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The Actual Problems of the World Today

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IMPLEMENTATION OF THE DUAL SYSTEM OF VOCATIONAL EDUCATION: HISTORY, TRENDS, PERSPECTIVES

Introduction. The need to update the regulatory framework of the domestic education system is primarily due to the socio-economic transformations taking place in Ukraine and the total processes of globalization and the informatization of society as a whole. They led to the expansion of the labor market on the one, and on the other, they put forward new requirements either to the level of the specialist's preparedness or to the content and forms of organization of the educational process. However, there is the gap increasingly spreading, one is between the realities of professional activity and the material-and-technical and organizational-and-pedagogical terms in which the professional training of future specialists is carried out. The education community, employers and the public are conducting a joint search for ways and means of the education system qualitative restructuring at all its levels.

The change vector must to concern the conceptual foundations of professional education, which should develop appropriate tools for the shaping of individual educational trajectories in order to ensure professional self-actualization and self-realization of the future specialist.

In such terms the experience of the dual system of preparation is became quite relevant. It was started in the 1960's in Germany. In the opinion of researchers and its supporters, such a system is capable of eliminating the main disadvantages of traditional forms and methods of training future professionals, to overcome the gap between theory and practice, education and production, and significantly improving the quality of preparation skilled personnel in taking into account the employers' requirements [6; 14].

Today, this system, withstood the test of time, is successfully used in the countries of Europe, Canada and the United States, and around 60 countries of the world for to preparation qualified professionals on the basis of social partnership. Upon the educational institution and the employer are equal partners, who together develop,

coordinate and control the educational process, bear joint responsibility for its results and the graduate's destiny [9]. The Friedrich Ebert Foundation provides significant scientific and methodological support to this process.

There is a considerable layer of scientific research and practical experience of professional preparation of qualified specialists at all educational levels in Ukraine. In particular, R. Gurevich, G. Elnikova, I. Licarchuk, P. Luzan, S. Nikitchina, N. Nyckalo, V. Radkevich, V. Svistun, A. Shcherbak and others study theoretical and methodological aspects of this problem; N. Abashkina, V. Gamanyuk, T. Desyatov, L. Sergeev, A. Kaplun, N. Pazuri and others carry out a comparative analysis of the system of professional education of various foreign countries and distinguish ways of their adaptation to the domestic educational field; V. Lozovetskaya, G. Lukyanenko, L. Petrenko, L. Pukhovskaya, I. Savchenko, T. Stoichyk, V. Yagupov and others decide issues the training of working personnel in various forms of organization of the educational process.

Therefore, in our opinion, it is not entirely correct to define the dual system of professional preparation as a new educational phenomenon for the domestic educational field. At the same time, they are needed to study and investigate the specific mechanisms of establishing equal partnership between educational institutions, employers and education applicants with the aim of forming professional competencies and professional adaptation in the future specialist in terms of real professional activity [6].

Background of the dual system of training in the domestic educational realities. Definitely, when the volume of social experience was not so great, and educational standards were just becoming, there were already models of preparation that similar to the dual system. Actually the so-called German vocational education system is rooted in the XII century, but its formation took place at the end of the XIX century thanks to the works of G. Kershenshteiner (1854-1932). During 1895-1919, scientist was been a school counselor in Munich, he was engaged in reforming the curricula of popular schools and introduced practically oriented schools. In them the main attention was paid to a particular profession and assimilation of the requirements proposed to it. At the beginning of the XIX such schools have already been functioning, and the butchers, confectioners, chimney-sweeps and hairdressers were getting the professional education their separately. This type of vocational school in Germany was complemented by the prevalent schools at the time for the training of workers at the enterprises. And the actual concept of the dual system of professional education appeared in the second half of the 1960's. as a result of the discussion on the newly introduced Law on Professional Education in 1969 [9].

In the native educational areas already since the XIX, two main ways of getting education were launched. The first way is the classical elite education, which

proceeded from the principle of fundamentalization. The second one is the so-called "real education" that was oriented towards obtaining a certain specialty and envisaged extensive practical preparation in the production's terms. For example, future teachers had to learn and parallel to work in the school that was a substructure of the teachers' institute. Similarly, the preparation of future workers was passing directly held at the industrial enterprise. Already from 1920, in the USSR, a network of factory-plant discipleship schools (FZU) was forming to provide of industry by workers. FZU schools acted at large enterprises for the preparation of skilled workers and were the main type of vocational school of the USSR before the war [11].

Participation of enterprises in the specialists' preparation can be traced in the model of training for target orders, which is widely used in our time. At the beginning of the entrant concludes a contract with the company, and then with any marks goes in the chosen specialty and receives a scholarship from the enterprise and other preferences, in particular there are a place for practice and preparation of graduation work, and in the future - a workplace.

