ARTIGO

PROFESSIONAL COMPETENCE DEVELOPMENT OF FUTURE PROFESSIONALS IN VOCATIONAL EDUCATION FOR THE LABOUR MARKET

DESARROLLO DE COMPETENCIAS PROFESIONALES DE FUTUROS PROFESIONALES EN EDUCACIÓN VOCACIONAL PARA EL MERCADO LABORAL

DESENVOLVIMENTO DE COMPETÊNCIAS PROFISSIONAIS DE FUTUROS PROFISSIONAIS EM EDUCAÇÃO PROFISSIONAL PARA O MERCADO DE TRABALHO

Olha Luchaninova
National Metallurgical Academy of Ukraine, Dnipro – Ucrânia

Lidiia Markina
Dnipropetrovsk State University of Internal Affairs, Dnipro – Ucrânia

Yevheniia Kovalenko-Marchenkova
Prydniprovs'ka State Academy of Civil Engineering and Architecture – Ucrânia

Yaroslav Zhovnirchyk
National Aviation University – Ucrânia

Dmytro Mishchenko
University of Customs and Finance – Ucrânia

Abstract: The article analyzes the development of professional competence of future specialists in vocational education. The so-called syllabus as a component of the educational training program, a kind of itinerary for students to study the discipline, is offered to future professionals in vocational education for future challenges in the labor market. Based on the principle of student-centricity, teachers share responsibility for gaining professional competencies with students who act as customers when choosing disciplines. The sequence of the proposed educational steps in the syllabus involves the interaction of the teacher with the students, the actions of the teacher as a tutor, reflective analysis of students in the independent preparation and performance of creative tasks. The article presents syllabus with the list of recommended literature, questions for the final control of future specialists' knowledge in the form of conversation, topics of abstract tasks, individual tasks assessment, questions for self-control, technological map of the discipline, information and methodological support of the discipline.

Revista Práxis Educacional, Vitória da Conquista – Bahia – Brasil, v. 16, n. 37, p. 203-223, Edição Especial, 2020.

203

Keywords: professional competence, labor market, future professionals, syllabus, vocational education.

Resumen: El artículo analiza el desarrollo de la competencia profesional de futuros especialistas en educación vocacional. El llamado programa de estudios como componente del programa de capacitación educativa, una especie de itinerario para que los estudiantes estudien la disciplina, se ofrece a los futuros profesionales en educación vocacional para futuros desafíos en el mercado laboral. Basado en el principio de centrarse en los estudiantes, los maestros comparten la responsabilidad de adquirir competencias profesionales con los estudiantes que actúan como clientes al elegir las disciplinas. La secuencia de los pasos educativos propuestos en el plan de estudios implica la interacción del profesor con los alumnos, las acciones del profesor como tutor, el análisis reflexivo de los alumnos en la preparación independiente y la realización de tareas creativas. El artículo presenta un plan de estudios con la lista de literatura recomendada, preguntas para el control final del conocimiento de futuros especialistas en forma de conversación, temas de tareas abstractas, evaluación de tareas individuales, preguntas para el autocontrol, mapa tecnológico de la disciplina, información y Apoyo metodológico de la disciplina.

Palabras clave: competencia profesional, mercado laboral, futuros profesionales, plan de estudios, educación vocacional.

Resumo: O artigo analisa o desenvolvimento da competência profissional de futuros especialistas em educação profissional. O chamado currículo como componente do programa de treinamento educacional, uma espécie de itinerário para os alunos estudarem a disciplina, é oferecido aos futuros profissionais do ensino profissional para futuros desafios no mercado de trabalho. Com base no princípio da centralização no aluno, os professores compartilham a responsabilidade de obter competências profissionais com os alunos que atuam como clientes na escolha de disciplinas. A sequência das etapas educacionais propostas nos conteúdos programáticos envolve a interação do professor com os alunos, as ações do professor como tutor, análise reflexiva dos alunos na preparação e execução independentes de tarefas criativas. O artigo apresenta o plano de estudos com a lista de literatura recomendada, questões para o controle final do conhecimento de futuros especialistas em forma de conversação, tópicos de tarefas abstratas, avaliação de tarefas individuais, questões para autocontrole, mapa tecnológico da disciplina, informações e suporte metodológico da disciplina.

Palavras-chave: competência profissional, mercado de trabalho, futuros profissionais, currículo, ensino profissional.

Introduction

Higher education institutions of Ukraine are included in the international educational field. The role, purpose and means of learning are changing - not so to teach the profession, that is, to develop professional competences, how to teach a student to live in the modern world, to have practical skills for further successful life, to find himself in the future. And for

Revista Práxis Educacional, Vitória da Conquista – Bahia – Brasil, v. 16, n. 37, p. 203-223, Edição Especial, 2020.

204

that we need to develop more soft-skills. At present, there is an interaction of these two positions in the professional training of future specialists.

