shpak, 2019, p. 135). At the same

time, achieving a high level of quality in the professional activity of vocational training instructors is not ensured by the existing practice of organizing their professional development, which is mostly not oriented towards innovative knowledge, modern pedagogical technologies, or competence-based education methodologies for future qualified workers. Vocational training instructors are predominantly graduates of industry-specific higher education institutions, and the level of their methodological knowledge, skills, and abilities requires constant improvement for the proper performance of their assigned tasks in conditions of rapidly changing industries. Therefore, the task of studying the modern content and structure of the vocational training instructor's methodological competence and developing effective technologies for its development during inter-course advanced training periods is highly relevant.

**Research Sources.** Conceptual provisions regarding the development of vocational education and professional development of pedagogical staff in the context of modern challenges are reflected in the National Strategy for the Development of Education in Ukraine for 2012–2021 (2013), the Laws of Ukraine "On Vocational (Vocational-Technical) Education" (latest revision – 2019), "On Education" (2017), "On Professional Pre-Higher Education" (2019), the National Qualifications Framework (2011), the Concept of State Policy Implementation in the Field of Vocational (Vocational-Technical) Education "Modern Vocational (Vocational-Technical) Education" (2019), materials of the Bruges Communiqué on enhanced European cooperation in vocational education and training (2010), UNESCO's Strategy for Technical and Vocational Education and Training 2016-2021 (2015), and others. The essence of methodological competence as a component of the future teacher's professional competence has been investigated by S. Azaryshvili, E. Azimov, I. Akulenko, T. Hushchyna, T. Zahryvnia, O. Ilchenko, T. Kocharian, O. Lebedeva, I. Mykhalevska, H. Sokolova, N.

Tarasenkova, O. Tumasheva, T. Baibara, N. Bibik, I. Ziaziun, L. Koval, O. Savchenko, and S. Sysoieva dedicated their scientific works to the problem of professional-methodological training of teachers in new conditions, and the implementation of modern active methods using information technologies in higher education institutions. It should be noted that research results on the formation of pedagogical methodological competence are quite widely covered in scientific literature. However, the study of the problem of forming the methodological competence of vocational training instructors in VTEIs deserves more attention.

The theoretical basis for solving this relevant scientific problem lies in scientific works that highlight the methodology and theories of vocational education (V. Bykov, S. Honcharenko, A. Hurzhii, I. Ziaziun, V. Kremen, V. V. Luhovyi, P. Luzan, L. Lukianova, N. Nychkalo, V. Radkevych, S. Sysoieva, etc.); and the provisions of the competence-based approach in vocational education (S. Aliksieieva, L. Bazyl, O. Borodiienko, N. Briukhanova, L. Herhanov, T. Herliand, L. Yershova, A. Kalenskyi, V. Kovalchuk, O. Koshuk, V. Kruchek, N. Kulalaieva, V. Kurok, M. Lazarev, T. Lazareva, H. Lutsenko, O. Ovcharuk, V. Orlov, M. Pryhodii, V. Radkevych, O. Radkevych, H. Romanova, O. Romanovskiy, M. Telovata, O. Shahaieva, L. Shevchuk, V. Yahupov, and others).

An analysis of the theory and practice of methodological activity of vocational training instructors reveals the following contradictions:

- Between the necessity of continuous development of vocational training instructors' methodological competence and the absence of effective models to ensure this during inter-course advanced training periods.
- Between the objective need of pedagogical practice for vocational training instructors with developed methodological competence and the insufficient level of provision of necessary pedagogical conditions in VTEIs for this purpose.
- Between modern requirements for the methodological competence of vocational training instructors and the absence of scientifically sound methodologies and practical recommendations for its development in VTEIs.

**The aim of the article** is to analyze modern approaches to defining the essence and structure of methodological competence of vocational training

instructors in automotive VTEIs to improve the quality of their professional activity and to determine the directions and forms of its development.

**Research methods:** theoretical analysis of official, scientific sources, and internet resources – to clarify the state of study of the research problem; observation of the methodological activity of vocational training instructors in automotive VTEIs to identify modern forms and directions for the development of their methodological competence.

**Results and Discussion.** In many works, competence is considered an interdisciplinary category studied by psychologists, pedagogues, sociologists, and other scholars. Therefore, scientific sources contain a large number of definitions of this concept by various authors. However, common to many researchers is the view of competence as a certain model of educational outcome, as a decisive condition and indicator of a person's overall success, and in professional activity in particular. In a broad sense, competence is interpreted as an individual's ability for effective self-realization in any field of activity, which includes the individual's personal attitude to competence and to the subject of activity.

