DEVELOPMENT OF TEACHERS’ PROFESSIONAL COMPETENCE IN THEORETICAL TRAINING OF VOCATIONAL EDUCATION INSTITUTIONS IN THE SYSTEM OF ADULT EDUCATION

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Abstract. The article highlights the problems of developing the professional competence of teachers of vocational education and training. After all, the teachers’ professional competence is the main determinant in the training of a competently capable, socially mature, and hardworking employee, a citizen of Ukraine. It is emphasized that the development of teachers’ professional competence in vocational education institutions will be effective if the system of continuous postgraduate education is functioning. The system of continuing postgraduate education is a complex system that unites, respectively, independent subsystems that retain their goals and objectives, specific features. Each of these subsystems is aimed at achieving a common goal - the development of teachers’ professional competence.

Keywords: competence, professional competence, competent, competence, development of professional competence, distance learning, vocational education institutions, non-formal vocational training, continuous postgraduate education.

INTRODUCTION

The development of modern Ukrainian society based on fundamentally new economic, political, and social factors, as well as Ukraine’s orientation towards the pan-European labor market, is carried out in the process of information and innovation development of the world community.

Under these conditions, education should become the basis for training the relevant temporary workers, who should be ready for constant updates in the socio-economic environment, be able to ensure the competitiveness of products and services, and be - as competent and independent as possible in the implementation and expansion of their knowledge.

Due to the need to fulfill the social order of society for the training of workers, the problem of developing the professional competence of teachers of vocational and theoretical training in the system of postgraduate education is a key determinant in the development and formation of a competitive worker, a socially mature, active and hardworking employee, a citizen of Ukraine, is becoming particularly relevant.
Solving the problems of professional competence development is of great economic, social, and scientific importance. Their solution will contribute to the actualization of the pedagogical potential. The professional competence of the teacher is considered by society as an intellectual value and acts as human capital.

MATERIALS AND METHODS

Modern education in Ukraine and its component - vocational education - at the turn of the millennium is characterized by a large complex of rather complex, relevant, and important problems caused by scientific and technological progress, socio-economic transformations, and the dynamism of changes in the field of labor at both the international and national levels.

While different versions of the concepts of “industrial”, “post-industrial”, and “Technotronic” society substantiated the position that scientific and technological equipment of society is a decisive factor, and the problem was seen only in the choice of certain priorities in the development of technology. Today, the leading place among the intensive factors of production development is occupied by the employee with his or her abilities, knowledge, skills, experience, and attitude to work.

RESULT AND DISCUSSION

As N.G. Nychkalo notes, it is reasonable to assume that without proper education, which creates a critical mass of skilled and educated people, no country can ensure real sustainable development on an endogenous basis (Ball, 1994).

However, the crisis of pedagogical education and, in particular, postgraduate education of engineering and pedagogical workers, has led to some contradictions between the requirements of a modern rapidly changing society to the pedagogical activity of a teacher, the scale of practical tasks that he or she must perform, and the existing level of his or her psychological and pedagogical training, readiness for the introduction of new teaching technologies, modern achievements of psychological and pedagogical sciences.

If engineering and technology are the backbone of modern civilization, then education and innovation are an integral part of culture. Despite all the obstacles and contradictions, “the tendency of the interpenetration of civilization and culture is gaining strength in the world, which is expressed in “cultivation”, strengthening of intellectual, creative, personal, dialogue principles in the functioning of social production and education as the main mechanism for maintaining civilization and its renewal. On the other hand, in the more active use of the means of modern civilization in the process of functioning and creation of culture and involvement of as many people as possible in this process” (Zyazyun, 1997).

Answers to the questions about the meaning of human existence, awareness of the interconnection of Man and the Universe, continuous knowledge of the world, self-realization of the spiritual needs of the individual in culture, education, and freedom fundamentally change the view of the teacher’s role in the modern educational process, require a new rethinking and theoretical and methodological substantiation of the continuous development of his professional competence in the system of postgraduate education.

Ukraine’s focus on strengthening its independence, democratization, socio-economic transformation, and entry into the European educational space requires the development
of professional competence of specialists on a humanistic basis, their competitiveness, and mobility, which leads to a significant increase in the amount of knowledge, skills, and abilities required by a teacher for successful professional activity.

