

Svitlana Tsymbaliuk, Maryna Artyushina, Larysa Korvat,  
Oksana Sarkisova, Tetiana Shkoda

# Implementation of Practice-oriented Education and Training

## The Case of Vocational Teacher Education at Kyiv National Economic University named after Vadym Hetman

### 1 The initial state and features of education and training for vocational education and training teachers at KNEU

Kyiv National Economic University named after Vadym Hetman (referred to hereinafter as KNEU), introduced psychological and pedagogical education and training in July 1993. It was then that the Department of Pedagogy and Psychology was created by the decision of the university's Academic Council, in consultation with the Ministry of Education of Ukraine (Letter No. 81–5/631 as of June 23, 1993) (Ministry of Education of Ukraine, 1993). At that time it was the first department of psychology and pedagogy at a branch university of Ukraine. The founder and the first head of the department was Doctor of Pedagogical Sciences Professor V. Kozakov.

The basis of psychological and pedagogical education and training at the department was the scientific work of V. Kozakov, including the theory of the organization of independent work of students and its information and methodological support (Kozakov, 1990), the concept of psychological and pedagogical education and training of specialists at non-pedagogical universities (Kozakov, 2003), and the author's discipline 'Psychology of Activity and Educational Management' (Kozakov, 1999).

Several models of psychological and pedagogical education and training have been tested since the establishment of the department at the university.

First, the teaching of basic psychological and pedagogical courses ('Psychology', 'Psychology and Pedagogy', 'University Education', etc.) was implemented as part of the fundamental education and training of

students of economic specialities. In Ukraine, the bachelor's program provides 4 years of basic education and training in the chosen field of knowledge. During his studies, the student acquires basic information from other scientific fields, mainly of a general educational nature. The programs of the bachelor's degree are broad-based, have a general-scientific and general-professional character. In the study plan, disciplines are divided into normative disciplines (disciplines of humanities, disciplines of the cycle of fundamental and general economic training, disciplines of professional and practical training) and optional academic disciplines. Consequently, the above-mentioned disciplines are compulsory in the education and training of students of economic specialities.

Second, a package of disciplines involving in-depth psychological and pedagogical education and training was implemented to obtain a second specialty 'teacher of economics'. The optional component of the study plan is based on the grouping of disciplines that have similar goals (obtaining relevant knowledge, development of abilities and skills from a separate branch) and content. It is focused on the development of one competence: either entrepreneurial (Package No. 1) or managerial (Package No. 2). Package No. 1 includes the disciplines of the certification programme 'Business Modelling', in Package No. 2 – the discipline of the certification programme 'Personnel Management'. The choice of one of the packages of optional disciplines allows the student to obtain a certificate of receiving certain competencies.

After studying the normative discipline 'Psychology and Pedagogy', students had the right to choose as an optional component of the 'Package of disciplines of the psychological and pedagogical cycle'. That package consisted of the following disciplines: 'Psychology of activity and educational management' (4 ECTS), 'Communication process in teaching' (4 ECTS), 'Methodology of teaching economics' (4 ECTS), the term paper 'Methods of teaching economics' (4 ECTS), educational practice in general educational institutions (4 ECTS) and the 'State exam on disciplines of the psychological and pedagogical cycle'. Studying the disciplines of the psychological and pedagogical cycle, writing the research term paper, passing educational practice and successfully passing the state exam allowed the students to obtain the additional speciality 'teacher of economics'. This education and training was initially mandatory for all students of KNEU; later it became optional.

Although the experience of offering psychological and pedagogical education and training along with economics education and training was positive, the quality of the education and training was inadequate due to deficiencies and selective character, and it did not meet the needs of the economy with regard to educating teachers of economics.

In this regard, in 2013 KNEU started education and training of bachelors in the speciality 'Vocational Education (Economics)'. The Department of Pedagogy and Psychology was chosen as the department from which students were to graduate.

