



PEDAGOGICAL CONDITIONS FOR THE DEVELOPMENT OF INDUSTRIAL TRAINING MASTERS' PROFESSIONAL COMPETENCE IN INSTITUTIONS OF VOCATIONAL EDUCATION SERVICES

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Abstract.

Relevance: the development of professional competence of masters of industrial training in institutions of vocational education services is the basis for ensuring the quality training in the system of vocational education. The main feature of the master of industrial training in comparison with other pedagogical workers is that his/her actions and tasks have an applied, professional and production character, a clear professional orientation and proximity to the conditions of modern production, and are subject to the main goal – purposeful formation of conscious, professionally competent, patriotic, well-developed personalities of skilled workers, in particular for the service sector. Therefore, in the modern institution of vocational education services such conditions should be created. They will ensure the teachers' creative professional self-realization and purposeful mastery of modern innovative pedagogical and production technologies.

Purpose: to determine and substantiate the pedagogical conditions for the development of professional competence of masters of industrial training in institutions of vocational education services.

Methods: theoretical: analysis, synthesis – for the study of scientific research, educational and methodological literature, modern educational practices to determine the pedagogical conditions for the development of professional competence of masters of industrial training in institutions of VE services; generalization, comparison, comparison – to compare the approaches of researchers to solve the problem; empirical: observation of professional and pedagogical activity of masters of industrial training, questionnaires, online surveys of pedagogical workers, conversations with pedagogical workers of vocational education institutions, expert evaluation – to determine the basic pedagogical conditions for the development of professional competence of masters of industrial training.

Results: the basic pedagogical conditions of purposeful development of professional competence of masters of industrial training in institutions of vocational education services are defined and substantiated, in particular: purposeful formation of positive motivation of masters of industrial training to master innovative industrial and pedagogical technologies; the dominance of effective self-educational activities in the personal and professional development of masters of industrial training; creation (in the institution of vocational education) of a favorable information and educational environment for the professional and pedagogical development of masters of industrial training; organization of innovative methodical work in the institution of vocational (professional) education

Conclusions: it is substantiated that certain pedagogical conditions for the development of professional competence of masters of industrial training in the institutions of vocational (professional) education services operate when appropriate professional methods, pedagogical technologies are provided.

Keywords: *development of professional competence, masters of industrial training, pedagogical conditions, institutions of vocational (professional) education services.*

Introduction. Modernization of the system of professional training, the emergence of changes in technology and production technologies, the development of the information society, require an increase in the level of professional and pedagogical competence of teachers of vocational training (Tsareva, 2021, p.115). The development of professional competence of masters of industrial training in institutions of vocational (vocational) education (hereinafter – VET) services is the basis for providing quality training in the system of vocational (professional) education. Modern educational realities determine the new requirements for the master of industrial training as the main translator of skills and abilities to applicants for vocational education. A modern master of industrial training is a professional who is perfectly oriented in the legal framework and adequately uses the requirements of conceptual educational documents in his daily activities; builds and embodies own pragmatic trajectory of activity, self-development and self-improvement taking into account the basic tendencies of development of techniques and technologies; (within the limits of realization of the professional functions) enters into effective communications with employers of branch; is constantly improving through long-term and short-term training, as well as in the course of non-formal education and training; uses digital tools and virtual resources to convey educational and production content to students and to measure and adjust their learning outcomes.

In modern pedagogical research, which is related to the problems of improving pedagogical systems, increasing the efficiency of the educational process, one of the aspects is to identify, justify and verify the pedagogical conditions necessary to ensure the success of the activities.

Sources. Speaking of the concept of “pedagogical conditions”, it should be noted that there are a large number of interpretations of this definition. The multifaceted nature of pedagogical conditions for the organization and management of the process of improving professional and pedagogical activities is considered in the research of P. Gurevich, I. Ziaziun, I. Isayev, P. Luzan, N. Nychkalo, N. Kuzmina, I. Podlasyiy, V. Slastenin, V. Radkevych, L. Shevchuk and others.

