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THE CONCEPT OF MANAGEMENT OF THE DEVELOPMENT OF VOCATIONAL EDUCATION

Abstract. The conceptual provisions on the management of the development of vocational education, which are defined by the regulations of Ukraine, are analyzed. It is established that professional training "for a specific job" often does not contribute to the success of students, can lead to the emergence of specialists whose knowledge and skills are not required by the society. The weaknesses of the single-stage system have been identified. The reasons that determine the feasibility of the transition to a multilevel system are identified.

The most important moments in the multilevel system of education are noted: structural and substantial. It is established that new pedagogical technologies are the core of the content of the multilevel system of education. The need to find the optimal ratio between the educational components at different levels of education and to identify priority areas in the field of educational diversification is indicated.

It is proved that the degree system implements the continuity of programs related to a particular type of human activity or to a given field of production

and differing in level of qualification. The programs are focused, first of all, on providing vocational training; the educational function is subordinated to them vocationally and at some stages the educational component may not be present at all. At the end of each stage, the specialist receives a document certifying the level of his/her qualifications (e.g., turner, technician, engineer).

A single-level system of the vocational education is expedient and quite effective with a rigid long-term consolidation of the personnel in this field. The main purpose of such a system is to satisfy the state order for a specialist.

The principles of the vocational education development, in particular humanization and fundamentalization, are determined. The system-forming functions performed by vocational education in the society are considered: economic, social and cultural.

Keywords: conceptual provisions, principles, development of the vocational education, education system, management, functions.

КОНЦЕПЦІЯ УПРАВЛІННЯ РОЗВИТКОМ ПРОФЕСІЙНОЇ ОСВІТИ

Анотація. Проаналізовано концептуальні положення щодо управління розвитком професійної освіти, що визначені нормативно-правовими актами України. Встановлено, що професійна підготовка "під конкретне робоче місце" доволі часто, не сприяючи життєвому успіху учнів, може привести до появи фахівців, чиї знання і вміння не затребує суспільство. Визначено слабкі сторони моноступеневої системи. Встановлено причини, які зумовлюють доцільність переходу до багаторівневої системи.

Відзначено найважливіші моменти в багаторівневій системі освіти: структурний і змістовний. Встановлено, що нові педагогічні технології є стрижнем змістовної сторони багаторівневої системи навчання. Вказано на необхідності знаходження оптимального співвідношення між освітніми складовими на різних рівнях навчання та виділення пріоритетних напрямів у галузі диверсифікації освіти.

Доведено, що ступенева система реалізує наступність програм, що відносяться до певного виду діяльності людини або до даної галузі виробництва і відрізняються рівнем кваліфікації. Програми орієнтовані, найперше, на забезпечення професійної підготовки; освітня функція підпорядкована в них професійній підготовці та на деяких етапах освітній компонент може зовсім не бути присутнім. Після завершення кожного етапу фахівець отримує відповідний документ, що засвідчує рівень його кваліфікації (наприклад, токар, технік, інженер).

Моноступенева система професійної освіти доцільна та цілком ефективна при жорсткому довгостроковому закріпленні кадрів у цій галузі. Головною метою такої системи є задоволення державного замовлення на спеціаліста.

Визначено принципи розвитку професійної освіти, зокрема гуманізацію і фундаменталізацію. Розглянуто системоутворювальні функції, які виконує професійна освіта в суспільстві: економічну, соціальну і культурну.

Ключові слова: концептуальні положення, принципи, розвиток професійної освіти, система освіти, управління, функції.

КОНЦЕПЦИЯ УПРАВЛЕНИЯ РАЗВИТИЕМ ПРОФЕССИОНАЛЬНОГО ОБРАЗОВАНИЯ

Аннотация. Проанализированы концептуальные положения по управлению развитием профессионального образования, которые определены нормативно-правовыми актами Украины. Установлено, что профессиональная подготовка “под конкретное рабочее место” зачастую, не способствующая жизненному успеху учеников, может привести к появлению специалистов, чьи знания и умение не потребует общество. Определены слабые стороны моноступенчатой системы. Установлены причины, которые обуславливают целесообразность перехода к многоуровневой системе.

Отмечено важные моменты в многоуровневой системе образования: структурный и содержательный. Установлено, что новые педагогические технологии есть стержнем содержательной стороны многоуровневой системы обучения. Указано на необходимость нахождения оптимального соотношения между образовательными составляющими на различных уровнях обучения и выделением приоритетных направлений в области диверсификации образования.

