

N. O. Samovilova, SI "Luhansk Taras Shevchenko National University"

WAYS TO IMPROVE THE QUALITY OF STUDENTS' PROFESSIONAL TRAINING

Samovilova N. O.

Ways to Improve the Quality of Students' Professional Training

One of the problems of Ukrainian higher education is isolation from the labor market. The reason for this situation is the lack of a well-established scheme of partnerships between business and higher educational institutions. The author suggests ways that can be used to solve this problem.

The first way is the involvement of employers in the development of professional education. The algorithm of its implementation is as follows: to interest the enterprises to take an active part in the training of their future personnel; to develop the system of corporate education as a subsystem of additional education at the expense of the customer of educational services with the involvement of its production base and specialists; to create integrated organizational structures - scientific and educational production centers and complexes, firms for the introduction of scientific developments by joint efforts of enterprises and educational institutions, etc.

The second way is the development of career centers. The career center is a higher education unit whose main goal is to provide comprehensive support to students and graduates in the field of career education, to provide high quality and diversified careerplanning and career development services and programs. In addition, the author believes that career centers should be the unit that links and provides the necessary and comprehensive information for both graduates (students) and employers.

The third way is the introduction of dual education, which combines the training of people in educational institutions with training at workplaces in enterprises, institutions and organizations.

Key words: professional training, career centers, dual education.

Formation and improvement of the quality of professional training of students is one of the most important tasks of any educational institution.

Quality education issues are addressed in the works of such scholars as M. M. Potashnik [1], G. N. Serikov [2], T. I. Shamov [3], and others. In works by V. P. Bepalko [4], G. I. Smirnova [5], V. Verbets [6], M. P. Puchkov [7],

S. M. Serohin [8], O. M. Stepanova [9] and others, who highlighted the problems of ensuring the quality of the training of future specialists. However, the mentioned works do not adequately address the issues related to the relevance of the quality of vocational education to the requirements of the labor market. Today, the situation that has developed on the Ukrainian labor market can be described as qualification of graduates, the quality of their knowledge and skills does not meet the needs of employers. The reason is that there is no well-established scheme of partnership between business and higher education institutions. Applicants choose educational programs according to the parameters that have nothing to do with the future profession and its demand for the national economy: for prestige, the level of complexity of study, the availability of budget places. As a result, the labor market characterized by a professional-qualification imbalance of demand and supply of labor [10]. Having taken a graduate to work, enterprises are forced to send him to refresher courses. Thus, at first the state and then the enterprise spend money on the training of the same specialist.

In our opinion, this problem can be solved by moving in several directions.

The first direction is the involvement of employers in the development of vocational education. The implementation algorithm can be as follows [11]:

- to interest companies to actively participate in the training of their future staff;
- to develop the system of corporate education as a subsystem of additional education at the expense of the customer of educational services with the involvement of its production base and specialists;
- to joint efforts of enterprises and educational institutions to create integrated organizational structures - scientific and educational production centers and complexes, firms for the introduction of scientific developments, etc.

The effectiveness of this direction depends on how employers will be interested in the participants in educational and innovation processes and will help to master the complex of professional competencies that meet the requirements of the modern labor market, and also there is a need for clear mechanisms of interaction and

cooperation between the participants.

Today, employers are limited to participating in the development of vocational education. On the one hand, this is due to reasons that are not related to the educational sphere:

- the weak development of civil society and, consequently, the lack of practice of creating mechanisms for the independent construction of effective cooperation between public institutions;
- lack of form in society and in particular in most employers, understanding of the necessity and economic efficiency of investments in the development of human capital;
- low level of innovation component in the country's economy.

Solving these problems is a global strategic goal of the country's development, requiring a significant concerted effort on the part of society as a whole and for a long time [11].

On the other hand, ensuring the participation of employers in educational processes is also hampered by the lack of the necessary legislative framework - there is no single law that would determine the main directions and mechanisms of participation of employers in vocational education. Today, the participation of employers in the training and retraining of personnel, in educational and scientific processes is regulated by the current Laws of Ukraine in particular the following: "On Education", "On Vocational Education", "On Higher Education", "On Scientific and Scientific-Technical Activities", "On the Taxation of Corporate Profits", "On Promotion of Social Formation and Development of Youth in Ukraine", "On Providing Young People Who Have Received Higher or Vocational Education, the First Workplace With Subsidies to Employers", "On Amendments to Some Legislative Acts of Ukraine (in higher education)", "On the Transfer of Objects of State and Municipal Property", "On State Property Management", the Commercial Code of Ukraine and others. There is a draft law "On Attracting Employers to Training and Retraining of Personnel, Educational and Scientific Processes", which has not yet been adopted and the adoption of which is an urgent need.

