

## FORMATION OF YOUTH' PROFESSIONAL COMPETENCE THROUGH PROFESSIONAL ORIENTATION EVENTS IN THE VOCATIONAL-TECHNICAL SCHOOLS SYSTEM

*A. M. Shvets, A. V. Korobkova–Arzhannikova, T. V. Havrylova*

**V. N. Karazin Kharkiv National University**

*Professional competence of a vocational-technical school graduate is a complex integrated concept that cannot be reduced to knowledge or skills alone, or personal qualities. The analysis of various definitions of professional competence of the future worker is performed in the review.*

*Therefore, in the modern conditions of development and development of a new educational paradigm, attention is being paid to the professional activity of the worker, the quintessence of which is professional competence in all the variety of its manifestations. The success indicators of professional competence are the large number of established professional careers, the rapid entry of young people into the labor market, the developed system of additional education, overall satisfaction of young citizens of the country with their professional life. But at the same time, there are no significant differences between them, which makes it difficult in general to analyze such a multidimensional concept as the professional competence of a modern worker.*

**Keywords:** *career guidance, competency-based approach, professional competence, qualification, adolescents, professional training.*

Adopted in a number of European vocational education and training systems, the definition “competency-based learning” is a reflection of a worldwide trend toward higher education. One of the basic characteristics of modern civilization is that knowledge is becoming a key feature of the new economy.

The need for modernization of the Ukrainian economy today puts new emphasis on the implementation of state youth policy. First of all, it is expressed in an attempt to solve social problems of young people, to promote the acquisition of vocational education and profession. Recently, the issues of vocational orientation of the younger generation, the need to improve vocational guidance with young people have been increasingly raised. It is because problem of forming professional competences of young people is solved through vocational guidance. The organization and improvement of vocational guidance in the VTS system are issues of the first line importance [1, 2].

In the conditions of “stable instability”, which characterizes the labor market, the socio-economic system as a whole and has the consequence of accelerating the pace of knowledge aging, the question becomes, what, in fact, should be the object of standardization in education and what is the optimal

volume its invariant components. Modern education should be oriented towards becoming a socially and professionally active person with high competence, mobility and professionalism. In addition to technological training of a specialist, an important factor in the development of education should be the formation of such personality features as independence, the ability to make responsible decisions, creative approach to any business, the ability to learn constantly, communication skills, the ability to cooperate, social and professional responsibility, etc. Emphasis on the professional development of personality determines the pre-eminent nature of professional education. Professionally conditioned personality qualities will provide “education for life.” Those components of education that will be useful to graduates of VTS (and employers) in the practical development of new types of professional activity in the near and distant future should be invariant. These components will play a crucial role in enhancing the professional mobility of young employees. Thus, we can say that we are talking about new professional qualities of future specialists, adequate to the interdependent and fast-changing world, and, in particular, to accelerate the pace of knowledge aging [3, 4].

The traditional education paradigm, aimed at generating knowledge, skills and competences, combined with the inevitably simple expansion of curriculum content and increasing workload for VTS students, creates only prerequisites for knowledge formation. Traditionally acquired knowledge help only to memorize and reproduce the information conveyed by the teacher, but do not allow students to gain understanding of the facts and ability to interpret them, to combine educational material in order to obtain a holistic perception of reality. The traditional approach does not provide an opportunity to evaluate quality on the basis of such indicators as the graduate's readiness for future professional activity, the level of professional motivation, the characteristic of the outlook.

The widespread appeal today to the concepts of "competence" and "competence approach" is not a blind copy of Western trends [5].

In domestic professional science, "qualification" is defined as the degree and type of professional training of an employee, which implies that he has the knowledge, skills and skills necessary to perform a certain type of activity [6].

Professional orientation includes the following areas of work: professional information, professional agitation, professional education, professional diagnostics and professional consultation. The term "professional orientation" is a set of measures in the choice of profession, which includes professional consultation as a teenager-oriented assistance in career and success. Professional self-determination of youth is one of the main factors of human formation as a full member of society.

The relevance of this study was due to a change in preference of selected professions among modern teenagers and changes in the structure of their professional interests.

Components of professional competence and its place among other types of young people competence.

