

pedagogical technologies, which stimulate the development of primary school teacher's social competence used in post graduate education, are characterized.

Key words: *pedagogical technologies, development, social competence, primary school teacher, post graduate education system, primary student.*

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DEVELOPMENT OF VOCATIONAL EDUCATION AND TRAINING IN THE USA: A LESSON FOR UKRAINE

O. VETROV, Postgraduate Student, Department of Pedagogy and Educational Management, Kirovohrad Volodymyr Vynnychenko State Pedagogical University

Summary. *The system of vocational education and training is important as societal and economic development depends on its strength. Vocational education and training provides access to skills and entry routes into the labor market and has a considerable potential for increasing competitiveness for economic development of Ukraine. An attempt to study and implement positive US experience into Ukrainian system of vocational education and training is made in this article.*

Key words: *vocational education and training system, labor market, economic development, two-year colleges, on-the-job training, apprenticeship*

Introduction. Ukrainian system of vocational education and training lags behind many systems with different economic development albeit it has a considerable potential for increasing its competitiveness. Investing in a strong, public vocational education and training sector must be crucial. As the UNESCO Revised Recommendation on Technical and Vocational Education and Training notes: "Given the immense scientific, technological and socio-economic development, either in progress or envisaged, which characterizes the present era, particularly globalization and the revolution in information and communication technology, technical and vocational education should be a vital aspect of the educational process in all countries" [6]. Vocational education and training is important as it enriches a person for life and it provides the competences which are necessary in a democratic society. Societal and economic development depends on the strength of vocational education and training as it provides access to skills and entry routes into the labor market. For under-privileged and marginalized groups in particular, it can be an important route towards a better life.

Problem. The education system is assumed to contribute significantly to integration of Ukraine to the European Union. Despite growing understanding of the urgent need for systemic reforms in the system of vocational education and training based on public consensus on the major issues and continuous attempts to reform and modernize national secondary education, it remains to a great extent incorrigible. The proclaimed reforms are not yet institutionalized because economic hardships and social entities that are lingering products of the former economic and social order, and political instability hinder this process. Furthermore, the policies are initiated from the top government with little vocational education and training

practitioners' and public input with the focus on policy procedures rather than real outcomes of proposed reforms. With the secondary education reform providing an opportunity for systemic modernization of vocational education and training in Ukraine, it is paramount to alter the approach to decision-making on the reforms and to their implementation process.

Purpose. The purpose of this paper is two-fold: 1) to study and analyse vocational education and training system of USA as one of the most successful vocational education and training systems that benefits greatly the biggest economy in the world; and 2) to give recommendations of implementation of positive US experience into Ukrainian system of vocational education and training.

Research methods. The core of our work has been a review of the literature relating to vocational education and training. This has included web searches to capture recent discussions by others about the development of a vocational education and training.

Vocational education and training is frequently perceived as the solution to improving the opportunities of youths who lack the resources, skills or motivation to continue with higher education. Moreover, many scientists (A. Adam, K. Bertschy, A. Cattaneo, S. Martin, J. Middleton, G. Quintini, S. Wolter, A. Ziderman etc) argue that vocational education and training provides useful skills to prepare for youths' entry into the labor force and improve their chances of a successful professional career. In particular, by aligning the initial education more closely to particular vocations and tasks demanded in the labor market, the problem of mismatch, often seen as a main source of the high degree of unemployment in developing countries, may be reduced as some researchers (R. Almeida, J. Behrman, L. Dearden, S. McIntosh, M. Myck, D. Robalino, A. Vignoles etc) investigated. However, the relevance of vocational education and training varies significantly across clusters of countries around the world. As opposed to general education, vocational education and training is only a prominent part of secondary education in a number of countries. Vocational education and training around the world can be classified into three distinct systems: school-based, a dual apprenticeship system combining school training with a firm-based approach, and informal-based [3; 4; 5, P.4].