Доказано, что ступенчатая система реализует преемственность программ, относящихся к определенному виду деятельности человека или данной отрасли производства и отличается уровнем квалификации. Программы ориентированы, в первую очередь, на обеспечение профессиональной подготовки; образовательная функция подчинена в них профессиональному и на некоторых этапах образовательному компоненту, который может совсем не присутствовать. После завершения каждого этапа специалист получает соответствующий документ, удостоверяющий уровень его квалификации (например, токарь, техник, инженер).

Моноступенчатая система профессионального образования целесообразна и вполне эффективна при жестком долгосрочном закреплении кадров в данной области. Главной целью такой системы есть удовлетворение государственного заказа на специалиста.

Определены принципы развития профессионального образования, в частности гуманизации и фундаментализации. Рассмотрены системообразующие функции, которые выполняет профессиональное образование в обществе: экономическую, социальную и культурную.

Ключевые слова: концептуальные положения, принципы, развитие профессионального образования, система образования, управления, функции.

Formulation of the problem. Choosing a profession for a growing mass of people is becoming a discrete but multifaceted process. In this case, the profession can be understood broadly — as a field of activity, and nar-

rowly — as a specific "workplace". If a significant part of the population has to retrain, then appropriate organizational and material preconditions must be created in the form of educational structures and vocational-training programs, and variations can be very different. It is possible, in particular, the initial focus on the general direction, which can act as a certain branch of science (mathematics, physics, chemistry), and only then, through a series of iterations, to the immediate workplace, i.e. to the profession as a kind of work. It is obvious that the tendency to single-action or multi-action choice of profession determines the values of individual psychological characteristics of the individual. Therefore, for people of the one group, it is advisable to maintain a single-level structure of education, to give the opportunity from the first year to undergo training aimed at a particular profession. For other groups a multilevel education system is more acceptable.

Thus, in Ukraine there is a need to form theoretical foundations for the concept of managing the development of vocational education.

Analysis of the recent research and publications. The historical foundations of the development of vocational education are considered by V. Kremen and S. Batyshev. The theoretical principles, methodological approaches, concepts of managing the development of vocational education are revealed in the works of V. Bykov, Yu. Zinkovsky, Ya. Kaminetsky, N. Nychkalo, V. Radkevych, S. Sysoeva, O. Shcherbak and others. The principles of theory, methods of education, social pedagogy are considered in the works of foreign scientists: G. Bednarchyk, I. Bilsh, S. Kvyatkovsky, T. Levovytsky, F. Shlosek and others.

At the same time, approaches to the development of the concept of managing the development of vocational education in the modern socio-economic, organizational and political conditions need further development.

The purpose of the article is to substantiate the theoretical foundations and methodological approaches to the formation of the concept of managing the development of vocational education.

Main results of the research. The conceptual provisions for managing the development of vocational education are reflected in the regulations of Ukraine.

Today we can distinguish the following forms of training in the field of vocational (vocational-technical) education: pre-vocational training; primary vocational training; retraining of workers; advanced training of workers; inclusive vocational training.

Pre-vocational training is defined in the Law of Ukraine "On Vocational (Vocational-Technical) Education" (1998) — "it is the acquisition of initial professional knowledge, skills of the persons who previously did not have a working profession" [1]. The same Law of Ukraine stipulates that "primary vocational training is the acquisition of vocational (vocational-technical) education by the persons who previously did not have a working profession, or a specialty of another educational and qualification level that provides the appropriate level of professional qualification required for productive vocational activity", "retraining of workers is a pro-

fessional (vocational-technical) training aimed at mastering another profession by the workers who have received primary training", "advanced training of workers is a professional (vocational-technical) training of workers, which provides an opportunity to expand and deepen previously acquired professional knowledge, skills and abilities at the level of production requirements or services", "inclusive vocational (vocational-technical) training is a system of educational services for the acquisition of a profession or professional skills of persons with special educational needs guaranteed by the state" [1].

Article 13 of the Law of Ukraine "On Vocational (Vocational-Technical) Education" determines the degree of vocational (vocational-technical) education: "the degree of the professional (vocational-technical) education of citizens is determined in the institutions of vocational (vocational-technical) education by the appropriate levels of qualification and complexity of professions and educational and qualification level" [1]. Each level of education in an institution of professional (vocational-technical) education is confirmed by assigning to graduates (students) educational and qualification levels "qualified worker", "junior specialist".

With regard to higher vocational training, basic higher education is provided by colleges - higher educational institutions of the 2nd level of accreditation, which prepare junior bachelors. According to the Law of Ukraine "On Higher Education" (2014), "a junior bachelor is an educational or educational-vocational degree obtained at the initial level (short cycle) of higher education and awarded by a higher education institution as a result of successful completion of an educational program" [2].

