

Methodological Approaches To Vocational Training Organization

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Questions of entity and maintenance of the concept "vocational training" are considered in the article. Author shows distinction of approaches to interpretation of vocational training, technical and vocational training; opens genesis; characterizes features of institutions of vocational training at school, after-school and professional levels. In article the existing determination is analyzed and the authoring vision of classification of methodological approaches in the organization of vocational training is given; the approaches of strategic and tactical levels are revealed.

Key words: vocational training, technical and vocational training, production training, methodological approaches.

Specialist development is realized by purposeful, specially organized vocational training. The value and the importance of vocational training phenomenon proceeds from recognition of its influence on a socio cultural situation. According to estimates of UNESCO, vocational and technical and vocational training are decisive factor of continuous society development.

Vocational training uses many forms, including formal, informal and unofficial training, at the same time it is characterized with dynamism, flexible adaptation to requirements of labor market, enterprise orientation, the intensive pattern of the organization. Graduates of vocational schools (courses, colleges, schools, professional lyceums, industrial practice complex, etc.) have advantage at employment for the highly paid, qualified work as their practical skills are created for successful performance of a certain professional work at the sufficient level.

**The concept of vocational training**

There are many various interpretations of the vocational training concept in domestic scientific thought and in the theory and practice of foreign researches.

Vocational training is understood as any activity which is consciously carried out for development and support of the worker's key competences which are necessary for him to work at this time, or for development of his potential which is necessary for performance in the future. So, vocational training is a process of direct transfer of new professional skills and (or) knowledge by potential or current skilled worker.

Historically, vocational training arose for mastering the craft in those areas of human activities which cannot be acquired theoretically only (applied art, trade, accountancy, medical care, a services sector, construction, any technical operations, etc.). So, this training provided and continues to provide connection between educational sphere and the working world.

Worldwide the institutions of vocational training are set up, they prepare for a certain workplace. Vocational training covers the comprehensive school and technical and vocational institution, provides post-secondary and further higher education and includes apprenticeship system.

Strictly vocational training, technical and vocational educational and training (TVET) are distinguished. As researchers specify (M. J. Doak, J. Nida-Ryomelin, O. Vishnyakova, O. Kovalenko, V. Skakun, E. Skibitsky, I. Tolstova, V. Shefel and others), first of all the vocational training is training in a certain craft, the qualified performance of a certain work which, however, does not provide receiving a profession in general. Above all it aims at mastering practical skills and competences, but at the same time it doesn't affect formation of the academic skills. Generally, vocational training provides necessary knowledge and skills for employment in this or that working sphere. Technical and vocational training includes addition to general education preparation studying of technologies and related knowledge and obtaining the practical skills necessary for work on the chosen specialty or groups of specialties in the technical sphere (O. Vishnyakova).

The vocational training, as V. Skakun marks, is a special independent component of the general educational process with the specific determination of the purpose, contents, logic, with the principles, specific forms, methods, pedagogical means of their implementation. So, the leading characteristics of vocational training can be differentiated on the general didactic, which describe them from the standpoint of a generic term "training", and specific. The total characteristics of vocational training are commitment, integrity (unity of educational, pedagogical, developing functions); bilateral (teaching and studies); dynamism, recurrence (transition to the new level of assimilation of knowledge, skills moderately accumulation of previous ones). Specific characteristics of vocational training are its professionalizing and application-oriented directivity of educational process on obtaining specific specialty; close connection training with pupils' productive work; enterprise directivity, organizational features (leading role of the training officer, alternation of theoretical and practical training in a certain logic and system).

Depending on level, vocational training has different contents and character. So, at comprehensive school vocational training is provided for the purpose of expansion of a scientific and technical outlook of pupils and helping them to choose their profession consciously. Until recently vocational training at this educational level was identified with in-service training – obtaining special professional knowledge, skills in conditions of production or in educational

workshops. Nowadays these functions are brought out of domestic comprehensive school, they are realized by interschool industrial practice plants.

After-school level of vocational training as a rule is provided with strictly training in colleges, at special vocational schools, on courses.

### **Entity and hierarchy of methodological approaches in scientific and pedagogical researches**

It should be noted that in scientific and methodical literature approach is often identified with a training method. However, approach is not the method and specifies the project or the selected strategy in varying activities. The possibility of vocational training strategy implementation is provided by the program – set of theories which are developed on the basis of the uniform methodological principles and are capable to realize definite purposes and advance to them in the weighed and logical way. Programs are valuable reference point in a research and implementation of pedagogical activities. If the program is integrated with method, approach is created, it is a certain strategy and tactics of pedagogical interaction, technologies, monitoring, innovatic, improvising, an intuition in pedagogical process (V. Slastenin).

The ideas of those scientists (S. Goncharenko, I. Zimnyaya, V. Kremen, V. Lozovaya, V. Lugovoi, N. Nichkalo and others) are close to us, who consider expedient use of hierarchy of approaches in a research of methodological bases of a certain pedagogical phenomenon. As entirely fairly I. Zimnyaya marks, all the existing methodological approaches do not exclude each other, and realize different plans of reviewing and strategy of a specific pedagogical research and can be classified by the different bases, in particular by scientific disciplines, by objects of their application, by the organization of reviewing (analysis), on target to research objectives etc.

So, further we will consider two levels of approaches to a research of a vocational training phenomenon, they are strategic and tactical.