According to I. Podlasyiy (1996, p. 280), “pedagogical conditions contribute to the implementation of the content of education, optimize the forms, methods, approaches, technology of the educational process as a holistic system”. P. Luzan (2004, p. 134) understands pedagogical conditions as “cir-

cumstances that provide a number of factors and allow the teacher to organize active educational and cognitive activities of students”, N. Ypolytova (2012, p. 10) – as a component of the pedagogical system, reflecting the set of internal (ensure the development of the personal aspect of the subjects of the educational process) and external (contribute to the implementation of the procedural aspect of the system) elements that ensure its effective functioning and further development.

Pedagogical conditions include those conditions that are consciously created in the educational process and the implementation of which ensures its most effective course. Thus, the definition of “pedagogical conditions” can be formulated as a set of measures “aimed at achieving goals, interacting and complementing each other, which prevents the penetration of the random, which does not contribute to the desired effectiveness” (Busel, 2009, p. 936).

Under pedagogical conditions we mean a set of objective and subjective factors necessary to ensure the effective functioning of all components of the relevant pedagogical system. This makes it possible to formulate pedagogical conditions for the development of professional competence of masters of industrial training of vocational education institutions in the field of services as circumstances that determine the masters’ purposeful development of professional knowledge and skills and provide training for students.

Highlighting the conditions for the development of professional competence of masters of industrial training of VET institutions in the field of services, we mean the environment in which this development is the most favorable.

The article aims to substantiate the pedagogical conditions for the development of professional competence of masters of industrial training in the field of services.

Methods: theoretical: analysis, synthesis – for the study of scientific research, educational and methodological literature, modern educational practices to determine the pedagogical conditions for the development of professional competence of masters of industrial training in institutions of VE services; generalization, comparison, comparison – to compare the approaches of researchers to solve the problem; empirical: observation of professional and pedagogical activity of masters of industrial training, questionnaires, online surveys of pedagogical workers, conversations with pedagogical workers of vocational education institutions, expert evaluation – to determine the basic pedagogical conditions for the

development of professional competence of masters of industrial training.

Results and discussion. The definition of pedagogical conditions was carried out in several stages. At the first stage of scientific research the task was set: to determine a set of pedagogical conditions that can influence (to the greatest extent) the process of development of professional competence of masters of industrial training, the development of their theoretical and practical training, readiness for teaching and innovation. For this purpose, an online pilot survey of teachers, masters of industrial training, methodologists, heads of vocational education institutions was conducted. According to the results of the survey, which was attended by 125 respondents, 12 most recurring pedagogical conditions were selected: purposeful formation of positive motivation of masters of industrial training to master innovative production and pedagogical technologies; implementation of the system of stimulation of professional and pedagogical development of masters of industrial training in the institution of vocational education; creation of effective methodological support for the process of increasing the level of competence of the master of industrial training with the use of IC technologies; the effectiveness of individual internships for masters of industrial training at enterprises in the service sector; systematic combination of content, methods, forms, technologies of course and inter-course advanced training of masters of industrial training; the dominance of self-educational activities in the personal and professional development of the master of industrial training; constant monitoring of the results of pedagogical activity of masters of industrial training in the institution of vocational education; involvement of masters of industrial training in the forms of advanced training in the system of methodical work of the vocational education institution; providing reflection of pedagogical activity of the master of industrial training; creation of a favorable information and educational environment for the professional and pedagogical development of the master of industrial training in the institution of vocational education; stimulating the process of conscious change of value orientations of the professional activity of the master of industrial training; organization of innovative methodical work in the institution of vocational education.

In the second stage of the study we used the method of expert evaluation to determine the importance of the proposed pedagogical conditions; individual and collective expert evaluations were

used. The main criterion for the selection of experts was their competence (education, work experience, duration of observation of the assessed phenomenon). Experts self-assessment was carried out, based on the clarification of the aggregate index, which is determined by the experts' assessment of their knowledge, experience and abilities on a ranking scale: "high" – 1 point; "average" – 0.5 points; "Low" – 0 points.

