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THE DEVELOPMENT AND PRESENT SITUATION OF VOCATIONAL EDUCATION

«A rich and deep vocational education involves helping students explore link ages and possibilities as they crisscross the boundaries between school and work.

To better help students find their way in our complex world, such a vision of expansive experiential learning holds much promise».

Peter F. McLaren

Abstract. Being a professional includes an expectation for lifelong learning, the ability to sort out relevant knowledge, the skills to evaluate the significance of information and to transform it into something useful in research or practice. Although current technology makes it possible to take part in research, to collaborate and communicate over long geographic distances, the physical, spatial mobility of persons is still important.

Professional education plays a crucial role in the education system by equipping individuals with the practical skills and knowledge required to succeed in a wide variety of technical and trade professions. With an emphasis on hands-on experience and industry-relevant training, professional education prepares students to meet the demands of the evolving job market, ensuring that they are workforce-ready upon completion of their programs.

Professional training refers to education that focuses on teaching students the skills needed for specific jobs or tasks. While traditional academic education emphasizes theoretical knowledge, professional training combines classroom instruction with practical, hands-on experience. It covers a broad range of sectors, including healthcare, information technology, skilled trades, hospitality, and more.

The article considers professional education and its impact on professional practice. The educational training points of the topic and the forms and didactic

methods of education which help to activate workers and their participation in educational programs are discussed in the introduction. The article presents the psychosocial aspects of life which modify the work performance of the worker. These are partial aspects of his life path and include both individual educational motives and barriers. Educational barriers can be caused, for example, by the inappropriate setting of professionally oriented educational programs. Managers can have a significant impact on workers' educational motivation.

Keywords: professional education, professional skills, oriented educational programs, motivation.

Problem setting. In our world that characterised by globalisation, digital transformation and the rapid evolution of the labour market, vocational education assumes a pivotal role in the development of human capital. Its primary objective is to equip specialists with the competencies required to operate effectively within an innovation-driven economy, to master advanced technologies, and to maintain their competitiveness at both the national and international levels. This article is based on selected educational issues, which include the concept of lifelong education. The concept of education is interpreted, according to H. Vavříková, as all purposeful formal and informal educational activities that are continuously carried out to improve knowledge, skills and professional competence (Vavříková, 2018). This education is implemented through social, cultural and professional training. The article focuses, in particular, on further professional education, where, as Palán and Langer note, special attention should be paid to educational forms and didactic methods, regardless of whether they are used in a formal or informal environment (Palán, Langer, 2008).

Recent publications analysis. The issues of vocational education in Ukrainian science are traditionally studied at the junction of historical, pedagogical, economic and managerial disciplines. Issues related to the training of qualified workers for the needs of an innovative economy are constantly in the focus of attention of domestic specialists in this field of education. In particular, the latest works of such researchers as V. Anishchenko, M. Artyushyna, T. Gerlyand and N. Kulalayev are focused on the training of pedagogical workers of vocational education institutions in the context of the implementation of project activities. Issues of vocational education were also addressed by N. Nichkalo, V. Zeleny, M. Khomenko, T. Ishchenko, G. Mykhailyshyn, O. Sorokolita, V. Moroz, S. Moroz, S. Hrebin, V. Radkevych and L. Komisarova.

Presenting the basic research material. In modern education, the emphasis is mainly on modern didactic approaches aimed at activating students. Therefore, Saks Belcourt and Wright propose a classification of didactic methods according to the degree of involvement of participants in the educational process. This division is clear, logical and easy to apply in practice. The classification of teaching methods is presented as a continuum starting from passive to active methods.

