

являє собою об'єктивний процес модернізації фахової освіти шляхом поєднання декількох академічних спеціальностей, а також уніфікації дидактичного апарату за рахунок імплементації сучасних механізмів і інструментів мотивування студентів до моделі креативного навчання.

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T. Shkoda, PhD in Economics, Associate Professor
Department of Personnel Management and Labour Economics
Kyiv National Economic University named after Vadym Hetman

SOCIAL COMPETENCE OF FUTURE VET TEACHERS

Many modern studies and regulating documents are devoted to competences of vocational education and training teachers. International agreements, recommendations (EU 2018/0008 (NLE)) and regulations intended to implement uniform competence standards have been concluded. In Ukraine, the most extensive recent studies devoted to vocational education and training are ‘Results of the qualifying phase of research on vocational education’ (Radkevych and Atyushina, 2017), and ‘National report on the state and prospects of the development of education in Ukraine’ (Kremen et al., 2017) in the part of assessing the state of vocational education and training.

According to the author's point of view, the education and training quality of future VET teachers is provided through the prism of the development of social competence's components that should be possessed by these specialists in modern economic conditions. Many studies applicable to this research were devoted to social competence and its components (Cechovsky, 2016; Cechovsky, 2017; Fortmüller and Kramer, 2014; Han and Kemple, 2006; Ma, 2012; Stump et al., 2009, etc.).

There are three important aspects of social competence (Ma, 2012), "which refers to (a) the ability to build positive and healthy interpersonal relationships and to resolve interpersonal conflicts, (b) the development of a clear self-identity in general, and a group or collective identity (e.g., national identity) in particular, and (c) the orientation to be a responsible citizen in one's society and a caring citizen in the world". According to the European Commission recommendation (EU 2018/0008 (NLE)), the social competence is based on a positive attitude toward one's social well-being and learning throughout one's life. The person should possess an attitude of collaboration, assertiveness and integrity.

Education and training of future VET teachers in Kyiv National Economic University named after Vadym Hetman includes development of social competence. It is intended to form future VET teachers as professional and socially mobile employees. The study plan of the educational and professional programme 'Economic and Business Education' (KNEU, 2018) has been developed and approved within the implementation of the international Erasmus Plus project 'Improving teacher education for applied learning in the field of VET (ITE-VET)' (2016-2018) № 574124-EPP-1-2016-1-DE-EPPKA2-CBHE-JP. It contains normative, selective, and practical components. Packages of selective disciplines deepen a professional profile by speciality and allow for in-depth study of disciplines of pedagogical orientation. For example, such package of selective disciplines as Package 'Communication and Leadership in Education' (20 ECTS) includes the following disciplines: Image Creation (4 ECTS); Pedagogical Rhetoric (4 ECTS); Training Course 'Leadership and Team Management in Education' (4 ECTS); Training Course 'Proficiency of Decision Making in Education' (4 ECTS);

Intercultural Communication in Education (4 ECTS). It should be noted that all the above-mentioned disciplines of this selective package also develop social competence of future VET teachers with help of modern educational technologies.

Based on the research, we can conclude that future VET teachers should understand the significance of such important components of competences as social competence and the field of their practical use, on the one hand, and on the other hand, they should be taught with help of the appropriate educational technologies to form and develop social competence within the educational and professional program at the university.

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Л.В.Янчарська, кандидат педагогічних наук,
доцент кафедри педагогіки та психології
ДВНЗ «Київський національний економічний
університет імені Вадима Гетьмана», м. Київ

ОСОБЛИВОСТІ ОРГАНІЗАЦІЇ ПРАКТИЧНОЇ ПІДГОТОВКИ МАЙБУТНІХ ПЕДАГОГІВ ПРОФЕСІЙНОГО НАВЧАННЯ

Практична підготовка студента обов'язковий компонент навчального процесу, що визначає набуття студентом професійних навичок і вмінь для подальшого використання їх у реальних виробничих умовах, виховання потреби систематично вдосконалювати свої знання і творчо їх застосовувати в практичній діяльності. Метою практичної підготовки є оволодіння студентами сучасними методами, формами організації роботи за майбутньою професією;