The second direction is the development of career centers. The Career Center is a high school unit. Its main goal is to provide comprehensive support to students and graduates in the field of career education, to provide high-quality and comprehensive services and career planning and development programs that should help students and graduates achieve their intended career goals.

In addition, in our opinion, career centers should be the link that links and provides the necessary and comprehensive information for both graduates (students) and employers.

We conducted a content analysis [12] on the sites of 14 leading Ukrainian universities (the higher education has relevant structural subdivisions and included in the ranking of the “Money” magazine [13], according to a survey of employers) according to the following criteria.

1. Information services (business card section, contact details, official documents, information on career development and employment activities (career and job fairs, career opportunities days, company presentations and specialties), information on continuing education, employment, practices / internships, social programs and projects, information on providing educational services (trainings, seminars, training courses), information on relationships and cooperation with business and government agencies, international organizations; information on the availability of vacancies for students and graduates, profound diagnostics and counseling, alumni site, information for employers (vacancies fair, add vacancy).

2. Communication services (forum, surveys, site feedback, guestbook, counting the number of visits to the site).

3. Personalization services (user registration (authorized access to some of the information), setting the external appearance of the site by the user, the ability to authorize editing information), navigation services (site search, site map).

4. Linguistic services (Ukrainian version, English version, Russian version), content (dynamic content, hyperlink to additional material, cross references, content updated in a timely manner, material is clearly structured).

5. Design (easy to read information (optimal combination of background and font color), design is not obsessive, without superficial layers, aesthetic (correctly selected color scheme, optimal ratio graphic and text).

6. Visibility (Yandex ITC (CY), GooglePageRank (PR), ability to display on mobile phones and tablets).

The results of the analysis showed that the most weak point of all sites is "Communication Services": only on four sites (NTU "Kharkiv Polytechnic Institute", Kharkiv National University of Radio Electronics, Poltava National Technical University named after Yuri Kondratyuk, Odessa National Academy of Food Technologies) users can leave their feedback on the site and only one contains the statistics of user visits (NTU "Kharkiv Polytechnic Institute"), according to the criterion "Personification services" - only with Sumy State University allows to register the user, this indicates that the given structural subdivisions are weakly oriented on the feedback, according to the criterion "Visibility" – all sites have a zero value on the indicator GooglePageRank (PR) and low by index Yandex TIC (CY), according to the criterion "Informational services", 6 out of 14 sites have from 3 to 8 points - the sites received points for the "Business card" and "Contact data" indicators, and only one site (Sumy State University) received scores for the "Official Documents" indicator. None of the analyzed sites contained a section where employers could review, the results of the scientific work of students and graduates in particular. An interesting fact is that "54% of students do not know about the existence of university services for the organization of practice and the promotion of employment" [14, p. 90].

Despite these shortcomings (and if they are eliminated), the presence of such a structural unit as a career center in the higher education will make it possible to significantly improve the opportunities of students and graduates in the field of career education, will allow establishing and expanding partnerships between business and institutions higher education.

In order to further develop this structural unit, in our opinion, it is necessary to study and take into account the foreign experience of designing online missions of career centers.

The third direction – the introduction of dual education, which combines training of people in educational institutions with training in the workplace in enterprises, institutions and organizations.

The essence of dual education – students at some point a part of the training takes place in the workplace. This is not a practice, namely the training that a student goes through while working. It is a full-fledged duty, payroll and parallel knowledge [15].

During 2018, the Ministry of Education and Science of Ukraine intends to develop a legislative framework for dual education for higher education. The Ministry of Education and Science is currently studying the experience of seven countries in which dual education is successful, and each of these countries has had to significantly change its legislation.

At the same time, the introduction of dual education is also a huge amount of work for universities. They need to have a pool of enterprises that are prepared not only to take students to work, but to teach them to organize a workplace for the learning process.

V. V. Kovtunets, First Deputy Minister of Education and Science, says: "For example, now we release a lot of engineers, but our enterprises have a problem of recruitment, they can not take a graduate with a master's degree because he is simply not ready for work. This problem needs to be solved, and it is dual education that is the model that is best suited for this. But it requires very serious legislative work. Therefore, everything we do now with the introduction of dual education is just an experiment. However, I think that according to the Concept of training specialists for the dual form of education, which was approved by the MES Board, during 2018 we will perform the main work on the legal maintenance of the process" [15].

However, today there are already the first results of the introduction of dual education in Ukraine. They are the following [16]:

- in the 2017 – 2018 academic year, 52 vocational (vocational and technical) education institutions began to implement dual education in 54 areas (in 25 regions);
- changes were made to the content of education and the schedule of the educational process in accordance with the requests of employers, taking into account the requirements of state standards for specific labor professions;
- 19 projects of educational standards were developed on the basis of a competent approach and block-modular construction of the educational process;
- close cooperation with employers was launched in order to expand the number of vocational (vocational-technical) education establishments, the list of professions for the implementation of dual education elements in 2018-2019 academic year in more than 100 educational institutions and an increase in the list of occupational training courses with elements dual form of learning.

