



THE TECHNOLOGY FOR DEVELOPING SOCIAL PARTNERSHIP IN PROFESSIONAL EDUCATION UNDER THE CONDITIONS OF DUAL TRAINING

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Abstract.

Relevance: the need to update the modern system of professional education and, thus, implement dual training in professional (vocational) education schools actualizes a problem of developing social partnership in these schools. It requires searching for innovative approaches, methods, technologies and mechanisms for ensuring this process.

Aim: the paper aims to consider the essence and the structure of the technology for developing social partnership in professional (vocational) education schools under the conditions of dual training, as well as the content of its stages for successful and effective use.

Methods: theoretical methods (analysis, synthesis to determine and justify the components of the technology for developing social partnership; generalization to formulate the conclusions of the research; modelling to determine the sequence of stages of the technology for developing social partnership); empirical methods (praximetric methods (a study and analysis of pedagogical experience, syllabi, programmes for dual training of future skilled workers to identify the powers and the functions of all subjects of the social partnership system of professional (vocational) education schools in the context of dual training); questionnaires and diagnostics (interviews with the teaching staff from professional (vocational) education schools and employers to determine the features of developing social partnership of professional (vocational) education schools in the context of dual training).

Results: the paper presents the author's technology for developing social partnership in professional (vocational) education schools under the conditions of dual training, which is a set of consecutive measures, procedures and methods, which ensure effective interaction between professional (vocational) education schools and executive authorities, associations of employers, trade unions, enterprises of various forms of ownership and subordination, employment service and allows coordinating their common interests. It contains certain structural components (concepts and goals, content and technologies, motivation and results) and can be implemented in four stages (strategic planning; organization and implementation; monitoring and coordination; motivation and stimulation).

Conclusions: The specified structural components of the proposed technology enable its life cycle and further transformation. Its effective implementation in professional (vocational) education schools will promote mutually beneficial and productive activities of the subjects of the social partnership system aimed at the effective development of professional education: strengthening the relations of professional (vocational) education schools specializing in certain areas and social groups of this professional community; making the educational process more flexible; helping to promptly meet the requirements of employers; simplifying the adaptation of graduates to production conditions.

Keywords: *technology for developing social partnership, professional (vocational) education schools, dual training, professional education.*

Introduction. Today's transformations taking place in Ukraine cause certain changes in its economic sector. Also, such features of a market economy as a fierce competition between enterprises, a low level of the state's control over markets, relatively free creation of supply and demand and flexibility of the labour market are crucial in shaping the requirements for both the quality and mobility of qualified personnel of economic entities. Given this, it is essential to update the current system of professional education, which is under reforms, and modernize its facilities and resources.

The introduction of dual training in professional (vocational) education (hereinafter P(V)E schools is one of the areas of such modernization. The main advantages of using it include the compliance of professional training of skilled workers demonstrating a well-developed professional competency with the requirements of specific enterprises; the possibility of building an individual educational trajectory by students; the rapid adaptation of graduates from P(V)E schools to production conditions and the acquisition of corporate culture. A characteristic feature of dual training lies in developing social partnership in P(V)E schools. It is considered as a special type of the interaction between P(V)E schools and executive bodies, associations of employers, trade unions, enterprises of various forms of ownership and subordination and employment service to coordinate the interests of all the participants in this process (Shcherbak, 2008). Modern researchers constantly search for innovative approaches, methods, technologies and mechanisms of its development.

Research sources. Social partners of the professional education system include employers (enterprises, companies, institutions of various forms of ownership and subordination, their associations; professional associations of employers); power structures and governing bodies (governing bodies of the economy, social and labour spheres, chambers of commerce and industry); public associations and organizations (trade unions, associations of employees); individual representatives of the labour market; individual consumers of educational services (students, their parents, unemployed citizens, other individuals).

Such scholars as K. Dechev, U. Hippach-Schneider, M. Krause, N. Krednets, A. Molchanova, O. Moskvichova, N. Nychkalo, V. Radkevych and C. Woll have considered the issue of developing social and public-private partnerships in the context of professional education. N. Nychkalo believes that social partnership can help to resolve the contradictions between private and public sectors, which serves as a mechanism for the development and adequate

functioning of the education system (Nychkalo, 2006, p. 5). In this context, one should pay particular attention to the work of O. Moskvichova since she states that these contradictions are manifested in the fact that public-private partnership is based on cooperation and risk-sharing between public and private business, which contradicts the basic principles of a market economy and free competition (Moskvichova, 2016). Under such conditions, public authorities learn to act under market relations, and business structures agree on accounting transparency and some public control over their activities. All this is possible because social partnership is based on such principles as democracy, legality, equality and mutual respect of the parties, validity and reality of mutual obligations, the responsibility of the parties for the implementation of agreements and obligations (Shcherbak, 2008).