#### **Methodological approaches to the research of vocational training phenomenon**

On strategic level to methodical approaches we include first of all *system approach* which considers vocational training as the complete open system phenomenon. As S. Markova and V. Polunin specify, vocational training is a social and professional and pedagogical system which covers the purposes, contents, pedagogical and production processes, education in the course of training, management and result. Such system functions on the basis of realization in unity of laws of pedagogics and production, professional conditionality of educational activity. A backbone element of system is the overall objective of training. At the same time all components of vocational training process are in close interrelation and interconditionality. In unity and

interactions they provide the ultimate result – assimilation of system of professional knowledge, competences and skill, views and beliefs, development of professional abilities and bents of future workers.

*Competence-based approach* gives the chance to define necessary competence of a pupil as the designed purposes and results of vocational training, to carry out their differentiation according to cycles of subjects and disciplines. The list of competences has to be revealed, firstly, taking into account parameters of the identity of future worker which connects today with ability to work in multicultural society and also with professional mobility, professional stability, working culture and enterprise initiative, an ability to combine mental and physical activities. Secondly, competence can be defined taking into account specifics of abilities, skills, operations, receptions and ways of performance of professional tasks and labor process. As result, the educational and professional training program of the expert has to be created, it covers both general education and special disciplines. In the educational and professional program, in turn, two components have to be allocated, they are: teaching and educational and production processes which happen in the conditions of pupils' orientation to mastering a certain specialty and provide formation of professionally important personal qualities. Feedback between these blocks of subjects is provided by realization of the principles of a support on general education knowledge, the professional polytechnic, advancing formations of professionally meaning personal qualities of future experts, unities of pedagogical and training (Z. Kurlyand).

Content of vocational training process can be constructed on positions of *functional approach*. This approach forms those subject matters which provide appropriate performance of future labor process – its planning, preparation, implementation, control and service; does possible implementation of preparation not only qualified, but also a working wide profile. As the result, such worker is prepared to either modern or future conditions of production. And the range of his functions provides settlement and analytical, control, adjustment and adaptation functions in the conditions of constantly changing labor process.

The *personal focused approach* defines the need of creating the vocational training logic according to certain stages of professional formation the future skilled worker. Each of stages is characterized by specific forms, methods, means, in particular such which consider previous professional experience, motives, aims and valuable characteristics of the pupil. The stages are next:

- 1) Introductory stage, on which pupils are acquainted with bases and the maintenance of future profession, objects of the labor, production and relations of production;
- 2) Preparatory stage, during which pupils have to seize initial labor receptions and operations that make complete labor process of a certain specialty;
- 3) Main stage of inservice training – development of specialty when pupils' professional

skills get formation and development by performance them of kinds of production works, functions, duties. At this stage training-industrial work has to become complicated and be carried out gradually with observance of a necessary rhythm and speed, technical and other requirements;

4) Final stage – improvement of bases of professional pupils' skills, their specialization through application in training-industrial process of modern technical and technological equipment, the advanced receptions and the modes of work.

*Practical focused* approach in vocational training predetermines the dominating role of industrial practice process, productive work of pupils. The leading factors which define degree of a ratio of the educational and production parties in process of vocational education are the possibility of exarticulation, group, increase, repetition in production with the educational purposes of separate structural elements of labor process – labor operations, labor receptions and ways. Content of vocational training, thus, joins works in educational workshops, work and technological practice, productive work on concrete specialty.

*Resource approach* provides application in training process of all set of objectively existing factors and means that necessary for the effective organization of vocational education. Considering the fact that the leading means of vocational training is productive work, together with well-known didactic means educational and material equipment of industrial practice process is of particular importance, they are equipment, tools, technical and technological documentation.

*At the tactical level* of the organization of vocational training *personal and activity approach* should be noted which means assimilation of units and means of difficult complex labor process in the conditions of specially designed activity. Such activity is guided by formation at pupils of the labor operations, receptions and ways connected with planning, preparation, implementation, control and service of labor process and assumes use of such systems of in-service training as subject, operational, motor and training and problem and analytical.

To these such approaches can be provided, which provide activation of vocational training process. Among them are next:

- *contextual approach* make it possible to fill a vocational training content on a context (social and subject) in the future professional activity (A. Verbitsky);

- *task centered approach* provides development of professionally and personally important traits of pupils by means of the solution of educational tasks;

- *problematic approach* is based on application of various forms of immersion of pupils in problem situations of training and industrial character that demand the analysis, justification and administrative intervention;

- *dialogical approach* focuses educational process on reproduction of the sequence of a reasoning, methods of search and the solution of the put problems with the help of questions and

reasoning in the form of dialogue between the teacher and pupils;

- *imitating and game approach* aims at vigorous educational activity in playful way in the course of which a pupil becomes a participant of imitating and game actions, shows initiative, amateur performance and competitiveness (L. Kondrashova);

- *developing creativity approach* provides orientation to creative development of future skilled worker, manifestation of creativity and enterprise initiative by pupils involvement to creative types of productive work.

## **Conclusions**

So, especially vocational training and vocational educational and training (TVET) are distinguished. Vocational training is a training in a certain craft, the qualified performance of a certain work. It aims at mastering practical skills and competences for employment in a varying working sphere. Technical and vocational training includes as addition to general education preparation studying of technologies and related knowledge and obtaining the practical skills necessary for work on the chosen specialty or group of specialties in the technical sphere. The main feature of vocational training is association in uniform educational process of general education and industrial training.

In traditions of pedagogical researches the set of methodological approaches is used. Carried-out analysis of an entity and content of vocational training made it possible to reveal the methodological approaches hierarchy. The conclusion has been made that at the strategic level of the vocational training organization there are those of them which provide an appropriate ratio of varieties of training of the skilled worker of a wide profile, namely: system, competence-based, functional, personal focused, practical focused and resource approaches. At the tactical level there are those approaches which assist to activation of vocational training, among them: personal and activity, contextual, task-centered, problematic, dialogical, imitating and game, developing creativity approaches.

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