This concept was introduced into Ukrainian legislation by the basic Law of Ukraine "On Education," where, according to sub-paragraph 15, paragraph 1, Article 1, competence is defined as "a dynamic combination of knowledge, abilities, skills, ways of thinking, views, values, and other personal qualities that determines a person's ability to successfully socialize, conduct professional and/or further educational activities." Furthermore, sub-paragraph 16, paragraph 1, Article 1 of the Law of Ukraine "On Education" defines the ways of forming competencies: "educational process – a system of scientific-methodological and pedagogical measures aimed at the development of personality through the formation and application of its competencies"; and sub-paragraph 4, paragraph 1, Article 1 of the Law of Ukraine "On Education" states that "teaching activity – activity aimed at forming knowledge, other competencies, worldview, developing intellectual and creative abilities, emotional-volitional and/or physical qualities of learners (lecture, seminar, training, courses, master class, webinar, etc.), and which is carried out by a pedagogical (scientific-pedagogical) worker..." (Shpak, 2019, p. 135).

In the works of domestic scholars, professional, social, informational, and communicative competencies are often distinguished, and less frequently – methodological, psychological, and civic. In pedagogical theory and practice, numerous studies have been conducted on various aspects of pedagogical and methodological activity, and they have been improved at various levels of organizing continuous professional development for educators. However, there is no comprehensive systemic analysis of the essence and structure of vocational training instructors' methodological competence, although individual studies, undoubtedly, are of significant scientific and practical interest.

There are different views on the interpretation of the concept of "methodological competence." O. Tsilmak defines methodological competence as a personal ability to structurally and highly effectively build activities based on acquired knowledge, abilities, and skills. The scholar attributes mobility of knowledge, flexibility in applying methods, critical thinking, a creative approach, and responsibility for actions to the main components of methodological competence (Tsilmak, 2009). According to O. O. Yurtaieva (2011, p. 366), the structure of the professional-pedagogical competence of a vocational training instructor includes the following competencies: motivational, psychological-pedagogical, intellectual-cognitive, autopsychological, technological, communicative, and methodological. The basis of the latter consists of pedagogical technique, methods of conducting educational activities, culture of pedagogical activity, culture of stimulating and organizing students' learning activities, methodology of organizing the vocational training process, and the development and implementation of author's vocational training methodologies.

In our study, we consider the methodological competence of a vocational training instructor in the automotive VTEI as one of the tasks of their professional development and improvement. Therefore, the scientific analysis of the problem of forming and developing educators' methodological competence must be carried out in accordance with legislative requirements and taking into account modern global social and educational challenges. Methodological competence is a component of

professional-pedagogical competence and largely characterizes the ability of pedagogical staff to effectively design, organize, adjust, and evaluate the professional-theoretical and practical training of future qualified workers.

The methodological competence of a vocational training instructor's professional activity is associated with the use of means, methods, and techniques of the educational process and includes: analysis and preparation of information and its methodological processing into educational material; designing techniques and methods for its optimal assimilation and control; and implementing effective teaching methods to achieve high learning outcomes.

It should be noted that the methodological competence of a vocational training instructor is aimed at mastering and improving existing principles, forms, and methods of effective organization of the educational process, as well as developing and implementing new ones. Achieving high results in professional activity in terms of the vocational training instructor's methodological competence is formed in accordance with educational standards. In this regard, methodological competence includes: developing working curricula; forming methodological support for the educational process; and implementing modern teaching methods, pedagogical technologies, and techniques. The realization of methodological competence is associated with the application of methodological knowledge, methodological and psychological-pedagogical skills in professional activity, and the performance of professional duties in accordance with the regulatory documents of the educational institution.

Given professional skills, the methodological competence of vocational training instructors in automotive VTEIs can be interpreted as theoretical and practical readiness to conduct classes according to various curricula and the ability to effectively solve typical and atypical methodological tasks, that is, readiness to perform professional functions. The content of theoretical (scientific) readiness is revealed through the generalized ability to think pedagogically, which implies the presence of analytical, prognostic, design, and reflective skills. The essence of the practical aspect of methodological competence lies in the technological readiness of the educator to professionally use modern information

and educational technologies, methods, and techniques in the educational process, adapting them to various pedagogical situations.

In the professional standard "Vocational Training Instructor," approved by Order of the Ministry of Economy of Ukraine No. 430-21 dated August 17, 2021, methodological activity includes the ability to develop a teaching and methodological complex for vocational training and practical training; the ability to use digital technologies to solve methodological problems; the ability to innovate, test, and disseminate its results; and the ability to analyze and utilize positive pedagogical practice. Thus, a vocational training instructor must be ready to develop educational and methodological materials that correspond to the modern development of education and production, and to implement highly effective forms and methods of teaching and innovative pedagogical technologies.

