



DEVELOPING PROFESSIONAL COMPETENCE OF QUALIFIED WORKERS THROUGH COURSE TRAINING IN ENTERPRISE SERVICE SECTOR TRAINING CENTERS

Vitaliy Boichuk¹, Oksana Boichuk²

- 1 Doctor of pedagogical sciences, professor, chair of innovative and information technologies in education, Mykhailo Kotsiubynskyi Vinnytsia state pedagogical university, <https://orcid.org/0000-0002-1082-3962>, e-mail: boichuk1974@ukr.net
- 2 Teacher of ukrainian language and literature at Vinnitsa center for vocational-technical education of technologies and design, <https://orcid.org/0000-0003-3443-6315>, e-mail: oksana_boichuk@ukr.net

Abstract

Relevance: The article is driven by the need to develop professional competence in future skilled service sector workers through course training in training centers of service sector enterprises.

The aim of the article is to identify general trends in the formation of professional competence of future skilled service sector workers in the process of course training in training centers of service sector enterprises.

Methods: Study of scientific sources, legislative, normative-legal documents, empirical data – to identify general trends in the formation of professional competence of future skilled service sector workers in the process of course training in training centers of service sector enterprises.

Results: Based on the analysis of modern legislative, normative-legal documents, research of scientific sources, and empirical data, the general trends in the formation of professional competence of future skilled service sector workers in the process of course training in training centers of service sector enterprises have been identified.

Conclusions: The formation of professional competence in skilled workers during course training in training centers of service sector enterprises is a relevant process under martial law conditions, where due to migration processes, mobilization, and demographic problems in the country, there is an acute need for professional training and retraining of skilled personnel over short periods; this process faces several difficulties related to the reduction of production, financial and economic instability in the country, and insufficient development of flexible educational programs for short-term training and acquisition of partial professional qualifications.

Keywords: *professional competence, informal education, service sector, training center, course training.*

Introduction. Not only due to the large migration of people, but also due to the relocation of entire enterprises, the economic crisis, and the loss of work and ability to work among Ukrainians affected by the war, the issue of professional training of youth and retraining of the adult population has become particularly acute. The overall reduction in employment at the beginning of the full-scale war had an impact on the professional structure of employment. The share of workers in the service and trade sectors decreased. The Ministry of Education, in ad-

dition to the professional training of school graduates, focused on reorientation and adult education (Ministry of Education of Ukraine, 2015; 2017; 2023). According to analytical data of the labor market of Ukraine in 2022 - 2023, among the existing difficulties in recruiting employees, employers most often chose "absence or insufficient number of candidates for the position" (33%) or "insufficient qualification of applicants" (23%) (Government Portal, 2022, 130-145). In view of this, with the aim of providing the Ukrainian service sector with competent qualified workers under martial law, the role of informal

education is strengthened, particularly course training in training centers of service sector enterprises, where vocational education seekers can improve professional competencies, and the adult population can acquire new skills in a short educational program to get employed, start working in the near future, and work on their further development during professional activity.

Sources. In the context of the problem of vocational education in domestic science, a number of studies have been conducted in the following leading directions: general theoretical and methodological problems of the functioning of the vocational education system (S. Honcharenko, R. Hurevych, I. Ziaziun, N. Nychkalo, H. Hrebeniuk, I. Kozlovska); professional training of specialists in Ukraine (A. Lihotskyi, P. Oliinyk, M. Pinder, O. Havryliuk, V. Zaichuk, O. Kiashko); methodological justification of vocational training in vocational education institutions (V. Radkevych, L. Prytula, I. Prokopenko, P. Sikorsky, N. Tkachova); management activities in vocational education institutions (L. Sushentseva, V. Stelmashenko, L. Serheieva); formation of various types of professional competence in future specialists (V. Barkasi, S. Demchenko, O. Marmaza, T. Matsevko, I. Mishchenko); psychology of professional development of personality (K. Chernetskii, I. Bandurka, S. Sitnyk); methodology of continuous vocational education (S. Honcharenko, T. Desiatov, M. Yevtukh, V. Luhovyi, S. Sysoieva).

The goal is to identify general trends in the formation of professional competence of future qualified workers in the service sector during course training in training centers of service sector enterprises.

Methods: study of scientific sources, legislative, normative-legal documents, empirical data on the formation of professional competence of future qualified workers in the service sector - during course training in training centers of service sector enterprises.