US government supplies vocational education and training through the educational system and can be justified as a means to improve the skills needed by youth in the labor market or as motivation to continue with higher education. R. Ryan reviews studies which compare the two traditional dichotomies between vocational and general education and within the vocational category between apprenticeship and full time schooling. In relation to the first comparison, he concludes that while there is some evidence that vocational courses lead to improved labour market outcomes compared to general education courses for school leavers, especially in improving employability, these advantages are far less in comparison with the gain from tertiary education, which is mainly accessed from general secondary education. He concludes that routes of progression from vocational to tertiary education should be strengthened, and vocational education broadened. In relation to the second comparison, he concludes that apprenticeship does not have great advantages over full-time vocational education, and may even lead to lower pay. However, it is clearly superior to the alternative of direct entry into the labor market, and appears to improve employment chances of young people also in relation to full-time vocational education [2].

J. Bishop and F. Mane argue that giving students the option of choosing school based vocational education will increase participation rates in education, and improve staying-on rates into college education. It will improve success in the labour market, increase probability of finding a job in the occupation of choice, and increase earnings [2, P.7-39].

Vocational education and training in the United States is a highly fragmented and complex system which one can divide into four main areas where it takes place: high schools; two-year colleges; on-the-job training; apprenticeship. In all of these areas one can find different forms of vocational education regarding the learning situation, specialization and organization [7, P.27-35].

Mark Pope in his article "A Brief History of Career Counseling in the United States" presents the 6 stages in the development of career counseling in the United States. In the 1st stage (1890-1919), placement services were offered for an increasingly urban and industrial society. In the 2nd stage (1920-1939), educational guidance through the elementary and secondary schools became the focal point. The 3rd stage (1940-1959) saw the focus shift to colleges and universities and the training of counselors. The 4th stage (1960-1979) was the boom for counseling and the idea of work having meaning in a person's life came to the forefront; organizational career development began during this period. The 5th stage (1980-1989) saw the beginning of the transition from the industrial age to the information age and the growth of both the independent practice of career counseling and outplacement counseling. The 6th stage (1990-present), with its emphasis on technology and changing demographics, has seen an increased sophistication in the uses of technology, the internationalization of career counseling, the beginnings of multicultural career counseling, and the focus on the school-to-job transition [11, P.194-211].

While the initial focus of the education reform movement was on secondary education and the traditional American high school with its curriculum preparing students for a college career, attention shifted to vocational education in the early 1990s, when the connection between education and economic competitiveness became clearer. Employers argued that the school system failed to provide high school graduates with the skills needed for the workplace [7]. The underlying argument was that business needs flexible workers with analytical and basic skills to remain competitive. Moreover, there was a change in the attitude to education reform, namely, a growing demand for a new systematic approach instead of adding a new job training program to the existing bundle.

Vocational education has an overall goal of the development of working competence and six specifically desired outcomes:

1. Routine expertise: mastery of everyday working procedures in the domain.
2. Resourcefulness: having the knowledge and aptitude to stop and think effectively when required.
3. Functional literacies: adequate mastery of literacy, numeracy and digital literacy.
4. Craftsmanship: an attitude of pride and thoughtfulness towards the job.
5. Business-like attitudes: understanding the economic and social sides of work.
6. Wider skills for growth: having an inquisitive and resilient attitude towards constant improvement – the 'independent learner' [9, P.10].

The industrial revolution provided the foundations for trade and industrial education in the United States. The factory system bred new desires which were not readily met through the apprenticeship system. Population growth, the rise of

the factory system, increased mechanization, and shortcoming of the apprenticeship system highlighted the need for occupational education in the United States. Private trade schools developed: although they served small numbers very well, they were not the ultimate answer to meeting industrial labour requirements [1, P.5].

