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Teacher Education for VET in the Vasyl Stefanyk Precarpathian National University under the Erasmus+ Project ITE-VET

1 Formation of teacher education department in the Vasyl Stefanyk Precarpathian National University

At the beginning of this process, the Carpathian region faced a sharp shortage of teaching staff. In October 1939 teachers' workshops were already established, but neither this nor the involvement of teachers from eastern Ukraine could resolve the problem. Thus, local authorities proposed the establishment of a teacher institute in Stanislav (Ivano-Frankivsk, since 1962) in the regional centre, and in January 1940, preparations for its opening began. As a result, on 1 March 1940, the doors of the new educational institution opened. The institute contained three departments: History, Physical Mathematics, and Philology, with two branches: one, for Ukrainian Language and Literature and another, for Russian Language and Literature (Ostafiychuk, 2010, p. 248).

The Institute initially did not possess its own building and was located in an unfinished, commercial school building. For some time, there was also a pedagogical school located there. Complexity, a dearth of educational equipment, and a lack of educational and methodological

literature in the library: these and other obstacles had to be overcome during the educational process. Despite those challenges, the institute actively developed its programs. In the pre-war period, 900 future teachers studied there in the full-time and part-time departments. However, shortly after the institution opened, World War II interrupted the staff's work. Many students and teachers went to the front, and eventually, some of them were evacuated. In the World War II years, the Teaching Institute was closed, its property was completely plundered, and the training building was burned down.

The amount of damages reached

three million roubles (Holovaty, 2015, pp. 39–40).

After the region's liberation, a number of measures were taken to restore the Stanislavsky Teachers' Institute's work. The first post-war academic year began on 1 November 1940. In July 1945, the first 13 graduates of the full-time training program received their teachers' diplomas. During the 1945–1946 academic year, the institute was temporarily located in the building of one of the schools in Ivano-Frankivsk. Concurrently, the main building was soon raised from its ruins, and reconstruction continued. The Institute began its activities in the nearly renovated building during the 1948–1949 academic years, and the restoration works were completed in 1950. From year to year, the number of students grew: in 1944–1945, 354 students studied in the part-time departments of the Institute; in 1949, there were already 790 students. In total, during the Stanislaw Teachers' Institute's years of existence, 1457 teachers were trained for schools in the region.

A new phase of the educational institution's work began in the 1950s. By the decision of the Council of Ministers of the Ukrainian SSR, on 4 August 1950, the Stanislavsky Teachers' Institute was reorganized into a pedagogical establishment. Training for teachers of higher qualification began (Charter of the Precarpathian National University, 2015, p. 1). One of the most important challenges that the educational institution's staff addressed was improving the quality of the instructional staff. As a result, in the 1952–1953 academic years, there were 58 teachers; ten of them were candidates for associate professor in sciences. Then, by the 1955–1956 academic years, there were 79 candidates, including 21 for a PhD, as associate professor. Concurrently, the training base was strengthened, and new departments, offices and laboratories were opened. The Library Fund increased fourfold, from 38,000 books in 1951, to 167,000 in 1958

(Ostafiychuk, 2010, p. 248).

The need for the teachers in rural and secondary schools in the Precarpathian region as well as other areas of western Ukraine remained significant and led to the transition of the Institute: from 1958, teachers with a broad profile were educated, and they could teach not just one but several subjects. They were trained in such specialties as 'Ukrainian Philology and History', 'Russian Philology and History', 'Physics, Mathematics and Drawing', 'Ukrainian Philology, Music, and Singing'. In 1959, a new faculty department opened for the training of primary school

teachers, and the first set of 50 people studied the specialty 'Methodology and Pedagogy of Primary Education' (Trade Union of the University, 2012, pp. 6–8).

In 1962, the institute returned to the student admissions for one specialty (with the exception of 'Ukrainian Philology, Music, and Singing').

In the following year, 1963, the institute joined the general faculty. This division became the fourth one, along with Historical Philology, Physical Mathematics and Methodology and Pedagogy of Elementary Education. The Faculty of General Sciences was intended to ensure that a higher education was available for the courses' attending students at their place of residence without leaving the industry. Among the students were hundreds who studied at the higher educational institutions in Kyiv, Kharkiv, Lviv, Donetsk, and Chernivtsi, but lived and worked within the Ivano-Frankivsk region (Kononenko, 2000, p. 35).