Furthermore, a long time the medical educational institutions have lecturers in medical facility, and clinical disciplines are taught directly in hospitals, where theory and practice are indivisible. There are many other examples; however, it would be wrong to identify them with a dual system of preparation only on account the practice-oriented learning is prevailing or some enterprises take part in its organization. It is worth to understand that the dual system is based on entirely different conceptual approaches to professional preparation in compare to those function in Ukraine and in the Post-Soviet space.

However, as noted above, the applicant no longer satisfies the range of educational services that do not provide him flexibility in the choice of educational and career paths, does not guarantee his future professional competitiveness and demand for the labour market. Therefore, it is no coincidence in the new wording of the Law of Ukraine "On Education" the dual form of training is being determined the status along with the institutional and individual forms of education [15].

December 26, 2017, at the enlarged meeting of the College of the Ministry of Education and Science of Ukraine was presented, and on September 19, 2018 the Concept of training specialists for the dual form of education was adopted. The same issues are being dealt with in the Concept of the implementation of the state policy in the field of professional education "Modern professional education" for the period up to 2027. In this act, the achievement of the basic objectives of professional education is associated with an increase in its quality, with the wide introduction of the dual system of preparation, decentralization of management and financing, and the spread of public-private partnerships in vocational education and training [12; 13].

The basic principles of the dual system of preparation: advantages and

disadvantages. As the reference sources point out, the dual system (from the Latin "dualis" - double) is the leading form of profession preparation in Western European countries, that encompasses vocation training at an enterprise (3-4 days a week) and visits to a public vocational school (1-2 days per week) [10, p. 125].

Duality in profession education means a coherent interaction between the educational and production spheres for the preparation of skilled personnel of a certain profile within the defined forms of study. Features of the established European dual system of education are as follows:

- conclusioning a 3-rd-party agreement on vocation education between the enterprise, the applicant and the educational institution;
- restructuring of the schedule of the educational process in such a way that 70-80% of the training time (3-4 days a week) the student could carry out on production;
- shifting off of main expenses for professional education to the enterprise. In this way the employer pays the work of instructors-mentors; pays the scholarship, which is on average 80% of the salary of a qualified specialist; cares about the material and technical basis of vocational training;
- supporting from the state of the enterprise - a social partner receiving state subsidies and a number of preferences;
- carrying out of the final control of graduates' knowledge by independent commissions of the Chamber of Commerce and Industry and the Chamber of Commerce [3, p. 69].

Take into account that within the dual system of education some changes are made in the structure of the educational process in general and in the educational and production activities in particular. First of all, this is a change in the ratio of the training time to the theoretical and practical study of the teaching material. In this approach to theoretical learning, only 30% is allocated, and 70% of the working time is allocated to vocation training and production practice. During the practical block, the future specialist can "try" the future sphere of activity and find out whether this direction is suitable for him, and, if necessary, he/ she can adjust the specialization to the one which is more in line with his/her needs [1].

Thus, the educational process is based on the block-and-modular structure, when after the students mastering the base module in the education institution, it take place alternate the theoretical (1-2 weeks) and practical modules and practice, the practice realize upon on the basis of enteiprise, institutions and organizations of the fixed social partner within 4-8 weeks. There may be other ways of constatcting the educational process. For example, during a week, a student for 2 days is in an educational institution, and 3-4 in the workplace. Or, they have a month of theoretical training and a few months they do practice. However, the relation between the volume of theoretical and practical training remains the same. For their part, during practice, students write

reports that are subsequently presented at an educational institution as a result of problem solving for varying disciplines. Therefore, educational and production practices are integrated into curricula and programs and are carried out under the guidance of both a teacher at an educational institution and an experienced mentor in the workplace [1].

Finally, the way of evaluating and qualifying graduates changes. This involves the preliminary designing, together with employers, of educational-professional programs, curricula, and, ultimately, the joint assessment of educational outcomes in accordance with the actual indicators of training that was confirmed in productions' terms.

Dual education, thus facilitating the cooperation of politicians, business, social partners and educational institutions, enables a qualitative upgrade of the professional education's content and educational and professional standards. An equally important aspect of such a social partnership is the attraction of additional financing of the educational sector by employers, ones update the material and technical base of institutions in accordance with the conditions of modern production, create training-and-methodical centers, laboratories, invest in monitoring of the effectiveness functioning of professional education, allocate qualified instructors and teachers from the production staffs'.

As you can see, the dual system of preparation has a lot of advantages. For a student it is getting a full-fledged professional education and adapting to the chosen specialty without increasing the term of study. Such a student will at one time receive both secondary vocational education and in the future - higher education. At the same time he / she earns money directly in the future working city; has a flexible educational schedule and, that most importantly, one has confidence in future employment. For example, in Germany, the employment rate of graduates in basic enterprises for them in 2010 was 61% [13].