Results and discussion. Nowadays, there is an active transition from goods production to service production. Labor turns into interaction between people, primarily through the dominance of the service sector. In view of this, post-industrial society is considered as a system of human interactions, where the main resources are intellect and information, and productive activity consists in providing a new type

of services, which occupy an important place in the structure of professional activity.

Modern society imposes qualitatively new requirements on the professional activity of a worker in the service sector, among which the central place belongs to the worker's ability for constant professional and personal development and the ability to make non-standard decisions according to spontaneous production situations. In other words, a qualified service sector worker must be professionally competent, capable of learning and improving throughout the entire period of professional activity.

Encyclopedic, philosophical, pedagogical, and other sources give different definitions of the concept of "competence" and reveal its essence differently. The primary interpretation of the term "competence" related predominantly to professional activity and was understood as perfect knowledge of one's business, the pinnacle of the development of professional mastery. However, nowadays, competence is no longer confined within the narrow limits of professionalism and is a working concept in psychology, pedagogy, and philosophy (Kremen, 2008).

Experts of the International Commission of the Council of Europe understand the concept of "competency" as the ability to successfully meet individual and social needs and perform assigned tasks. Each competency is built on a combination of mutually corresponding cognitive attitudes and practical skills, values, emotions, behavioral components, knowledge, and abilities, all of which can be mobilized for active action (Ovcharuk, 2003, pp. 13-41). In European documents, "European Qualifications Framework for lifelong learning" (EQF), "competency" includes "responsibility and autonomy," meaning the professional's ability to work autonomously and solve professional tasks. The "Qualifications Framework of the European Higher Education Area" (QF-EHEA) represents "competency" as a "dynamic combination of knowledge, understanding, skills, and abilities."

In these interpretations of "competency," it refers to a qualitative characteristic of a personality capable of solving certain tasks, making decisions, and judgments in a particular field. The basis of this qualitative characteristic is knowledge, awareness, and experience of professional activity. This emphasizes the integrative nature of the concept of "competency." This understanding of competency has become fundamental in many theoretical and applied researches, pedagogical theories (Nychkalo, 2008; Radkevych, 2012; 2023; Boychuk, O., Boychuk V., &

Gurevich, 2019). Based on this, specific properties of competency as conditions of professionalism and its formation mechanisms were studied. Competency can be defined as the ability to successfully meet individual and social needs, act and successfully perform assigned tasks. Each competency is built on a combination of mutually corresponding cognitive relationships and practical skills, values, emotions, behavioral components, knowledge, and abilities, all of which can be mobilized for active action. Competency is manifested in the individual's activities in different contexts. It is formed not only in educational institutions during the learning process but also under the influence of the social environment in which the personality is shaped.

Analyzing various scientific studies, we conclude that the concept of "competency" should be interpreted as a multifaceted integrative qualitative characteristic based on possession of knowledge, personal qualities, and experience of practical activity in a particular field. The concept of "professional competency" entered the terminology in the 1980s and was considered a component of professionalism. From a systemic approach, professional competency is understood as a certain system integrating knowledge, skills, professionally significant personality traits, which ensures the fulfillment of personal professional obligations. According to these scholars, professional competency is an integrative characteristic of a specialist's business and personal qualities, reflecting the level of knowledge, skills, experience sufficient to achieve a goal in a certain type of professional activity, as well as the specialist's moral position; general or key skills, basic abilities, fundamental ways of learning, key qualifications, cross-learning skills or abilities, key concepts, supports, or foundational knowledge; a systemic integral phenomenon concerning the subject of professional activity, including not only his professional and vocational knowledge, skills, abilities, professionally important qualities, professional and vocational experience, but also motivational readiness and a positive attitude towards the goals, tasks, content, methods, technologies, means, and results of his professional activity; the ability to effectively use acquired knowledge, skills, and abilities; the ability to solve a particular problem, actively seek new experience and determine its independent value, the presence of abilities and skills of independence in planning, organizing, controlling one's activity; creativity, ability to self-develop, self-analyze, self-regulate, self-organize, self-control.

Summarizing different definitions, it can be stated that the professional competency of a qualified service sector worker is a complex integral psychological, professional, vocational, and subjective formation, which is formed in the process of acquiring professional education, is actualized, developed, and improved in the process of

practical professional activity throughout life. The effectiveness of its realization depends on the theoretical, practical, and psychological types of the specialist's preparedness for it, the ability and readiness for its realization, subjective, professionally important, and individual psychological qualities of the specialist, perception of the goals, values, content, results, and peculiarities of this activity.