Gradually, scientific activities developed at the Institute. In 1956, the Scientific Notes of the Institute began. From the educational institution's establishment to 1965, 23 instructors defended their PhD dissertations. However, at that time and under those conditions, this was of great importance for the establishment of an educational institution.

In 1966, the Institute opened a music and pedagogical faculty, which trained teachers of music and singing for secondary schools. Important changes also occurred in other departments. In 1969, separate historical-pedagogical and philological faculties were distinguished from the historical-philological faculty. Historically and pedagogically-trained future historians and social scientists simultaneously studied and also gained access to another specialty: the methodology of educational work (Ostafiychuk, 2010, p. 249).

The proclamation of Ukraine's independence and the development

of national statehood created fundamentally new conditions for the development of the whole system of education, including higher education, and set new qualitative tasks for educators and scientists. It was necessary to create opportunities for the inhabitants of the region to achieve a broader, more profound education at the level of modern world standards, which could only be provided by a classical university. That is why, on initiative and on request of the staff of the educational institution on August 26, 1992, the First President of Ukraine Leonid Kravchuk signed a decree on the creation on the basis of the Ivano-Frankivsk

State Pedagogical Institute of the Vasyl Stefanyk Precarpathian University (Kravchuk, 1992). At that time, the educational institution, due to its scientific potential, became one of the leading Ukrainian educational institutions, with a total of 20 doctors, professors and 181 PhD., associate professors (Ostafiychuk, 2010, p. 253).

Taking into account the significant contribution of the Precarpathian University to the training of highly skilled specialists, the fruitful scientific and scientific and pedagogical work of the collective, on August 21, 2004, in accordance with the Decree of the President of Ukraine No. 958 dated August 21, 2004 and the order of the Ministry of Education and Science of Ukraine No. 718 of September 13 2004 Vasyl Stefanyk Precarpathian University was granted national status (Vitenko, 2011, p. 216).

2 Regional problems of the vocational education teacher training

Fast-moving changes occur in all spheres of life of modern society, with an active development in the latest technologies, an intensification of the complexity of cognitive processes, and an increase in attention to the vocational training of specialists in the modern vocational education system. Educational reform, in particular at the functional level of vocational education, requires the uplifting of a new generation of highly skilled personnel, along with the resolution of challenges in improving the quality of vocational training through mastering the knowledge and skills of the chosen profession.

The modern model for vocational education development is aimed at the formation of a mobile personality capable of independent and effective activity relative to the realities of modern life, as caused by a sharp, diverse combination of political, socio-economic, and other

changes. That is why the education system actively responds to the latest socio-cultural trends, through the constant updating of the content of education and the introduction of new methods in pedagogical circulation, means, and forms of education and training, through the improvement of already well-known and effective approaches. Thus, an effective synthesis of traditions and innovations is created. It is important to highlight a number of reasons for reforming the education system, so as to increase

its effectiveness. The first reason is humanistic: its essence lies in the fact that it is necessary to appreciate each and every person and, as a result, strive to provide each one with the most appropriate education and profession according to the individual's abilities and wishes. The second reason is geopolitical, which reflects the necessity to strengthen society's social structure, as well as the social contracts with its citizens, in order to establish and develop various societies, organizations, firms, and companies that can successfully cooperate, maintain their position, and function competitively in the labour market. The third reason – the strategic one – signifies that it is important to improve the vocational education system in order to ensure productivity and economic prosperity for the future, and that is why it is necessary to teach children how to become productive adults in the here and now.

Vocational education is an integral part of the continuing education system; it ensures the realization of the needs of a person in the mastery of labour professions, specialties, and qualifications, in accordance with the individual's interests, abilities, state of health, and the social order of society and the state. Vocational education is a complex amalgamation of pedagogical, organizational, managerial measures aimed at ensuring the acquisition of knowledge, skills, and abilities by citizens in their chosen fields of professional activity, the development of competence and professionalism, and education in general, along with professional culture. In the overall learning structure, vocational education is an intermediate link between school and higher education (Kourland, 2012, p. 56). The system of vocational education consists of vocational and technical educational institutions, regardless of the forms of ownership and subordination, which carry out activities in the field of vocational education, educational-methodical, scientific-methodical, scientific, educational-production, educational-commercial, publishingprinting, cultural-educational, physical culture, recreational, computing,

and other enterprises, institutions, organizations, and bodies managing them, which carry out or provide for the training of skilled workers (Verkhovna Rada, 2014).