Therefore, as noted by S.O. Sysoieva (Sysoeva, 2000:250), the urgent problems of vocational education pedagogy are the determination of conceptual approaches to the development of psychological and pedagogical foundations of learning technologies in the development of teachers’ professional competence, development and theoretical substantiation of the content and structure of personality-oriented pedagogical technologies; identification of psychological and pedagogical conditions for their effective functioning in the context of continuous vocational education.

The teacher’s professional competence, at first glance, does not have its theory, and the purpose of the theoretical foundations used in it is to implement certain psychological and pedagogical aspects in practice. Thus, the theory of professional competence of VET teachers is still at the beginning of its development and formation, and, like other sciences or its branches, it goes from defining basic concepts to forming its conceptual provisions, and from them - to creating its theory.

The notion of professional competence as a form of reflection of objective reality has existed for a long time. Without a doubt, the concepts of professional competence are terms used in psychological and pedagogical sciences. However, in the modern scientific paradigm, many scientific fields do not yet have their independent conceptual framework but do not raise doubts about their autonomy.

Since the task of our study is to substantiate the model of a teacher’s professional competence in professional and theoretical training, we turn to the interpretations of the term “competence”. There are different interpretations of this category in the literature, which, although not fundamentally different, highlight and emphasize different aspects of this concept.

In V. Dahl’s explanatory dictionary, the term “competent” is interpreted as one who can, and has the right to judge something; recognized (Abashkina, 1998). The Dictionary of the Ukrainian Language defines competent as an employee who has sufficient knowledge in a particular field, who is well versed in something, intelligent, knowledgeable, qualified, having certain powers, full-fledged, full authority.

The Dictionary of Foreign Words defines the concept of the above-mentioned category in the following way: «competent» (from the Latin competent - proper, appropriate) - 1) experienced in a certain field, some issue; 2) authorized, full-fledged in solving a case; «competence» (from the Latin competent from compete - mutually striving; corresponding, suitable) - the range of powers of any organization, institution or person, the range of issues in which this person has certain powers, knowledge, experience; «competence» - awareness, knowledge, authority (Nychko, 2000).

The modern dictionary of foreign words defines «competent» (from the Latin competent - corresponding, capable) as authorized, knowledgeable, known in a particular field, and «competence» (from the Latin competent - to achieve, to correspond, to fit) as a range of issues in which someone is well versed (Nychko, 2000).

The economic interpretation of the concept of «competence» (from the Latin competent) is as follows:
1. the area of authority of a management body or official; the range of issues on which they have the right to make decisions. The area of authority of certain bodies is established by laws, other regulations, provisions, instructions, charters;

2. knowledge and experience in a particular area.

Competence is a set of powers that certain parts of an organization and individuals have or should have following laws, regulations, charters, and provisions (Shevchuk L.I. (2) Priorities of the Scientific and Methodological Centre for Vocational Education and Training of Engineering and Pedagogical Workers in Khmelnytskyi Oblast, 2019).

The Great Encyclopedic Dictionary interprets these concepts as follows:

- Competence - 1) possession of competence; 2) possession of knowledge that allows one to judge something.

- Competence is a set of powers that a certain body or official has defined by the constitutions, laws, statutes, and public administration acts issued for their implementation (Abashkina, 1998).

Thus, based on the generalization of the definition the “competence” outlined in the reference literature, it can be characterized by such properties as “sufficient”, “well-informed”, “capable”, “understanding”, “knowledgeable”, “informed”, “authoritative”, “recognized”, “recognized”, “authorized”, “full-fledged”, “full-powered”, “qualified”, “experienced”. Competence itself is the area of authority of a person, the range of issues on which he or she has the right to make decisions. Competence is a set of powers. Hence, we can conclude that these concepts are interdependent and closely related.

V. Krychevskyi identifies the following features of the concept under study: availability of knowledge for successful activity; understanding of this knowledge for practice; a set of operational skills, mastery of problem-solving algorithms; and ability to be creative in professional activity (Abashkina, 1998).

Analyzing the «person-to-person» system, T. G. Brazier (Abashkina, 1998) defines professional competence not only by basic knowledge and skills but also by the value orientations of a specialist, motives of his/her activity, general culture, style of interaction with others, awareness of the world around him/her and himself/herself in the world, ability to self-improvement, self-development.