In higher education, a number of contradictions have arisen regarding this problem: between the need for teaching staff in the system of vocational education and the real capabilities of the system of training engineering and teaching staff; between the structure of working professions in the labor market and the list of profiles of engineering and pedagogical training; the requirements of society for the modern teacher of vocational education and the state of its preparation in the system of engineering and pedagogical education, etc.

Professional institutions of Ukraine are waiting for highly qualified teachers-educators, who should train and educate a new generation of specialists of modern high-performance metallurgical equipment in mechanical engineering. New forms of production organization are complicating the learning process due to the considerable expansion of the volume of educational material and differentiation of its topics.

Today, every institution of higher education in Ukraine should create such a comfortable educational environment in which future professionals will be created all the conditions for learning, displaying their abilities. The time has come for new technologies not only for teaching but also for teachers' self-development.

Universities in Europe are looking for new approaches to effective student learning. Yes, an example is the metaver – the ideology of new education. It is replacing institutions of education and training that cannot work effectively in the new reality of the information society. The ideology of new education involves the confluence of education, research and management; blurring the boundaries between education and business; borrowing best practices in business and venture economics; lifelong education; embedding education in the game paradigm; a return to the idea of a medieval university; intertwining in the formation of tracks of knowledge, competence and bodily practices; personal competency cards; formation of different types of thinking and ability to combine them; asynchronous education that allows motivated students to study for 2 years and for others – for 6 years. Transition to a network of students, teachers, tutors, experts. The metaver is a communication space, a set of technologies, it is the people who create these technologies (Metaver, 2012).

The goal of the investigation is to reveal the role of Syllabus in the development of professional competence of future specialists in vocational education.

Revista Práxis Educacional, Vitória da Conquista – Bahia – Brasil, v. 16, n. 37, p. 203-223, Edição Especial, 2020.

205

Contribution of this paper to the literature

The educational strategy of the 21st century envisages: adaptation of education to the culture of the regions; institutional approaches to integrating values and opportunities for sustainable development; short-term courses for teachers; electronic training courses; bachelor's and master's programs; conferences as the main forum for spreading advances in the evolution of pedagogical thinking in the development of future professionals; involvement of the concept of sustainable development in the functioning of the HEA itself, etc. (European Experience, 2016).

Undoubtedly, it is "engineers who will play a key role in partnering with others in the development of a sustainable future" (European Experience 2016). This means that future professionals are responsible for long-term projects and programs. Today it is time to ensure the development of STEM competences of students (ability and willingness to solve complex problems (problems), critical thinking, creativity, cognitive flexibility, collaboration, management, innovation). Teachers should cooperate with each other to build interdisciplinary connections in the educational process and to develop students' complex problem solving skills, in particular, using the STEM approach (Luchaninova, 2019).

Ukraine supports the educational policy of the developed countries, in which young people, in the majority, seek creative and independent thinking, in terms of professional training of future specialists. OECD in the " Skills for Social Progress " report. The Power of Social and Emotional Skills "Emphasizes a Wide Range of Competencies and So-called Soft Skills to Prepare Students for Future Challenges in the Labor Market" (EOCD, 2015).

Higher education institutions today have a moral responsibility to raise awareness, knowledge, skills and values needed to create a just and sustainable future (European Experience, 2016).

Today, scientists draw attention to a wide range of issues and challenges related to the development of students' professional competencies and soft skills:european standards for social protection of internally displaced persons (Borychenko, K., Hudz, A., Koval, V., Golubkova, I., Mazur, A., 2019; human capital development in ukrainian education system by means of language integrated teaching (Bodnar, S., Mirkovich, S., Koval, V., 2019); social marketing in public administration of social service institutions. (Bukanov H., Kolesnyk A., Tashkinova O., Kotlubai V., Koval V.) (2019);the key innovations in career guidance on labour (Drobnic, Y., 2019); communicative competences in enhancing of regional

Revista Práxis Educacional, Vitória da Conquista – Bahia – Brasil, v. 16, n. 37, p. 203-223, Edição Especial, 2020.

206

competitiveness in the labour market. (Koval, V., Polyezhayev, Y., Bezkhlibna, A., 2018); analysis of environmental factors' effect on the development of tourism. (Koval, V., Mykhno, Y., Antonova, I., Plekhanov, D., Bondar, V. , 2019); the supranational and national level of global value chain management (Koval, V., Duginets, G., Plekhanova, O., Antonov, A., Petrova, M. , 2019); marketing of ukrainian higher educational institutions representation based on modeling of webometrics ranking. (Kvitka, S., Starushenko, G., Koval, V., Deforzh, H., Prokopenko, O., 2019); implementation of regulatory policy in economic activity and state economic security (Koval, V., Pukała, R., 2017; Nazarova et al., 2019); Stem-education in Ukraine: new approaches, opportunities and problems of stem-learning (Luchaninova O., 2019); formation of analytical and informational competence of future teachers in the process of professional training (Luchaninova O., 2019); means of future economists' professional self-development in the educational process of foreign language studying (Mushynska, N., 2018); transformation of cycles of state regulation in international trade (Prystupa l., Koval, V, Kvach, I. and Hrymalyuk, A., 2019); psychological influence of modern mass media on formation of gender stereotypes (Shamilishvili, G., 2019).