The first step in reform was the development of the National Qualifications Framework (NQF) – a structured description of competences and qualifications aimed at the identification of European qualification system for vocational education output to the global space. There was a

need to develop updated professional standards, to describe the content of qualifications, and, consequently, to amend vocational education law (Cabinet of Ministers of Ukraine, 2011).

In this regard, the Ministry of Education and Science of Ukraine is currently considering the ‘Standard of Higher Education of Ukraine. The first (bachelor’s) level of education branch of knowledge – 01 Education/ Pedagogy, Specialty – 015 Professional Education (by specialization)’, which specifies the general requirements for the volume of the educational program, the list of competencies of the graduate (integral and general competencies), the normative content of the training of higher education graduates, formulated in terms of the results of training, the form of certification of applicants for higher education, and the requirements for the existence of a system of internal quality assurance in higher education, etc. At the same time, the Standard is based on a competent approach and shares the philosophy of defining the requirements for a specialist laid down in the Bologna Process and in the International Project of the European Commission’s ‘Harmonization of Educational Structures in Europe’ (Tuning Educational Structures in Europe, TUNING) (Ministry of Education and Science of Ukraine, 2017, p. 11).

Hence, higher education should provide a fundamental scientific, general cultural, and practical training for specialists. Thus, it is necessary for university students to be both teachers and students concurrently, and this is only possible with the involvement of the entire community of the educational institution. This is probably the most acute challenge for most modern classical universities, as the courses ‘Pedagogy’, ‘Pedagogical Skills’, and ‘Pedagogical Practice’ are considered unnecessary and unprofitable. In this way, students are not able to fully realize their opportunities during the educational process and to fully grasp pedagogical knowledge. This indicates a decline in ideology, a lack

of a sense of duty to their own people, or perhaps a lack of unity with the Ukrainian community.

The state national program for 'Education' foresees the identification of perspective, national and regional needs for the training of workers by profession and levels of qualification for all sectors of the economy, and the development of scientifically-grounded nomenclature for workers' professions and specialties in accordance with new socio-economic, cultural,

and educational needs, in order to optimize the network of vocational educational institutions and other measures that have already been implemented (Cabinet of Ministers of Ukraine, 1993, p. 4). It is necessary also to take into account the fact that most enterprises – factories – in the regions are closed due to 'unprofitability' or claimed for the construction of cottage townships on the land.

Thus, in order to determine the technology for training highly skilled workers in their corresponding professions, it should be noted that the college is an institution of higher education of the second level of accreditation or a structural subdivision of an educational institution of accreditation level III or IV that provides higher education in related fields of training or in several related specialties; technical school (college) is a higher education institution of the first level of accreditation or a structural subdivision of higher educational institutions of the third or fourth level of accreditation, providing higher education in several related specialties (Verkhovna Rada, 2014). The problem is that primarily teachers or masters of production training without higher pedagogic education are engaged in these institutions.

Under the conditions of a market economy, the system of vocational education in the Carpathian region on the basis of its educational institutions could carry out the training of people not working temporarily, improving the skills of workers by agreement with regional state employment services (which are also not very active in this direction).

2.1 Structure and objectives of obtaining Master's Degree in Pedagogy

While vocational schools and colleges belong to the type of institutions of higher education, most of the teaching staff do not have a higher pedagogical education. That is why in 2015, on the basis of the Department of Pedagogy named after Bohdan Stuparika, the state pedagogical university 'Prekarpathian National University', (named after Vasyl Stefanyk)

opened a Master Programm – field (branch) of knowledge 01 – Education, Specialty – 011 ‘Educational, Pedagogical Sciences’ by specialization ‘Pedagogy of High School’. As a result, at the end of the matriculation, students are awarded a qualification: a teacher of universities and higher education. The bachelor’s degree candidates have the right to enter this

specialty. These degree students may be representatives of the adjacent specialties (pedagogical specialties and specialties that have studied pedagogy and have the qualification ‘teacher’ in the diploma), and nonrelated specialties (for example: lawyer, librarian, hotelier, IT engineer, etc.). At the end of the matriculation, all graduates have the opportunity to work in various educational institutions, including vocational education institutions in their specialty as a teacher.