According to I.A. Zyazyun, intellectual competence is a special type of knowledge organization that enables effective decision-making, including in extreme conditions. The elements of knowledge that characterize a competent person include diversity (a set of different knowledge about different things); articulation (knowledge elements are clearly defined and interconnected); flexibility (the content of individual knowledge elements and the links between them can change rapidly under the influence of objective factors, even when knowledge turns into ignorance); the speed of updating (promptness and easy accessibility of knowledge); the possibility of its use in various situations (including the ability to transfer knowledge to another situation); the presence of key elements; categorical nature (determines the role of the type of knowledge that is presented in the form of general principles, approaches, ideas); possession of not only declarative knowledge (about “what”) but also procedural knowledge (about “how”); availability of information about one’s knowledge (Modern didactic models and logic of teaching, 2000).

According to V.I. Maslov, competence is the readiness to perform one’s job and professional duties at a professional level under modern theoretical achievements and best practices and
to be in line with international requirements and standards. Competence is a combination of such a level of science and practice in the activities of a particular person that allows one to constantly provide a high-end result with minimal expenditure of nervous and physical energy of people, to achieve effective organization of personal and collective work, is the result of thorough basic training, creative activity and continuous improvement of the worldview, professional and general cultural level in various forms (Zyazyun, 1997).

V.Y. Strelnikov notes that the teacher’s professional competence a teacher should be understood as a deep knowledge of the educational process, modern problems of pedagogy, psychology, and the subject of teaching, as well as the ability to apply this knowledge in their daily practical work (Strelnikov, 1990).

Concerning the definition of the concept of “education”, the most valuable for us is the definition of V.I. Andreev: “Education is an individual culture of various types of human activity and communication, which a person masters based on a purposeful and holistic system of education and upbringing, which at certain stages of its development turns into self-education” (Sysoeva, 2000).

Thus, by the professional competence of a teacher of vocational and theoretical training, we mean his/her sufficient awareness of the culture of various types of educational activities, which gives him/her the right to purposefully form and develop the creative personality of a student through his/her subject.

The problem of the teacher’s personality in the context of lifelong learning is of paramount importance. After all, no structure and scheme of educational activities, even the most logically reasonable ones, will be able to ensure the achievement of the set goals of training and development of a teacher if he or she only has to adapt to the requirements. Thus, it is necessary to turn all components of postgraduate education toward the individual. Not the teacher for the system of postgraduate education, but for the teacher.

This orientation of educational activities allows us to identify some principles that should guide the process of developing the professional competence of teachers in vocational education institutions, namely: the principles of humanization, individualization, differentiation, humanization, democratization, continuity, and integration.

For example, the principle of integration in the system of continuous postgraduate education involves the unification of all the forces of society, the organic unity of all educational institutions, and various pedagogically oriented forms of culture to promote the development of professional competence of teachers in vocational education institutions.

Thus, the structure of continuing postgraduate education is a complex system that unites independent subsystems that retain their goals objectives, and specific features. Each of these subsystems is aimed at realizing a common goal - the development of teachers’ professional competence. Thus, an educational space is created that is closely connected by functional, informational, and other links.

In the organizational structure, continuity implies a network of institutions that offer educational services, and ensure communication and continuity of programs that can meet the needs of teachers. All of this ensures the possibility of multidimensional movement of an individual in the educational space and the creation of optimal conditions for him or her.

For the free advancement of a person in the professional educational space, it is necessary to ensure maximum flexibility and diversity of learning forms. The content aspect of continuing
education, under the dynamics of personal movement, includes multilevel, supplementation, and maneuverability (Intellectual and creative development of personality in the conditions of continuing education, 2000).

The multilevel nature of postgraduate education for teachers implies the existence of many levels of postgraduate education: regional level, educational institution level, advanced training, and self-education.

The concept of a “pedagogical system” is also of utmost importance for our study. As is well known, at different historical stages, pedagogical systems of varying degrees of complexity have functioned and are currently in operation. Their purpose is to achieve certain state, pedagogical, and psychological goals. For this purpose, appropriate actions are determined from among the possible ones aimed at their realization.

Pedagogical systems based on the philosophical concepts of existentialism are aimed at the main role of internal, spontaneous requests of the individual, the subordination of all forms and methods of education and training of individuals to existence, their inner existence. In pedagogical systems dominated by desires, interests, motivations, intentions, and preferences of the individual, the individual creates himself or herself with his or her impulses coming from his or her “I”, dreams, and hobbies (Levchenko, 1995).