Theoretical Background And Research Question

Here are some of the challenges for future professionals in vocational education today: narrow skills in the profession, low prestige; knowledge base: aging disciplines and learning technologies, innovation analysis, exponential knowledge growth. In time: student-leader, communicator, student - permanent student, liberally educated, intellectually inspired, professionally trained, personally managed; knowledge base is multidisciplinary.

How to achieve these educational tasks? First of all, it is the student, his curriculum and technology in the hands of students. This will make higher education accessible and effective.

Scientists are beginning to say that no problem can be solved with the same consciousness that created it. Only a new consciousness of the innovative thinking student will change the world. No need to learn technology. Students need to be trained in creating technology. And Today, innovation is a way of thinking, not just using technological gadgets (3 trends, 2012).

Revista Práxis Educacional, Vitória da Conquista – Bahia – Brasil, v. 16, n. 37, p. 203-223, Edição Especial, 2020.

207

We offer future vocational education professionals the so-called syllabus as a component of the educational training program, a kind of route map for students to study the discipline. Syllabus helps regulate students' educational activities.

Today there is no permanent form for syllabuses. Each institution of higher education adopts its form and content. On the basis of the Chair of Engineering Pedagogy of the National Metallurgical Academy of Ukraine, from 2018, the testing of syllabuses for educational disciplines began. We offer a syllabus variant for the discipline "Pedagogy" within the educational program of specialization 015 - Vocational education.

Teachers of the department carefully study the requirements of the labor market. We view the labor market as a pedagogical category. There is a person at the center of market relations. After all, it is the source and engine of all processes in the labor market. Vocational schools are essentially mediators between the client (student) and the consumer (potential employer). This circumstance encourages higher education institutions to search for new forms and methods of knowledge transfer, new content and structure of vocational training.

Table 1. Application of knowledge and understanding and formation of judgments (for students with professional education)

Application of knowledge and understanding .	simulate the process of professional-pedagogical communication; establish communication ties in the team; use IT resources for educational process organization
	determine the nature and causes of interpersonal and group conflicts in industrial and academic situations, identify strategies to solve them; apply techniques of persuasion, suggestion, emotional contamination
	conduct psycho-pedagogical diagnosis of motivational, cognitive, emotional areas of students, make computer processing of results of pedagogical research.
Formation of judgments	implementation of creative elements, innovative pedagogical technologies for production and pedagogic problem solving
	use of scientific knowledge in dynamic situations in production or in professional education field

Based on the principle of student-centricity, teachers share responsibility for gaining professional competencies with students who act as customers when choosing disciplines. The sequence of the proposed educational steps in the syllabus involves the interaction of the teacher with the students, the actions of the teacher as a tutor, reflective analysis of students in the independent preparation and performance of creative tasks. The syllabus, or syllabus, has

Revista Práxis Educacional, Vitória da Conquista – Bahia – Brasil, v. 16, n. 37, p. 203-223, Edição Especial, 2020.

208

a technological map as a system of motivational messages about the order of study of the discipline.

Previously, this document was only accessible to the teacher, today it is a document that regulates the interaction of the teacher and students, allows the latter to familiarize themselves with the competences and tasks, to decide how important this discipline is in their professional preparation. The teacher creates a syllabus in an accessible language, clearly sets the tasks and goals, requirements for the student who must accept them and adhere to them, the document has both general information and details about the tasks and terms of their completion.

Our proposed syllabus in the discipline "Pedagogy" has the following sections: characteristic of the discipline, content of the discipline (description of lectures and practical classes), a list of recommended literature, questions for the final control of students' knowledge in the form of conversation, topics of abstract tasks, individual tasks assessment, questions for self-control, technological map of the discipline, information and methodological support of the discipline.

The author of the syllabus is constantly reviewing it, improving it according to the requirements of the labor market.

We offer separate sections of the syllabus in the discipline "Pedagogy".

Educational discipline "Pedagogy" is normative and is included in the humanities cycle of disciplines of higher education institution in the preparation of bachelors.

General competences: the ability of students to understand the nature, patterns, tendencies and perspectives of the development of the pedagogical process (education) as a means of human development throughout life.

As a result of studying the discipline occurs:

- formation of professional competence of the student (knowledge and practical skills) for understanding the basic methods of scientific and pedagogical research, peculiarities of their use; familiarization with the forms and methods of teaching and upbringing; the means of forming psychological and pedagogical prerequisites for the active, creative attitude of the student to the development of the qualities necessary for the future specialist;

- formation of a system of knowledge and understanding of the laws, principles and methods of education and training;

- formation of knowledge about pedagogical technologies of training and education;

Revista Práxis Educacional, Vitória da Conquista – Bahia – Brasil, v. 16, n. 37, p. 203-223, Edição Especial, 2020.