Summing up, it should be noted that each of the presented areas for improving the quality of professional training of students is important and do not need to stop at any one.

In our opinion one should study and take into account foreign experience and apply the best achievements in our Ukrainian realities in order to further develop each of the directions.

References

1. **Upravleniye** kachestvom obrazovaniya: praktiko-oriyentirovannaya monografiya i metodicheskoye posobiye / Pod red. M. M. Potashnika [Management of the Quality of Education: The Practice-Oriented Monograph and The Manual / edited by M. M. Potashnik]. Moscow, *Pedagogicheskoye obshchestvo Rossii*. 2000. 448 p. (rus)
2. **Serikov G. N.** Samoobrazovaniye: sovershenstvovaniye podgotovki studentov [Self-Education: Improving Student's Training]. Irkutsk, *Irkutsk University Publishing House*. 1991. 232 p. (rus)

3. **Shamova T. I.** Upravleniye obrazovatel'nyimi sistemami: uchebnoye posobiye [Management of Educational Systems: Tutorial]. Moscow, *Akademia*. 2008. 382 p. (rus)

4. **Bespalko V. P.** Pedagogika i progressivnyye tekhnologii obucheniya [Pedagogy and Progressive Learning Technologies]. Moscow, *Publishing house of the Institute of Professional Education of the Ministry of Education of Russia*. 1995. 336 p. (rus)

5. **Smirnova G. I.** Povysheniye kachestva professional'noy podgotovki uchitelya v vuze sredstvami sovremennykh informatsionnykh tekhnologiy: avtoref. dis. kand. ped. nauk [Improving the Quality of Teacher Training in High School by Means of Modern Information Technologies: Abstract of Candidate of Pedagogical Sciences]. Krasnodar, 2009. 23 p. (rus)

6. **Verbets V. V.** Sotsialno-pedahohichnyi monitorynh u vuzi: metodolohiia, metodyka, orhanizatsiia: monohrafiia [Socio-Pedagogical Monitoring in High School: Methodology, Methods, Organization: Monograph]. Rivne, *RDGU*. 2002. 309 p. (ukr)

7. **Metodicheskaya** rabota v vuze: metodicheskiye ukazaniya / sost. N. P. Puchkov [Methodical Work in High School: Guidelines / edited by N. P. Puchkov]. Tambov, *Publishing House of the GOU VPO TSTU*. 2010. 32 p. (rus)

8. **Serohin S. M.** Otsiniuvannia uspishnosti diialnosti kafedr ta naukovopedahohichnykh pratsivnykiv / S. M. Serohin, Yu. P. Sharov // Publichne upravlinnia: teoriia ta praktyka : zb. nauk. pr. [Assessment of the Success of the Departments and Scientific-Pedagogical Workers / S. M. Serohin, Yu. P. Sharov // Public Administration: Theory and Practice: Collection of Scientific Papers]. Kharkiv, *Publishing House "DokNaukDerzhUpr"*. 2010. No. 2. Pp. 22-27. (ukr)

9. **Stepanova O. M.** Doslidzhennia diialnosti strukturnykh pidrozdiliv VNZ z vykorystanniam CASE-zasobiv [Research of the Activity of Structural Units of Higher Educational Institutions Using Case-Means]. / *Academic Bulletin of Donbas*. 2009. No. 1. Access mode: <http://nvd.luguniv.edu.ua/archiv/NN7/09somzvc.pdf> (ukr)

10. **Universytety** ta biznes: mizhnarodnyi dosvid spivpratsi ta perspektyvy dlia Ukrainy [Universities and Business: International Cooperation and Perspectives for Ukraine]. Access mode: <http://www.cost.ua/news/421-college-business-cooperation> (ukr)

11. **Tytska Ya. O.** Zaluchennia robotodavtsiv do pravovidnosyn u sferi osvity [Attracting Employers to Legal Relationships in Education]. Access mode: http://www.lj.kherson.ua/2015/pravo03/part_2/6.pdf (ukr)

12. **Samovilova N. O.** Kontent-analiz tsentriv kariery providnykh ukrainskykh VNZ [Content Analysis of Career Centers of Leading Ukrainian Universities]. Luhansk, *Bulletin of Luhansk Taras Shevchenko National University: Pedagogical Sciences*. No. 6 (303). Pp. 199 – 208. (ukr)

13. **Sporysh Ye.** Ekspertiza. Reyting VUZov–2015 [Expertise. University Rankings – 2015]. Access mode: http://lc.abbyy.ua/files/download/%D0%94%D0%B5%D0%BD%D1%8C%D0%B3%D0%B8_150312-5_p16-22-1.pdf (rus)

