



MODEL FOR THE DEVELOPMENT OF ECONOMIC CULTURE IN FUTURE TECHNICIANS IN TRANSPORT TECHNOLOGIES AND ROAD TRANSPORT MANAGEMENT IN VOCATIONAL EDUCATION INSTITUTIONS

Karyna Malinovska

Head of the Vocational Training Department, Municipal Vocational (Vocational-Technical) Education Institution Kyiv Vocational College of Motor Transport Technologies, <https://orcid.org/0000-0001-9215-547X>, e-mail: karina_overchuk@ukr.net

Abstract

Relevance. Vocational education for technicians in transport technologies and road transport management reveals an insufficient level of economic culture as an integrated personal quality combining economic knowledge, professional awareness, responsibility, and competence in decision-making under conditions of economic feasibility and market changes. The relevance of the research stems from the need for a holistic, interdisciplinary approach to vocational training that integrates economic, managerial, logistical, and digital components.

Purpose. To develop and theoretically substantiate a model for the formation of economic culture among future technicians in transport technologies and road transport management within vocational (vocational-technical) education institutions.

Methods. Theoretical analysis of scientific sources, synthesis and systematization of pedagogical concepts concerning the development of professional and value-motivational orientations of students, and modelling of the educational process integrating cognitive, activity-based, value-motivational, and reflective components.

Results. A structural-functional model for the development of economic culture was designed, which anticipates interaction among the aforementioned components. Pedagogical conditions for its implementation were proposed, including: integration of economic content into general and professional training; the use of cases from real economic environments of road transport enterprises; the introduction of digital simulations and logistics simulators; and the organization of independent activities with elements of reflective analysis.

Conclusions. The study demonstrated that the formation of economic culture within the vocational education system requires a comprehensive methodology based on an interdisciplinary approach. It combines theoretical preparation with a practice-oriented learning model, accounts for the specifics of the transport sector, and relies on innovative pedagogical tools.

Keywords: *vocational training, economic awareness, digital simulations, logistical thinking, pedagogical conditions, professional mobility.*

Introduction. In the contemporary context of socio-economic transformation, rapid digitalisation, Ukraine's integration into the global market of transport services, and rising requirements for professional mobility among transport-sector employees, the problem of developing economic

culture in vocational-education learners becomes particularly salient. The efficient functioning of the road-transport system, which constitutes an important component of the national economy, largely depends on the level of economic preparation of future technicians who are capable of managing carriage

operations rationally, assessing the economic expediency of decisions, optimising logistic processes, and ensuring the competitiveness of enterprises in the transport sector.

Economic culture is understood as an integrated characteristic of the individual that combines a system of economic knowledge, established economic notions, convictions and values, as well as the capacity for autonomous decision-making under market conditions and responsibility for the economic consequences of activity. Within the context of professional training for technicians in transport technologies and carriage management, the formation of such a culture presupposes the creation of a holistic pedagogical model oriented toward the harmonious alignment of theoretical and practical components, the development of critical thinking, economic reflection, and professional autonomy.

Despite growing attention to economic preparation within vocational education, the scientific-methodological support for forming economic culture specifically in the preparation of technical specialists for road transport remains insufficiently developed. The absence of an integrated model that takes account of sectoral specificity, educational standards, labour-market needs, and contemporary pedagogical approaches necessitates the theoretical substantiation and practical implementation of an appropriate educational model.

Sources. An analysis of the current state of research on the problem of forming economic culture and competence in future specialists within the educational sphere points to its high relevance in pedagogical discourse. In the works of H. Tovkanets and V. Holovachko the development of economic culture under university-education conditions is examined, underscoring the significance of integrating the economic component into teacher preparation. N. Rudan conducted a socio-philosophical analysis of the genesis of economic culture, emphasising its transformations amid social change. Methodological aspects of forming a teacher's digital competence are disclosed in the study by O. Stechkievych, which gains particular weight in the context of educational digitalisation.

