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THE ROLE OF METHODOLOGICAL WORK IN FORMING VOCATIONAL EDUCATION TEACHERS' READINESS TO TRAIN FUTURE PROFESSIONALLY MOBILE QUALIFIED WORKERS

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The article deals with the issues of forming vocational education teachers' readiness to train future professionally mobile qualified workers and the role of methodological work in this process. It is examined that modern vocational education teachers require the deeper knowledge of nature and meaning of the professional mobility, they would like to know how to forecast their personal and professional development and their students' personal development and professional level. The main aim of the leading principles and approaches and the task of methodological work are defined. The authors consider that methodological work is a relatively integral, open dynamic system, whose functioning is directed into increasing pedagogical mastery of lecturers, masters of vocational training, improving their competence to generalize experience, procedures of viable organization and approaches to job training process, development of their initiative that allow them to successfully resolve the task concerning the preparation of professionally mobile qualified workers who are competitive in the labour market. The study confirms that it is worth observing the content of methodological work to provide conditions for vocational education teacher's personality development, who would be ready to form professionally mobile qualified worker; teachers should have developed a social perception (human perceiving by humans) and emotional reactivity, behavioural flexibility, self-respect and respect to students. It is affirmed that in a system of methodological work it is desirable to use traditional and non-traditional forms of methodological work organization, active teachers' study methods and innovative approaches to increase their psychological competence.

Key words: vocational education, professional mobility, methodological work, masters of vocational training, pedagogical mastery, professional competence, vocational education institution, vocational education teacher, vocational training and mobile qualified worker.

Introduction

Fundamental changes in the economy of the country caused a need for highly qualified personnel who are able to develop an innovative economy and provide the competitiveness of the state on the worldwide market. This also requires the modernization processes in the education system. In particular, it refers to the improvement of the education process in the vocational

education institutions, the increasing of quality of graduates' preparation that demands the appropriate requirements to teachers' competence of vocational education. Even today, the higher educational establishments preparing teachers of vocational education (teachers of general professional and special disciplines, masters of industrial training) are forced to develop diversified programs according to the

requirements of international standards and use the educational technologies where the emphasis changes position from teacher's activity to student's activity. According to Kovalenko "a problem of analysing of vocational education teacher's activity, distinguishing his/her professionally significant qualities which are necessary for work, defining the ways of their forming in the period of basic education obtainment in a higher educational establishment and also in a system of advanced training is becoming more important" (Kovalenko, 1999, p. 6). In the course of this approach, the pedagogical professional competence and readiness to train a future professionally mobile qualified worker will be formed.

It is well known that while a job training process in the vocational educational institution the main role is taken by the teachers of theoretical disciplines and masters of industrial training. The systematically organized activity of the teachers of theoretical disciplines, masters of industrial training and the students is directed into providing the students with professional knowledge and skills, ability to analyse the manufacturing situations independently and find the ways to solve them and into the development of students' mental and physical capabilities. The main role in training a vocational education teacher to form professionally mobile qualified workers is being acquired by an effective system of improving its professional skills.

The aim of the study

The article is expected to explain the role of the methodological work in forming vocational education teachers' readiness to train future professionally mobile qualified workers. According to the aim, we defined the following objectives: 1) to analyse the issues of development of psychological and pedagogical readiness of a vocational education teacher to form professional mobility of the students of a vocational education institution; 2) to distinguish and explain the conditions for development of vocational education teacher personality who would be ready to form a professionally mobile qualified worker; 3) to explain the content, the principles and forms of the methodological work with vocational education teachers at a vocational education institution.