Let's add to this the fact that students studying in the dual system have the opportunity to give a work-out to some rather interesting forms and types of work. Among them it is necessary to especially note the group types of design-and-development activities, which in their content are close to the terms of real professional situations.

For a company, preparation for a dual system is, first of all, the receipt of a skilled worker, which does not need to be further retrained or adapted to the conditions of production. As a result, the frame outflow and the number of errors during hiring are significantly reduced. According to researchers, the dual system generally improves the internal enterprise's psychological climate, it provides positive impulses for the improvement of skills among the staff, it ensures rejuvenation of the middle age of employees [14].

No less important in existing models of the dual system of preparation, the enterprises - social partners receive significant preferences from the state that can be used for their development, and incidentally they have a positive image in society. Enterprises in this way contribute to increasing the chances of youth for a successful professional start [10].

Such a system also encourages scientific and socio-economic cooperation between educational institutions, academics, the public with employers, it contributes to the development of branch science, and the wide introduction of new technologies. The participation of enterprises in the elaboration of new qualifications frameworks; the creation of their passports of specialties and professions greatly accelerates the economic development of the state as a whole. For the educational institution obvious advantages are additional financing from the enterprise, scientific and socio-economic cooperation with it, direct participation in the elaboration and testing of new qualifications frameworks, certification of workplaces, as well as the availability of opportunities for internships and advanced training in the production process.

If into account all advantages mentioning above, it should be noted in general that the introduction of such a system requires, first of all, a solid legal basis and financial support from the state [4].

Enterprises for the training of future employees have to allocate qualified mentors, provide them with the necessary level of training and create a special expense item of financing training. In contrast, it is impossible to achieve the appropriate quality of professional preparation and its universality within a particular profession. The employer also have to carefully plan the development of the company's labor resources for a sufficiently long period of time, for at least three years of training. This is practically difficult to do, since there is always a so-called structural mismatch between the training places offered by the region and the demand for them by applicants of professional education. On one specialty the demand can be increase, while on others are unpopular the places can be remain vacant [14].

So, by participating in the creation of training plans for vocational training and production training programs, the employer must have a precise idea of the professional training's content of the specialist in this industry, based on the only professional standards and qualifications frameworks in the country. Therefore, it is no accident that in spite of the positive image, in many countries there is a periodic decrease in the readiness of enterprises to participate in the dual system of education.

Significant disadvantages can be noted for student youth. In general, such a program is designed for well-motivated students with a high level of self-awareness, formed by a culture of educational work, with distinct professional guidelines. As the survey of primary sources shows, the students studying under a dual system are significantly more educated because they need to learn the necessary theoretical

material twice as quickly as compared to the classical system of training. This also applies to the timetable of the educational process, that has no exact borders, holidays, weekends [11].

For its part, the educational institution should also be aware of the risks of the introduction of a dual system of education. First and foremost, they concern the readiness for structural changes in the forms of training organization and social partnership. When working out curricula, an educational institution should be able to balance between market-oriented offers and educational standards. It must find such attractive training areas for the student who not only meet the needs of the labor market as of today, but also enable the graduate to further retrain into related professions, improve their qualifications, and move up the career ladder [12].

Consequently, all three equitable subjects of the dual system of preparation - a student, an educational institution and an enterprise - must display the proper level of readiness for its introduction.

Models of the dual system of profession preparation. The standard is Germany's profession preparation system. Dual study in Germany is in a strict legislative framework and is carried out under the control of the Chamber of Commerce and Industry and the Chamber of Craftsman. According to 2015, out of 3.6 million businesses in Germany, 500,000 are involved in the program of vocational training, with more than half of them being medium-sized or small one's. Private business puts substantial funds into the professional preparation of the required profile specialists. At the same time, the annual amount of investment is more than 23 billion euros, of which 3 billion is allocated by the state [1].

Each company participating in this program must have the appropriate permission of the Chamber of Commerce and Industry or the Chamber of Craftsman. Permission or license means the following: an enterprise can teach only in those specialties that cover the profile of its activities; educational and methodical support and equipment should be created; a sufficient number of mentors of production training are trained and certified. There are also quotas for students according to the number of company staff.

Duration of studying in a Germany's profession school at the baccalaureate level, depending on the specialty, is from 2 to 3.5 years. Ideally, a firm or enterprise offers two or three places for dual system of preparation and it usually receives up to three hundred resumes. Applicants must have high graduation marks, they should be preferably multilingual. Applicants hand over a comprehensive professional suitability test, and if the results prove to be acceptable, the company concludes a contract with them for study and fully pays for it. During the study, the company also pays a student salary averaging 737 euros a month [2].