The main components of professional competence are:

1) socio-legal competence — knowledge and skills in the field of interaction with public institutions and people, as well as possession of techniques of professional communication and behavior;

2) personal competence — the ability to continue professional development and professional

development, as well as to realize themselves in professional work;

3) special competence — the ability to solve typical professional tasks and evaluate the results of their work, the ability to independently acquire new knowledge and skills in a specialty;

4) autocompetence — adequate understanding of their socio-professional characteristics and ownership of technology to overcome professional destruction;

5) extreme competence — the ability to act in suddenly complicated conditions.

Professional competence, which is expressed in the ability to act successfully on the basis of practical experience, skills and knowledge in solving problems of professional activity has particular importance for becoming a future specialist. Its formation should be started at school and continued at VTS.

Orientation to the competence approach has now been regarded as one of the most important areas of development of national education. At the same time, the concepts of "competence" and "professional competence" are central, as they most fully reflect today's requirements for the educational level of young people [7,8].

This level of education is manifested in the ability to select the sources of educational information required to prepare for study at VTS, in the orientation of typical life difficulties associated with a certain professional activity, understanding of professional values, readiness to study at a certain profile, ability to evaluate their professional abilities [9, 10, 11].

Therefore, a competent approach objectively extends our capacity to know and identify ways of educational development in a rapidly changing external world, to the demands placed on graduates of secondary schools by society. This approach allows us to more adequately reflect the new requirements for the content and results of training, training of future workforce, and to evaluate their quality more rigorously.

The level of development of a country in a modern society is determined not only by the state of its technical potential, but also by the professional competence of specialists trained in vocational education.

Today's labor market, with its increased demands on the quality of education, competence and professional readiness of future professionals, in its turn, leads to increased competition between graduates of VTS.

*Mechanisms of professional competence formation in adolescents*

The reformation of vocational education with a big flow of information, the intensification of training activities and the transition from the traditional educational process to the one with innovative technologies significantly increases the demands on the health of students, and often noncompliance of hygienic rules and regulation of educational process is reflected on a more valuable — children's health.

It's important to know the features of the students' health, and living conditions that may have adverse effect on health during their vocational training. Considering the fact that during the most manifested growth and development organism is extremely sensitive to the influence of social factors and decreased attention to social issues during the destabilization of the state, limited funding for preventive orientation in health care lead to loss of control over students' health.

One of integrative child health indicators, biological maturity of all body systems is physical development. It is considered the most important characteristic of the child's health, as is a set of morphological and functional properties of an organism and determines the stock of physical strength, endurance and work performance.

The state of physical development of children of a certain age is the basis for predicting the emergence of diseases, which will affect the quality of life for subsequent years. The more significant violations in the physical development, the greater is probability of the disease emergence.

While causes of impairments of vocational students are multifactorial, the leading are factors specific for the educational process — increasing volume and intensification of training load. Beside general educational load vocational students are accompanied by the study of special subjects and skills development, due to the effect on the vocational factors. Significant adverse effects on the health of adolescents is provided by social and psychological factors, poor nutrition, lack of sleep, psychological stress in families, physical inactivity, smoking, alcohol and drug use, early labor employment and others.

Therefore, at the present stage actual problem is development and implementation of monitoring technology as the obligatory one for creating a favorable

environment for the development of students with health-saving functions.

Combining “Resistance of Materials”, “Physics” and “Chemistry”, students can be offered tasks related to the search for the composition and properties of materials, etc. That is, the ability to apply knowledge from different disciplines together, the ability to transfer ideas and methods from one science to another will be the key to successfully preparing students for future professional activities [12].

Based on the qualification approach, the vocational education program is linked to the objects of work and correlated with their features. At the same time, this approach does not allow to testify which opportunities, readiness, knowledge and relations are optimally connected with effective human life activity in many contexts, therefore the requirements formulated in the qualification characteristic for the graduates of VTS, developed on the basis of system-activity approach, not fully satisfied the socio-economic and technological conditions of production.

Unlike the qualification approach in vocational education, the competency approach is less rigidly tied to a specific object and subject of work, which allows to ensure mobility of graduates of vocational education and training in a changing labor market.

In foreign science and practice, such integrative categories have been adopted — “key qualification” (Germany), “basic skills” (in EU countries), “key skills” (UK). The introduction of new educational constructs — competences and key qualifications — in addition to knowledge and skills- is scientifically substantiated by scientists of the EU countries.

In the UK, “key skills” are seen as a way to improve the learner's broad competencies:

- competencies in performing a number of different work operations, most of which may be foreseeable.