That is, the legislation of Ukraine determines the degrees and levels of the professional (vocational-technical) education.

Prior to the adoption of changes to the legal framework in the field of education until 2014, the system was focused on mass training of specialists ready for reproductive reproduction of information. It was unified in terms of study, educational documents and educational institutions, which were bound by strict curricula.

Vocational training "for a specific job" often does not contribute to the success of students, can lead to the emergence of specialists whose knowledge and skills are not required by the society. The pace of change in the society, landmarks, value systems are so high that the educational institutions do not have time to adapt. The weaknesses of the single-stage system, which are manifested in the new conditions, are expressed in the fact that it is:

• conservative and therefore responds with considerable delay to the demands of the society, which leads, on the one hand, to the danger of a "qualification gap", when specialists may not be enough for the society. On the other hand, in the conditions of rapid aging of information and rapid change of technologies, there is a risk of graduating specialists who join the ranks of the unemployed, i.e. the system becomes economically inefficient;

• insufficiently democratic and largely characterized by authoritarian teaching, strict regulation of the educational process, leading to confor-

mism, social maintenance of the students;

• has a weak focus on self-education, does not contribute to the education of a mobile member of the society, who can change the profile of activity many times during his/her life;

• cannot provide sufficient diversity of training;

• focused mainly on the average student and it has no mechanisms that can identify and purposefully train the "elite" of highly gifted students. At the same time, it is quite inconvenient for people with a slower pace of development, which is a serious pedagogical problem.

In the single-level system, as in the multilevel, albeit to a lesser extent, the educational component remains subordinate to the vocational; vocational training permeates the entire educational process.

The problem of the optimal ratio between the educational and vocational components in education is very important. To solve it, it is necessary to dilute these components, define their goals and content. This allows to make a multilevel model of education, which is laid down in the Draft Law of Ukraine "On Vocational (Vocational-Technical) Education" (2020) [3].

There are other reasons for the transition to a multilevel system. One of the tasks of the vocational education is the development of science and the formation of specialists who are capable of scientific research. Even a student, who is preparing for practical work on the programs of a specialist, must go through the experience of research work and only in this case he/she can become a creative person [4, 5].

The multilevel system with its possibility of differentiated learning, strengthening of the individual approach to training, the accurately defined stage of elite preparation provides advancement not only in a question of development of independent work of the students, but also in the real development in them of the research skills necessary for the society, in the education of a person who independently controls his/her activities.

Note that the emergence of a multilevel system in Ukraine, in contrast to the multi-degree one, is more caused by the needs of the society and the individual, rather than the demands of the state. This system is the result of the development of the society and the reflection of human needs in the field of the vocational education. In this context, it is more natural to talk about its formation, the transformation of a single-level system into a multilevel. It is especially important to identify the constructive mechanisms, techniques that allow to carry out this transformation without destroying the existing education system.

The socio-economic and historical traditions that affect our vocational school determine a certain period of coexistence of two systems: traditional single-level (junior specialist) and multilevel (junior bachelor). Due to the weakening of the strict control by the administrative bodies of education, even in those educational institutions that explicitly refrain from the transition to a multilevel system, the search for new forms of education that are better adapted to the existing situation is done [6]. In the long run, this creates a tendency for a more or less

conscious transition to a multilevel system.

Thus, the emergence of a multilevel system in Ukraine is not unexpected, but it does not mean that the transition to a new education system will happen automatically, by purely mechanical copying of foreign experience without own research and development, especially since such a holistic foreign experience simply does not exist. Perhaps, of course, the extreme point of view is complete disregard for the experience of other countries, unwillingness to see both the advantages and disadvantages of a multilevel system.

A feature of the multilevel system is the degree of unification of the education. Here there is a problem of finding the optimal form and content not only for this area of training, but also for this educational institution.

The rapid change in the situation in the world creates the need for continuing education, which means not so much a single system of different types of educational institutions, as education as a way of human realization through self-education, which lasts throughout his/her conscious life. To adapt to life in such a world, a person must be ready not only to constantly replenish knowledge and improve skills, but also often to retrain [7].

The main postulate, from which the concept of multilevel education follows, is the following. A necessary condition for the normal existence and prosperity of the society is the maximum use of all individual characteristics of the individual, providing all members with equal opportunities for development. The multilevel system of education aims to implement this principle and the goal is achieved through the following means: building a sufficiently flexible and diversified structure of education; separation of the level of education and vocational education; use of new learning technologies; use of the concept of continuing education.

In essence, it is a system aimed at the student, who becomes its center, its active participant, in contrast to the traditional education system which largely considers the student involved in the educational process a passive receiver of knowledge. We formulate the requirements that must be met by a multilevel system.