Theoretical framework and research methods

One of the main problems in development of psychological and pedagogical readiness of a vocational education teacher in forming the professional activity in students of the vocational education institution, often is his/her disability to evaluate his/her possibilities and to

forecast personal development, to find own decision in a situation of own choice, to defend own individuality by providing the perspective of career growth. It causes stereotyping of professional thinking and behavioural patterns, indecisiveness and as a result professional fatality (loveless work and at the same time fear to change it). Such immaturity of a professional (not only in pedagogical activity) incapability to respond for yourself and the results of your work, inability to evaluate self-critically your usefulness in the given sphere, therefore, is becoming a reason of dissatisfaction with yourself, and sometimes even a mental deformation of personality.

We conducted a survey (367 people) of teachers and masters of vocational training of vocational education institutions in Vinnytsia, Dnipro region (Dnipro, Kryvyi Rih, Pavlohrad, Novomoskovsk), Sumy region (Romny, Konotop) with the purpose to find out the attitude to the current professional activity and profession change. 12 % of respondents are fully satisfied working with students, 48 % do not see perspective in career growth, but are confident in their management ability, 35 % would like to change their profession because they are not able to work according to the new requirements, but are not ready to these changes. 5 % didn't answer. One-third of teachers believe that they chose their profession incorrectly, but they do not see the perspective for self-realizing in other activity. The results of the survey have shown that modern teachers, masters of vocational training feel the need in knowledge about the essence and meaning of professional mobility, they would like to know how to forecast their personal and professional growth, personal and professional growth of their students. On this basis, there appears contradiction between the social order to train a professionally mobile qualified worker and real possibilities of vocational education teachers to perform the tasks completely in conditions of a professional training system in a vocational education institution. Consequently, it is worth reviewing the content of methodological work to provide conditions for the development of vocational education teacher's personality, who would be ready to form a professionally mobile qualified worker.

As a modernization of vocational education system is oriented toward competency building approach, it would be logical to claim that such approach should be in an advanced training of teachers' staff. In this case, a category of competency should be considered as intellectually and personally caused the experience of a person's social and professional life that is based on knowledge. In labour psychology, the category of "professional competence" is defined as a synonym for professionalism and as one of its components. It includes

special, social, personal and individual competencies. Such an approach causes a need for transforming the system of advanced training of teachers' staff in direction of its profound individualization and content renovation. At the same time, it should be mentioned that the peculiarities of advanced training needs of vocational education teachers are connected with a great basic education diversification, lack of teaching experience while having practical experience.

Above all, the social perception (human perception of a human) and emotional reactivity, behavioural flexibility, self-respect and respect to students should be developed in a teacher. The social perception mechanisms are distinguished as the ways, which help people to interpret, understand and evaluate another person. The most spread mechanisms are empathy, identification and social reflection (Sotsialnaia rabota, 1999). That is why, as Mitina (2004) believes, it is important to use the traditional methods of teacher training (psychological and educational conciliums, seminars and trainings) and innovative models of increasing their psychological competence in the system of methodological work.

Results

The implementation of a competency building approach into a job training process and formation of a professional mobile qualified worker is the most vulnerable side of professional activity of a modern vocational education teacher. That is why it makes sense to reconsider didactical, methodological and methodical dimensions. Feeling the difficulties at work, teachers (lecturers, masters of vocational training) firstly try to cope with them by themselves or with the help of their colleague teachers. As practice testifies, the main way which can significantly affect the level of teachers' and masters of industrial training' teaching skills, their professional competence and erudition, is accurate, formed on the scientific base, the organization of scientific and methodological work in a vocational education institution.

The enhancing of teachers' and masters of industrial training qualifications is a ceaseless process its' most important component being the methodological work. The improvement of methodological work is impossible without correct understanding of its essence and the main purpose, the tasks can it solve, requirements for its organization and performing without carrying out any investigations. The main idea of methodological work is to give real help to all members of teachers' staff. There is no doubt, a teacher and a master of industrial training is not able to live without constant renewal of knowledge and skills to keep pace with a dynamics of social, scientific and technical progress.

