



DEVELOPMENT OF PROFESSIONAL COMPETENCE OF FUTURE QUALIFIED WORKERS IN THE SERVICE SECTOR UNDER EDUCATIONAL TRANSFORMATIONS

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Abstract.

Relevance: In the context of reforming contemporary Ukrainian education and transitioning to multilevel training of professional staff, the competitiveness of specialists in the labor market, the problem of a competency-based approach becomes particularly relevant. In turn, the professional competence of future qualified workers in the service sector is an integral characteristic that determines the individual's ability to solve typical professional tasks and problems that arise in real-life professional situations by using acquired knowledge and skills, professional and personal experience, values, and inclinations from a specific profession in the service industry.

Objective: To analyze approaches to defining the essence and content of the definition "professional competence of future qualified workers in the service sector" in the context of modern educational transformations.

Methods: Theoretical: analysis, synthesis, generalization of scientific works on the problem of professional competence of future qualified workers in vocational (vocational-technical) education institutions and official documents - to determine the theoretical-methodological foundations of the phenomenon; study and generalization of pedagogical experience to select pedagogical tools - for the development of professional competence of future qualified workers in the service sector; comparison - to determine approaches to solving the researched problem; modeling - to design a model for the development of professional competence of future qualified workers in the service sector during professional training.

Results: The essence and content of the definition "professional competence of future qualified workers in the service sector" were examined; various scientific approaches to defining the concept of professional competence and its components were identified and analyzed; various scientific approaches to the classification of structural elements of the professional competence of a future specialist were characterized, which can be used to determine their competitiveness in the market and ensure their success in the service industry.

Conclusions: It is recognized that professional competence acts as an indicator of the internal, subjective content of personality, is the result of purposeful internal work, its individual professional characteristic, in the process of which the external is processed and assimilated by the personality, generating a conscious ability to solve a specific professional problem and task in a particular situation, the ability to self-improve in one's work; approaches to defining the essence and content of the definition "professional competence of future qualified workers in the service sector" in the context of modern educational transformations were substantiated (personality-oriented; systemic; activity-based; competency-based, integrated).

Keywords: *professional competence, vocational (vocational-technical) education institutions, service sector, qualified worker, professional training, educational trajectory.*

Introduction. Eurointegration processes in Ukraine have led to significant socio-economic

transformations in the service sector, orienting it towards meeting the differentiated demands of society.

Consequently, the issue of forming a new image of future skilled workers as comprehensively developed individuals, capable of choosing and designing their individual educational trajectory, lifelong learning, and applying creative approaches to their professional activity, has become more pronounced.

At the same time, employers assert a lack of highly qualified workers capable of professional development in accordance with the demands of the service sector and improving their professional qualities. Today, there is a particular demand in the labor market for competent human resources, i.e., specialists thoroughly prepared for practical-creative execution of complex tasks within their professional activity. One of the most current demands for such workers is their orientation towards professional success, i.e., the quality execution of labor skills and abilities.

Sources. Despite the phenomenon of professional competence being actively studied by many domestic scientists (S. Honcharenko, R. Gurevich, N. Klokare, V. Lozova, P. Luzan, V. Radkevich, L. Tarkhan, etc.), it can be stated that there is a lack of consensus in pedagogical science under modern conditions in defining the essence of this term. Its structure, content, and various approaches to the interpretation of "professional competence" are explained by its dynamism and multifaceted nature. This is primarily because the study of the definition of "professional competence" in modern pedagogical science is characterized by insufficient scientific-theoretical ideas about its essence, structure, and content. Although the aforementioned term is widely used in contemporary practical discourse, including scientific-pedagogical thesaurus, it requires proper scientific comprehension and differentiation from other, similar concepts and terms.

To understand the definition of this term, it is noted that in substantiating the numerous approaches of scientists to its understanding, two points of view can be distinguished in the interpretation of the definition of "professional competence" – it is either the ability of a personality to act in accordance with standards or certain personality characteristics that allow it to achieve tangible results in its profession. The first point of view is conditionally called functional, as it focuses on describing specific tasks and expected results from them, while the second is personal, i.e., considering certain qualities of the personality that collectively ensure its success in the career.

The aim of the article is to analyze approaches to defining the essence and content of the definition "professional competence of future qualified workers in

the service sector" in the context of modern educational transformations.