- competencies in a large number of different operations performed in different contexts. Some of the operations are complex, involve some individual responsibility, cooperation with other people.

- competencies in a large number of different work operations. There is a significant degree of responsibility and autonomy, often requiring leadership and control over other people.

- competences in a large number of complex technical or professional work operations carried out in a large number of different contexts with

a pronounced personal responsibility and independence [13].

### CONCLUSIONS

Therefore, the urgent need to change the global paradigm, the approach to considering the results and evaluation of the vocational education quality is not due to a fashion or reckless rejection of old

traditions, but due to objective socio-economic realities. Competent approach in vocational education allows to put at the forefront interdisciplinary and integrated requirements to the result of the educational process, to relate more closely the goals of training to the situations used in the world of work, to give the personality of the future specialist greater opportunities for realizing their potential.

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### ФОРМУВАННЯ ПРОФЕСІЙНОЇ КОМПЕТЕНТНОСТІ МОЛОДІ ЧЕРЕЗ ПРОФОРІЕНТАЦІЙНІ ЗАХОДИ В СИСТЕМІ ПРОФЕСІЙНО-ТЕХНІЧНОЇ ШКОЛИ

А. М. Швець, Г. В. Коробкова–Аржаннікова, Т. В. Гаврилова

Професійна компетентність випускника ПТШ — складне інтегроване поняття, що не зводиться до одних лише знань чи вмінь, або особистісних якостей. Професійна компетентність, відображаючи в собі сутність професійної діяльності, становить собою сукупність і знань, і вмінь, і особистісних якостей робітника, необхідних для його успішної діяльності. Істотні зміни в суспільстві, прискорення темпів соціально-економічного розвитку зумовили пошук нової концепції навчання, що відображає ці зміни та орієнтована на відтворення якостей робітника, затребуваних ХХІ століттям: мобільність, динамізм, конструктивність, професійна компетентність. Тільки компетентний, високопрофесійний робітник може випустити якісну продукцію, надавати якісні послуги в усіх сферах трудової діяльності.

Незнання професійної компетенції може мати негативні наслідки при виборі професії, профілю навчання, при працевлаштуванні. Тому в сучасних умовах розвитку та розробки нової парадигми освіти посилюється увага до професійної діяльності робочого. Слід звернути увагу на той факт, що поряд з терміном «професійна компетентність» часто використовуються близькі за змістом поняття: «професіоналізм», «професійна підготовка», «професійна майстерність», «кваліфікація».

**Ключові слова:** профорієнтація, компетентнісний підхід, професійна компетентність, кваліфікація, підлітки, професійна підготовка.

### ФОРМИРОВАНИЕ ПРОФЕССИОНАЛЬНОЙ КОМПЕТЕНТНОСТИ МОЛОДЕЖИ ЧЕРЕЗ ПРОФЕССИОНАЛЬНЫЕ МЕРОПРИЯТИЯ В СИСТЕМЕ ПРОФЕССИОНАЛЬНО-ТЕХНИЧЕСКИХ ШКОЛ

*А. Н. Швец, А. В. Коробкова–Аржанникова, Т. В. Гаврилова*

Профессиональная компетентность выпускника ПТШ — сложное интегрированное понятие, не сводимое к одним только знаниям или умениям или личностным качествам. Профессиональная компетентность, отражая в себе сущность профессиональной деятельности, представляет собой совокупность и знаний, и умений, и личностных качеств рабочего, необходимых для его успешной деятельности. Существенные изменения в обществе, ускорение темпов социально-экономического развития обусловили поиск новой концепции обучения, отражающей эти изменения и ориентированной на воспроизведение качеств рабочего, востребованных XXI веком: мобильность, динамизм, конструктивность, профессиональная компетентность.

Поэтому в современных условиях развития и разработки новой парадигмы образования усиливается внимание к профессиональной деятельности рабочего, квинтэссенцией которой выступает профессиональная компетентность во всем многообразии ее проявлений.

Следует обратить внимание на тот факт, что наряду с термином «профессиональная компетентность» часто используются близкие по смыслу понятия: «професіоналізм», «професіональна підготовка», «професіональне майстерство», «кваліфікація». Но при этом не проводяться между ними существенные различия, что затрудняет в целом анализ такого многомерного понятия, как профессиональная компетентность современного рабочего.

**Ключевые слова:** профориентация, компетентностный подход, профессиональная компетентность, квалификация, подростки, профессиональная подготовка.