The selection and structuring of the content for the development of vocational training instructors' methodological competence is a problem that requires thorough research and directs scientific inquiry towards defining the main, key stages of improving the existing professional development system. Structuring competence-oriented content is a necessary condition for improving the existing professional development system regarding the development of vocational training instructors' methodological competence in VTEIs.

Analyzing theoretical sources on the problem of forming and developing the educator's methodological competence, and based on the principles of competence-based and subject-activity approaches, we conclude that the methodological competence of a vocational training instructor is a unity of the following components:

- Theoretical and Methodological: knowledge of the fundamentals of pedagogy, psychology, andragogy, and didactics; understanding of modern trends in education and professional training; mastery of research methods.
- Subject-Methodological: deep knowledge of the specialty in which training is provided; mastery of methods for teaching specialized disciplines and vocational training; ability to develop educational and planning documentation.
- Technological: mastery of modern teaching methods and technologies such as problem-based

learning, project-oriented learning, modular learning; ability to use interactive teaching methods such as business games, trainings, cases; use of computer technologies and multimedia tools in teaching.

- Organizational and Managerial: ability to plan, organize, and conduct the educational and production process; mastery of methods for controlling and evaluating students' knowledge, skills, and abilities; ability to maintain methodological documentation.
- Personal and Deontological: professionally important qualities: responsibility, organization, independence; creative approach to work; communicativeness, ability to work in a team; high moral qualities.

The identified components of vocational training instructors' methodological competence in VTEIs demonstrate the level of methodological training for realizing their professional activity, taking into account modern trends in the development of the relevant industry. The process of forming the methodological competence of a vocational training instructor in VTEIs involves: professional orientation of general scientific and special training in the field; methodological training and mastery of innovative technologies of professional training; development of technological literacy with an emphasis on the use of technological knowledge in the content of methodological training; and the integration of personal and developmental approaches in the methodological training of future specialists. It should also be noted that the effective development of methodological competence of a vocational training instructor in the automotive industry depends on the implementation of a set of pedagogical conditions: activation of the vocational training instructor's position in the development and self-development of methodological competence; ensuring an individual trajectory for the successful development of the instructor's methodological competence; effectiveness of scientific and methodological support for the development of vocational training instructors' methodological competence in its various forms; and the creation of an effective information and professional environment.

The main pathways for developing the methodological competence of vocational training instructors can be defined as follows:

- Methodological work: development and implementation of original methodological elaborations, participation in methodological competitions, exchange of experience with colleagues.

- Research activity: participation in research projects, publication of scientific articles, presentations at scientific conferences.

- Self-education: studying specialized literature, methodological manuals, internet resources, participation in methodological seminars, webinars, trainings, attending master classes, and advanced training courses.

Experience convincingly demonstrates that the professional development of educators in VTEIs occurs continuously through a combination of different forms of education: formal, which involves course-based advanced training in psychological-pedagogical and methodological preparation; non-formal – internships, participation in the organization and conduct of professional skills competitions, exhibitions, conferences, seminars, workshops, master classes, trainings, round tables, webinars, author's schools, etc.; informal – self-education: Internet, online courses "Prometheus," etc. Modern teaching aids, new production technologies and relevant equipment, and new pedagogical technologies involve the use of the latest tools for accumulating, processing, and transmitting scientific and methodological information through digital technologies and tools, including the use of local and international educational networks, websites, video programs, etc., which form the information component of the educational institution's environment (Hurevych, 2005, p. 366).

The main form of developing the methodological competence of vocational training instructors is their individual self-educational work. It expands the instructors' basic methodological education, forms their individual style of pedagogical activity, and helps educators critically reflect on their own pedagogical experience (Stadova, 1996, p. 250). Self-educational activity is most effectively realized in the process of organizing in-depth work of pedagogical teams and vocational training instructors on scientific and methodological problems and according to the individual self-educational plans of each pedagogical worker. In the methodological offices of VTEIs, as a rule, methodological sheets,

orders, and directives on various issues, lists of new methodological literature received by the library, thematic folders with materials from various periodicals that may be of interest to instructors according to their professional training profile, methodological recommendations for conducting vocational training lessons, etc., are available. However, in our opinion, the approach to organizing instructors' self-education must be necessarily differentiated and democratic. Such a form of individual work, in terms of content, should be a component of scientific and methodological support for the development of professional-pedagogical, and especially methodological, competence of vocational training instructors.