Education and training of bachelor's students in the speciality 'Vocational Education (Economics)' is an integral part of the system of education and training of teachers of higher economic educational institutions. According to this system, the first degree is the bachelor (vocational and pedagogical education and training of teachers of educational institutions at accreditation levels I–II), the second is the master's degree (education and training for teaching at higher educational institutions at accreditation levels III–IV), and the third degree is improvement of pedagogical qualification.

Education and training in the speciality 'Vocational Education (Economics)' allows graduates to gain a number of competitive advantages. In particular, they are able to work effectively in the field of economics, in particular in areas connected with social and psychological activity, personnel training, qualification improvement, training work as well as realize pedagogical abilities in the field of vocational economics education, in particular at vocational schools, at postgraduate educational institutions, and in business education, as well as to participate in various educational projects, engage in consulting activities, etc.

Becoming a highly qualified teacher of economics demands knowledge and skills not only in the field of economics but also in the fields of pedagogy, didactics of vocational education, methods of professional training, etc. The education and training of economics teachers therefore requires the implementation of various forms and methods of teaching as well as innovative psychological, pedagogical, didactic, and information technologies.

In addition, the competence students acquire in the field of pedagogy and didactics can be successfully implemented in the field of economic activity, as it enables economists to effectively carry out their professional

activities, manage themselves and their subordinates, organize adaptation of newly arrived workers, work in teams, engage in self-education, train employees, communicate competently with other people, etc.

Thus, training in the speciality ‘Vocational Education (Economics)’ promotes the professional development of specialists, allows them to gain competitive advantages, and expands their employment opportunities. At the same time, the careful analysis of the implementation of this education and training has made it possible to identify certain disadvantages of traditional domestic vocational education and training, in particular content and training technologies with little relevance for the actual needs of employers and poor implementation of the competence approach, in particular of practical training.

## 2 Results of an employers’ survey on key competencies of vocational education and training teachers

In order to determine the professional and soft skills of colleges’ graduates (specialists) from the employers’ point of view, KNEU conducted a sociological survey (in the form of a questionnaire) in cooperation with the representatives of the Institute of Professional Qualifications in March – April 2017.

The main aim of the study was to determine the professional and soft skills of colleges’ graduates (specialists) from the employers’ point of view, to identify the needs of enterprises with regard to such skills, and to identify possibilities for ensuring the quality of specialized education and training by improving VET teachers’ education and training. The target group of the survey were Ukrainian financial and insurance companies, because the majority of graduates of the speciality ‘Vocational Education (Economics)’, who chooses teaching activity, later works in colleges of economic directions. And a great part of these colleges’ graduates work in finance and insurance companies. The study had the following objectives:

- to assess the quality of education and training for colleges’ graduates (specialists);
- to determine the level of professional skills and soft skills that employers expect colleges’ graduates (specialists) to possess and to compile a list of these skills;

- to determine what professional skills and soft skills colleges' graduates (specialists) lack;
- to determine the correlation between the quality of the education and training of colleges' graduates (specialists) and the quality of the education and training of VET teachers;
- to identify possibilities for improving the training of colleges' graduates (specialists) as well as VET teachers in order to adapt it to the needs of the labour market and employer demands.

The results of the statistical analysis indicate low average statistical indicators (arithmetic average, median, and mode) of the respondents' assessment of education and training quality of colleges' graduates (table 1).

Table 1: Statistical indicators of the respondents' assessment of education and training quality of university graduates (Calculated by the authors)

Statistical indicators	Value
Arithmetic	52.8
Median	50
Mode <sup>1</sup>	60
Interval	70
Minimum	20
Maximum <sup>2</sup>	90

In order to provide grounds for improving the education and training system, in particular for VET teachers, it is necessary to determine what professional skills and soft skills employers believe should be mastered by colleges' graduates (specialists).