Professional competence of qualified service sector workers is formed through formal, non-formal, and informal education. The state encourages all types of education, but there is no clear state regulation for the latter two. Formal education accounts for about a third of the professional training of skilled personnel, non-formal for about two-thirds, and informal for a negligible percentage. Over half of the training volume in non-formal education is carried out according to approved standard programs based on issued licenses and accredited programs, while the other part of professional qualification formation has an internally corporate, practically oriented nature. Professional training of qualified service sector workers occurs in various forms: in production - course-based and individual, including at the workplace; in professional (vocational-technical), extracurricular education institutions, and training-practice centers, etc.

One of the reasons for the reform of professional (vocational-technical) education is the need to satisfy the Ukrainian labor market's demand for well-prepared workers, including in the service sector. The reform process involves a comprehensive "reboot" of the system, implemented through infrastructure modernization and changes in educational standards. The development strategy of professional (vocational-technical) education includes four main directions: building an effective management and funding system; improving the content and quality of professional education; developing public-private partnerships; and popularizing the field. It should be noted that assessments of the presence of cooperation between enterprises and vocational-technical education institutions show that most small businesses do not collaborate with these educational institutions, whereas such cooperation is evident in large and medium-sized enterprises. Among service sector enterprises, those in the hotel and restaurant business are most noted for their collaboration with professional (vocational-technical) educational institutions.

Employers may provide formal (according to the requirements of professional (vocational-technical) education standards, typical training plans and programs, educational programs at the educational institution or directly at the employer) and non-formal (not regulated by the place of acquisition, terms, and form of training) professional training. It is necessary to state that the volume of employee training during 2022-2023 significantly decreased: a significant portion of enterprises did not conduct such

training at all, and those that did, significantly optimized the process. As a result of formal training, qualified workers receive state-standard education documents, approved by the relevant resolutions of the Cabinet of Ministers of Ukraine. As a result of non-formal training, a certificate is issued, indicating the profession, qualification for which training was carried out, the direction of qualification improvement, and the duration of training. The employer, conducting partial or full professional training for professions listed in the National Classifier of Ukraine "Classifier of Professions," considering the individual's previous education level, health status, and employment prospects, organizes professional training of qualified workers at the enterprise by the relevant department, specialists assigned to such work, or the personnel management service. In 2022 – 2023, 1003 enterprises, institutions, organizations were involved in providing educational services, but the budgets for employee training in the past and current year were reduced by 60-70%. In conditions of martial law, it is necessary to organize free short-term courses for the adult population to obtain partial qualifications, involving international partners in their organization and conduct.

It is important to emphasize the need to create flexible programs focused not on obtaining an educational degree, but on forming the professional competence of a qualified worker according to the current needs of employers and service consumers. Among the flexible training programs widespread in EU countries, the USA, and several other countries, the following can be highlighted: broad recognition of previous training, including non-formal and/or informal; modular training, which implies obtaining an educational degree based on a set of completed modules (in the field of professional education, this involves recognizing partial qualifications obtained through continuous education in production, when the employer and employee plan the latter's training in new modules (either formal and/or non-formal) and/or renewing former competencies); exclusively non-formal education with subsequent recognition (assessment), typically of professional qualifications, in independent centers; mass online education with support projects for its participants (Ministry of Education and Science of Ukraine, 2015, p.38). According to the Procedure for confirming the results of non-formal professional training of individuals in skilled trades, such confirmation can be carried out by enterprises, institutions, and organizations of any form of ownership that meet the requirements established by the Ministry of Economy and the Ministry of Education with the application of appropriate measurement tools and criteria for assessing the results of non-formal professional training. The measurement tools, evaluation criteria, and self-assessment questionnaire, which the individual completes at the first stage of confirmation, are developed according to the

requirements of the professional characteristics of occupations and professional standards (Ministry of Education and Science of Ukraine, 2015, p.22).

According to the National Qualifications Framework, the description of qualification levels for vocational (vocational-technical) education learners is carried out using four markers: knowledge, skills, communication, autonomy, and responsibility. A professionally competent skilled service worker possesses empirical and theoretical knowledge in the field of professional activity, performs complex specialized tasks, can make independent decisions, provide mentorship and pass on experience, responsibly approaches professional activities, and organizes them independently according to their functional duties.