The system must be mobile and sufficiently take into account the individual characteristics of each individual [8]. It is the requirement to take into account individual characteristics — one of the reasons for building a multilevel education system, which is a way to remove the contradiction between the needs of the individual and the limited resources available to the society to meet the need for knowledge.

The education system must be open (without dead ends). In a constantly changing mobile society, a person who risks spending the best years on education may find himself leaving school in a situation that has changed dramatically. Narrow specialization shifts all the costs of risk to the individual, because in the absence of a distribution plan and guaranteed jobs for graduates, the society does not take responsibility for their fate. At the same time, the society itself in this case also suffers irreparable losses due to the reduction in the value of “human” capital and the growth of social tensions. Some relief can be the preliminary conclusion of contracts for

specialists, partial payment or prepayment, but these are only half-measures that will not solve this problem. Incidentally, openness is also a necessary condition for long-term survival for the institution itself, which deals with a particular field of education.

The system of vocational education should make maximum use of the principle of fundamentality. The pace of change in the society and changes in technology is so high that it becomes very difficult to produce a specialist who is ready to work in the chosen field of activity after graduation. Therefore, it is necessary to either accurately predict the state of technology before graduation and trends in their further development, as well as a workplace for each specialist, or to train so that the graduate can quickly adjust and adapt to future activities in a short time. This is what forces us to adopt the principle of fundamental education. Only fundamental education provides such knowledge that does not lose relevance over time, helps to navigate in any new environment and is essentially universal.

Another problem is the extent to which the professional component should be present in the process of achieving the first level of education. It probably has to be different for different professions and different stages of education. In addition, the degree of mastery of a particular profession strongly depends on the education received. A very important point is when self-determination of the individual is simply impossible without reaching a certain educational level.

The education system should provide opportunities for interdisciplinary multi-profile learning. The vast majority of education systems in the world provide the opportunity to obtain an additional specialty in the learning process, which is some additional insurance of the individual in case of change and is associated with achieving the necessary diversity of the educational trajectories.

The multilevel system of education involves a serious restructuring of the educational process, its content, forms and methods of teaching. It should be noted two important points in the multilevel education system: structural and substantial. It is the new pedagogical technologies that are the core of the substantial side of the multilevel system of education.

Since each stage of education must be relatively complete, there are certain requirements for the selection of material, its concentration, breadth and depth of the studied problems. At the same time, the same reasons force the use of the principle of concentration of presentation, in which the material studied at the previous stage becomes the subject of study at the next level, but from new positions. Due to the need to convey the most important and fundamental information (basic concepts, approaches and principles), preference should be given to conceptual and analytical teaching methods as opposed to traditional reading of the material.

The analysis of general properties and their comparison allow us to conclude that it is important to find the optimal ratio between the educational components at different levels of education and, very importantly, to identify priority areas in the field of educational diversification. These areas, in our

opinion, necessitate the solution of the following problems:

• the search for new mobile and economic structural forms of education that reflect the needs of the society and the capabilities of the current education system;

• the problem of interaction of separate parts of the educational system, which includes issues of interaction between the government agencies and performers implementing educational programs;

• the problem of quality control of the education and the degree of compliance of the education system with the goals and needs of the society;

• filling with the content of ready educational constructions, the mechanism of providing self-development of the education system, the optimal ratio between the educational components;

• the search for ways to integrate into the world educational system;

• the identification of specific mechanisms for the implementation of the educational needs.

The list of these problems does not claim to be exhaustive, but the formulated tasks are fundamental for the vocational education. Qualitative transformations of the economic relations in the society necessitate the formation of a new paradigm of continuing vocational education.

The problem of ensuring social protection of the population by improving its professionalism and qualification is relevant. The problem of early motivation in the field of work, life and professional self-determination of young people is becoming more acute. The role of social partnership is growing, and this is happening in an environment where the need to acquire entrepreneurial skills and survive in a society dominated by rivalry, competition of ideas and affairs is becoming more acute.

These circumstances require a qualitatively new content of the vocational education, the effective implementation of which is possible only through the use of pedagogical innovations.

One of the priority innovations in the field of continuing multilevel vocational education is its humanization. Before presenting the conceptual ideas of the humanization of continuing vocational education, we will make a number of fundamental explanations.

Speaking of the humanization of vocational education, it has recently been increasingly associated with a multilevel system of training of specialists. This allows us to repeatedly replicate the concepts of humanization and fundamentalization of the education. Firstly, the multilevel formations allow to form, operate fundamental terminology, which is focused on the future professional activity of the specialists. Secondly, each level corresponds to its foundation for future professional training for the future. Thirdly, the multilevel training structure contains open options, allows you to choose your learning trajectory, most fully reveal individual abilities and select at each stage of training those who are able to more effectively master the levels of fundamental training at the next stage.