Special attention is devoted to the formation of economic knowledge within the teaching of exact sciences (L. Pavlenko), cognitive-communicative approaches to professional training (O. Prokhorova), the development of needs for professional self-

improvement (I. Mudryk), as well as the organisation of reflective control in learning (L. Romanov).

Conceptual approaches have also been identified regarding the quality of educational-project management (O. Chernenko), artistic-project preparation of teachers (M. Kurach, O. Yemets), pedagogical interaction between instructor and students (O. Muzyka), methodological principles for forming economic culture in students of technical specialities (N. Hargahun), the integrativity of independent learning (O. Tamarkina), the formation of information culture (O. Povidai-chyk, M. Povidai-chyk), and systemic mechanisms of reflection (O. Latyshiev).

At the same time, inadequate elaboration has been revealed regarding issues of a holistic pedagogical model for forming economic culture precisely in future humanities-profile instructors within an interdisciplinary approach that intertwines economic, digital, and reflective-communicative components.

The purpose of the article is to provide scientific substantiation and a structural-functional analysis of a model for developing economic culture in future technicians in transport technologies and road-transport management within vocational-education institutions, thereby facilitating an enhancement of professional-preparation quality and the effective entry of graduates into the professional environment.

Research methods: theoretical analysis of scientific sources, synthesis and systematisation of pedagogical concepts concerning the formation of students' professional and value-motivational orientations, and modelling of the educational process that integrates cognitive, activity-based, value-motivational, and reflective components.

Results and discussion. In connection with dynamic changes in the economic environment and technological development, it is necessary to cultivate in future specialists skills of effective analysis, forecasting, and optimisation of transport-logistic activities, which has become a key component of the economic stability of enterprises and organisations operating road transport (Tovkanets & Holovachko, 2025). The model has been implemented on the basis of integrative links among the competence-based, constructivist learning paradigm and the concept of situational learning, which ensures the correspondence of students' theoretical knowledge to real skills for solving relevant sectoral tasks (Rudan, 2018).

Theoretical-methodological foundations of the model for forming economic culture in future technicians of transport technologies and road-transport management (Fig. 1) consist in the unified application of several scientific approaches aimed at the multi-vector development of the individual's professional-cognitive and value characteristics.

The methodological basis also presupposes reliance on the constructivist educational paradigm, according to which knowledge is not transmitted in a ready-made form, but must be constructed by students in the process of active interaction with both the physical and digital educational environment. The theoretical-methodological construction of the model for forming economic culture in future transport-technology technicians and transport managers provides for well-grounded integration of contemporary educational approaches. These approaches combine knowledge, practical skills, critical thinking, and the value-motivational component through a holistic pedagogical process directed toward producing a new-generation competitive specialist.

The principal objective of the model for developing students' economic culture is the systematic formation of economic knowledge and skills within a professionally oriented programme for the effective analysis, forecasting, and optimisation of transport-logistic processes (Pavlenko, 2009). This likewise presupposes an assessment of the economic efficiency of carriage operations, enabling decisions adequate to market conditions. A strong sense of value orientations is gradually formed, leading to students' professional and social responsibility for rational resource use and the expansion of commercial activity in road transport. Students must clearly recognise their role in society, which should

become a basis for assessing the sustainability and efficiency of transport systems.

At the cognitive level of learning, students acquire profound knowledge of the fundamentals of transport economics by studying theoretical and practical models that permit structuring the functioning of transport-logistic systems (Prokhorova, 2019). This includes the key economic relationships among elements of the transport and logistic system – from the enterprise and service provider to the consumer and other market participants.

At the operational-practical level of preparation, students must form the ability to implement not only theoretical analysis but also applied aspects of economic instruments and methods in real transport processes. An inseparable part is the ability to work with statistical and analytical information in order to develop accurate forecasts and, on their basis, elaborate strategies for improving the transport process.

At the motivational-value levels of model implementation, students develop intrinsic motivation that underpins the aspiration to achieve economic stability and high efficiency in managing transport processes (Mudryk, 2010). The outcome should be articulated so that future technicians gain not only practical skills for solving problems in the transport sector but also a means of communicating the value of sustainable development for the industry.