Methods: theoretical: analysis, synthesis, generalization of scientific works on the problem of professional competence of future qualified workers in institutions of vocational (vocational-technical) education (hereinafter – V(PT)E) and official documents – to determine the theoretical-methodological foundations of the phenomenon; study and generalization of pedagogical experience with the aim of selecting pedagogical tools – for the development of professional competence of future qualified workers in the service sector; comparison – to determine approaches to solving the researched problem; modeling – to design a model for developing the professional competence of future qualified workers in the service sector in the process of professional training.

Results and discussion. Most modern models of a specialist focus on key competencies, a term introduced into scientific circulation at the end of the last century by the International Labour Organization. It is interpreted as the overall ability of a personality to mobilize knowledge and skills acquired in the process of its professional activity, as well as to use generalized methods of performing these actions (Kravets, 2018).

In turn, the concept of "competence" in scientific dictionaries is interpreted as "the mastery of a personality of knowledge and experience in a certain field" (Nesterova, 2012). Today, there are various opinions of scientists on the interpretation of this scientific category. The essence of this concept was thoroughly investigated by O. Bondarevska, Y. Kozlovsky, O. Marynych, L. Mitina, L. Khoruzha, and others. The analysis of pedagogical and psychological literature on this issue allowed the following to be stated: professional competence can be considered as a certain integral quality of a personality, which has in its structure a certain complex of professional knowledge, skills, and abilities, as well as means of generalizing various decisions in performing professional tasks. The main source of this process is professional training and experience.

The Encyclopedia of Education (2021) interprets the definition of "professional competence" as the process of an individual mastering a necessary complex of knowledge, skills, and abilities, which are determined by the level of formation of professional activity, communication of the individual as a bearer of such values, ideals, and consciousness. It is considered as: a process and result of creative professional activity; an integrated indicator of a specialist's personality, conditioned by the level of realization of their professional orientation in work; reflecting the qualities

of the individual that they need to master, which in turn ensure their awareness, authority in various spheres of life activities, aimed at success in the profession.

There are also various views of scholars on the structure of this concept. For example, Y. Bryukhovetskaya (2013) states that the professional knowledge possessed by an individual cannot always be reproduced, and skills, for instance, need to be effectively applied as a result of acquiring specific knowledge in practice. Thus, the researcher includes not only the position of "knowledge" in the term "professional competence," but also "types and methods of performing a certain professional activity."

Researcher V. Bilyk (2010) justifies professional competence as a special substructure of personality, the content of which comprises certain knowledge and experience of the individual that arise before them in solving production-technical and organizational managerial tasks.

In turn, R. Gurevich and M. Kademiya (2013) characterize the term "professional competence" as a certain integral quality of personality, which is formed on the basis of professional-value orientations and the ability to create a concept of the development of one's own thinking and self-awareness. Its structure includes knowledge, abilities, orientation of the individual, based on intellect, creativity, general culture, professionalism, and so on.

The concept of professional competence also embodies the combination of theoretical and practical readiness of the individual to carry out their own labor activity, which characterizes their professionalism. In particular, the content of professional training of future skilled workers in vocational education (VET) institutions in the service sector is presented in their qualification characteristics, i.e., a certain normative model of competence, demonstrating the totality of their professional knowledge, skills, and abilities. The qualification characteristic actively serves as a set of common requirements for the education seeker at the level of their theoretical and practical experience.

The structure of professional competence can be revealed through certain professional abilities, i.e., the ability of the individual to act confidently, while this competence is an integral characteristic of their qualities, which reflect the level of knowledge, skills, and abilities sufficient for carrying out the specified type of activity and associated with making certain professional decisions by them (Radkevych & etc., 2020).

We agree with O. Dubasenyuk (2015), who identifies the main components of professional competence as: socio-legal – i.e., a set of knowledge and skills in the field of interaction with social institutions

and communities of people, as well as mastery of certain techniques of professional communication and behavior; personal competence – the ability of an individual for continuous professional growth and qualification improvement, as well as realization in the profession; special competence – preparedness for independent performance of specific types of own activity, ability to solve typical professional tasks and evaluate the results of their own professional activity, as well as the ability to independently acquire new knowledge and skills in the specialty; autocompetence – an adequate perception of the individual about their own social-professional characteristics and mastery of specific technologies for overcoming professional destructions; extreme competence – the ability to act and find solutions in complicated professional conditions, such as accidents, technological process violations, and so on. In this case, professional competence will be assessed by the level of formation of professional skills and knowledge of the individual future skilled worker.