Master’s qualification may be obtained on the basis of a corresponding educational-professional program for specialist training (the normative term of training is determined by the individual program, taking into account the academic difference between the educational and professional program of a specialist and a master’s degree, but cannot exceed one year). The master’s studies educational and professional program includes in-depth basic, humanitarian, psychological, and pedagogical, special, and scientific-practical training. Accordingly, the lists of disciplines that include the masters study specialty consist of several cycles: the normative part (1. The cycle of humanitarian and socio-economic training, 2. The cycle of professional and practical training) and the variation part (3. The cycle of disciplines for the choice of the institution: four cycles of subjects of free choice for the student).

According to the terms of the project Erasmus + ‘ITE-VET 2016–2018: Improving teacher education for applied learning in the field of vocational education’, 574124-EPP-1-2016-1-DE-EPPKA2-CBHE-JP, a number of disciplines aimed at training a specialist for vocational education institutions were introduced into the curriculum of the master program in the field of ‘Educational, pedagogical sciences’ and the number of hours per practical training was increased. The study of these disciplines is aimed at forming a number of competencies for future graduates. Some of them are listed below, for example: Competences to study the discipline ‘Pedagogy of higher education and

pedagogical creativity of the teacher’

Social and personal competences: this is the definition of the scientific

concept, which should be the basis for determining the purpose, content, methods, and organization of training, along with the diagnosis of levels of readiness and the compliance of the person with effective work in the corresponding position or in a specific professional field.

General scientific competencies: this includes personal improvement and the performance of public functions; the execution of a certain set of actions; a professional outlook that is based on a person-centred approach, and assistance in the implementation of individual self-development.

Instrumental competences: this includes the ability to act in a variety of problematic professional and social situation, and the capacity to express written and oral communication in the native language.

Competences to study the discipline 'Modelling of educational and vocational training of a specialist'

Competences of social and personal: this includes the formation of the ability to develop and analyse the model of educational and vocational training for a specialist.

General scientific competencies: this includes the system of normative documentations for the education sphere, the system of higher education standards; the basic principles for constructing a model of educational and professional training for a specialist; the goals of education and training; the training goals in cycles; the peculiarities of the distribution of training cycles in educational disciplines; and the content and structure of an educational professional program for training a specialist.

Instrumental competences: this includes the formation of subject skills.

As a result of this work, a comparative description is given for the curriculum for masters in the specialty 'Educational, Pedagogical Sciences'

on the basis of the Precarpathian National University named after Vasyl Stefanyk, before the beginning of the project and at the final stage of the project. Number of Hours under Educational Plan

(before the start of the project)

– Training Hours Percent

– Pedagogical (Theoretical) – 630 Hours – 23.33%

– Didactic (Applied) – 900 Hours – 33.33%

(under the project)

– Training Hours Percent

– Pedagogical (Theoretical) – 90 Hours – 15%

– Didactic (Applied) – 510 Hours – 85%

Table 1: The total Number of Hours Throughout the Course
as a result of the project

Exams	
Tests	
Credits ECTS	
Total amount	
Total	
Lectures	
Practical	
Laboratory	
Independent work	
Semester 1	4 9 37.5 1125 473 255 210 8 652
Semester 2	9 3 38.5 1155 489 281 172 36 666
Semester 3	4 2 34 1020 112 50 62 – 908
Total	16 14 110 3300 1074 586 444 44 2226
– Training Hours Percent	
– Pedagogical (Theoretical)	– 720 Hours – 21.81%
– Didactic (Applied)	– 1410 Hours – 42.72%

Under the tasks of the Erasmus + project ‘ITE-VET’, namely strengthening the preparation of teachers for work in vocational education institutions, in the draft of the curriculum for 2018–2019, new disciplines were introduced with a total of 600 hours. Among them: ‘Pedagogy and pedagogical creativity of the teacher’, ‘Innovative technologies of education and upbringing’, ‘Modelling of educational and professional training of a specialist in the pedagogical process in Ukraine’, ‘Variational models of training specialists in the system of national education’, ‘Organization of management of educational process’, ‘Pedagogical conflictology’, ‘Training of specialists in the leading countries of the world’. In addition, an increase was provided in the number of hours for practical training, namely, due to the passing of the master’s practice in vocational education institutions, with which contracts were concluded.