At the reflective level, the result of model implementation is the development in students of the capacity for deep self-analysis and reflection on their managerial decisions (Romanov, 2013). Students will be able to cultivate the ability to critically comprehend their own actions, the results of decisions taken, and their effective application under real conditions.

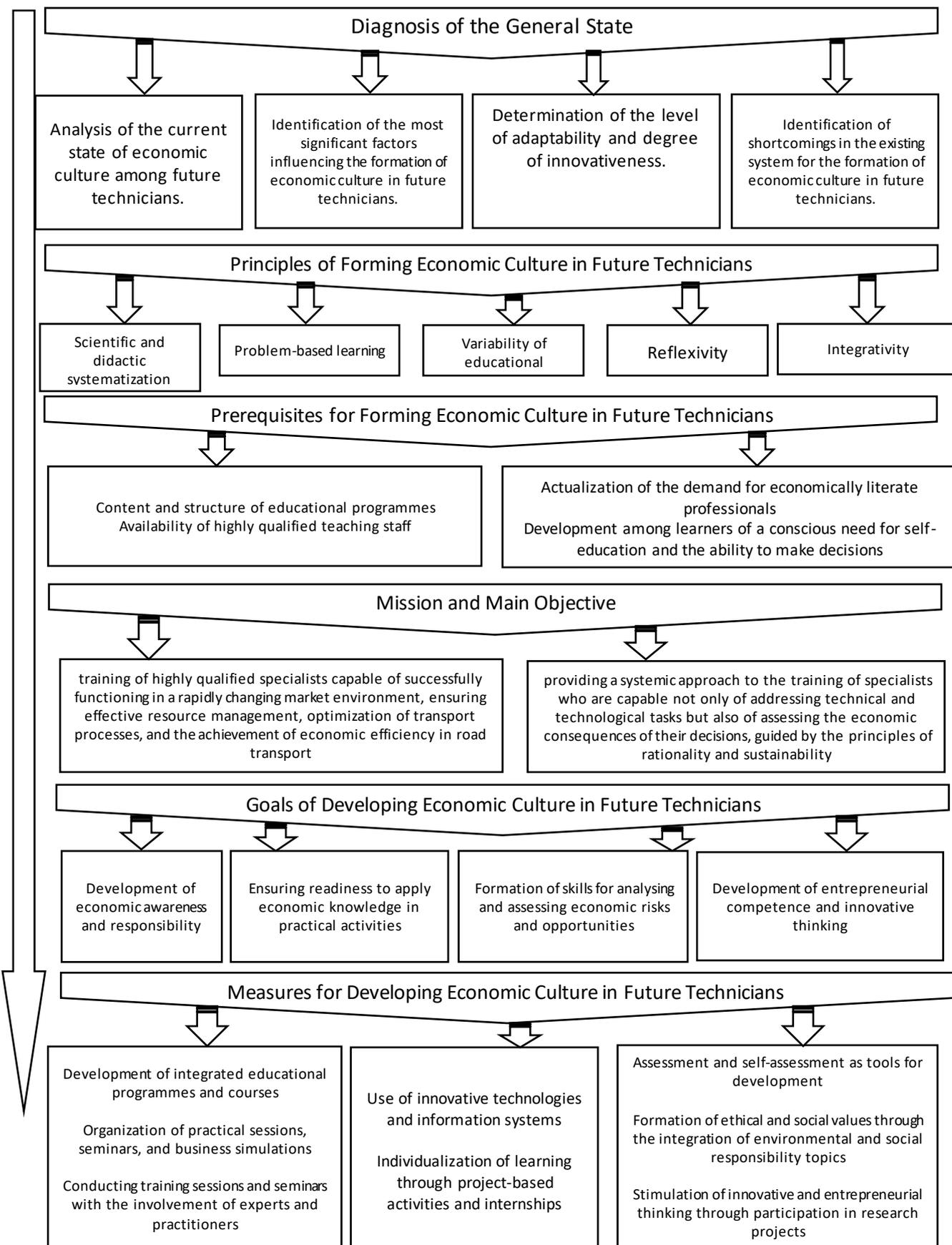


Fig. 1. Model for the Development of Economic Culture in Future Technicians in Transport Technologies and Road Transport Management in Vocational Education Institutions

The structural and component content of the model for forming the economic culture of future technicians in transport technologies and road transport management is a comprehensive approach that combines several important components, each having its own specifics and function within professional training.