From the standpoint of the primary operational functions of the future qualified service sector worker, the following groups of skills can be identified: gnostic skills (cognitive abilities in acquiring social, professional, and production knowledge, which involve receiving new information, identifying key aspects, summarizing, and systematizing personal professional experience, as well as the experience of innovators and rationalizers in production); didactic skills (general professional abilities to define specific learning objectives, select adequate forms, methods, and means, construct specific production situations, explain educational and production material, demonstrate technical objects and work techniques); organizational-methodical skills (manifested in training, forming positive motivation towards it, organizing one's professional activity, establishing professionally justified relations in the team, organizing self-governance); prognostic skills (predicting the success of learning, including diagnostics (analysis of production situations by the individual, constructing alternative models of professional activity, projecting future personal development as a professional, controlling the process and monitoring the results of one's learning); reflective skills (ability for self-awareness, self-assessment of future professional activity, self-actualization); common professional skills (ability to read and accurately draft production schemes, technical diagrams, perform calculation-graphic work, determine economic indicators of production); constructive skills (ability to develop technological processes, compile technological cards in production, etc.); technological skills (analysis of specific production situations, planning, rational

organization of the technological process at the enterprise, operation of technological devices); production-operational skills (labor skills); special skills (narrow-professional skills, in our case, within the service sector).

In studying the structure of professional competence, in our opinion, its interaction with the main functions of the future qualified worker's labor activity can be considered appropriate. As is known, the realization of professional functions requires from him diverse competencies: profound professional knowledge and skills, certain production skills of the working profession, quality preparation for carrying out labor activity in production, etc.

Such work requires him to form the following personal professional qualities: qualities reflecting the general and professional orientation of his personality (principledness, responsibility, industriousness, dedication to the cause); traits of the intellectual sphere (quickness, curiosity, the ability to see and highlight the main, logical thinking, etc.); emotional-volitional qualities (self-control, endurance, decisiveness, demandingness, stress resistance); socio-psychological (fairness, businesslike, politeness, organizational abilities); sensor-receptive (observation, detailed attention distribution); traits of self-awareness (self-confidence, self-criticism).

Thus, the leading components of the professional competence of future qualified service sector workers, in our opinion, are the triad "knowledge, skills, and abilities". Depending on the degree of their integration with each other, the functioning and development of these components of competence, the levels of formation of professional competence of the subject of activity can be determined. For example, at the initial level, the educational attainment of the learner becomes of special importance, characterized by the volume of acquired knowledge, skills, abilities, and means of their reproduction at the reproductive level. The degree of training, in turn, influences the choice of the form of professional training and determines the success of the learner's education. Such a level characterizes the professional preparedness of the future qualified worker in the service sector. And professional training is an integral indicator that concentrates in its structure the personality's abilities for professional activity, the quality of which determines the effectiveness of the educational institution's work (Gerlyand, 2011).

At the stage of professional adaptation, the learner acquires professional experience. Further improvement of professional activity leads to the formation of stable complexes of knowledge, skills, and abilities, ways of solving professional tasks, which are

the foundations of the individual's professionalism. At the stage of mastery, professional competence acquires the nature of professional culture.

To solve the problem of forming the professional competence of future qualified service sector workers, we find it appropriate to create a system of their professional training that would envisage the integrity, continuity, and dialectical interconnection of all its educational components; the orientation of the content of each separate educational component, forms, methods, and means of training towards the formation of professional competence of future qualified service sector workers; maximum approximation of the content of education to the needs of professional activity, using simulations of real production situations and modeling methods (Herliand, 2019).

Therefore, by professional competence, we understand an integral characteristic that defines the ability of a personality to solve typical professional tasks and problems through the use of acquired knowledge and skills, professional and personal experience, values, and inclinations that arise in real situations of professional activity. It is universally acknowledged that professional competence acts as an indicator-marker of the internal, subjective content of the personality, that is, purely its individual professional characteristic. It (the characteristic) cannot be considered merely as a certain result of the realization of various external influences, primarily professional knowledge. This is a certain outcome of purposeful internal work, in the process of which the external goes through the subjectivity of the personality, generating a conscious ability in a specific situation to solve a specific professional problem and task, the ability to self-improve in one's work, to be processed and realized by it.