An individual can acquire professional qualifications in the training centers of service sector enterprises through course training or retraining conducted within formal or non-formal education. Vocational (vocational-technical) education should be oriented towards involving business in improving the educational process and investing resources in the system's development. The complexity of this process for educational institutions in the service sector lies in the fact that the majority of enterprises in this sector belong to small businesses and do not have the financial resources for career guidance events, professional counseling, and training of qualified workers. However, it should be noted that some entrepreneurs establish training and course centers (complexes, combines, other structural formations) for corporate professional training of skilled workers for their enterprises. According to legislative norms, the professional training of the adult population, not employed in the labor market, for the service sector can be carried out based on state-funded training vouchers. Such training can take place in the process of course training both in vocational (vocational-technical) education institutions and at enterprises, organizations, and institutions according to state standards for professions.

Conclusions. The formation of professional competence of skilled workers in the process of course training in training centers of service sector enterprises is a relevant process in the conditions of martial law, when due to migration processes, mobilization, demographic problems in the country, there is an acute need for professional training and retraining of qualified personnel in short terms. This process has several difficulties associated with the reduction of production, financial and economic instability in the country, and the insufficient development of flexible educational programs for short-term training and acquisition of partial professional qualifications.

The prospects for further scientific research are seen in the development of methodological recommendations, which include criteria for evaluating professional knowledge, skills, and competencies, a list of tools for

measuring professional competencies, and self-assessment questionnaires of the results of non-formal professional

training to expand the list of service sector skilled trades for which the results of non-formal training are confirmed.

List of references

Верховна Рада України. Законодавство України. (2013, 15 травня) Постанова Кабінету Міністрів України «Про затвердження Порядку підтвердження результатів неформального навчання осіб за робітничими професіями». <https://zakon.rada.gov.ua/laws/show/340-2013-%D0%BF#Text>

Гуревич, Р.С., Бойчук, О.Ю., & Бойчук, В.М. (2019). Професійна комунікативна компетентність як необхідна умова ефективної діяльності майбутнього кваліфікованого робітника сфери послуг. *Наукові записки. Серія: Педагогіка і психологія*, 57, 82-87.

Кремень, В. Г. (ред.) (2008). *Енциклопедія освіти*. К.: Юрінком Інтер.

Міністерство освіти і науки України (2015). Підготовка кадрів на виробництві, неформальні кваліфікації й регульовані професії, участь у професійно-кваліфікаційній діяльності професійних асоціацій: місце й роль у Національній системі кваліфікацій: аналітичний огляд. <https://mon.gov.ua/storage/app/media/nrk/Analitichni-materialy/1-analitichniy-zvit-shchodo-stanu-natsionalnoi-sistemi-kvalifikatsiy.docx>

Міністерство освіти і науки України (2023, 22 серпня). Освіта і наука України в умовах воєнного стану: інформаційно-аналітичний збірник. <https://mon.gov.ua/storage/app/media/zagalna%20serednya/serpneva-konferencia/2023/22.08.2023/Inform-analytic.zbirn-Osvita.v.umovah.voyennogo.stanu-vykl.rozv.povoyen.perspekt.22.08.2023.pdf>

Міністерство освіти і науки України (2017, 23 червня). Про впровадження елементів дуальної системи навчання у професійну підготовку кваліфікованих робітників. <https://zakon.rada.gov.ua/rada/show/v0916729-17#Text>

Ничкало, Н. Г. (2008). *Трансформація професійно-технічної освіти України: монографія*. К. : Педагогічна думка.

Овчарук, О. В. (2003). Компетентності як ключ до оновлення змісту освіти. In *Стратегія реформування освіти в Україні: Рекомендації з освітньої політики*. К. : К.І.С.

Радкевич, В. О. (2023). Державно-приватне партнерство у розвитку професійної освіти в умовах воєнного та повоєнного часу. In С. В. Кюрчев, В. О. Радкевич, В. М. Кюрчев (ред.), *Розвиток сучасної науки та освіти: реалії, проблеми якості, інновації: матеріали IV Міжнародної наук.-практ. інтернет-конф. (м. Запоріжжя, 29-31 травня 2023 р.)* (с. 210-214). Запоріжжя : ТДАТУ. <https://lib.iitta.gov.ua/id/eprint/735825>

Радкевич, В.О. (2012) Компетентнісний підхід до розроблення державних стандартів професійно-технічної освіти. *Професійно-технічна освіта*, 3, 8-10.