2.2 Development of innovative structures for the practical training of professionals at the PNU within the Erasmus + project ITE-VET

Experience demonstrates that, along with the knowledge and skills that students receive while studying at universities, readiness for professional activity is an important component of the characteristics of a future teacher, since only the synthesis of all these qualities is an indicator that allows one to determine the ability to implement a graduate student in

the future profession and in the life of society. Thus, the result of the work of an educational institution in modern conditions should be the reorientation of the educational process in order for students to receive the key competencies necessary for solving life and professional tasks and for living a productive life as an individual project. (Vashenko, 1999, p. 53). However, in any practical scientific activity, it is necessary to express the idea and find a form, embodied in which this idea could be integrated into life and become suitable for use. If this statement is correct in relation to any practical disciplines, it is thus all the more important for higher education pedagogy.

Consequently, the purpose of practical pedagogy is to prepare a professional. However, today in the PNU, there is a reduction of some courses and practices in the training of the specialist; in particular, the principle of the relationship between theory and practice is violated. Graduates of the current higher education institutions at the bachelor level, thus, have sufficient theoretical education but cannot effectively apply their knowledge in practice, as they do not receive proper practical training (10 ECTS).

Within the framework of the project 'Improving teacher education for applied learning in the field of vocational education' (574124-EPP-1-2016-1-DE-EPPKA2-CBHE-JP), the practical training of graduates at the magistracy level was increased in the PNU: – Practical practice – 3 ECTS
– Pedagogical practice – 12 ECTS
– Pre-diploma practice / internship – 15 ECTS.

It is known that the practical training of specialists is an integral part of the educational and professional program for their instruction in higher education, according to industry standards of higher education. This endeavour is aimed at consolidating the theoretical knowledge gained by students during study, the acquisition and improvement of practical skills and abilities, the formation and development of students' ability to make independent decisions in the context of a particular professional situation, the mastery of modern methods and forms of work organization as determined by the educational qualification characteristic, to the preparation of specialists in the corresponding fields of training and specialty.

Also highlighted here are competencies that the future specialists of vocational education institutions in the region must master:

– Social and personal competences: life-long learning; the ability to critique and engage in self-criticism; a tolerance for different ideas; creativity and the ability to think systematically; adaptability and sociability; perseverance in achieving goals; caring for the quality of the work performed; theoretical knowledge and practical skills for graduates who can work in a team at the initial stage of work, understanding social phenomena and demonstrating, at the same time, the ability to solve production problems;

– Instrumental competences: the general cultural training of a specialist; the formation of humanity in the person as the basis for their comprehensive development; the formation of their civil position; their ability to take responsible actions; cooperation with other people, which will lead to the integration of society; the ability to act in a variety of challenging professional and social situations; the continuous and consistent acquisition of students with the necessary practical knowledge and skills that will facilitate their further professional growth and career;

– General scientific competences: the application of advanced training of specialists, taking into account predictable trends in the labourmarket; perspective directions in university training; the relationship of the fundamental orientation of training relative to professional activity and the close connection with practice; professional orientation and the student's attitude to the profession, future activities; motivational activity.

A more difficult task of practical pedagogy is the education of a professional integrity. The specialist's integrity must be an integral part of such a concept as professionalism. Professional education institutions of a new type such as higher vocational schools, professional lyceums, and colleges should help to resolve this issue: Thus, the primary task of modern professional pedagogy is to develop the content of education for these institutions. Incidentally, the National State Program 'Education' ('Ukraine XXI Century') also maintains the same requirements. (Cabinet of Ministers of Ukraine, 1993).

Currently, vocational education in Ukraine is an industry that has been forgotten by state powers and local deputies. In fact, abandoned to their own devices, tortured by lawsuits for gas and heat debts, and permanently under-funded, vocational institutions are only interested in

power as a source of communal property for the sale of land (Voitovych, 2017). Another difficulty facing educational institutions financed from the regional budget for the first time in history is the lack of financing of utility payments – for water, electricity, heating – because the authorities believe that they themselves have to earn money and pay for consumed energy. Yet, this is a protected budget article, and the funds should be directed from the region's budget, not from companies, firms, or public educational institutions. There is no such 'experiment' in any region of Ukraine.