In addition, to staff a group of experts, we used recommendations for an "ideal expert" who must meet the following requirements (Bondar, 2005; Hrabovetskyi, 2010, pp. 76-78; Luzan, 2016, p. 144): "relatively independent administrative position; experience of active work in this system; health (lack of irritability, pessimism, insincerity); intellectual productivity; efficiency; confidence in judgments; balance of the realist; natural sincerity; strict observance of morals; sense of social responsibility; professional competence and availability of research and practical experience in the relevant field; creativity; scientific intuition; interest in the objective results of expert work; independence of judgment; objectivity; heuristics (ability to set and see non-obvious tasks)".

We also used ranking, i. e. the location of research data (pedagogical conditions) in a certain order, which is established in order to determine their relative importance. According to the ranking of pedagogical conditions for the development of professional competence of masters of industrial training in institutions of vocational education services, experts have determined (Fig. 1) that the pedagogical condition № 1 "Purposeful formation of positive motivation of masters of industrial training to master innovative production and pedagogical technologies" has the lowest rank - 18, so it ranks first in the rankings.

On the second and third places, experts put pedagogical condition № 6 "Dominance of effective self-educational activity in personal and professional development of the master of industrial training" and pedagogical condition № 10 "Creation of the favorable information and educational environment for professional and pedagogical development of masters of industrial training in the vocational education institution". The fourth place was given by the experts to the pedagogical condition № 12 "Organization of innovative methodical work in the vocational education institution". Thus, the most important pedagogical conditions of the researched process are determined by means of expert evaluation.

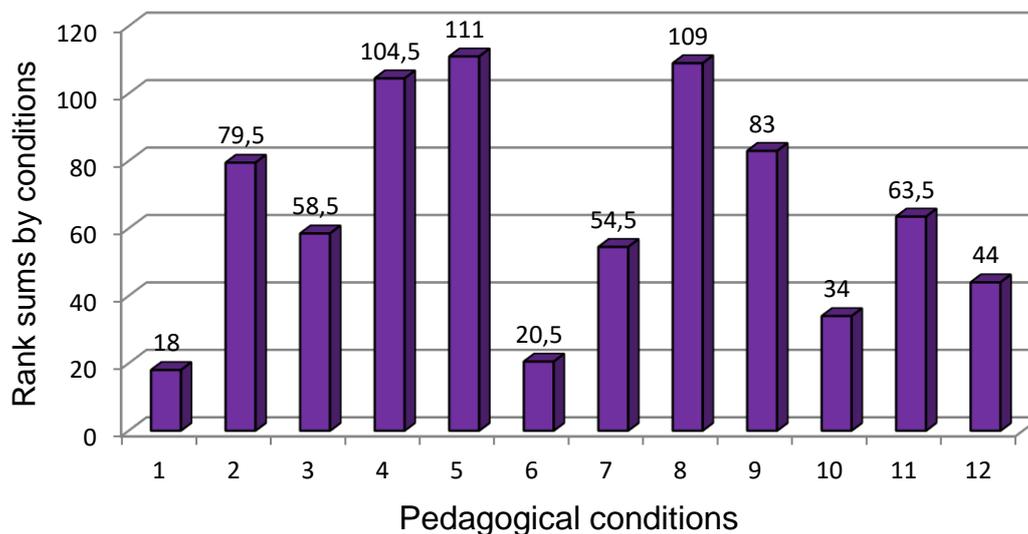


Fig.1. The results of ranking the pedagogical conditions for the development of professional competence of masters of industrial training of vocational education institutions in the field of services

Let's substantiate the pedagogical conditions for the development of professional competence of masters of industrial training in institutions of vocational education services. The first pedagogical condition is *the purposeful formation of positive motivation of masters of industrial training to master innovative production and pedagogical technologies*. Thus, the development of professional competence of masters of industrial training in institutions of vocational education services largely depends on the formation of positive motivation to master innovative production and pedagogical technologies. Motivation is the core of personality psychology and determines the characteristics of behavior and activities of the individual. Being the core of personality psychology, motivation sets the direction, character and abilities of the individual, exerting a decisive influence on them (Gubsky, 2005, p. 327). That is, motivation is one of the fundamental problems of human psychology in relation to his activity to a certain type of activity, which considers the quality of personality through such psychological mechanisms as: motives, needs, interests, motivational attitudes.