The humanization of continuing vocational education ensures the formation of the actual human in man. To teach something, to make him/her socially useful, is a technical means for the main function of humanization. It

is important that a person finds his/her essence and be able to realize it. This is an extremely global function of the humanization of continuing vocational education.

The vocational education can consider its task accomplished if each of its pupils turns out to be a trained competitive professional — a specialist who is able to deepen and improve their training throughout the professional activity.

In the light of the above, it is necessary to take a new approach to the functions performed by the vocational education in the society. In general, they can be represented as three system-forming functions: economic, social and cultural.

The economic aspect of the vocational education is associated with the formation of socio-professional structure of the society, skilled workers who can work effectively in a particular field of practice in a particular economic environment, i.e. the exceptional importance of the economic function of the vocational education is to reproduce qualified labour for all sectors of the national economy.

The vocational education is the only field that meets the needs of the population in educational services and specializes in reproducing the main component of the productive forces of the society — qualified workers for all branches of tangible and intangible production, as well as for various non-productive activities.

Therefore, it is no coincidence that the level of education of the population is one of the main indicators of welfare of the population of the country. Thus, the system of vocational education occupies an important and at the same time special place, having a direct impact on the entire economy of the country. But it is the educational institutions, in turn, strongly influenced by the economic relations. First of all, it affects the state of the financial mechanism of the system.

The social aspect of the vocational education system is based on its role in the reproduction and development of the social structure of the society and is related to the analysis of the relationship between the social status of specialists and their social mobility, the study of the quality of qualifications with the content and nature of the work.

The modern production requires more specialized knowledge from workers than it was before. If we consider production only as a material sphere, then this requirement is not so obvious. However, in modern conditions, the role of intangible production is growing steadily. Its spheres actively influence increase of efficiency of work used in the material sphere, create conditions for development of creative needs and abilities of people, increase of their qualification and formation of modern world outlook. In this regard, the level and nature of the information base and system of tools that must have a competitive specialist is changing. To this should be added the problem of social mobility of man. Transformations in production, introduction of modern production technologies cause necessity of mass transfers of workers and specialists from one sphere to another, or change of a specialty. Therefore, specialists in professional and psychological terms must be prepared for a

change of place of work and a change of residence, as well as a possible change of profession.

The social function of education, ultimately, is not an abstract "socialization of the individual", but the projection of social qualities of the individual as professionally significant, without which the achievement of professional skills becomes impossible even theoretically, and future professional deformations of the personality of the "partial specialist" as if programmed at the initial level of mastery of the profession. The social function of education shapes the specialist as "a man among men". Without this independent professional competence, the comfort of the "employee among employees" niche in the society cannot be reliably ensured.

The third function of vocational education is "cultural". It provides for the use of such educational programs in which the mastery of the richness of culture, including the culture of technical and technological environment, is directly related to the development of creative abilities of young specialist as a subject of the professional creativity. The educational programs for the development of creative (original) abilities of a specialist, integrated in professional intelligence, open the possibility for the formation of a specialist as "capable among capable".

The cultural aspect of the system of vocational education is based on its role in the preservation, generation and transmission of spiritual and cultural values, social and moral norms and skills, i.e. the reproduction of culture. The real mechanism of this reproduction is expressed in the acquisition by individuals of a special function that allows them to form habits, influence the actions and activities of other people. Thus, in particular, a master of industrial training or a teacher of a vocational school due to the specifics of their activities acts as carriers of cultural norms of certain activities.

Thus, in a broad sense, the cultural aspect of vocational education involves the study of the nature, specificity and effectiveness of socialization of the individual in this educational chain and its connection with the processes of socialization in the general system of the educational complex.

Conclusions. The analysis of the main functions of vocational education allows not only to consider in general its place and role in the society, but also to identify the task of optimizing these functions as one of the main tasks of the social policy as a whole. The very concept of the relationship between the education and the society changes over time and is largely determined by the economic situation.

Based on the above, we can draw a clear conclusion about the need to provide not quantitative parameters of training, but high professionalism and competence.

High professionalism is, first of all, professional skill in the acquired profession, which provides graduates with competitiveness in the labour market. To implement this condition, the vocational training must be advanced, take into account the prospects for the development of enterprises and commercial structures. And the main thing in this process is not the amount of knowledge gained, but the ability to creatively find information, assimilate it and use it when making decisions.

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