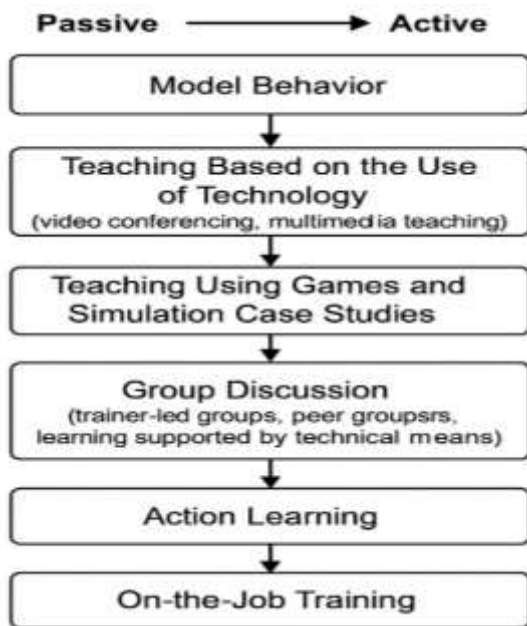


Figure 1. The classification of teaching methods

According to Hašková, these are allocated, for instance, to the individual's social time, to the horizontal or vertical dimension of their life trajectory. The horizontal dimension of the life course denotes the socio-temporal space in which the individual lives, and which is often linked to their synthetic status. It is essential to recognise that social space, like time, is merely an abstract concept that evolves over time, depending on the particular group, culture, or community in which the given individual exists and which shapes them (Hašková, 2014). People, by engaging in various social relationships, shape their living space with a particular form, function, and social significance. And for an individual to be successful in his social life, it can be prepared. Some scholars refer to this as the project of one's own life. Education is one of the ways to manage this dimension of our life path.

The vertical aspects of the life path then indicate the progress or decline of the individual on the social ladder. This also includes their work achievements and failures. So it is about those categories that are often in opposition: up – down, rise – fall, success – failure. Hašková illustrates aspects of the life path as follows (Hašková, 2014).

PLAIN	BIOPSYCHIC PLANE	WORKING PLANE	FAMILY PLANE	LEISURE PLANE
Horizontal – width	Skills, abilities	Scope of qualification	The scope of the family and family ties	Range of interests, multitude of activities
Vertical – height	Degrees of vitality	Amount of income/ position	A measure of standard, income, status	Performance scale, social status
Rating – weight	External and internal biopsychic features	Reward system and penalties, standards for "success"	Evaluation of relationships	Standards and forms of rewards, recognition

Figure2. Sub-aspects of the life path

The individual aspects of education can prevent the social or professional decline of a person.

A person's personality traits lead to a particular way of behaving, and the pressures tied to these traits shape how an individual acts in any situation. When interacting with people, it's important to understand that human behavior and actions are shaped by two kinds of pressure.

Alpha pressure refers to the actual social conditions someone is facing, while Beta pressure is how an individual subjectively interprets or processes alpha pressure.

Beta pressure determines whether these pressures help satisfy human needs or prevent them from being met. At the same time, many emotional elements also play a role in human motivation. There are emotions as psychological and social processes where people experience something as either positive or negative. These emotions have several key features: they are subjective, spontaneous, have a positive or negative aspect, are relevant at the moment, and are based on real experiences. It's important to recognize that emotions can also affect a person's ambitions or professional goals.

Besides the psychological factors mentioned, they also impact work efficiency.

Moreover, various social factors influence professional education. These can include things like family support and relationships between workers or between

educators. It's vital to understand that having a clear work goal is essential for effective work, especially when working in a group.

Therefore, it's important for all team members to know what they are doing, how they are doing it, and what the purpose of their actions is. Setting clear goals can help prevent many issues—both during the preparation phase and when carrying out professional activities. Adair's circles provide a model of the so-called dynamic balance in group orientation and highlight the key aspects of group work.

This model shows how the goal, the process, and personal relationships among group members are interconnected (Adair, 2006).

This article offers an overview of the history and present professional context, as well as the practice of vocational teaching in several countries.

Although a more problem-focused approach to comparing different aspects of vocational teachers' professional conditions might initially appear more engaging, we opted for a country-based. The reason for that is that there is still a fundamental lack of information when it comes to vocational teachers on an international scale. So, any more in-depth study into one of the sub-aspects of vocational teaching is not really possible at the moment, since the contextual information is missing.

One of the core problems of vocational educators' search for professional recognition is based on a paradox: while vocational teachers and trainers are essential to supporting skill development in the workforce, they are not high status for this role. Worldwide, some two-thirds of the workforce, which constitute the backbone of each economy, are skilled workers, who have learned a substantial part of their occupational skills and knowledge through the support of teachers and trainers from the domains of Vocational Education and Human Resources Development.

Given the basic importance of vocational training for economic success, it is remarkable that in many countries VET has failed to achieve the level of social recognition that is needed to establish a profession. This is reinforced by the fact that teaching has always had problems gaining professional recognition, and has even been referred to as a «semi-profession» (Etzioni, 1969).

Given the increasing emphasis on lifelong learning, teachers and trainers as learning facilitators can be regarded as one of the core professions in the knowledge society. Improving teacher quality is therefore a significant lever for increasing the quality of vocational education, as acknowledged by many international and national organisations such as the recent monitoring activities of OECD with regard to attracting, developing and retaining teachers, the working group of the European Union on the qualifications of Teachers within the process «Education 2010», or activities in the Asian context (Battezzati, Coulon, Gray, Mansouri, Ryan, Walker, 2004; Hopkins and Stern, 1996; Carnoy, and De Angelis, 2002).