At the same time, non-specificity in purposes and aims distinguishing, disorganization, the monotony of

forms and methods and lack of system is observed in some cases of methodological work. There is the disrespectful attitude to the creation of favourable conditions for enhancing quality and skilfulness of vocational education teachers, the tenuous relationship between theory and practice. These facts decrease the productivity of methodological work.

A notion of "methodological work" has become common in professional teachers lexicon. This notion and the work behind it are understood by the lecturers, masters of industrial training in different ways. During the questionnaires, the respondents were asked to answer a question "What is methodological work?" The answers were interesting and different. For instance, some of them were: methodological work is improving of work methods; methodological work is the work which deals with self-education in psychology, education in a particular subject; methodological work is the professional interaction of colleagues; methodological work is teacher's creativity; methodological work is the provision of assistance to industrial training master to improve his/her skills, generalization of progressive educational experience.

In a large modern encyclopaedia, Rapatsevich (2005) gives such definition: "Methodological work in educational institutions is a part of a system of continuous education of teachers" (p. 207). The scientist defines the purpose of methodological work as "mastering of the most rational methods of training and education of students; increasing of the level of general didactic and methodological readiness of a teacher to organize and perform teaching and educational work; the experience exchange between the members of teachers' staff, revealing and propaganda of advanced pedagogical experience" (Rapatsevich, 2005, p. 307). Methodological work in a vocational educational institution is conducted with the aim of increasing the training quality of workers according to the requirements of state standards and the labour market (Butuzova, 1997, p. 5).

In our opinion, methodological work is a relatively integral, open dynamic system, whose functioning is directed into increasing of pedagogical skills of teachers, masters of industrial training, improving their ability to generalize experience, methods and approaches of efficient organization of job training process, development of their initiative that allow them to successfully resolve the task concerning the reparation of professionally mobile qualified workers who are competitive in the labour market. The confirmation of this idea we have found in the work of Nychkalo (2008) "The Transformation of Vocational Education of Ukraine", where the scientist noticed that exactly the initiative, as moral and psychological personal trait, is

“the source of innovativeness in the activity of different kinds of educational institutions” (p. 176). “New models, pedagogical projects, pedagogical technologies, which are directed into increasing the quality of job training process and educational training work in general, are born” exactly in innovative activity (Nychkalo, 2008, p. 176).

The aim of methodological work is the enhancing of pedagogical skills level of a certain teacher, master of industrial training and all teachers’ staff, providing them with effective assistance in improving of training and education organization, generalizing and implementing advanced pedagogical experience, increasing of theoretical level and pedagogical qualification of teachers and masters of industrial training.

The leading principles of methodological work in vocational education institution are differentiation, continuity, targeting, systematic and comparable pedagogical analysis, substantial individualization and individual personalization. The principle of differentiation provides distinguishing of the components in the approaches to advanced training and methodological work organization. The implementation of the continuity principle guarantees incessancy of the methodological support, learning, professional and pedagogical self-improvement of teachers and masters of industrial training. The targeting principle is expressed in assisting by definite support to a particular teacher with the generalization of his/her experience. The systematic factor of methodological service development in a vocational education establishment in new social and economic conditions is the implementation of principles of its activity which we consider are the following: the principle of systematic and comparable pedagogical analysis (it allows to determine a place of authors’ pedagogical idea in a pedagogical process; each teacher to see his/her success; to compare the own position with the positions of colleagues); the principle of substantial individualization and individual personalization (is shown in creating the conditions for fulfilling of the own pedagogical ideas).

Practice demonstrates that having the same level of education and teaching experience we can observe just the opposite examples of pedagogical activity where a whole personality of the teacher with his/her orientation, abilities, knowledge and character is being revealed.