There is also no concrete rescue and upgrading program for vocational schools. These problems have led to the situation where the modern vocational training institutions fulfil only 70% of the regional order for labour training, and the absence of PES students has led to the redundancy of teachers and masters of production training, which has then affected the initial production process (Voitovych, 2017).

The system of higher education is developing today in the context of market transformations, so it becomes possible and necessary to apply to its functioning some economic categories such as 'market', 'commodity', 'demand', 'supply', 'competition', 'competitiveness', 'marketing'. Among the diverse demands of the market economy, most relevant

are the needs of intellectual, cultural, physical, moral development, and self-realization of the individual, as well as the needs of individual enterprises, organizations, and society as a whole in highly skilled labour, in the accumulation and use of scientific, technical, and cultural potential (Knodel, 2006, pp. 38–54). One of the most important criteria in the activity of the higher education institution is the quality of the graduate, a future specialist. In this case, it is precisely this product of the university's activity that is considered, though it is not the only one.

The number of universities in the Carpathian region that provide educational services, methodological, scientific, and technical products is quite large. However, none of them at the professional level prepare future specialists for work in the vocational educational institutions. Thus, in the PNU, within the framework of the project 'ITE-VET', to ensure closer cooperation with the institutions of vocational education, agreements were signed with new bases of practice, such as: the Higher Vocational Technical School of Service Technique and College of Restaurant Service and Tourism (National University of Food Technology).

An integral part of the process of training specialists in higher education institutions is the practical training of students. The purpose is to provide students with a mastery of modern methods, organizational forms, and work instruments in the field of their future professional activities, so as to form their professional skills and capacities for independent decision-making during specific work in real market and production conditions and develop their training needs so as to systematically renew their knowledge and creatively apply them in practice. It is also vital that these students acquire relevant competencies, in particular: social and personal competences: the understanding and perception of ethical norms of behaviour in relation to other people and in relation to nature (principles of bioethics); the ability to critique and engage in self-criticism; creativity; the ability to think systematically; adaptability and sociability; perseverance in the achieving of goals; caring for the quality of work performed; instrumental competence: skills in working with students; information management skills; professional competencies: the ability to carry out a theoretical analysis of a pedagogical problem; the capacity to offer and substantiate hypotheses based on theoretical and methodological analysis; the aptitude to compile the program, and develop and use methodological tools.

The technology of conveying educational practices involves mastering the system of skills of a specific discipline. For this purpose, the academic group is divided into subgroups, distributed by designated general educational institutions, supervised in such practices by professional methodologists, and teachers in the departments of pedagogy and psychology. In most cases, the training of the subject is organized after the students have mastered the necessary theoretical material.

A working plan for the student of industrial practice is drawn up on the basis of the curriculum and a typical program of practice. It specifies all types of work, the time required for their execution, the manager, and the place of their execution. The list of works is selected in such a way that students have the opportunity to constructively utilize the experience they acquired during theoretical studies, the implementation of laboratory and practical work, and training practices.

The tasks of practical training are the formation of skills and abilities in relation to the implementation of labour and production processes in general, the development of the professional abilities of students,

the acquisition of experience in effectively solving industrial situations, as well as the collection of factual material for the implementation of coursework, diploma papers, and projects. During this practice, students must learn to perform actions and operations quickly and accurately, demonstrate well-coordinated actions, and skilfully concentrate their efforts. Such results are achieved with the correct, logical, and scientifically substantiated system of practical tasks and exercises that are rigorously performed by students-practitioners.

After the end of the course, students submit written reports, diaries, specifications, etc. for review by a practice leader from an educational institution.

The report should contain information on the implementation of the program of practice, individual tasks, a section on occupational safety issues, conclusions and proposals, as well as a list of studied literature.

A report is prepared for the requirements of a single standard of documentation.

The pre-diploma production practice has a deeper task. First, this is the study of ways to organize work in a particular enterprise; mastering the skills of organizational work; generalization and consolidation of professional skills; familiarization with the economy of a particular

production; the selection of the actual material for the completion of the thesis or project. During this period, students also study the problems associated with the material incentive work of the workers concerned, the economic feasibility of producing a particular product at a particular enterprise, increasing labour productivity, environmental safety of production, etc.