**Conclusions.** The results of the analysis of the problem under study in pedagogical theory and practice indicate the absence of a unified approach to the interpretation of the concept of "methodological competence," which necessitated its clarification. The methodological competence of vocational training instructors is distinguished as a component of the professional-pedagogical competence of pedagogical staff; it manifests in the methodological activity of vocational training instructors, thus having a subjective nature, as it characterizes them as subjects of methodological activity and is manifested in their ability and readiness for creative self-realization as educators. It is defined as the ability to effectively organize the educational and production process, based on a system of developed psychological-pedagogical, professional, and methodological knowledge and skills, as well as the experience of their use in the process of professional-pedagogical activity. A vocational training instructor must have profound knowledge of the theory and methodology of teaching the subject, master the technology of organizing the educational process, and be able to solve various methodological problems. The structure of the vocational training instructor's methodological competence includes: theoretical-methodological, subject-methodological, technological, organizational-managerial, and personal-deontological components.

Modern approaches to the design and organization of methodological activity should be based on the understanding of its goals as the development of the educator's personality in its full completeness and integrity of personal and

professional qualities. Given this, a vocational training instructor needs to choose and build their own world of values, and master ways of creatively

solving personal professional-methodological problems.

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## СУТЬ І СТРУКТУРА МЕТОДИЧНОЇ КОМПЕТЕНТНОСТІ МАЙСТРІВ ВИРОБНИЧОГО НАВЧАННЯ ЗАКЛАДІВ ПРОФЕСІЙНОЇ (ПРОФЕСІЙНО-ТЕХНІЧНОЇ) ОСВІТИ АВТОМОБІЛЬНОЇ ГАЛУЗІ

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### Реферат:

*Актуальність* дослідження зумовлюється важливістю підвищення рівня розвитку методичної компетентності майстрів виробничого навчання закладів професійної (професійно-технічної) освіти для стратегічно важливої для економіки України автомобільної галузі, що швидко розвивається і потребує конкурентоспроможних, професійно мобільних фахівців, здатних до швидкої адаптації в умовах воєнного стану та постійного професійного розвитку в умовах бурхливого розвитку виробничих і цифрових технологій.

*Мета:* проаналізувати сучасні підходи до визначення суті та структури методичної компетентності майстрів виробничого навчання закладів професійної (професійно-технічної) освіти автомобільної галузі для підвищення якості їхньої професійної діяльності та визначити напрями та форми її розвитку.

*Методи:* теоретичний аналіз офіційних, наукових джерел та інтернет-ресурсів – для з'ясування стану вивченості проблеми дослідження; метод спостереження за методичною діяльністю майстрів виробничого навчання закладів професійної (професійно-технічної) освіти автомобільної галузі для з'ясування сучасних форм і напрямів розвитку їх методичної компетентності.

*Результати:* на основі теоретичного аналізу вивчено стан дослідженості та існуючі підходи до розуміння структури, форми та напрямки розвитку методичної компетентності майстрів виробничого навчання закладів П(ПТ)О автомобільної галузі.

*Висновки:* з'ясовано, що відсутній єдиний підхід до трактування поняття «методична компетентність», що спричинило необхідність його уточнення; методична компетентність майстрів виробничого навчання виокремлюється як складова професійно-педагогічної компетентності педагогічних працівників, проявляється в методичній діяльності майстрів виробничого навчання, має суб'єктивний характер, оскільки виявляється у здатності та готовності до творчої самореалізації педагога; ця компетентність визначається як здатність ефективно організувати навчально-виробничий процес, що ґрунтується на системі розвинених психолого-педагогічних, фахових, методичних знань і вмінь, а також досвіді їх використання в процесі професійно-педагогічної діяльності (мати ґрунтовні знання з теорії та методики навчання предмета, володіти технологією організації освітнього процесу, вміти розв'язувати різноманітні методичні завдання); охарактеризовано компоненти структури методичної компетентності майстра виробничого навчання (теоретико-методологічна, предметно-методична, технологічна, організаційно-управлінська та особистісно-деонтологічна); сучасні підходи до проектування й організації методичної діяльності мають базуватись на усвідомленні її цілей як розвитку особистості педагога у всій повноті та цілісності особистісних і професійних якостей; майстру виробничого навчання необхідно обрати і вибудувати власний світ цінностей, оволодіти способами творчого вирішення особистих професійно-методичних проблем.

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**Ключові слова:** *методична компетентність, майстер виробничого навчання, заклади професійної (професійно-технічної) освіти, автомобільна галузь, структура методичної компетентності, розвиток методичної компетентності.*

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