The structure of the society demands schools provide an education for its citizenry, which will enable its people to be self sufficient and productive individuals. United States educational system provides no placement opportunity for those without employable skills. A person must attain a level of educational proficiency that prepares him for future occupations and possible openings after graduation from school. Philosophical concept of United States education system does not only consider the youths currently involved in academic business, it also caters for the continued existence of the unemployed adults, the over-aged low achievers, the under-employed and the drop-outs from academic or general education [1, P.8].

In the School-to-Work Opportunities Act 1994, the attempt to establish a comprehensive training system as part of a work force development strategy. This federal legislation was supplemented by two other major laws: Goals 2000: Educate America Act and National Skills Standard Act. The key linkage between a strategy of changing the system and different institutions at federal, state and local levels was the development of skill and academic standards. Those standards should ensure quality, indicate goals and promote change. Standards so important in a decentralized system because they can build on the respective strength of all institutions – public and private – engaged in the education and training system and combine different efforts to achieve a common outcome. The National Skill Standards Act established a National Skill Standards Board (NSSB) to construct a voluntary system of skill standards effecting all institutions concerned with worker skills. Firstly the board had to identify broad occupational clusters where skill standards could be adopted. The major problem of the NSSB is that it does not have the authority to issue mandatory skill standards, but only recommendations which can be used by institutions of higher education, employers, trade associations and trade unions. Despite the fact that skill standards have a critical role in changing the system, the constitutional authority of the states regarding education makes it difficult to establish a nationwide system of skill standards which allows employers to use recognized credentials as a key element in the recruitment decision process and provide an incentive for young people to obtain them [7].

Skilled personnel are needed to provide maximum Economic Security in U.S.A. In U.S.A. one of the basic objectives of vocational technical education is to develop saleable skills in the youths in order to make them useful to the society and also become labour assets in the industries [1, P.22]. Activities toward-enhancing skill acquisition could be built into the curriculum of primary, post primary school and tertiary levels. In fact, the bedrock of manpower development lies within the school phase. Manpower plans in vocational-technical education that are not based on a careful study of the education, training experiences of industry's present technical manpower, but relies on the application of borrowed ratios or growth rates are likely to mislead rather than guide the development of programmes of technical education in developing countries. Comparative studies have revealed that it has been difficult to rate technical teachers in the classroom and therefore many countries in order to fully utilize available manpower have encouraged technical teachers to work in part-time in industries or firms as industrial technicians and technologists. Studies also revealed that countries that allowed co-operative school

work-experience have developed an effective supervisory procedure to make technical teachers effective in vocational and technical schools and colleges.

For instance, UNESCO report reveals that the America, Great Britain and Japan, productive work has long been integrated with general education at lower secondary schools. As a rule, work in its various forms (carpentry, metal work, electrical maintenance, typing, sewing knitting cooking etc.) is considered an obligatory discipline during two to three school year in some countries while emphasis is placed on them in Japan and U.S.A. Most schools in U.S.A., Great Britain and Japan, have fully equipped workshops and domestic science rooms. Pupils make various objects for the homes, repair domestic appliances, and learn how to handle tools, simple machines and processes: They also acquire good working habits. Much attention is given to working practices: the ability to plan one's work; to use materials and time economically; to handle measuring instruments; and to keep the work place tidy.

The introduction of the latest technology into the world of work and every day life has changed the content of practical disciplines. Traditional subjects (carpentry, metal work, sewing, typing etc) are now supplemented with courses dictated by technological advances such as „computer technology, electronics“ information processing. In fact, the length of labour training in these countries depends upon the type of school, which a pupil enters after the elementary grades. UNESCO further reaffirmed that “more attention is now paid to the labour training of lower secondary school teachers in U.S.A., Japan and Great Britain”. There are three study streams – academic, general and vocational disciplines geared to productive work. Over 50% of secondary schools in United States have vocational sections which offer the students courses on Agriculture, industrial arts, business education, home economics, vocational trade and industrial education. These programmes generate manpower for industries and the world of work [1, P.23-24].