V. Radkevych indicates that the aim of developing social dialogue and partnership between P(V)E schools and subjects and institutions of the labour market, state and local authorities and public organizations is as follows: access to information about the professional qualification structure, the need for skilled labour; mobile training and retraining of skilled workers under the rapidly changing conditions in the labour market; employment of graduates from P(V)E schools following the acquired profession (Radkevych, 2011).

According to A. Molchanova, social partnership should be considered as social dialogue, the establishment of relations under market laws, between education and employment (Molchanova, 2007). At the same time, graduates from P(V)E schools are directly trained to meet the staffing needs of economic entities. As stated by N. Krednets, employers take care of the content, organization and learning outcomes in German vocational schools implementing dual training (Krednets, 2011, p. 114). It makes it possible to coordinate the interests of education and production during the training of qualified personnel. Besides, the powers of employers, who are key social partners, include enhancing regulations which ensure the development of professional education; developing professional and education standards, as well as creating a mechanism for external assessment of the quality of graduates' professional training; participating in the management of P(V)E schools and updating its facilities and resources; providing appropriate conditions for the implementation of industrial training and practice of students and internships of the teaching staff in production (Hippach-Schneider, Krause, Woll, 2007, p. 16).

The paper aims to consider the essence and the structure of the technology for developing social partnership in P(V)E schools under the conditions of dual training, as well as the content of its stages for successful and effective use.

Research methods: theoretical methods (analysis, synthesis to determine and justify the components of the technology for developing social partnership; generalization to formulate the conclusions of the research; modelling to determine the sequence of stages of the technology for developing social partnership); empirical methods (praximetric methods (a study and analysis of pedagogical experience, syllabi, programmes for dual training of future skilled workers to identify the powers and the functions of all subjects of the social partnership system of P(V)E schools in the context of dual training); questionnaires and diagnostics (interviews with the teaching staff from P(V)E schools and employers to determine the features of developing social partnership of P(V)E schools in the context of dual training).

Results and discussion. The designed technology for developing social partnership in P(V)E schools under the conditions of dual training is a set of consecutive measures and procedures, which ensure effective interaction between P(V)E schools and executive authorities, associations of employers, trade unions, enterprises of various forms of ownership and subordination, employment service, and allows coordinating their common interests. This technology contains certain structural components (concepts and goals, content and technologies, motivation and results), which ensure its life cycle and further transformation if necessary.

The concepts and goals component defines the strategic goal of the specified process and the objectives required to achieve it, standardizes the actions of all its participants, including in the legal field, presents a set of methodological approaches (systemic, activity-oriented, competency-based, technological and contextual) and didactic principles of professional pedagogy (systematicity, integrativity, universality, unity of socialization and professionalization of personality, modularity and professional mobility), on which this technology is based.

The content and technologies component reveals the content of activities and the essence of procedures for developing social partnership, includes tools for implementing this technology (methods of monitoring and analyzing the activities of the subjects of the social partnership system of P(V)E schools under the conditions of dual training, the communication between them, as well as self-study activities of students within dual training; methods of selecting and involving social partners; means of forecasting the areas in the development of social partnership), as well as the stages of its implementation (strategic planning; organization and implementation; monitoring and coordination; motivation and stimulation).

The motivation and results component involves diagnostic tools for assessing the development levels of social partnership of P(V)E schools under the conditions of dual training, as well as the means of stimulating and motivating the participants in this process towards effective interaction.

The proposed technology is realized in the following four stages: strategic planning; organization and implementation; monitoring and coordination; motivation and stimulation.

The strategic planning stage covers the following measures and procedures:

- analyzing internal and external factors in professional training of skilled workers in P(V)E schools under the conditions of dual training; identifying opportunities and evaluating risks;
- determining strategic goals of developing social partnership in P(V)E schools under the conditions of dual training;
- identifying the leading areas in the cooperation with social partners by sectors (government, non-governmental and business structures) and developing action programmes for their implementation;
- creating a social partnership network of P(V)E schools at the regional, national and international levels in the context of dual training;
- forecasting the possibility of multi-channel financing of professional training for skilled workers (state, regional, local level and the level of economic entities), as well as distributing the necessary resources for its implementation.

The organization and implementation stage pays attention to the following measures:

- defining the powers, functions and responsibilities of the subjects of the social partnership system of P(V)E schools, as well as developing their social responsibility;
- involving social partners in the cooperation with P(V)E schools (developing educational and agenda documentation to ensure professional training and assessment of students' educational attainment);
- developing the marketing of long-term social-partnership of P(V)E schools with various subjects of social partnership;
- coordinating the actions of the subjects of the social partnership system of P(V)E schools following the strategic goals of its development under the conditions of dual training;
- creating and following the norms and traditions to support the development of social partnership in P(V)E schools under the conditions of dual training.