Due to the fact that modern theories and concepts of various education systems are dominated by the ideas of personalization, freedom of choice of learning forms by the learner, the theories of the unity of motivation for learning and activity, the subjective-activity approach, the theory of internalization, which considers learning as a process of appropriation and gradual formation of mental actions, have become extremely relevant for our study (Sysoeva, 2000).

The ideas of the synergistic methodology of modern philosophy of education the development of the doctrine of pedagogical goal and the system of didactic methods by which it should be achieved are of great importance for our study.

We consider the development of professional competence of teachers of vocational and theoretical training as a holistic process of their personal and professional growth, which provides conditions for implementation in the system of postgraduate education, acquisition, and further development of professionalism, which contributes to success in their professional activities.

It should be noted that the level of a teacher’s professional competence affects not only his/her professional activity but also the very process of his/her life, self-realization as a means of self-affirmation through self-expression and self-development. At the same time, the basis of professional competence is specific knowledge, skills, and abilities. This provision is essential for solving the problem of developing the teachers’ professional competence. Thus, the continuous postgraduate education of engineering and pedagogical staff in all its components ensures the development of professional competence of teachers, which is manifested in the teacher’s attitude to the world and himself/herself, the way of self-affirmation, and the achievement of a higher degree of activity.

The application of the middle way of the synergistic worldview and its methodology makes it possible to take a new approach to eliminate contradictions between the existing level of professional competence of teachers in vocational education institutions and the requirements of the rapidly changing world for pedagogical activity, to synthesize
positive elements between authoritarian and free, adult-centered and pedocentric types of pedagogical activity in managing the development of professional competence of engineering and pedagogical workers, organically combining individual interests of teachers with the tasks of vocational education institutions.

This makes it possible to overcome a certain absolutization of the individualist or collectivist principle of organizing the system of continuous development of engineering and pedagogical staff based on combining a common goal with the immediate interests of teachers, necessity with freedom in choosing the content and forms of improving professional competence, combining the common values of the teaching staff with value systems characteristic of the culture of a particular teacher. For example, G.O. Ball notes that the methodology of the school of dialogue of cultures is directed both against dogmatic authoritarian pedagogy, which is a defining feature of totalitarianism, and against its opposite - ideological chaos and an elemental mixture of value orientations (Zyazyun, 1997). Therefore, we consider this methodology of teaching and upbringing as an important condition for the development of problematic methods of pedagogy, especially in the system of postgraduate education.

In a school of cultural dialogue, the positive features of collectivist and individual types of pedagogy are combined in a certain way. A necessary and important element of learning in this school is a situation of collective problem-solving. But such a solution, as a rule, is not reduced to a single opinion, but is necessarily complemented by the unique individuality of the participants in the collective dialogue, the level of their professional competence, and the stage of development at which the teacher is currently.

Given that in pedagogical activity each of its objects is at the same time a subject, that is, the most complex system among all phenomena of existence, the opinion of scientists E.M. Knyazeva and S.M. Kurdyumov on the idea of a dialogic methodology of synergetics, according to which one should not impose “ways of their development on complexly organized systems”, but should “understand how to promote their development trends, how to take their paths out of the system” (Knyazeva and Kurdyumov, 1992), is important.

That is why a diagnostic study of the teacher’s professional competence, a deep study of the essence of any “object” of the pedagogical activity, trends in its development, as well as in-depth knowledge of the methods of this activity make it possible to purposefully manage its improvement in the direction we want, following both the teachers. Under such conditions, we can expect that a separate element of our pedagogical action will play the role of a “fluctuation” that will lead to the desired result in resolving the main contradiction of the pedagogical process, in combining general and individual interests in it, which will contribute to the development of professional competence. Identification of specific successes and strengths of teachers helps them to realize their creative achievements and discover their own interests needs and social values.

The basis for the development of a teacher’s professional competence is educational and cognitive activity in the system of postgraduate education, which is aimed at resolving the dialectical contradiction between the “old and the new” and achieving diagnostically set goals. At the same time, the teacher overcomes the limits of the existing activity and overcomes the thresholds of the disembodiment of new knowledge. It should be noted that the development of professional competence occurs only in the interconnection of productive and reproductive, including not only directly effective actions, but also motives,
attitudes, views, experiences, and self-awareness. We believe that it is motives that stimulate the development of teachers’ professional competence.