Another advantage of this system is that it is open to graduates of all types of

schools, including general education and professional one's. This makes the dual system of professional education attractive enough, first of all, in the system of vocational (vocational-and-technical) education. This fact has caused considerable interest from the Post-Soviet countries in the lane of adapte foreign experience in the training of skilled workers on the dual system. During 2015-2017, an experiment was conducted in Ukraine to introduce elements of the dual form of education based on the three Higher Professional Schools. According to the results of the first issue in every institution of vocational education it was fixate the high level of employment of graduates - up to 97%, the improvement of the quality of their professional preparation by 12-17%, and additional financial proceeds - up to 50 thousand gr. [4]. Since 2016, the practice of introducing elements of the dual system of profotional preparation of workers has been extended to all regions of Ukraine, in particular, to Kryvyi Rih.

As a result of the introduction of elements of the dual form of education in more than 10 vocational skools of Kryvy Rih, a certain algorithm of joint actions of the institution and employers has been developed, the experience gained in preparation specialists in a number of professions, and reduced budget expenditures. The expediency of using the dual system for praparation within the limits of monoprofessions and only students with a complete secondary education has been clarified. Recently, the classical dual system of professional preparation is also being implemented into a higher vocational school. Predictably, this is of considerable interest from methodologists and theorists of professional education. But even so, as the study of primary sources shows, in the domestic educational areas the dual system in higher education is generally regarded as one of the more or less optimal ways of combining study and work of student. Above, we have emphasized the falsity of this point of view.

In Germany, the dual sistem of higher education integrates classic higher education with vocational education or with practical professional activities in production. And while for employers thise sistem is too much expense, nevertheless, in the society the educated practitioners are more preferred; they can even to take executive positions by the end of stydy [14].

There are three such varieties in Germany's dual sistem of higher education [5]: 1) integrated into teaching the combining classical higher education with vocational education in single specialty; 2) integrated into professional activity as an analogue of advanced training or re-training to a related profession; 3) integrated into practice as a type of combined study, which includes long-term practice at any enterprise and involves obtaining two diplomas about higher education.

The model of the future for Germany is so-called the system of "triple" vocational education, it complements the above components of the third, namely: innovation in a certain field of social practice. Researchers perceive the greatest prospects in the

professions associated with technological manufacturing and the metal industry. At the core of the triple model of professional education is educational network with a wide-and-available to of enterprises in a certain branch [2].

Coordination and organization can be carried out by an independent organization that acts as a partner in the network of cooperation. In this way, the issues of marketing and management of production occupations will be centrally addressed; the needs in specialist will be to clarify; the joint efforts and interaction with the of the Chamber of Commerce and Industry and the Chamber of Craftsman, professional schools and employment services will be coordinate; the issues of personnel developmentto will be solve [14].

This idea is quite attractive for Ukraine as well. In 2011, dual system of professional preparation is widely used in Kazakhstan. First of all the government identified sectors that require personnel (agriculture, transport, metallurgy and machine building, oil and gas and chemical production) and those educational institutions that can become the basis for their qualified preparation. The National Welfare Fund of Kazakhstan has drawn up a step-by-step plan for the introduction of the dual model and a definite list of the base enterprises participating in this project [8].

A model based on the corporate consortium is one of the most promising for the implementation of dual system of higher education in Kazakhstan [8]. It is founded a distributed learning process: the theoretical training on the basis of Internet, distance and other computer-oriented technologies, mainly in the evening, while at daytime, applicants acquire practical skills and competences in a production environment.

CONCLUSION

Above all, it is worth noting that the foreign experience of the dual system of professional preparation, in particular Germany, can not be uncritically transferred to the domestic educational realities and socio-economic terms.

As the experience of Ukraine showed, the introduction of elements of the dual form of education contributes to the improvement of the quality of professional education, the motivation of applicants, institution and employers, enabling employers to significantly influence the quality of study, it gives a new impetus to the development of professional and educational competence-oriented standards of preparation as future skilled workers , as well as teachers and masters of vocational training; it provides the necessary level of decentralization in the management of professional education and autonomy of educational institutions.

Despite this, there are problems and risks, such as: it is absence of a package of normative acts, in which there would be a certain motivation for enterprises and employers; it is insufficient level of design of conceptual foundations and specific mechanisms for the implementation of the dual system of professional preparation,

ways of financing institutions and subsidizing employers; it is uncertainty about the educational and controlling role of pedagogs of vocational training, their professionograms; it is lack of professional standards as a basis for construction the content of professional education at each level.

Thanks to expert estimates, the dual system of professional preparation can start working in Ukraine not earlier than in 5 years [6]. In the future, the schedule, the budget of time, general road maps for the profession according to the dual system of study, and the form of the tripartite partnership will probably be agreed upon.

Presumably, such a system can become operational, provided the applicant is truly interested in continuing his professional life at a particular enterprise.

As a positive it should be noted that enterprises today are quite interested in the inflow of skilled personnel. So, we will expect the development of this form of education and new models of the dual system of professional preparation.

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