The content component of the model for forming economic culture in future transport and road industry technologists reflects the conceptual integrity of the educational process (Chernenko, 2024).

The activity component of the model for forming the economic culture of future transport technology and management technicians generally serves to activate the professional activity of students by involving them in solving tasks corresponding to real conditions of the transport industry (Kurach, & Yemets, 2016).

The value-motivational component of the model for forming the economic culture of future specialists relates to attitudes toward work, involvement in economic issues of the transport industry, and responsibility for its results (Muzyka, 2017). The chosen socially significant work lays the foundation for correct future work attitudes; it should be believed to have a socially useful character, thereby creating internal motivation to perceive the quality of transport services and their economic expediency.

The principles substantiating the methodology for forming the economic culture of future technicians in transport technologies and road transport management form the basis of the educational process aimed at ensuring the integrity and effectiveness of professional training (Hargaun, 2019).

The principle of integrativity plays a leading role in the educational model for forming the economic culture of future transport industry specialists, as it combines theoretical economic knowledge with the technological features of transport processes (Tamarkina, 2017). Accordingly, the content of education built on this principle does not simply reproduce abstract economic categories but reveals their applied significance in the functioning of the road transport system.

The principle of variability of educational trajectories performs a leading function in the context of the flexibility of the educational process, aimed at forming a competitive specialist in the chosen field of transport technologies (Povidajchyk

O., & Povidajchyk M., 2012). This principle does not simply change the educational process formally but transforms variations into a personalized learning strategy that creates a real educational practice for an individual student based on their unique interests, abilities, and professional intentions.

The principle of reflectivity occupies a key place in the educational process, as it is through it that students consciously, critically, and systematically analyze their activities, which is the basis for intellectual growth and professional self-realization (Latyshev, 2022). In the pedagogical model for training future specialists in transport technologies, reflectivity should be perceived not only as a methodology for self-cognition but also as a tool for constant adaptation to the changing industry environment.

The sequential stages of implementing the model for forming the economic culture of future technicians in transport technologies and road transport management involve a carefully designed structure that includes preparatory, main, and concluding stages, each of which is important for ensuring the effectiveness of the educational process and achieving the set goals.

The preparatory stage of implementing the model for forming economic culture in future specialists is fundamental, as it is at this stage that the foundation for effective differentiation and personalization of the educational process is laid. Comprehensive diagnostics of the initial level of students' economic culture should involve the use of valid and reliable diagnostic tools such as questionnaires, situational role-playing analysis (case method), and standardized testing with elements of self-reflection, which will collectively allow for determining not only the level of knowledge and mastery of key economic competencies but also students' motivational readiness for further development of these competencies. In the process of interpreting the diagnostic results, a multidimensional picture of each student's readiness to master the economic component of professional training is formed. This circumstance allows for establishing not only the initial level of knowledge but also individual cognitive activity styles, typical thinking errors, the level of professional orientation, and motivational and value orientations.

The main stage of applying the model for forming the economic culture of future transport industry specialists is the systematic involvement of

students in the content of economic training through individual educational blocks included in a cyclical didactic process. The organization of training at this stage is based on the content of the integrative-applied approach concept; each educational block includes elements of lectures, practical exercises, problem analysis, and simulation models of management activity. This combination ensures not only dynamic assimilation of educational material but also creates conditions for deep intellectual and practical verification of economic knowledge in the context of the management process.

The final control procedure is very complex and involves a multi-faceted assessment of learning outcomes. One of the tools is a portfolio, in which students not only collect the results of their learning activities but also organize them into a logical system of self-presentation of their own professional growth.

