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MODEL OF COMPETENCE FORMATION OF VOCATIONAL EDUCATION TEACHERS FOR PROFESSIONAL QUALIFICATIONS MONITORING

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According to the Concept of the State Targeted Social Program for the Development of Professional (Vocational) Education for 2022–2027, there are still a number of urgent problems that need to be resolved: lack of ongoing analysis and monitoring of labor market needs, particularly at the local level; low activity of business and institutions of professional (vocational) education in the process of implementing programs and projects of public-private partnership [1].

Modern requirements for professional (vocational) education institutions have significantly intensified the development of scientific and practical problems of career guidance. This is due to an objective necessity, since, despite some positive results, career guidance in modern conditions still does not achieve its main goal – the formation of professional self-determination in students, which corresponds to the individual characteristics of each personality and the demands of society in personnel [2].

The purpose of the article is to substantiate the model of competence formation of vocational education teachers for the monitoring of professional qualifications.

Within the framework of the work function "Conducting vocational guidance work", a teacher of vocational education must have professional competence – the ability to monitor professional qualifications in demand on the labor market.

A survey of teaching staff on the issue of monitoring professional qualifications in demand on the labor market [3] showed that the majority of teachers have a low level of professional competence, the main reason for this condition is the lack of mechanisms for their systematic involvement in this type of activity and the corresponding theoretical and practical training.

Based on the analysis of pedagogical research, a model of competence formation of vocational education teachers was developed for monitoring professional qualifications, which is represented by five interrelated blocks:

- target (the purpose and task of forming the competence of vocational education teachers for the monitoring of professional qualifications);
- theoretical and methodological (methodological approaches and principles of competence formation of vocational education teachers for monitoring professional qualifications);
- content (system of knowledge, abilities and skills from: theory and methodology of monitoring studies; specifics of the labor market industry; structure of professional qualifications; psychology and physiology of work);
- procedural (stages of training; forms, methods and means of training vocational education teachers for monitoring professional qualifications);
- evaluative (criteria, indicators and levels of competence for monitoring professional qualifications in demand on the labor market).

The developed model is aimed at satisfying society's demand for the training of vocational education teachers to monitor professional qualifications.

The target block of the model contains the purpose – to form the competence of the teacher of vocational education for the monitoring of professional qualifications in the sectoral labor market. In order to achieve the set goal, it is necessary to solve a number of tasks:

- 1) to ensure that the teacher of professional training acquires the system of knowledge, abilities and skills in the theory and methodology of monitoring research;
- 2) to prepare the teacher for analytical activities on issues of the sectoral labor market;
- 3) to develop monitoring experience based on professional qualifications;
- 4) to develop the personal qualities of a teacher in interpersonal communication.

Within the framework of **the theoretical and methodological block**, the main approaches to the formation of competence for the monitoring of professional qualifications are outlined: competence, information and system.

Competency approach involves the formation of practical experience in monitoring professional competences, transfer of successful experience to new socio-industrial situations, coordination of educational achievements of education seekers with the requirements of the labor market, development of the ability to adapt to the conditions of professional activity and social

environment.

According to the informational approach, it is aimed at the identification and subsequent analysis of the most characteristic informational aspects of the functioning of the labor market, which determine the development of professional qualifications.

The use of a system approach is associated with the need to study the problem of professional training of teachers taking into account various factors affecting it as a pedagogical phenomenon. Thanks to the systemic approach, the training of a vocational teacher is analyzed as a set of interrelated elements united by the commonality of functions and goals, the unity of management and functioning.

The principles of competence formation of vocational education teachers for the monitoring of professional qualifications are conditionally divided into two groups: general didactic (their use is determined by the educational paradigm of training future trainers); specific (selected based on the need to provide specialized training of vocational education teachers for the monitoring of professional qualifications: orientation of the content of monitoring studies to the specifics of the labor market sector; purposeful formation of professional interests of teachers in the context of monitoring studies; pedagogical integration).

The content block is implemented by a training course designed for 30 hours/1 credit (10 hours – joint classes, 20 hours – individual work):

- familiarization with methods, search tools and main sources of information about the labor market and the demand for professional qualifications (2 hours – classroom work; 6 hours – individual work);
- determination of current professional qualifications on the regional labor market (2 hours – classroom work; 4 hours – individual work);
- familiarization with the structure and specifics of the employment service (2 hours – classroom work; 2 hours – individual work);
- round table (web conference) with representatives of the employment service, social partners regarding the employment of graduates of educational institutions (2 hours);
- development of an individual program for the development of professional qualifications and its protection (2 hours – classroom work; 8 hours – individual work).

The procedural block of the model reveals a three-stage system of competence formation of vocational education teachers for monitoring professional qualifications.

The first stage (motivational and target) is actualization of the problem of monitoring studies; determination of priority professional competencies in the sectoral labor market; formulation of individual

trajectories of development of professional competences of education seekers; formation of value orientations of teachers and increased interest in monitoring research.

The second stage (cognitive and functional) is the implementation of theoretical and practical training of vocational education teachers for monitoring professional qualifications. Within this stage, thorough practical training is provided and the use of such technologies as project-based, modular and game-based learning, the use of facilitation technologies, small groups, and case technologies is provided; as well as various forms (integrated classes, classes in the form of story role-playing games, classes-discussions, trainings, etc.).

The third stage (reflective and evaluative) is the determination of the final result of competence formation, self-analysis, consolidation of self-development and self-improvement in the field of labor market monitoring studies, development of corrective measures, regarding the obtained results of competence formation for monitoring professional qualifications.

The final block of the model is *the evaluation unit*, which covers evaluation, analysis and correction of the results of the formation of the competence of vocational education teachers for the monitoring of professional qualifications and includes criteria with relevant indicators and training levels.

In order to effectively evaluate the training of vocational education teachers for the monitoring of professional qualifications in demand on the labor market, the criteria and indicators of professional competence have been defined [4]: cognitive (knowledge of ways and means of finding information about the labor market and the demand for professional qualifications); operational (ability to establish and maintain relations with the state employment service, social partners on issues of organization of industrial practice and employment of graduates; search for information on the demand for professional qualifications); personal and motivational (interest in the use of digital Internet technologies as an important component of monitoring research; persistence in self-improvement of knowledge; interest in finding and mastering new labor market monitoring technologies).

For evaluation, four levels of competence for monitoring professional qualifications in demand on the labor market are substantiated [5]: elementary, low, medium and high.

The modern system of vocational education requires special approaches of the vocational education teacher to the organization and conduct of vocational guidance work, the main stages of which within the educational institution are the organization of industrial practice and employment of graduates. In order to effectively perform this task, the teacher

must be able to monitor the professional qualifications in demand on the labor market and know how to establish and maintain relations with the state employment service and social partners.

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DEVELOPMENT OF A CREATIVE ENVIRONMENT IN EDUCATIONAL INSTITUTIONS

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The process of learning in the creative educational environment of general secondary education/higher education is represented by sets of its components: educational means, teaching methods, etc., which determine the