14. **Finikova T. V.** Monitorynh intehtatsii ukrainskoi systemy vyshchoi osvity v Yevropeyskyi prostir vyshchoi osvity ta naukovoho doslidzhennia: monitorynh. doslidzh. : analit. zvit/ Mizhnarod. blahod. fond «Mizhnarod. fond doslidzh. osvit. polityky»; pid red. T. V. Finikova, O. I. Sharova [Monitoring the Integration of the Ukrainian Higher Education System into the European Higher Education Area and Research: Monitoring Research: analytical report]. Kyiv, *Takson*. 2014. 144 p. (ukr)

15. **V Ukraine** khotyat vvesti vozmozhnost' poluchat' vyssheye obrazovaniye na rabote [In Ukraine, They Want to Introduce the Opportunity to Receive Higher Education at Work]. Access mode: <https://ru.tsn.ua/ukrayina/v-ukraine-hotyat-vvesti-vozmozhnost-poluchat-vysshee-obrazovanie-na-rabote-1098245.html> (rus)

16. **Dualna** osvita [Dual Education]. Access mode: <https://mon.gov.ua/ua/osvita/profesijno-tehnichna-osvita/dualna-osvita> (ukr)

Самовілова Н. О.

Шляхи підвищення якості професійної підготовки студентів

Однією з проблем української вищої освіти є відірваність від ринку праці. Причина такого становища – відсутність налагодженої схеми партнерських

зв'язків між бізнесом і закладами вищої освіти. Автором пропонуються напрями, рухаючись якими можливе вирішення цієї проблеми.

Перший напрямок – залучення роботодавців до розвитку професійної освіти. Запропоновано алгоритм його впровадження: зацікавити підприємства брати активну участь у підготовці своїх майбутніх кадрів; розвивати систему корпоративної освіти, як підсистему додаткової освіти за рахунок коштів замовника освітніх послуг із залученням його виробничої бази й фахівців; спільними зусиллями підприємств і навчальних закладів створювати інтегровані організаційні структури – науково-освітньо-виробничі центри і комплекси, фірми із запровадження наукових розробок тощо.

Другий напрямок – розвиток центрів кар'єри. Центр кар'єри – це підрозділ вишу, основною метою якого є комплексна підтримка студентів та випускників в галузі кар'єрної освіти, надання високоякісних і різнобічних послуг і програм з планування та розвитку кар'єри. Крім того, автор вважає, що центри кар'єри повинні стати ланкою, яка зв'яже та надає необхідну і вичерпну інформацію як випускникам (студентам), так роботодавцям.

Третій напрямок – запровадження дуальної освіти, при якій поєднується навчання осіб у закладах освіти з навчанням на робочих місцях на підприємствах, в установах та організаціях.

Ключові слова: професійна підготовка, центри кар'єри, дуальна освіта.

Самовилова Н. А.

Пути повышения качества профессиональной подготовки студентов

Одной из проблем украинского высшего образования является оторванность от рынка труда. Причина такого положения – отсутствие отлаженной схемы партнерских связей между бизнесом и вузами. Автором предлагаются направления, двигаясь которыми возможно решение этой проблемы.

Первое направление – привлечение работодателей к развитию профессионального образования. Предложен алгоритм его применения: заинтересовать предприятия активно участвовать в подготовке своих будущих кадров; развивать систему корпоративного образования, как подсистему дополнительного образования за счет средств заказчика образовательных услуг с привлечением его производственной базы и специалистов; совместными усилиями предприятий и учебных заведений создавать интегрированные организационные структуры – научно-образовательно-производственные центры и комплексы, фирмы по внедрению научных разработок и т.п.

Второе направление – развитие центров карьеры. Центр карьеры – это подразделение вуза, основной целью которого является комплексная поддержка студентов и выпускников в области карьерного образования, предоставление высококачественных и разносторонних услуг и программ по планированию и развитию карьеры. Кроме того, автор считает, что центры карьеры должны стать звеном, которое связывает и предоставляет необходимую и исчерпывающую информацию как выпускникам (студентам), так работодателям.

Третье направление – внедрение дуального образования, при котором сочетается обучение лиц в учреждениях образования с обучением на рабочих местах на предприятиях, в учреждениях и организациях.

Ключевые слова: профессиональная подготовка, центры карьеры, дуальное образование.

Information about the author

Nataliia O. Samovilova – Assistant Professor of the Department of Physical and Technical Systems and Computer Science of the SI "Luhansk Taras Shevchenko National University".

The article was received by the Editorial Office on 28.02.2018

The article was put into print on 30.03.2018

Reviewer – L. F. Panchenko, Doctor of Pedagogical Sciences, Professor