209

- developing skills to find information on pedagogical conflict resolution;

- formation of skills it is expedient to use methods and means of pedagogical interaction in each specific situation of education and training;

- formation of ability to possess modern and effective methods of organization of educational process and personal development;

- forming the ability to make decisions in non-standard situations and the willingness to be responsible for them;

- developing the ability to use pedagogical technologies in the process of education and upbringing.

- the ability to effectively formulate a communication strategy, carry out business communication and communicate clearly and unequivocally professional knowledge, substantiating and generalizing information for professionals and the general public.

Success Criteria: Receive positive grades when completing exam papers.

Means of diagnostics: For the discipline of "Pedagogy" the means of diagnostics of knowledge (success of training) are: presentations of results of completed tasks, control questions, test tasks, examination tickets (set of exam papers).

Communication with other disciplines: in the discipline structure of the humanities cycle, Pedagogy has links with other disciplines of this cycle. Preliminary mastery of the discipline "Psychology of personality" (under the program of bachelor's education).

1. Contents of the course

Module 1. Pedagogy as the science of human education

Topic 1. The subject and tasks of pedagogy. Methods of scientific-pedagogical research (2 hours).

The place and role of pedagogical science in the system of socio-economic development of Ukraine. Humanistic orientation of the educational process in higher education. Pedagogy as the science of human education. Object, subject and functions of pedagogy. History of pedagogy. Relationship of pedagogy with other sciences. The structure of science of pedagogy.

Revista Práxis Educacional, Vitória da Conquista – Bahia – Brasil, v. 16, n. 37, p. 203-223, Edição Especial, 2020.

210

Method, technique of scientific and pedagogical research. Sociological methods of research. Testing, projective methods. Mathematical methods. The logic of psychological and pedagogical research.

Topic 2. Problems of development, formation and education of personality (2 hours)

The concept of personality, its development and formation. The role of heredity, environment and activity in the development of personality. Relationship of external and internal conditions of development. The essence, content of the process of education, its structure. Internal contradictions as the driving forces of development. Education, training and personal development.

The problem of age-related periodization. Age periods of personality development. Age crisis. Individual characteristics of students.

Topic 3. The essence, content of the process of education. History of pedagogical thought development in Ukraine (2 hours)

The upbringing process, its structure and driving forces. The purpose and tasks of education. Patterns of education. Principles of education. History of pedagogical thought development in Ukraine. Pedagogical views of G. Skovoroda, teachers of Kyiv-Mohyla Academy, K. Ushynskyi, V. Sukhomlinskyi, etc.

Topic 4. Methods of education. The essence of education as a pedagogical process (2 hours)

The concept of methods of education. System of methods of education. The essence of methods of education, requirements for them. Methods of pedagogical influence. Creative techniques. Braking techniques of pedagogical influence.

Module 2 Higher education as a specific process of personality development and formation

Topic 5. Educational communication. Conflict situations in pedagogical communication (2 hours)

Pedagogical communication in the structure of teacher's activity. Technology of pedagogical communication. Communicative problem and stages of its solution. Stages of pedagogical communication and technology of their realization. Educational communication styles and their technology.

Topic 6. Formation of student team. Organization of self-education of students (2 hours)

The concept of the student team. Student government. Leadership. The role of self-education in students' lives.

Topic 7. The essence and basic principles of pedagogical technologies (2 hours)

Revista Práxis Educacional, Vitória da Conquista – Bahia – Brasil, v. 16, n. 37, p. 203-223, Edição Especial, 2020.

211

Classification of educational technologies. The relevance of the choice of educational technologies in modern Ukraine.

Topic 8. The main features of traditional and innovative educational and teaching technologies (2 hours)

Traditional pedagogical technology (conceptual provisions, features of content and methods). Innovative technology. Main features and features.

Module 3 Pedagogical technologies in higher education

Topic 9. Collective Learning and Group Technologies. Forms of training organization (2 hours)

From the history of the issue. Topicality and methodology of collective ways of learning. Group learning technology. Comparative analysis of collective and group ways of learning.

Topic 10. Game Technology (2 hours)

The origin and socio-pedagogical significance of the game. Game Theories. Play as a method of teaching (the value of pedagogical play, the basic functions of games). Game motives and organization of games.

Topic 11. Systems of developmental educational training aimed at the development of creative abilities of the individual (2 hours)

School of creativity IP Volkov. Theory of solving the inventive problems of GSAlschuller. The collective creative education of IP Ivanov. Goal accents, conceptual positions, features of techniques.

Topic 12. Computer and Information Technology

Conceptual provisions. Content Features. Features of techniques. Computer training at a university.

2. Practical Activities

Topic 1 Basic directions of education (2 hours)

National patriotic education. Spiritual and moral education. Labor education. Ecological education. Civic education and more.

Topic 2 Methods of education (2 hours)

Methods of formation of personality consciousness. Methods of organization of activity and formation of experience of social behavior. Methods of stimulating positive behavior and activity of pupils. Methods of control and analysis of the efficiency of the educational process.

Revista Práxis Educacional, Vitória da Conquista – Bahia – Brasil, v. 16, n. 37, p. 203-223, Edição Especial, 2020.