The researchers have noted that recently the individual creative productivity of teacher’s personality and master of industrial training has a key position among the professionally important qualities of a vocational education teacher’s personality. Indeed, just a teacher who has a high level of creative productivity (creativity), the own individual creative style of solving

the pedagogical tasks is able to achieve high results in forming a professionally mobile qualified worker. Therefore, it is logical to conclude that it is necessary to create appropriate conditions for the development of teacher’s personality qualities, which will promote highly effective professional activity in forming a professionally mobile qualified worker in the system of professional technical education. Taking into account the fact that pedagogical activity is creative by its nature, we consider that with the purpose of forming and developing of psychological and pedagogical readiness of a teacher and a master of industrial training to form professional mobility, it is necessary for a teacher to form such professionally important qualities as creativity, creative abilities to solve methodological tasks, competence in using the active teaching methods, self-analysing (reflection) in the system of methodological work.

Thus, the important task of methodological service of a vocational education institution is strengthening of methodological support targeting of a teacher and a master of vocational training and promptly responding to his inquiries. At the same time, we should notice that the vocational education teacher also has to express interest and to be at the forefront of searching for resources of his development. There are all possibilities for a teacher to do it, namely, free choice of forms and methods of advanced training, support in creative search and obtaining a differentiated methodological support.

The organizational forms of methodological work, which were gradually included into pedagogical practice, mostly, had been formed until 60’s of the last century. According to the results of our research, for the last ten years, there has been a changeover from reproductive, informational forms of methodological work to productive, investigative ones requiring the active involvement of a lecturer and a master of industrial training into the process of studying. The game forms of methodological work became particularly widespread: master classes, trainings for teachers, internships, teaching workshops and psychological, pedagogical and methodological workshops. The participation in such events has a great influence in changing the attitude of teachers, masters of industrial training to their professional activity. The above-noted forms of methodological work are aimed at helping the teachers, masters of industrial training and other pedagogical staff of the vocational education system to apply new content of vocational education, pedagogical technologies, achievements of psychological and pedagogical science and practice, pedagogical creativity development as well as to satisfy the needs of vocational education teachers, to increase their level of psychological and pedagogical readiness to form professional mobility of future

qualified workers. The results of our study have revealed that the aim of taking part in different forms of methodological work is determined depending on the needs of vocational education teachers. It has been noticed that a number of teachers and particularly masters of industrial training, who are able to take part in innovative methodical events, is gradually increasing. Enhancing in professional competency level of teachers and masters of industrial training is tightly connected with self-analysis and self-assessment of a worker that is motivation to professional self-development.

The assertion of self-confidence value (self-esteem, self-improvement, self-actualization as the main ways of self-development) is observed in a great number of philosophic, psychological and pedagogical studies (Maralov, 2002, p. 81). As Kulikova noticed a number of philosophers such as Yunh, Adler, Batyshev refer personality self-development to one of the human capabilities (Kulikova, 2001, p. 30). We define capability to self-development of a professional training teacher as individual and psychological qualities of personality that provide independent acquisition of new knowledge and skills to solve particular problems that occur during work and everyday life. Vygotskyi (1991) indicated that the development of abilities is first of all mastery of a person's own capabilities.

In our opinion, the result of the ability to self-development growth of a teacher, master of industrial training is *stable motivation* to self-development, *readiness* to self-development and mastering of *self-control capability*. It includes eight components: the ability to navigate the situation, to see the problem and analyse the contradictions; predicting; aim determining; planning; forming criteria of quality evaluation; making a decision for action; self-control; correction.

We consider that professional self-development of a vocational education teacher it is the way he/she performs the professional activity that is aimed to obtain the dual result – the high quality of performance (preparation of a professionally mobile qualified worker) and positive changes in one. The principle of creative self-activity which should develop independence, creativity and initiative in a personality was developed by Rubinshtein (1986). He said that “a subject in his actions, acts of his creative self-activity is not only revealed and manifested, but also is created and determined. That is why, according to what he does we can determine what he is; we can determine and form him by the direction of his activity” (Rubinshtein, 1986, p. 107). When a teacher and a master of industrial training participate in different forms of methodological work aimed at developing their knowledge and skills necessary for self-fulfillment during their professional activity, they integrate with self-development activity.