In addition, the educational institution conducts the final conferences on the results of the pre-diploma practice, inviting managers and specialists from the basic organizations to participate. The purpose of such conferences is the exchange of experience, the development of measures to improve the practical training of future teacher educators, and the opportunity to contact with employers for the purpose of future employment masters.

The modern model of competitiveness should include the following primary characteristics: the value of goals and value orientations, diligence, a creative attitude towards business, the ability to take risks, an independence in decision making, leadership abilities, the capacity for continuous self-development, a desire for professional growth, an

aspiration for a high quality for the final product, and a resistance to stress (Romanovska, 2015).

In accordance with Article 30 of the Law of Ukraine 'On Education' Vasyl Stefanyk Precarpathian National University, as well as other higher educational institutions of Ukraine, prepares graduates for the following educational levels: bachelor's and master's degrees.

Taking into account that colleges and vocational schools belong to the type of institutions of higher education, most of the representatives on the teaching staff do not have a higher pedagogical education, which can be obtained for the branch 01 'Education' by the specialty 'Educational, Pedagogical Sciences'.

3 Conclusion

Since the students of all structural units may study the specialty 'Educational, pedagogical sciences', there is a problem of unpreparedness for future masters to work with students during the educational process. In preparation for the bachelors, not all specialties study the course

'Pedagogy', 'Pedagogical skills', and not all undergo pedagogical practice.

That is why, in order to increase the effectiveness of teacher training, the proposition was posited to introduce in all structural subdivisions that students pass the 3–4 courses of pedagogical and industrial practice, studying the courses for pedagogical direction – 'Pedagogy', 'Pedagogical skill of a teacher (teacher)', 'Pedagogical conflictology', 'Modelling educational and vocational training of a specialist', etc., so as to involve educational collectives in general educational institutions, colleges, and higher educational establishments in cooperation with higher educational institutions for vocational guidance work. In order to increase the training of specialists, teachers with non-pedagogical education (engineering, technical directions, etc.) are required to finish the master's degree in the specialty 'Educational, pedagogical sciences'.

Thus, as four years of experience has demonstrated, the specialty 'Educational, Pedagogical Sciences', a new form of practical orientation for the training of future professionals of vocational education at the Precarpathian National University, includes the coverage of psychological and pedagogical courses in a professional context, the participation of students in various types of practical training, which provides an opportunity to become acquainted with the specifics of the activities of the program, gaining experience and applying pedagogical skills (of 61

graduates, 50 were employed, namely in vocational education institutions; two found positions as psychologists, 17 became history teachers or physical education instructors, 10 became production training assistants, and five became social pedagogues).

At the same time, there are problems with the preparation of masters in the specialty 'Educational, Pedagogical Sciences', in particular:

1. An increase in the duration of independent work: master students spend about 75% of their time on specialized master's training.
2. A high degree of individualization of training.
3. A high level of preparation of research work, for which students are practically unprepared (virtually no training is taught in the discipline 'Pedagogical principles of scientific research' in the preparation of bachelors studies, so students do not orient to the stages of scientific work). While training specialists at the present stage, there is more to address regarding the market, which is characterized by exceeding supply on demand, especially for technical specialties. To a large extent, the conditions are dictated by 'buyers', namely, applicants and students, reinforcing their influence on the quality of educational services and, ultimately, on the whole potential of the university. Thus, the speciality departments are compelled to compete with each other for applicants, funds, materials, technical resources, information resources, and scientific and pedagogical workers, as well as with enterprises offering jobs to graduates of schools and other educational institutions, which makes them sensitive to demands and quickly adaptive to changes in the market conditions.

However, due to the radical socio-economic transformations in the country, the gap between demand and supply is greater than ever. As for active prediction of needs in the results of higher education, the tendency towards inconsistency in the pace of training scientific and engineering staff relative to the pace of scientific and technological progress continues to occur to this day.

Thus, practical training for effective work in vocational education institutions in the region is an integral part of the professional training of a future specialist. After all, the didactic-educational process is nothing but the realization of the goal through the tasks via different methods, in different organizational conditions, using a variety teaching methods, and the content of the training corresponding to the tasks.

Consequently, the fundamental changes that are taking place in the education system of Ukraine require the formation of a new approach to the training of specialists, which will provide not only the necessary level of education, but also the development of professional abilities, the formation of autonomy, non-standard thinking, dynamism in decisionmaking, and the ability to implement said decisions in future professional activity. **Literature**

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