According to the results of the survey, the overwhelming majority (92%) of managers believe that the education and training system should provide a higher than average level of professional skills development.

The most important professional skills the respondents believe colleges' graduates (specialists) should possess are the following (in order of decreasing significance):

- <sup>1</sup> The *mode* is a *statistical* term that refers to the most frequently occurring number found in a set of numbers. The *mode* is found by collecting and organizing data in order to count the frequency of each result. The result with the highest number of occurrences is the *mode* of the set (Investopedia, 2018).
- <sup>2</sup> =maximum value that respondents stated.

- 1) Ability to find, systematize, and analyse information
- 2) Ability to organize certain types of work (depending on the scope of professional activity)
- 3) Ability to work in a team
- 4) Ability to plan work
- 5) Ability to make one's own decisions
- 6) Ability to use information technologies
- 7) Ability to clearly formulate one's thoughts
- 8) Time management skills
- 9) Ability to adapt quickly to changes
- 10) Ability to establish contact and readiness for dialogue.

The list of professional skills that colleges' graduates (specialists) lack according to the respondents turned out to be somewhat different. Respondents were able to choose from a proposed list of skills. However, they were also given the opportunity to give free answers. The list contains the following skills:

- Ability to formulate one's thoughts clearly
- Time management skills
- Ability to plan work
- Ability to make one's own decisions
- Ability to listen
- Ability to find, systematize, and analyse information.

Thus, the relevant educational programmes and curricula for the training of specialists should include academic disciplines, workshops, and training courses focused on the formation of the professional skills listed above.

With regard to the question of the development level of soft skills necessary for colleges' graduates (specialists), 48% of the respondents chose a good level, 28% a high level, and 24% an average level. None of respondents stated that graduates should achieve a low development level of soft skills.

According to the respondents, the most important soft skills that colleges' graduates have to possess (in order of decreasing significance) are the following:

- 1) Responsibility
- 2) Result orientedness

- 3) Desire for learning and development
- 4) Diligence
- 5) Purposefulness (striving to achieve set goals)
- 6) Proactiveness
- 7) Analytical abilities
- 8) Communication abilities
- 9) Organizational abilities
- 10) Creativity

The list of soft skills that graduates from colleges (specialists) lack includes the following:

- Responsibility
- Stress resistance
- Communication abilities
- Self-discipline and strictness to others
- Honesty and fairness
- Result-orientedness

The majority of respondents (74 %) believe that insufficient development of professional skills and soft skills is due to insufficient quality of education and training of specialists. According to the results of the survey, 38 % of the respondents indicated that there was a interrelation between the quality of the education and training of specialists and the quality of the education and training of VET teachers. None of the respondents denied the existence of such a link.

To some extent, the results of the survey confirmed the assumption that the education and training of colleges' graduates (specialists) can be improved particularly through the improvement of VET teachers' education and training. Consequently, the education and training of VET teachers in the necessary competencies (in accordance with the needs of the labour market and the demands of employers) as well as educational technologies should help to improve the quality of the education and training of specialists.

The results of the study suggest that VET teachers should understand the significance of such important components of competencies as professional skills and soft skills for the successful work of future specialists and the field of their practical use and that they should also possess

appropriate educational technologies for forming and developing these skills in students.

A means of addressing the first task is to require students (future VET teachers) to complete an on-the-job internship. Only with the experience of such an internship can future VET teachers understand the real business needs for these competencies and the specific features of certain activities.

In order to implement the results of the study, KNEU made changes to the study plan of the speciality 'Vocational Education (Economics)'. The duration of pedagogical practice was increased and new disciplines were implemented in the form of practical and training courses as a means of addressing the second task for the education and training of students of the speciality 'Vocational Education (Economics)'.