212

Topic 3 Methods of pedagogical influence (2 hours)

Pedagogical optimism; respect for the pet; understanding the mental state of the student; disclosure of the motives and external circumstances of the actions performed; interest in the fate of the pet.

Theme 4 Innovative Teaching Technologies (2 hours)

Brain storm. Case method. Communication game.

Topic 5 Innovative Teaching Technology (2 hours)

Coaching in education. Training.

Topic 6 Innovative Teaching Technology (2 hours)

Method 7 hats. Pop method.

Topic 7 Collective Learning and Group Technologies. Game technologies. Presentation (2 hours)

Microphone. An unfinished sentence. Jigsaw. Model of learning in the game, four stages: orientation (introducing the student to the topic, familiarization with the rules of the game, an overview of its course); preparation for the game (familiarization with the game scenario, definition of game tasks, roles, approximate ways of solving the problem); the main part - conducting the game; discussion.

Topic 8 Developmental training on the development of the individual's creative abilities (2 hours)

A new didactic concept of the 1960s. elementary education aimed at the overall development of children. According to this concept, the new system of principles is focused on achieving the optimum level of general development of pupils, which is undoubtedly connected with the proper academic achievement. Principles: the principle of learning at a high level of complexity; the principle of learning at a fast pace; the principle of the leading role of theoretical knowledge. It focuses on focusing on the theoretical understanding of phenomena, the identification of their intrinsic essential links; the principle of students' awareness of the learning process. This principle implies students' awareness of the actions and operations through which the learning process takes place, which is a prerequisite for understanding the learning material; the principle of purposeful and systematic work for the development of all students.

3. Questions to the Final Control of Students 'Knowledge Knowledge

1. Discover the essence of the process of education.

Revista Práxis Educacional, Vitória da Conquista – Bahia – Brasil, v. 16, n. 37, p. 203-223, Edição Especial, 2020.

213

2. Explain the impact of upbringing on the development of a pet's personality as a difficult organized unstable system.

3. What external and internal contradictions are the driving forces behind the upbringing process?

4. Justify self-education as the highest form of personality development.

5. Discover the current problems of the modern educational process

6. Expand the essence of the concept of "regularity" and "principle" of education.

7. Describe the main patterns of education.

8. Identify the main sources of upbringing.

9. What are the principles of national education?

10. What underlies the concept of "educate a citizen"?

11. The main tasks of civic education in an educational institution.

12. How is civic education carried out in the learning process?

13. What is the meaning of the civic education process?

14. How to understand the concept of "moral and aesthetic education"?

15. What personal qualities are formed in the process of moral and aesthetic education?

16. What external and internal factors influence the effectiveness of formation of moral and aesthetic qualities of the individual?

17. The main ways of moral and aesthetic education of young people.

18. Expand the components of the content of labor and environmental education.

19. What is the personal orientation of labor and environmental education?

20. Form your vision for the modern formation of the personality of the individual, his ecological culture in the learning process.

21. Identify the role and place of parents, community organizations in youth labor and environmental education.

22. Justify, by specific examples, the interdependence of different methods of education.

23. Explore upbringing and self-education as a coherent system that, in combination of components, creates a systemic property.

24. Considering which starting points does a strategy require in organizing a person's life?

Revista Práxis Educacional, Vitória da Conquista – Bahia – Brasil, v. 16, n. 37, p. 203-223, Edição Especial, 2020.

214

25. Analyze methods of upbringing aimed at assimilation of eternal values by the pupil.

26. What is the systemic nature of the educational process?

27. By what criteria and how do educational forms differ?

28. What is meant by the complex nature of the preparation and conduct of forms of the educational process?

29. What is an educational matter?

30. Identify the functions, structure and characteristics of the team.

31. What are the main stages in the development of the team?

32. What are the causes of the relationship between the individual and the team?

33. What is pedagogical management of the team?

34. Play is a form of socialization. How do you understand this?

35. What are the classifications of game types you know?

36. The place and role of game technology in the educational process of higher education.

37. Compare the advantages and disadvantages of gaming technology with the training technologies you know.

38. Expand the features of the interaction of social and biological development of the individual?

39. Identify and characterize the driving forces of personality development.

40. What features characterize a person as a person?

41. What are the individual characteristics of the behavior and personal development of students of different age groups?

42. Expand the steps in the structure of the process of education.

43. Name the internal and external contradictions that arise in the process of education.

44. Describe the features of experimentation in pedagogy and psychology.

45. In what areas of pedagogical science is it possible to use a formative experiment?

46. Describe sociological research methods.

47. When did pedagogy stand out as a separate science?

48. Expand the role of pedagogy as a science in the system of socio-economic development of Ukraine.

49. Discover innovative pedagogical technologies.

Revista Práxis Educacional, Vitória da Conquista – Bahia – Brasil, v. 16, n. 37, p. 203-223, Edição Especial, 2020.