Generalized conclusions regarding the effectiveness of the model will allow for the formulation of scientifically sound recommendations for its further development, adaptation to changes in the professional environment, and implementation in other educational contexts. Thus, the final stage acts not only as a mechanism for evaluating learning outcomes but also as a powerful means of ensuring continuous improvement of the educational process, taking into account student demand, labor market dynamics, and the specifics of industry training.

The analysis of the effectiveness of applying the model for forming the economic culture of future

technicians in transport technologies and road transport management should be carried out based on a systemic, multi-level approach to ensure the completeness, objectivity, and reliability of competency diagnostics. The assessment does not focus solely on stating the fact of knowledge presence but allows for determining the level of ability to apply acquired economic skills and abilities in professionally oriented situations, as close as possible to the real production environment of the transport industry.

Conclusions. Thus, as a result of the research, a model for forming the economic culture of future technicians in transport technologies and road transport management has been developed and theoretically substantiated. It is built on the principles of integrating a constructivist approach to education, situational learning, and the competency paradigm, which allows for effectively combining students' knowledge, skills, values, and reflective abilities.

The proposed model ensures the gradual formation in students of deep economic knowledge, professionally oriented skills for analyzing, forecasting, and optimizing transport and logistics processes, as well as the development of value orientations aimed at a responsible attitude to resources and sustainable development of the transport industry, and contributes to the formation of students' reflective skills necessary for critical comprehension and improvement of their own professional activities.

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МОДЕЛЬ ФОРМУВАННЯ ЕКОНОМІЧНОЇ КУЛЬТУРИ МАЙБУТНІХ ТЕХНІКІВ З ТРАНСПОРТНИХ ТЕХНОЛОГІЙ ТА УПРАВЛІННЯ ПЕРЕВЕЗЕННЯМИ НА АВТОМОБІЛЬНОМУ ТРАНСПОРТІ В ЗАКЛАДАХ ПРОФЕСІЙНОЇ ОСВІТИ

Каріна Малиновська

завідувачка відділення професійної підготовки, комунального закладу професійної (професійно-технічної) освіти «Київський професійний коледж автотранспортних технологій»,
<https://orcid.org/0000-0001-9215-547X>, e-mail: karina_overchuk@ukr.net

Реферат:

Актуальність: у професійній освіті техніків з транспортних технологій та управління перевезеннями спостерігається недостатній рівень сформованості економічної культури як інтегрованої особистісної якості, що об'єднує економічні знання, професійну свідомість, відповідальність і компетентність у прийнятті рішень в умовах економічної доцільності та ринкових змін; актуальність дослідження зумовлена необхідністю цілісного, міждисциплінарного підходу до професійної підготовки, що поєднує економічний, управлінський, логістичний та цифровий компоненти.

Мета: розробити та теоретично обґрунтувати модель формування економічної культури майбутніх техніків з транспортних технологій та управління перевезеннями в умовах закладів професійної (професійно-технічної) освіти.

Методи: теоретичний аналіз наукових джерел, синтез та систематизація педагогічних концепцій щодо формування професійних і ціннісно-мотиваційних установок студентів, моделювання освітнього процесу, що інтегрує когнітивний, діяльнісний, мотиваційно-ціннісний та рефлексивний компоненти.

Результати: розроблено структурно-функціональну модель формування економічної культури, яка передбачає взаємодію вищезазначених компонентів. Запропоновано педагогічні умови її реалізації, зокрема: інтеграцію економічного змісту в загально-професійну та фахову підготовку; використання кейсів із реального економічного середовища автотранспортних підприємств; запровадження цифрових симуляцій та логістичних тренажерів; організацію самостійної діяльності з елементами рефлексивного аналізу.

Висновки: дослідження засвідчило, що формування економічної культури в системі професійної освіти потребує цілісної методології, яка базується на міждисциплінарному підході, поєднує теоретичну підготовку з практичною спрямованістю навчання, враховує специфіку транспортної галузі та орієнтується на інноваційні педагогічні засоби.

Ключові слова: професійна підготовка, економічна обізнаність, цифрові симуляції, логістичне мислення, педагогічні умови, професійна мобільність.

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