In a narrow sense, motivation is the objective determination of specific forms of activity and behavior of a person. Through its motivation, the individual is intertwined in the context of reality (Abashkina, 1998). The main function of motivation is self-regulation of human activity in certain phases of activity, primarily before and after the performance of an action. In the learning process, different types of motives for learning activities and motivational orientations are distinguished. For example, P.J. Jacobson considers three types of learning motivation: negative motivation (troubles, complications, barriers, dissonances); motivation inherent in the learning process itself (mastery of knowledge, novelty of information, elimination of ignorance, discovery of previously unknown aspects of the phenomenon, attempts to overcome intellectual difficulties); motivation beyond learning (social aspirations) (Levchenko, 1995).

Thus, an important direction of increasing efficiency in the development of professional competence of engineering and teaching staff is the creation of such psychological and pedagogical conditions under which a teacher can take an active position and fully reveal himself as a subject of educational activity.

At the same time, it should be noted that in the past, the approach to teachers as an object of the educational process, rather than a subject, led to formalism, organization, authoritarianism, and uniformity in the methodological work of schools. The teacher was deprived of the opportunity to set goals and choose the means and methods of his or her activity.

It is still widely believed that the main role in the formation of personality is played by external social factors that are perceived and internalized by the teacher. At the same time, he or she is mainly only an object of pedagogical influence on the part of educational managers, and methodological workers. A more correct approach, in our opinion, is taken by supporters of the so-called subjective model of personality formation and development, who argue that “a person not only perceives standards of human behavior but also forms his or her means of communication with people and the world of culture” (Nychko, 2000). It is only through the mechanism of one’s activity and creative efforts that one can master social experience and its various structural components.

In modern conditions, the requirements for independent creative activity of teachers as a prerequisite for the assimilation and enrichment of social experience are significantly increasing. “The fundamental difference between traditional education and the one required by modernity is that the former acts as an institution of inheritance for use, and the latter is an institution of inheritance for transformation and development for the sake of further use” (Mandryk, 1973)

The principles of the activity-based approach should permeate all components of the educational process. The activity of the subject of learning - the teacher - is the main factor in the development of his/her professional competence. The subject-activity approach in the organization of training of engineering and pedagogical staff of vocational education institutions from the standpoint of the humanistic paradigm is a fundamentally new perspective on this complex problem.

In our opinion, the subjective-activity approach in postgraduate education allows us to bring continuing education and the educational process itself closer to the teacher’s
personality, to create the most favorable conditions for the development and disclosure of his or her abilities, self-determination, to take into account the psychophysiological characteristics and peculiarities of the social and cultural context of life, the complexity and ambiguity of the teacher's inner world.

Such an approach necessitates the revision and reassessment of all components of postgraduate education of engineering and teaching staff. It is realized based on consistent individualization of the teacher’s continuous learning, taking into account his/her personal characteristics and individual peculiarities.

Thus, we conclude that the subjective-activity approach to the development of professional competence of engineering and pedagogical workers requires its organizer’s knowledge of the attitudes and individual characteristics of teachers, the ability to diagnose them, predict their impact on the development of professionalism, and take into account three components: motivation, subject, and activity in their unity.

The American researcher L. Trautner notes that every philosophy of learning should include a core resonating concept of a person and the German philosopher Otto Bolnow also considers the emotional sphere to be an important formative potential of a person, paying special attention to the importance of mood (Abashkina, 1998; Shevchuk, 2019).

Important for our study is the position substantiated by I.A. Zyazyun that “the inclusion in the educational process of not only cognitive but also the feeling-personal sphere is the main trend in building learning based on holistic personal experience” (Intellectual and creative development of personality in the conditions of continuing education, 2000). If we continue to consider the problem of mood in the space of continuous postgraduate education of teachers of vocational-technical education institutions at all stages of learning, its importance for the development of professional competence of teachers of vocational and theoretical training will become clear. The more satisfaction a teacher receives, the stronger their need to realize themselves as a professional, and the more interested they are in professional development. The problem of mood remains relevant for every teaching staff, in particular for the formation of such traits of teachers as professionalism and responsibility, which are based on emotional and intuitive grounds.