215

50. What is life experience and life experience?

4. Questions for Self-Control

1. What is the specificity of research methods in pedagogy in comparison with the natural sciences?

2. What ethical issues arise when using the observation method?

3. Describe the features of the experiment in pedagogy and psychology.

4. In what areas of pedagogical science can a formative experiment be used?

5. Describe sociological research methods.

6. When did pedagogy stand out as a separate science?

7. Expand the role of pedagogy as a science in the system of socio-economic development of Ukraine.

8. Find out the differences between the concepts of "man", "individual", "personality", "personality".

9. What are the peculiarities of interaction between social and biological development of the individual?

10. Identify and characterize the driving forces of personality development.

11. What features characterize a person as a person?

12. What are the individual characteristics of the behavior and personal development of students of different age groups?

13. Expand the steps in the structure of the process of education.

14. Name the internal and external contradictions that arise in the process of education.

15. To make a synopsis on the topic: "The main features of traditional and innovative teaching technologies"

16. To prepare an essay on the subject (optional): "Traditional learning technologies and their application in higher education", "Innovative learning technologies and their features".

17. Define the terms "educational discussion", "laboratory method", "situational method", "story", "illustration" are…

Bank of sentence endings:

a) a monological presentation of educational material, which is not interrupted by questions and contains mostly factual materials - introduction, story, conclusion;

Revista Práxis Educacional, Vitória da Conquista – Bahia – Brasil, v. 16, n. 37, p. 203-223, Edição Especial, 2020.

216

b) it is an exchange of views on a specific topic;

c) it is the display and perception of objects, processes, phenomena in their image by means of posters, cards, portraits, drawings, schemes, modern TKN;

d) a method used by teachers to stimulate motivation to stimulate learning motivation using different conflict and problem situations;

e) independent carrying out of experiments, researches by pupils, gives the opportunity to acquire skills and skills, handling of equipment, provides favorable conditions for the formation of practical skills.

18. Research activities on the development of optimal didactic conditions that ensure the maximum realization of students' creative potential are:

a) innovative technologies; b) traditional technologies; c) innovative processes; d) design of pedagogical technologies5.

Modern pedagogical technologies include:

a) Sociodrama; b) demonstration; c) brainstorming; d) Internet; e) laboratory work; f) exercise.

19. Related concepts: "Role Play", "Storytelling", "Dispute", "Work with the Book", "Coaching", "Business Game", "Exercise", "Lecture", "Sociodrama", "Training", " Projects "," Practical Work "," Psychodrama "," Internet "," Heuristic Learning "," Brainstorming "," Laboratory Work "," Lecture "," Computer Program "," Socratic Dialogue "with Traditional and Innovative learning technologies.

20. What are the signs of teamwork.

21. Justify the main purpose of technology of group activity.

22. What are some of the ways you organize your groups?

23. Discover the essence of group learning technology.

24. Describe the functions of group student activity.

25. What is the peculiarity of the work of students in a group with a common purpose and with the same purpose?

26. Define the concept of "game".

27. Why is the term "game" a multidimensional concept?

28. What personality traits can the game develop?

29. Play is a form of socialization. How do you understand this?

30. What kind of game type classifications do you know?

31. The place and role of game technology in the educational process of high school.

Revista Práxis Educacional, Vitória da Conquista – Bahia – Brasil, v. 16, n. 37, p. 203-223, Edição Especial, 2020.

217

32. Compare gaming technologies with learning technologies you know. What are their advantages and disadvantages?

33. How is the concept of "play" and "learning" combined in practice?

34. Discover the techniques of using interactive gaming technologies in high school.

35. Describe the business game as an innovative pedagogical technology.

36. To make a synopsis on the topic: "Game technologies in universities".

37. To prepare an abstract on the subject (optional): "Theories of the game and its origin", "Business games in the educational process of higher education",

"Role-playing games in the educational process of universities".

38. The purpose of education as a socio-pedagogical problem.

39 The origin and development of the idea of comprehensive development of the individual.

40. Legislative and regulatory documents on the purpose of youth education.

41. Justify self-education as the highest form of personality development.

42. Expand the concept of "regularity" and "principle" of education.

43. Describe the basic patterns of education.

44. Identify the main sources of upbringing.

45. The main content of the principles of national education.

46. The main tasks of civic education in an educational institution.

47. Mental education in educational institutions.

48. Content, the task of moral education.

49. How to understand the concept of "moral and aesthetic education"?

50. What personal qualities are formed in the process of moral and aesthetic education?

51. What external and internal factors influence the effectiveness of formation of moral and aesthetic qualities of the individual?

52. The main ways of moral and aesthetic education of young people.

53. Expand the components of the content of labor and environmental education.

54. What is the personal orientation of labor and environmental education?

55. Form your vision for the modern formation of the personality of the individual, his ecological culture in the learning process.

56. Identify the role and place of parents, community organizations in youth labor and environmental education.

Revista Práxis Educacional, Vitória da Conquista – Bahia – Brasil, v. 16, n. 37, p. 203-223, Edição Especial, 2020.