An important internal motive is also the motive of self-improvement and self-actualization. The latter of these motives are of particular importance at the present stage of development of education in connection with its focus on innovation, which places high demands on the psychological readiness of teachers to carry out their activities in new conditions. Psychological readiness for innovation involves motivational readiness, which is manifested in the desire for professional and personal self-improvement, to master new learning technologies, restructuring the system of relationships with students,

overcoming stereotypes in the activities of teachers, to their own creative growth (Ziaziun, 2003, p. 147).

In order to ensure a positive attitude to the mastery of innovative production and pedagogical technologies, it is necessary to form the following motives: public motive, which provides awareness of the needs of professional and pedagogical activities aimed at training mid-level professionals; the motive of achievement is the need to develop professional and personal qualities, creative abilities, the need to know both the content of psychological and pedagogical sciences, and the content of technologies in the field of services, ways to perform labor operations with modern equipment, mechanisms, devices; motive for the development of professional competence encourages masters of industrial training to update professional and methodological knowledge and skills, increase the level of professional and pedagogical skills.

The implementation of this pedagogical condition is possible due to:

- providing methodological assistance in assessing pedagogical difficulties for masters of industrial training of vocational education institutions in the field of services;
- implementation of the organization of methodical help to teachers taking into account their educational needs;
- inclusion of masters of industrial training in innovative activity which demands a high level of formation of psychological and pedagogical, methodical and special (technological) knowledge and abilities;
- the presence of a creative atmosphere in the teaching staff and stimulating creative search;

- stimulating the processes of professional and pedagogical improvement, self-improvement, personal development and self-development;

- ensuring the professional freedom and independence of teachers in choosing areas for improvement and self-improvement of professional and pedagogical activities;

- analysis of personal pedagogical and production experience as a source of development of professional competence of masters of industrial training of vocational education institutions in the field of services.

Thus, the formation of stable interests and motives for mastering innovative production and pedagogical technologies is one of the important periods of formation and development of the motivational sphere of the individual to creativity and is aimed at achieving a high level of his work culture.

The second pedagogical condition for the development of professional competence of masters of industrial training in institutions of vocational education services is *the dominance of effective self-educational activities in the personal and professional development of masters of industrial training*.

Today, the classical notion of the possibility of forming a "comprehensively developed personality" is replaced by an understanding of the fundamental incompleteness of human education. The flow of professional information is not only growing, but also qualitatively updated, so self-development is recognized as the leading value of education. The need for self-education as a special type of professional activity, as a way of life in a developed information space is constantly growing. It is not just enough for the professional activity of a master of industrial training today to work in an educational institution and know his subject. It is necessary for pedagogical activity at the modern level of society's requirements to constantly update and enrich the professional potential.

To remain a professional, you need a continuous process of self-education. Professional self-improvement and self-education of the master of industrial training in principle are impossible if he himself does not see gaps in general pedagogical knowledge, in knowledge of the basics of the disciplines taught, the inadequacy of his pedagogical tools. When starting work on self-education and professional self-improvement, the master of industrial training must have the data of the analysis of his work for a certain period, their objective assessment and recommendations of colleagues to improve the activities. There are the following forms of self-education: course training in institutes of advanced training (the main

advantage of this form of self-education – the ability to receive qualified assistance from a specialist teacher, as well as the ability to share experiences between colleagues); obtaining a second higher education or a second specialty; distance training courses, conferences, seminars, competitions and contests.

4. Individual self-educational activities may include: research work on a particular problem; study of scientific-methodical and educational literature; participation in pedagogical councils, scientific and methodical associations; attending lessons of colleagues, exchange of views on the organization of classes, learning content, teaching methods; theoretical development of various practical forms of lessons, extracurricular activities and teaching materials.