Experience shows that postgraduate education focused on the development of the professional competence of a teacher is effective only if a positive psychological climate, equal partnership, joint developmental activities of teachers of an educational institution, and methodologists and managers are created in the team. Therefore, the concept of pedagogical interaction, clarification of the importance of emotional and spiritual in a person, and morally and ethically perfect relationships between people in the development of the category of communication are of great importance (Abashkina, 1998).

In this regard, pedagogical research has shifted the emphasis from cognitive to practical and spiritual aspects of world perception, which has contributed to the actualization of the concepts of “activity”, “value”, and “competence”. An important condition for the development of professional competence of teachers of vocational education institutions is appropriate scientific and pedagogical communication, which we consider as a means of realization of activity and as its prerequisite.

It is known that the concept of communication is defined as a process of interaction between individuals, between a person and a group, resulting in the transformation of the
state of each partner in the closest possible approximation to the common state, which acts as a coherence in opinions and assessments (Abashkina, 1998).

In communication, teachers always realize certain goals and at the same time want to be recognized by their colleagues. Scientific and pedagogical communication determines joint collective activity and shapes the teacher’s personality, and this is natural since the involvement of a teacher in the best achievements of psychological and pedagogical sciences and practical experience is possible only through communication.

The study has shown that professional communication is a special, very important means of solving pedagogical practice. The content and level of development of teachers’ professional communication are determined by the content of their pedagogical activity. The more meaningful the pedagogical activity is in terms of its scope and nature, the more multifaceted and diverse the communication is. Thus, pedagogical activity determines the boundaries and methods of communication. It sets the direction, nature, and types of communication. Scientific and pedagogical communication is a type of spiritual production, which includes both the transfer of scientific knowledge and the best practical experience of teachers and the creation of new things.

One of the functions of pedagogical communication is also to overcome the limitations of the individual experience of the teacher and to provide him/her with opportunities to learn from the experience of others. We consider the communication of teachers in unity with the philosophical category of “interaction”, which is defined as a process of mutual influence, as a universal form of changing the state of a person (Philosophy of Education in Modern Ukraine, 1997).

Thus, we consider communication as a process of interconnection and interaction between teachers, in which there is an exchange of activities, information, experience, skills, and abilities. Thanks to joint activities in various forms of educational work, it becomes possible to master the content that cannot be conveyed by the usual linguistic means.

Communicative pedagogy contributes to the development of a teacher’s professional competence. Its main task is to prepare an emancipated personality, whose defining feature is a formed critical consciousness, free from the influence of external authorities.

That is why, in our opinion, the use of communicative pedagogy in the system of postgraduate education of engineering and pedagogical staff of vocational education institutions contributes to the effective elimination of the above problems. In communicative pedagogy, preference is given to active teaching methods. The main methodological principle of communicative pedagogy is the search for effective methods of developing professional competence.

It is undeniable that, first of all, the teacher must be willing and responsible for his or her personal and professional development. The dominant component of this process is the teacher’s responsibility.

This point of view is based, in particular, on the concept of the famous psychologist D.N. Uchkadze, who pointed out the possibility of a contradiction between the needs and requirements of society - “need” and the needs of the student - “want” (Lugovyi, 1994). Therefore, the most important task of methodological workers and managers in the process of forming the professional competence of teachers of vocational education institutions is to reconcile public interests and requirements with the unique interests of individual
teachers, which will facilitate the free choice of content, forms, and methods of developing
the professional competence of engineering and pedagogical workers in the system of
postgraduate education.

Contemporary educators and philosophers believe that the formation of a specialist
should be based on a flexible model through a combination of pragmatism and positivism
with existential-phenomenological philosophy. A viable theory of continuing professional
education should combine the individual and social dimensions of human life, the
comprehension of the consequences, and the recognition of the importance of risk for
and teaching staff should fulfill the request of both society (based on the goals of education)
and the teacher (based on the goals of his/her self-development) to improve competence.

CONCLUSION

Thus, the theoretical study of this problem has made it possible to conclude that the
system of postgraduate education, built based on diagnostics, targeted direction, subjective
and activity approach, focuses on the model of professional competence of the teacher of
professional and theoretical training, taking into account the motives, mood, principles of
communicative pedagogy, dialogue of cultures, allows to maximize the creative potential
of each teacher and fully serve vocational education. Such a system helps to identify and
develop the general, professional, and pedagogical abilities of employees, and to fully
contribute to the training of a competitive worker.

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