Any study on comparative education cannot be complete without cross references and pin-pointing of lessons worth learning. On the basis of the lesson learned from the development of vocational education and training in the USA the following improvements are desired in Ukraine:

1. The philosophy and objective of vocational education and training should be revisited to ensure that prevailing needs are served. In these days of prolonged economic depression, vocational education and training should aim at returning the country to a sound economic footing rather than self-reliance. A nation first has to survive well in this competitive world before aiming at self-reliance.

2. The current approaches to curriculum development in vocational education and training at the secondary school level needs to be re-examined and harmonized. Improvement in secondary level vocational education and training would require that approaches to curriculum development which foster learning by doing are adopted.

3. The improvement of vocational education and training in Ukraine can only be sustained through active research and development activities. A fully fledged centre for vocational education and training research is desired. This centre should be charged with the responsibility for appraising the effectiveness of curricula for all vocational technical subjects or programmes; conducting and sponsorship research on the impact of vocational technical education on the economy; development instructional materials for vocational technical education; monitoring development of vocational education around the world and within the country and their implications to national interests.

Conclusion

Vocational education and training in the United States is a highly fragmented and complex system. Vocational education and training is frequently perceived as the solution to improve the opportunities of youths who lack the resources, skills or motivation to continue with higher education, and in particular in countries such as the US this has triggered attempts to build up larger and more effective apprenticeship systems.

In the early 1990s there was a shift in the attention of the education reform movement in the USA. Because of the economic situation the focus was directed towards vocational training and the connection between education and economic competitiveness. Employers needed a skilled workforce for their restructuring processes. The School-to-Work Opportunities Act 1994 opened a great chance for the US to have many different regional and local models of vocational training.

Prospects for further research. Among the promising areas of further research the development of vocational education and training in developed countries, trends in the development of vocational education and training in the US, implementation of organizational and pedagogical partnership mechanisms of vocational institutions into US high school body deserve special attention.

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РОЗВИТОК ПРОФЕСІЙНО-ТЕХНІЧНОЇ ОСВІТИ В США: УРОК ДЛЯ УКРАЇНИ

О. ВЕТРОВ, аспірант кафедри педагогіки та управління освітою,
Кіровоградський державний педагогічний університет
імені Володимира Винниченка

***Анотація.** Суспільний та економічний розвиток залежить від стану системи професійно-технічної освіти. Професійно-технічна освіта формує професійні навички, забезпечує доступ до ринку праці та має значний потенціал для підвищення конкурентоспроможності економічного розвитку України. В цій статті здійснюється спроба вивчення й імплементації позитивного досвіду США в українську систему професійно-технічної освіти.*

***Ключові слова:** система професійно-технічної освіти, ринок праці, економічний розвиток, дворічні коледжі, навчання на робочому місці, стажування*

РАЗВИТИЕ ПРОФЕССИОНАЛЬНО-ТЕХНИЧЕСКОГО ОБРАЗОВАНИЯ В США: УРОК ДЛЯ УКРАИНЫ

О. ВЕТРОВ, аспирант кафедры педагогики и управления образованием,
Кировоградский государственный педагогический
университет имени Владимира Винниченко

***Аннотация.** Общественное и экономическое развитие зависит от состояния системы профессионально-технического образования. Профессионально-техническое образование формирует профессиональные навыки, обеспечивает доступ к рынку труда и имеет значительный потенциал для повышения конкурентоспособности экономического развития Украины. В этой статье осуществляется попытка изучения и имплементации позитивного опыта США в украинскую систему профессионально-технического образования.*

***Ключевые слова:** система профессионально-технического образования, рынок труда, экономическое развитие, двухлетние колледжи, обучение на рабочем месте, стажировка*

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ГОТОВНІСТЬ ДО МІЖКУЛЬТУРНОЇ КОМУНІКАЦІЇ ЯК СТРАТЕГІЧНА МЕТА ІНШОМОВНОЇ ОСВІТИ

В. А. ГАМАНЮК, доктор педагогічних наук, професор, Криворізький
державний педагогічний університет

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