Урядовий портал (2022, липень). Проєкт Плану відновлення України: матеріали робочої групи «Освіта і наука»: <https://www.kmu.gov.ua/storage/app/sites/1/recoveryrada/ua/education-and-science.pdf>

Radkevych, V. (2022). Development principles of public-private partnerships in vocational education and training in the postwar period. *Professional Pedagogics*, 2(25, 104-114 <https://doi.org/10.32835/2707-3092.2022.25.104-114/>

Translated & Transliterated

Verkhovna Rada Ukrainy. Zakonodavstvo Ukrainy [Verkhovna Rada of Ukraine. Legislation of Ukraine]. (2013, 15 travnia) Postanova Kabinetu Ministriv Ukrainy «Pro zatverdzhennia Poriadku pidtverdzhennia rezultativ neformalnoho navchannia osib za robitnychymy profesiiamy» [Resolution of the Cabinet of Ministers of Ukraine "On approval of the Procedure for confirming the results of informal training of persons in labor professions"]. <https://zakon.rada.gov.ua/laws/show/340-2013-%D0%BF#Text>, [in Ukrainian].

Hurevych, R.S., Boichuk, O.Iu., & Boichuk, V.M. (2019). Profesiina komunikatyvna kompetentnist yak neobkhidna umova efektyvnoi diialnosti maibutnoho kvalifikovanoho robitnyka sfery posluh [Professional communicative competence as a necessary condition for the effective activity of a future qualified worker in the service sector]. *Naukovi zapysky. Serii: Pedagogika i psikhohohiia [Proceedings. Series: Pedagogy and psychology]*, 57, 82-87, [in Ukrainian].

Kremen, V. H. (red.) (2008). *Entsyklopediia osvity [Pedagogy's thought]*. K.: YurinkomInter, [in Ukrainian].

Ministerstvo osvity i nauky Ukrainy [Ministry of Education and Science of Ukraine] (2015). *Pidhotovka kadriv na vyrobnytstvi, neformalni kvalifikatsii y rehulovani profesii, uchast u profesiino-kvalifikatsiini diialnosti profesiinykh asotsiatsii: mistse y rol u Natsionalnii systemi kvalifikatsii: analitychnyi ohliad [On-the-job training, informal qualifications and regulated professions, participation in professional qualification activities of professional associations: place and role in the National Qualifications System: analytical review]*. <https://mon.gov.ua/storage/app/media/nrk/Analitychni-materialy/1-analitichniy-zvit-shchodo-stanu-natsionalnoi-sistemi-kvalifikatsiy.docx>, [in Ukrainian].

Ministerstvo osvity i nauky Ukrainy [Ministry of Education and Science of Ukraine] (2023, 22 serpnia). *Osvita i nauka Ukrainy v umovakh voiennoho stanu: informatsiino-analitchnyi zbirnyk [Education and science of Ukraine under martial law: an informational and analytical collection]*. <https://mon.gov.ua/storage/app/media/zagalna%20serednya/serpneva-konferencia/2023/22.08.2023/Inform-analytic.zbirn-Osvita.v.umovah.voyennogo.stanu-vykl.rozv.povoyen.perspekt.22.08.2023.pdf>, [in Ukrainian].

Ministerstvo osvity i nauky Ukrainy [Ministry of Education and Science of Ukraine] (23 chervnia, 2017). *Pro vprovadzhennia elementiv dualnoi systemy navchannia u profesiinu. pidhotovku kvalifikovanykh robotnykiv [On the introduction of elements of the dual education system into the professional education system. training of skilled workers]*. <https://zakon.rada.gov.ua/rada/show/v0916729-17#Text>, [in Ukrainian].

Nychkalo, N. H. (2008). *Transformatsiia profesiino-tekhnichnoi osvity Ukrainy: monohrafiia [Transformation of vocational and technical education of Ukraine: monograph]*. K. : Pedahohichna dumka [Pedagogical thought], [in Ukrainian].

Ovcharuk, O. V. (2003). *Kompetentnosti yak kliuch do onovlennia zmistu osvity [Competencies as the key to updating the content of education]*. In *Stratehiia reformuvannia osvity v Ukraini: Rekomendatsii z osvitnoi polityky [Education Reform Strategy in Ukraine: Recommendations for Education Policy]*. K. : K.I.S., [in Ukrainian].

Radkevych, V.O. (2012) *Kompetentnisnyi pidkhid do rozroblennia derzhavnykh standartiv profesiino-tekhnichnoi osvity [A competent approach to the development of state standards of vocational education]*. *Profesiino-tekhnichna osvita [Vocational and technical education]*, 3, 8-10, [in Ukrainian].