5. Network pedagogical communities – a new form of organization of self-education of the master of industrial training. The online pedagogical community is an Internet resource created for communication of like-minded people, teachers of different regions of our country, who want to share their experience, argue, tell about themselves, learn the necessary information. The online community opens the following opportunities for teachers: the use of open, free and open electronic resources; independent creation of network educational content; mastering information concepts, knowledge and skills; monitoring the activities of community members. The main advantages of this form of self-education: the exchange of experience between teachers-practitioners; methodical help is personal and targeted; you can ask for and get a consultation at a time convenient for the teacher.

Each master of industrial training, taking into account the internal and external motives, the demands of modern society, the influence of the moral and psychological climate in the team, and the requirements of the administration of vocational education, determines his trajectory of self-improvement and self-development.

Thus, the implementation of this pedagogical condition indicates that self-education of the master of industrial training is a necessary condition for professional activity.

The next pedagogical condition for the development of professional competence of masters of industrial training in institutions of vocational education services is *the creation of a favorable information and educational environment for professional and pedagogical development of masters of industrial training in the institution of vocational education*.

The urgency of creating an information and educational environment (hereinafter – IEE) in an educational institution is dictated by modern realities and requirements of society, on the one hand, and new theoretical ideas about the system of vocational education in Ukraine. The educational environment is a set of conditions organized by the administration of the educational institution, the entire teaching staff with the mandatory participation of students in order to create optimal conditions for the comprehensive development of the personality of students and teachers.

The educational environment of VET institutions includes information, social and technological components, the set of which is a content-subject, as well as the subjective context of future professional activity.

The information component of the educational environment of VET institutions includes information resources necessary for the acquisition of socio-professional knowledge, as well as the formation of a system of social and professional values. The information component of the educational environment is represented by:

- library of VET institutions, which contains educational, methodical publications, periodicals, fiction; the library provides opportunities to search for information needed to solve professional problems;
- electronic library system, which contains educational materials for professional purposes and provides the ability to quickly search for information;
- electronic publications containing basic and additional information on disciplines and professional modules; electronic editions of the educational institution are presented by textbooks, lecture notes, reference books, methodical recommendations, sets of test tasks;
- Internet resources that allow for socio-professional communication on forums, in professional communities, etc.;
- sites of vocational education institutions that contain up-to-date information on scientific and practical conferences, competitions of professional skills, information fairs, social projects, etc.

The social component of the educational environment of a vocational education institution includes social and professional values, behavioral requirements; moral and psychological atmosphere; system of socio-professional relations, as well as the experience of these relations, social roles in the context of professional activity. The social component is represented by:

- students who are in constant interaction; student interaction is both situational and purposeful; social

interaction of students, organized to solve professional problems, is developmental in nature;

- teachers, administration – organizers of socio-professional interaction; members of the pedagogical council, which regulates the educational process; representatives of the professional community; representatives of the educational organization; carriers of social and professional values;

- social partners of vocational education institutions – enterprises and organizations, including educational ones; participate in the formation of content and evaluation of learning outcomes; provide bases of practice, internships, employment opportunities; provide support for talented students; provide openness and professional orientation of the educational process.

The technological component of the educational environment of a vocational education institution includes forms of interaction, ways of acquiring and applying professional competencies, as well as experience of social and professional relations. The technological component includes:

- the content of programs of academic disciplines and professional modules;
- applied educational technologies that ensure the development of competencies;
- forms of organization of educational and extracurricular activities based on the interaction of the subjects of the educational process;
- fund of control means that have an activity, practical nature and are aimed at assessing competencies.

The information and educational environment is an area of professionally regulated educational services, where the master of industrial training acts as their supplier. Adhering to the requirements of time and level of development of distance educational technologies, the master of industrial training must provide access not only to text and audiovisual didactic materials of the educational and methodical complex of the discipline, but also to tools of distance counseling and training, webinars, chats, forums, network projects. To do this, of course, it is necessary to have the appropriate competencies and professional skills, so IEE is the second zone, the zone of professional and personal development of the master of industrial training, his individual educational and social activities.

In order to develop this area of IEE, conditions are created for interaction with colleagues, self-regulation, counseling, training, providing support and monitoring of the processes of formation, development and self-development of the master of industrial training.