The monitoring and coordination stage is characterized by the following measures and procedures:

- monitoring the activities of the subjects of the social partnership system of P(V)E schools at different

levels to identify possible dangers, mistakes and deviations from the adopted strategy;

– providing systematic consultations between the subjects of the social partnership system of P(V)E schools to coordinate their actions and strategic decisions;

The motivation and stimulation stage is implemented through the following measures:

– developing a system of incentives that encourage all subjects of the social partnership system of P(V)E schools to achieve the expected strategic results;

– introducing the mechanisms of stimulating and motivating economic entities to cooperate with P(V)E schools regarding professional training of future specialists within dual training;

– enhancing psycho-pedagogical competency of mentors at enterprises and professional-and-practical competency of the teaching staff from P(V)E schools to ensure the educational process in terms of dual training;

– motivating students from P(V)E schools towards self-study in terms of dual training.

Thus, the effective implementation of this technology in P(V)E schools will contribute to strengthening the relations of P(V)E schools

specializing in certain areas and social groups of this professional community, make the educational process more flexible, help to promptly meet the requirements of employers and simplify the adaptation of graduates to production conditions.

Conclusions. The proposed technology for developing social partnership in P(V)E schools under the conditions of dual training is a set of consecutive measures and procedures, which ensure effective interaction between P(V)E schools and executive authorities, associations of employers, trade unions, enterprises of various forms of ownership and subordination, employment service, and allows coordinating their common interests. This technology contains certain structural components (concepts and goals, content and technologies, motivation and results). It can be implemented in four stages (strategic planning; organization and implementation; monitoring and coordination; motivation and stimulation). The introduction of this technology in P(V)E schools will promote mutually beneficial and productive activities of the subjects of the social partnership system aimed at the effective development of professional education. Further research should aim to experimentally verify the effectiveness of the proposed technology by validating it in P(V)E schools.

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Технологія розвитку соціального партнерства в закладах професійної освіти в умовах дуальної форми навчання

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Реферат.

Актуальність. Необхідність оновлення сучасної системи професійної освіти та запровадження у зв'язку з цим дуальної форми навчання в закладах професійної освіти актуалізують розвиток у них соціального партнерства. Це зумовлює пошук інноваційних підходів, методів, технологій і механізмів забезпечення даного процесу.

Мета: розгляд суті та структури технології розвитку соціального партнерства в закладах професійної освіти в умовах дуальної форми навчання, змісту її етапів для успішного й ефективного її використання.

Методи: теоретичні (аналіз, синтез – для визначення та обґрунтування складників технології розвитку соціального партнерства; узагальнення – для формулювання висновків дослідження; моделювання – для визначення послідовності етапів технології розвитку соціального партнерства); емпіричні (праксиметричні (вивчення та аналіз педагогічного досвіду, робочих планів, програм підготовки майбутніх кваліфікованих робітників за дуальною формою навчання – для виявлення повноважень і функцій усіх суб'єктів системи соціального партнерства закладів професійної освіти в умовах дуальної форми навчання); опитувально-діагностичні (бесіди з педагогічними працівниками закладів професійної освіти та роботодавцями – для визначення особливостей розвитку соціального партнерства закладів професійної освіти в умовах дуальної форми навчання).

Результати: розроблено технологію розвитку соціального партнерства в закладах професійної освіти в умовах дуальної форми навчання, що є сукупністю поетапно здійснюваних заходів, процедур, методів, котра забезпечує ефективну взаємодію закладів професійної освіти із органами виконавчої влади, об'єднаннями роботодавців, профспілок, підприємствами різних форм власності й підпорядкування, установами служби зайнятості та дає можливість максимально узгодити їхні спільні інтереси. Вона містить структурні складники (концептуально-цільовий, змістово-технологічний та мотиваційно-результативний) та реалізується в чотири етапи (стратегічно-планувальний, організаційно-виконавчий, контрольно-координуючий та мотиваційно-стимулюючий).

Висновки: визначені структурні складники запропонованої технології уможливають її життєвий цикл та подальше перетворення. Її ефективне запровадження у закладах професійної освіти сприятиме взаємовигідній продуктивній діяльності суб'єктів системи соціального партнерства, спрямованої на ефективний розвиток професійної освіти, а саме: зміцненню зв'язків між закладами відповідного профілю та соціальними групами цієї професійної спільноти; гнучкості їхнього освітнього процесу та його швидкому реагуванню на вимоги роботодавців; спрощеній адаптації випускників закладів до умов виробництва.

Ключові слова: технологія розвитку соціального партнерства, заклади професійної освіти, дуальна форма навчання, професійна освіта.

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