Radkevych, V. O. (2023). *Derzhavno-privatne partnerstvo u rozvytku profesiinoi osvity v umovakh voiennoho ta povoiennoho chasu [Public-private partnership in the development of professional education in war and post-war times]*. In *S. V. Kiurchev, V. O. Radkevych, V. M. Kiurchev (red.), Rozvytok suchasnoi nauky ta osvity: realii, problemy yakosti, innovatsii: materialy IV Mizhnarodnoi nauk.-prakt. internet-konf. (m. Zaporizhzhia, 29-31 travnia 2023 r.) [Development of modern science and education: realities, quality problems, innovations: materials of the 4th International Science-Practice. Internet Conf. (Zaporizhzhia, May 29-31, 2023)]* (s. 210-214). Zaporizhzhia : TDATU. <https://lib.iitta.gov.ua/id/eprint/735825>, [in Ukrainian].

Uriadovi portal [Government Portal] (2022, lypen). *Proiekt Planu vidnovlennia Ukrainy: materialy robochoi hrupy «Osvita i nauka» [Project of the Recovery Plan of Ukraine: materials of the working group "Education and Science"]*. <https://www.kmu.gov.ua/storage/app/sites/1/recoveryrada/ua/education-and-science.pdf>, [in Ukrainian].

Radkevych, V. (2022). *Development principles of public-private partnerships in vocational education and training in the postwar period. Professional Pedagogics*, 2(25, 104-114 <https://doi.org/10.32835/2707-3092.2022.25.104-114>, [in English].

ФОРМУВАННЯ ПРОФЕСІЙНОЇ КОМПЕТЕНТНОСТІ КВАЛІФІКОВАНИХ РОБІТНИКІВ У ПРОЦЕСІ КУРСОВОЇ ПІДГОТОВКИ В НАВЧАЛЬНИХ ЦЕНТРАХ ПІДПРИЄМСТВ СФЕРИ ПОСЛУГ

Віталій Бойчук ¹, Оксана Бойчук ²

- 1 доктор педагогічних наук, професор, професор кафедри інноваційних та інформаційних технологій в освіті, Вінницький державний педагогічний університет імені Михайла Коцюбинського, <https://orcid.org/0000-0002-1082-3962>, e-mail: boichuk1974@ukr.net
- 2 Викладач української мови та літератури, ДНЗ «Вінницький центр професійно-технічної освіти технологій та дизайну», <https://orcid.org/0000-0003-3443-6315>, e-mail: oksana_boichuk@ukr.net

Реферат:

Актуальність: статті зумовлена необхідністю формувати професійну компетентність майбутніх кваліфікованих робітників сфери послуг у процесі курсової підготовки в навчальних центрах підприємств сфери послуг.

Метою статті є визначення загальних тенденцій формування професійної компетентності майбутніх кваліфікованих робітників сфери послуг у процесі курсової підготовки в навчальних центрах підприємств сфери послуг.

Методи: вивчення наукових джерел, законодавчих, нормативно-правових документів, емпіричних даних – для визначення загальних тенденцій формування професійної компетентності майбутніх кваліфікованих робітників сфери послуг у процесі курсової підготовки в навчальних центрах підприємств сфери послуг.

Результати: на основі аналізу сучасних законодавчих, нормативно-правових документів, дослідження наукових джерел та емпіричних даних визначено загальні тенденції формування професійної компетентності майбутніх кваліфікованих робітників сфери послуг у процесі курсової підготовки в навчальних центрах підприємств сфери послуг.

Висновки: формування професійної компетентності кваліфікованих робітників у процесі курсової підготовки в навчальних центрах підприємств сфери послуг є актуальним процесом в умовах воєнного стану, коли через міграційні процеси, мобілізацію, демографічні проблеми в країні постає гостра потреба в професійній підготовці та перепідготовці кваліфікованих кадрів за короткотривалими термінами; цей процес має низку труднощів, пов'язаних із скороченням виробництва, фінансовою та економічною нестабільністю в країні, недостатньою розробленістю гнучких освітніх програм для короткотривалого навчання та здобуття часткових професійних кваліфікацій.

Ключові слова: професійна компетентність, неформальна освіта, сфера послуг, навчальний центр, курсова підготовка.

Received: 16 July 2023

Accept: 3 August 2023