The system-forming center of IEE for professional and pedagogical development of masters of industrial training, where links to all used resources are placed, can be a teacher's blog or a personal page on the website of the educational institution. The diverse structure of the individual information and educational environment is in a constant process of filling and development. The capabilities of IEE make it multidimensional, multi-vector and multifunctional, which allows the master of industrial training to find or form the educational "niche" in which he can most fully realize his professional needs and opportunities.

The main requirements for the formation and operation of individual IEE is to establish and take into account a set of stable links between the many elements of IEE, which ensure its integrity: the use of the master of industrial training (in their professional activities) of various tools and methods of educational interaction (Email, Skype, webinar, blog, personal website, etc.), open and licensed educational resources and Internet services, optimal for the achieved level of personal and professional development of forms, means and methods of educational (pedagogical) and cognitive activity; ensuring equal partnership of the teacher with other subjects of educational process in the organization and realization of tasks of educational and cognitive activity; building of pedagogical interaction on a personality-oriented basis and the transformation of subject-subject relations in the direction of providing informal joint activities. Taking into account these requirements, the selection of Internet services, software, means of communication is carried out.

Constant analysis of the professional achievements serves to identify difficulties and contradictions, determine the zone of their immediate personal and professional development, solve problems of professional self-determination, create conditions for personal and professional self-development through reliance on experience.

Thus, the creation of a favorable information and educational environment for the professional and pedagogical development of masters of industrial training (in VET institutions) provides a continuous (initiated by the teacher) process of qualitative change of his personality, created on the basis of modern information technology.

The organization of innovative methodical work in VET institutions is the fourth pedagogical condition for the development of professional competence of masters of industrial training of vocational education

institutions in the field of services.

The analysis of scientific literature and educational practice shows that the skill of the master of industrial training is formed through constant systematic work directly in the educational institution. Thus, methodical work is the most important part of the system of continuing education of a single master of industrial training and the whole teaching staff, which allows to create the necessary conditions for continuous replenishment of knowledge, creative development of teachers and promotes the transition from education to self-education and self-improvement.

Innovative pedagogical activity requires renewal of methodical work, which is dictated by the following factors:

- changing the values of modern education, which makes certain demands on the personality of the teacher, his professional competence and pedagogical skills;
- the need to create new technological support that makes significant changes in the content of methodological work;
- the growing role of managerial activity of the teacher in conducting classes, the manifestation of the professional skills such as prognostic, analytical, research, diagnostic, etc.;
- the problem of stimulating pedagogical workers to research and experimental work, etc.

The tasks facing the methodical service are realized through the use of various forms of work of the methodical service of the vocational education institution: reproductive (workshops, seminars-workshops, pedagogical workshops, trainings); reproductive-heuristic (pedagogical readings, scientific-practical conferences); heuristic (problem and problem-project seminars, organizational-activity games); heuristic-productive (festivals of pedagogical ideas, competitions of professional skill, competitions of methodical developments); productive (scientific conferences, theoretical and methodological and problem seminars, scientific internships, participation in the work of temporary research teams, temporary creative groups, scientific creative vacations).

Traditional forms of methodical work (in the vocational education institution) should be combined with innovative ones: scientific-methodical council, humanitarian department, advisory, informational and expert advice, experimental laboratory, temporary scientific-creative microgroups, master class, business and role-playing games, experimental work. etc.

Thus, along with the scientific-methodical office, the main task of which is to create conditions for improving the professionalism of the master of industrial training within the educational institution, the idea of a virtual methodical office located on the information site of the vocational education institution can be developed and implemented. Virtual methodical cabinet is a multifaceted information and educational environment focused on creating conditions for independent cognitive and research activities of the master of industrial training. It allows to organize methodical space for the master of industrial training, create optimum access to the information. It provides the operative methodical help, gives the chance to take part in virtual methodical readings and scientific and practical conferences. The virtual office is designed to create real opportunities for building an open system of continuing education for teachers, and optimal access to the necessary information (at any time) makes the cognitive activity of the master of industrial training more effective and rich.