Conclusions. Thus, it is proven that professional competence acts as an indicator of the internal, subjective content of the personality, its individual professional characteristic, is the result of purposeful internal work, in the process of which the external passes through the subjectivity of the personality, is processed and assimilated by it, generating a conscious ability in a specific situation to solve a specific professional problem and task, the ability to self-improve in one's work; the approaches to defining the essence and content of the definition of "professional competence of future qualified workers in the service sector" in the context of modern educational transformations are substantiated (personality-oriented; systemic; activity-based; competence-based, integrated).

Promising directions for further scientific explorations include the development of professionally oriented methodology for the development of

professional competence of future qualified workers in the service sector in the context of the educational process in institutions of higher vocational education; development of technologies for the development of self-education abilities of future specialists in the service

sector; solving the scientific problem of integrating the content, methods, and forms of theoretical and practical training in the aspect of personal and professional development of future specialists in the service sector.

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РОЗВИТОК ПРОФЕСІЙНОЇ КОМПЕТЕНТНОСТІ МАЙБУТНІХ КВАЛІФІКОВАНИХ РОБІТНИКІВ СФЕРИ ПОСЛУГ В УМОВАХ ОСВІТНІХ ТРАНСФОРМАЦІЙ

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Реферат:

Актуальність: в умовах реформування сучасної української освіти, переходу на здійснення багаторівневої підготовки професійних кадрів, конкурентоспроможності фахівців на ринку праці, особливу актуальність набуває проблема компетентнісного підходу. У свою чергу, професійна компетентність майбутніх кваліфікованих робітників сфери послуг є інтегральною характеристикою, яка визначає здатність особистості вирішувати типові професійні завдання та проблеми, які виникають в реальних ситуаціях професійної діяльності за допомогою використання отриманих знань та вмінь, набутого професійного та особистісного досвіду, цінностей та нахилів із конкретної професії в галузі сфери послуг.

Мета: проаналізувати підходи до визначення суті і змісту дефініції «професійна компетентність майбутніх кваліфікованих робітників сфери послуг» в умовах сучасних освітніх трансформацій.

Методи: *теоретичні:* аналіз, синтез, узагальнення наукових праць з проблеми професійної компетентності майбутніх кваліфікованих робітників в закладах професійної (професійно-технічної) освіти й офіційних документів – для визначення теоретико-методологічних основ феномену; *вивчення та узагальнення педагогічного досвіду* з метою вибору педагогічного інструментарію – для розвитку професійної компетентності майбутніх кваліфікованих робітників сфери послуг; *порівняння* – з метою визначення підходів до розв'язання досліджуваної проблеми; *моделювання* – з метою проектування моделі розвитку професійної компетентності майбутніх кваліфікованих робітників сфери послуг у процесі професійної підготовки.

Результати: розглянуто суть та зміст дефініції «професійна компетентність майбутніх кваліфікованих робітників сфери послуг»; виявлено і проаналізовано різноманітні підходи науковців щодо визначення поняття професійної компетентності та його складових елементів; охарактеризовано різноманітні підходи вчених до

класифікації структурних елементів професійної компетентності майбутнього фахівця, за допомогою яких можна визначити його конкурентоспроможність на ринку та забезпечити його успіх у галузі сфери послуг.

Висновки: визнано, що професійна компетентність виступає показником внутрішнього, суб'єктивного змісту особистості, є результатом цілеспрямованої внутрішньої праці, її індивідуальною професійною характеристикою, в процесі якої зовнішнє проходить через суб'єктивність особистості, переробляється та засвоюється нею, породжуючи усвідомлене вміння у конкретній ситуації вирішити конкретну професійну проблему та завдання, здатність самовдосконалюватися у своїй праці; обґрунтовано підходи до визначення суті і змісту дефініції «професійна компетентність майбутніх кваліфікованих робітників сфери послуг» в умовах сучасних освітніх трансформацій (особистісно орієнтований; системний; діяльнісний; компетентнісний, інтегрований).

Ключові слова: *професійна компетентність, заклади професійної (професійно-технічної) освіти, сфера послуг, кваліфікований робітник, професійна підготовка, освітня траєкторія.*

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