218

57. The essence, content, classification of methods of the process of education.

58. Expand the methods of education and self-education as a coherent system.

59. Methods of organization of activity and formation of positive experience.

60. Methods of formation of personality consciousness.

61. Methods of stimulating activity and behavior.

62. The complex nature of the preparation and conduct of educational form.

63. Educational matter: essence, content.

64. Identify the functions, structure and characteristics of the team.

5. Technological Map of the Pedagogy Discipline

Table 2. Technological map of discipline "Pedagogy"

Module	The topic of the lesson	Types of work	Types of tasks
1 Pedagogy as the science of human education	Topic 1. The subject and tasks of pedagogy. Methods of scientific and pedagogical research.	Participate in an interactive lecture Abstract articles about education Participate in the dialogue of cultures in a practical session	An oral reflection report on the understanding of pedagogy in the life of modern man
	Topic 2. Problems of development, formation and education of personality.	Participate in an interactive lecture	Mini-summary of the article Shevchenko GP Education - the process of human creation, cultural creation, spiritual creation
	Topic 3. The essence, content of the process of education. History of pedagogical thought development in Ukraine.	Participate in an interactive lecture	Synopsis of the discipline
	Topic 4. Methods of education. The essence of education as a pedagogical process.	Participate in an interactive lecture Development of pedagogical situations	Synopsis of the discipline Oral reflection report on understanding education as a pedagogical process.
Module 2 Education in higher education as a specific process of development and formation of personality	Topic 5. Educational communication. Conflict situations in pedagogical communication.	Participate in an interactive lecture Working out of conflict situations	Synopsis of the discipline Oral reflection report on understanding of conflict situations and ways of overcoming them
	Topic 6. Formation of	Creative Task "Tree of	

Revista Práxis Educacional, Vitória da Conquista – Bahia – Brasil, v. 16, n. 37, p. 203-223, Edição Especial, 2020.

219

	student team. Organization of students' self-education	Life", "Portfolio"	Presentation of creative task Tree of Life, Portfolio
	Topic 7. Theoretical foundations of pedagogical technologies of education and training as a specific process of development and formation of personality	Participate in an interactive lecture Testing practical communication skills	Presentation of creative task Tree of Life, Portfolio
	Topic 8. The main features of traditional and innovative teaching technologies. education and training	Participate in an interactive lecture Testing practical communication skills	Presentation of creative task Tree of Life, Portfolio
Module 3 Pedagogical technologies in high school	Topic 9. Collective Learning and Group Technologies. Forms of training organization. Projects	Participate in an interactive lecture Testing cases according to the method "POPs"	Synopsis of the discipline
	Topic 10. Game technologies	Participate in an interactive lecture Testing game situations, work in pairs and microgroups	Communication game
	Topic 11. Systems of developmental educational training with a focus on the development of creative abilities of the individual	Participate in an interactive lecture Testing diagnostic techniques (I am a creative personality, Pedagogical abilities)	Questionnaires-questionnaires on education, development of different abilities of students, students Description of methods of formation of personality consciousness
	Topic 12. Computer and Information Technology. Smart technology	Web browsing Information search	Internet links to the works of eminent teachers

Conclusion

By accumulating innovative approaches to learning, teachers of modern higher education institutions create a comfortable educational environment for students and future professionals to learn.

1. Students choose the optimal strategy of teamwork, interpersonal communication and interaction to accomplish educational tasks. The future professional activities of

Revista Práxis Educacional, Vitória da Conquista – Bahia – Brasil, v. 16, n. 37, p. 203-223, Edição Especial, 2020.

220

vocational education professionals are linked to adaptive thinking, social intelligence, decision making in uncertainty, virtual collaboration, management of organizations consisting of representatives of the human-human and human-machine systems.

2. Syllabus in academic disciplines is important in the development of professional competence of future specialists in vocational education.

3. Improvement of professional-pedagogical training of future specialists in vocational education is possible when expanding the goals of training in the direction of formation of a competent personality of a specialist of this profile on the basis of a paradigm of personality-oriented education, determination of the components of the content of vocational-pedagogical training on the basis of professionally conditioned professionalism, constructing the program of this preparation as a cross-cutting program for the implementation of a holistic strategic task, taking into account the activity-competent approach and reproducing the process of gradual formation of all components of the personality structure of the future specialist. Today's teacher is now regarded as a moderator, developer of educational trajectories, tutors, organizers of project training, coordinator of educational online platform.

REFERENCES

Borychenko, K., Hudz, A., Koval, V., Golubkova, I., Mazur, A. (2019). European standards for social protection of internally displaced persons. Dilemas contemporaneos-educacion politica y valores, 7 (SI), 88.