However, the empirical importance of vocational learning is overshadowed by the big emphasis society puts on academic education and credits. Despite the fact that there are gradual differences regarding this structural problem, nevertheless this is one of the universal core problems. «The parity of esteem» between vocational and general education is still wishful thinking but could never be established. Still, in international discourse the prevailing orientation is that vocational education is something old and traditional fitting the needs of the pre-industrial and industrial

society but not to so-called knowledge societies and economies or that it is at best a solution for low-achieving students.

Quite commonly, innovation is associated with high investments into research and development and a sound academic education of workers. The role of professionals in the VET-sector or the potential role is often neglected. This is not least due to the fact that the reality of VET teachers and their working environments is much more complex than in any other profession. There are vast differences between the different systems of TVET and their societal contexts.

Conclusions and further research prospects. The qualifications of skilled workers are a key issue for the competitiveness of companies and economies, all over the world. The skills and knowledge of the workforce are a result of learning processes, taking place in formal and non-formal settings. Those processes involve a variety of teachers, trainers, and instructors, whose task it is to support and direct individuals in the vocational learning process.

Even though the share of the workforce drawing on this support can be estimated as being about two-thirds, worldwide it is regrettable that there is still a lack of recognition and status of this significant work. The staff in TVET not only directly influence the quality of the workforce but also take over additional societal functions, such as the support of regional learning and innovation processes and the social integration of disadvantaged groups into work and the labour market. Despite this importance, knowledge about this key occupational group, on an international accessible and comparable basis, is extremely scarce. The last comparative study on profiles and education of TVET teachers dates back some thirty years (Wright & Son Ltd, 1973).

The article provides insights into the great variety of ways in which three tasks—supporting innovation, learning and social integration – are distributed over different institutions and different profiles of teaching and learning support, across a well-selected range of countries; and this study also illustrates that the problems teachers and trainers have in solving their everyday-work problems and difficulties are very similar across nations and between different learning traditions and environments.

As much as this variety provides a rich pool of experiences, with different configurations of mechanisms to support integration into the workforce and the acquisition of skills and knowledge, it also challenges the international exchange and transfer of those experiences. From this perspective, the richness turns into a hindrance for trans-national discourse and transfer.

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РОЗВИТОК ТА СУЧАСНИЙ СТАН ПРОФЕСІЙНОЇ ОСВІТИ

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«Насичена та глибока професійна освіта передбачає допомогу учням у дослідженні зв'язків та можливостей, оскільки вони долають межі між школою та роботою. Таке бачення розширеного емпіричного навчання є дуже перспективним, щоб краще допомогти учням знайти свій шлях у нашому складному світі».

Пітер Ф. Макларен

Анотація. Бути професіоналом включає очікування щодо навчання протягом усього життя, здатність сортувати відповідні знання, навички оцінювати значення інформації та перетворювати її на щось корисне в дослідженнях чи практиці. Хоча сучасні технології дозволяють брати участь у дослідженнях, співпрацювати та спілкуватися на великих географічних відстанях, фізична та просторова мобільність людей все ще важлива.

Професійна освіта відіграє вирішальну роль у системі освіти, надаючи людям практичні навички та знання, необхідні для успіху в широкому спектрі технічних та торгових професій. З акцентом на практичному досвіді та підготовці, що відповідає галузі, професійна освіта готує студентів до вимог ринку праці, що розвивається, гарантуючи їхню готовність до роботи після завершення програм.

Професійна підготовка – це освіта, яка зосереджена на навчанні студентів навичкам, необхідним для виконання конкретних робіт чи завдань. У той час як традиційна академічна освіта наголошує на теоретичних знаннях, професійна підготовка поєднує аудиторне навчання з практичним досвідом. Вона охоплює широкий спектр секторів, включаючи охорону здоров'я, інформаційні технології, кваліфіковані ремесла, готельний бізнес тощо.

У статті розглядається професійна освіта та її вплив на професійну практику. У вступі обговорюються освітні аспекти теми, а також форми та дидактичні методи навчання, які допомагають активізувати працівників та їхню участь в освітніх програмах. У статті представлені психосоціальні аспекти життя, які змінюють трудову діяльність працівника. Це часткові аспекти його життєвого шляху та включають як індивідуальні освітні мотиви, так і бар'єри. Освітні бар'єри можуть бути спричинені, наприклад, невідповідним налаштуванням професійно-орієнтованих освітніх програм. Керівники можуть мати значний вплив на освітню мотивацію працівників.

Ключові слова: професійна освіта, професійні навички, орієнтовані освітні програми, мотивація.

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