Conclusions. In the course of work the basic pedagogical conditions of purposeful development of professional competence of masters of industrial training in the institution of vocational education services are defined and characterized, namely: purposeful formation of positive motivation of masters of industrial training to master innovative industrial and pedagogical technologies; the dominance of effective self-educational activities in the personal and professional development of masters of industrial training; creation of a favorable information and educational environment for the professional and pedagogical development of masters of industrial training in the institution of vocational education; organization of innovative methodical work in VET institutions. It is substantiated that the determined pedagogical conditions for the development of professional competence of masters of industrial training in the institution of vocational education services will be effective if they are provided with professional methods and pedagogical technologies.

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ПЕДАГОГІЧНІ УМОВИ РОЗВИТКУ ПРОФЕСІЙНОЇ КОМПЕТЕНТНОСТІ МАЙСТРІВ ВИРОБНИЧОГО НАВЧАННЯ ЗАКЛАДІВ ПРОФЕСІЙНОЇ ОСВІТИ СФЕРИ ПОСЛУГ

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Актуальність: розвиток професійної компетентності майстрів виробничого навчання у закладах професійної (професійно-технічної) освіти сфери послуг є основою забезпечення якісної підготовки кадрів у системі професійної (професійно-технічної) освіти. Головною особливістю діяльності майстра виробничого навчання у порівнянні з іншими педагогічними працівниками є те, що його дії і завдання мають прикладний, фахово-виробничий характер, вирізняються чіткою професійною спрямованістю й наближеністю до умов сучасного виробництва, та підпорядковуються основній меті – цілеспрямоване формування свідомих, професійно компетентних, патріотично налаштованих, різнобічно розвинених особистостей кваліфікованих робітників, зокрема для сфери послуг. Тому в сучасному закладі професійної (професійно-технічної) освіти сфери послуг мають бути створені такі умови, які забезпечать цілеспрямоване опанування цими педагогічними працівниками сучасними інноваційними педагогічними і виробничими технологіями, їх творчу професійну самореалізацію.

Мета: визначити та обґрунтувати педагогічні умови розвитку професійної компетентності майстрів виробничого навчання закладів професійної (професійно-технічної) освіти сфери послуг.

Методи: теоретичні: аналіз, синтез – для вивчення наукових досліджень, навчально-методичної літератури, сучасних освітніх практик для визначення педагогічних умов розвитку професійної компетентності майстрів виробничого навчання ЗП(ПТ)О сфери послуг; узагальнення, порівняння, зіставлення, – для порівняння підходів дослідників до розв’язання проблеми; емпіричні: спостереження за професійно-педагогічною діяльністю майстрів виробничого навчання, анкетування, онлайн-опитування педагогічних працівників, бесіди з педагогічними працівниками закладів професійної освіти сфери послуг, експертне оцінювання – для визначення основних педагогічних умов розвитку професійної компетентності майстрів виробничого навчання.

Результати: визначено та обґрунтовано основні педагогічні умови цілеспрямованого розвитку професійної компетентності майстрів виробничого навчання закладів професійної (професійно-технічної) освіти сфери послуг, зокрема: цілеспрямоване формування позитивної мотивації майстрів виробничого навчання до опанування інноваційними виробничими і педагогічними технологіями; домінування дієвої самоосвітньої діяльності в особистісно-професійному розвитку майстрів виробничого навчання; створення у закладі професійної (професійно-технічної) освіти сприятливого інформаційно-освітнього середовища задля професійно-педагогічного розвитку майстрів виробничого навчання; організація інноваційної методичної роботи у закладі професійної (професійно-технічної) освіти

Висновки: обґрунтовано, що визначені педагогічні умови розвитку професійної компетентності майстрів виробничого навчання закладів професійної (професійно-технічної) освіти сфери послуг діють при забезпеченні їх відповідними професійними методиками, педагогічними технологіями.

Ключові слова: *розвиток професійної компетентності, майстри виробничого навчання, педагогічні умови, заклади професійної (професійно-технічної) освіти сфери послуг.*

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