They also motivate self-development and practice the ability to self-management during a process of own psychological and pedagogical readiness creation to form professional mobility of future qualified workers. A required structural element of professional activity of vocational education teacher is the reflection that promotes self-understanding necessary for self-improvement. Development of reflection as a process of self-knowledge by a subject of his internal psychological acts and states facilitates the understanding by teachers, masters of industrial training the necessity of one's individual characteristics studying with a purpose of further self-knowledge and self-development.

Investigating self-actualization and a person's way of life Vakhromov, (2002) concluded that a human is considered by modern science as “an open system” that shares energy, substance and information with the environment, has certain internal essence and multiple inner states. The openness of the system “human” he determines as the necessity to consider dynamics of its development as the process of acquiring qualitatively new properties, self-awareness growth and variety of activities forms through conscious actions on mastering social and individual competencies and self-actualization. As self-actualization is a higher form of self-development demonstration it could be supposed that the result of each act of self-actualization is obtaining by a teacher and a master of industrial training this or that competence, which requires mastering of appropriate competencies (having appropriate knowledge and skills including self-understanding and self-management, understanding the responsibility for the results of their actions). It is worth noting that their targeted development in the system of methodological work of a vocational education institution allows not only greatly increasing professional (subject) competence of a teacher but also contributing to form psychological and pedagogical readiness to form professional mobility.

Such form of methodological work as psychological and pedagogical workshops is worth being mentioned. It is important that theory and practice should be properly combined at the workshops. The atmosphere of creativity should be provided at psychological and pedagogical workshops: after theoretical message, it is useful to have discussion or dispute with teachers and masters of industrial training. During the workshop, participants are concentrated on resolving complex pedagogical problems, collective search, creating new or renewing traditional teaching techniques. It is noticed that the work of vocational education teachers at an ongoing workshop increases their pedagogical culture.

If the vocational education institution has the teacher or master of industrial training, whose experience

is worth being studied in more detail and systematically by teachers' staffs the School of Pedagogical Experience is formed. This school exists until experience is learnt and the teacher shares all secrets of his skilfulness. Such form of familiarization with practical experience of the best professional education teachers encourages their colleagues to pedagogical creativity and shows the prospect each teacher and master of industrial training should strive. Within the School of Pedagogical Experience it will be useful to hold Methodological Vernissages for sharing methodological discoveries of vocational education teachers with their colleagues (Sushentseva, 2016).

Peculiar author classes are teaching workshops where teacher experts share their practical experience with colleagues. Teaching workshops promote sharing of pedagogical experience and prepare staff to innovative activity. At the same time, the skills level and professionalism of the author also increases (Butuzova, 1997).

Such form of methodological work as trainings deserves particular attention. The participants could be not only vocational education teachers having certain work experience but also graduate teachers who just start working. Shevchenko and Khozratkulova (2010) suggest including to training course "some practical exercises aimed at forming adequate self-assessment and positive thinking, developing skills of interacting in a group, correcting the stress states..." (p. 6). We agree with the scientists' thought that such complex will contribute to teachers' professional development motivation. To increase trainings efficiency it is always useful to start with conclusions for better understanding of what has been learnt. An active discussion of results should also be included.

Conclusions

Thus, forming of vocational education teachers' readiness to train professionally mobile qualified workers should take place in a vocational education institution involving the teachers, masters of industrial training to different forms of methodological work. The most effective and efficient forms are those based on activity approach.

During the methodological work, particular attention of methodologists should be paid to forming of stable motivation and readiness of each teacher and master of industrial training to self-development, self-actualization and self-management which guarantees creating and developing of key and professional competencies, psychological and pedagogical readiness to form professional mobility of future qualified workers.

The prospects of future research should be aimed at examining foreign practice of forming professional

mobility of future qualified workers at vocational education institutions.

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