1. Bodnar, s., Mirkovich, I., Koval, V. (2019). Human capital development in ukrainian education system by means of language integrated teaching. Dilemas contemporaneos-educacion politica y valores, 7 (SI), 14.
2. Bukanov H., Kolesnyk A., Tashkinova O., Kotlubai V., Koval V. (2019). Social marketing in public administration of social service institutions. Revista Genero & Direito, 8 (6), 457-468.
3. Drobnic, J. (2019). The key innovations in career guidance on labour market. Economics. Ecology. Socium, 3 (1), 12-22. https://doi.org/10.31520/2616-7107/2019.3.2-2
4. EOCD (2015) Skills for Social Progress The Power of Social and Emotional Skills. Retrived from https://dx.doi.org/10.1787/9789264226159-en
5. European experience of training engineers for sustainable development. (2016) D., Driant/

Revista Práxis Educacional, Vitória da Conquista – Bahia – Brasil, v. 16, n. 37, p. 203-223, Edição Especial, 2020.

221

6. Koval, V., Polyezhayev, Y., & Bezkhlibna, A. (2018). Communicative competences in enhancing of regional competitiveness in the labour market. Baltic journal of economic studies, 4(5), 105-113. doi:10.30525/2256-0742/2018-4-5-105-113.

7. Koval, V., Mykhno, Y., Antonova, L., Plekhanov, D., & Bondar, V (2019). Analysis of environmental factors' effect on the development of tourism. Journal of geology, geography and geoecology, 28(3), 445-456. https://doi.org/10.15421/111941

8. Koval, V., Duginets, G., Plekhanova, O., Antonov, A., & Petrova, M. (2019). On the supranational and national level of global value chain management. Entrepreneurship and Sustainability Issues, 6(4), 1922-1937. http://doi.org/10.9770/jesi.2019.6.4(27)

9. Kvitka, S., Starushenko, G., Koval, V., Deforzh, H., & Prokopenko, O. (2019). Marketing of Ukrainian higher educational institutions representation based on modeling of Webometrics ranking. Marketing and Management of Innovations, 3, 60-72. http://doi.org/10.21272/mmi.2019.3-05

10. Koval, V., Pukała, R. (2017). Implementation of regulatory policy in economic activity: development of the institute regulatory impact assessment. Economics. Ecology. Socium, 1(1), 24-32.

11. Luchaninova O. (2019) Future Teachers' Analytical and Informational Competence Formation in the Professional Training Process/ Scientific journal Physical and mathematical education. 1(19), 116-121. doi: 10.31110/2413-1571-2019-019-1-018

12. Metaver. Electronic resource. Access mode: https://wikischool-ru.livejournal.com/55609.html

13. Mushynska, N. (2018). Means of future economists' professional self-development in the educational process of foreign language studying. Economics, Ecology, Socium, 2(3), 45–56. doi:10.31520/2616-7107/2018.2.3-5

14. Nazarova, K., Hordopolov, V., Kopotiienko, T., Miniailo, V., Koval, V., & Diachenko, Y. (2019). Audit in the state economic security system. Management Theory and Studies for Rural Business and Infrastructure Development, 41(3), 419-430.

15. Prystupa L., Koval, V, Kvach, I. & Hrymalyuk, A. (2019). Transformation of cycles of state regulation in international trade. AEBMR-Advances in economics business and management research, 95, 277-280.

16. Shamilishvili, G. (2019). Psychological influence of modern mass media on formation of gender stereotypes. Economics. Ecology. Socium, 3(2), 71-76. https://doi.org/10.31520/2616-7107/2019.3.2-8

17. Three innovative trends that make education effective and accessible. Electronic resource. Retrived from https://osvitoria.media

SOBRE OS AUTORES:

Olha Luchaninova
Dr.Professor, Department of   Engineering Pedagogy National Metallurgical Academy of Ukraine, Dnipro, Ukraine. E-mail: olgapetrovna@gmail.com.
http://orcid.org/0000-0001-8336-9273

Revista Práxis Educacional, Vitória da Conquista – Bahia – Brasil, v. 16, n. 37, p. 203-223, Edição Especial, 2020.

222

Lidiia Markina
Ph.D, Associate Professor, Department of Psychology and PedagogyDnipropetrovsk State University of Internal Affairs Dnipro Ukraine. E-mail: markina.lidiia@gmail.com.
iD http://orcid.org/0000-0003-0119-9149

Yevheniia Kovalenko-Marchenkova
Ph.D in Economics, Associate Professor,
Department of Economics and Entrepreneurship, Prydniprovs'ka State Academy of Civil Engineering and Architecture. Research interests: economics of industry, competitiveness human resources management. E-mail: y.kovalenkom@ukr.net.
iD http://orcid.org/0000-0001-7350-7740

Yaroslav Zhovnirchyk
Doctor of Sciences in Public Administration, Associate Professor,
Professor of the Department of Public Management and Administration of the National Aviation University. E-mail: ya. zhovnirchyk @ukr.net.
iD http://orcid.org/0000-0002-1378-9923

Dmytro Mishchenko
Doctor of Sciences in Public Administration, Professor, Professor of the Department of State, Local and Corporate Finance, University of Customs and Finance, Dnipro
University of Customs and Finance. E-mail: miscenko20@rambler.ru.
iD http://orcid.org/0000-0003-0278-7209

Revista Práxis Educacional, Vitória da Conquista – Bahia – Brasil, v. 16, n. 37, p. 203-223, Edição Especial, 2020.

223