### 3 Improvement of the study plan for education and training of bachelor's students in the speciality 'Vocational Education (Economics)' in the direction to enhance its practical orientation

In a comparative analysis of the study plans (identification and comparison of essential structural components) for education and training of teachers of economics for the system of vocational education in higher education institutions of Ukraine and abroad in the framework of the E+ ITE-VET project, we identified the following features of vocational education and training of bachelors of the speciality 'Vocational Education (Economics)' in Ukraine (IVET NAPS, 2017):

- dual qualification (teacher of vocational education and training and specialist in economics)
- multi- and cross-disciplinarity
- prevailing normative disciplines of the cycle of professional and practical education and training, economic disciplines
- compliance with the standard for the basic component of education and training.

The study plans of educational institutions differ in the content and quantity of training, in the amount of disciplines, the distribution of the



normative and selective parts of the programme, etc. At foreign educational institutions, the education and training of bachelor's students in the field of 'Economics Education' is shorter than the corresponding programme in Ukraine and includes a smaller list of disciplines. Study plans have a simpler structure, contain a list of only basic normative disciplines, and differ in the practical orientation of the content of education and training (humanitarian training is considered as the elective component), in the duration of teaching practice and internships, as well as in the preparation of the bachelor's thesis. The extent of the practical component of education and training of teachers of vocational education and training in Ukraine is much smaller than abroad.

The study plan of the bachelor's programme in vocational education and training in the speciality 'Vocational Education (Economics)' at KNEU included similar features: multi- and cross-disciplinarity, a predominance of economic disciplines, excessive theory, little practical training, and a lack of flexibility and variability.

The study plan was improved with the objective of enhancing the practical orientation of the education and training of teachers of vocational education and training at KNEU.

First of all, the interrelation between disciplines of economic and pedagogical orientation was changed (Table 2). The previous study plan is the plan according to which teachers of economics at KNEU were trained before the start of the project ITE-VET (2015–2019 academic years). The new study plan is the plan that was prepared during the project ITE-VET implementation (2017–2021 academic years).

Table 2: Comparison of economic and pedagogical components of study plans  
(Calculated by the authors)

Types of disciplines	Previous study plan				New study plan			
	Amount		ECTS		Amount		ECTS	
	units	%	units	%	units	%	units	%
Disciplines of pedagogical orientation	26	35	114	48	28	33	124	52
Disciplines of economic orientation	31	42	136	57	29	34	113	47

Prior to the start of the ITE-VET project, 31 disciplines of economic orientation (42 % of the total number of disciplines) and 26 disciplines of pedagogical orientation (35 %) were presented in the study plan. In the new study plan, the number of economic and pedagogical disciplines is equal: 29 disciplines of economic orientation (34 %) and 28 disciplines of pedagogical orientation (33 %). By the amount of credits, the proportion of disciplines of economic orientation was reduced (from 57 % to 47 %) and the proportion of disciplines of pedagogical orientation was increased (from 48 % to 52 %).<sup>3</sup> Thus, the economic and pedagogical components of the study plan were balanced out.

Significant changes were made to the practical component of the bachelor's programme in vocational education and training. The amount of practical training increased due to an increase in the number of ECTS credits from 12 to 23 (Table 3).

Practical training was built up on the basis of a cross-cutting programme, which is a comprehensive implementation of the acquired professional competencies in conditions of real economic and pedagogical activity. Practical training includes Speciality Introductory Course (training course) (3 ECTS), Educational Practice (4 ECTS), Internship (6 ECTS), Teaching Practice (6 ECTS), and Preparation and Defence of Bachelor's Thesis (4 ECTS).

Table 3: Comparison of practical training before and after the project (Calculated by the authors)

Previous study plan		New study plan	
Content of practical training	ECTS	Content of practical training	ECTS
University Education	0	Speciality Introductory Course (training course)	3
Teaching Practice	6	Educational Practice	4
Internship	6	Internship	6
		Teaching Practice	6
		Preparation and Defence of Bachelor Thesis	4
Total	12		23

<sup>3</sup> The total amount of disciplines in percentage terms is more than 100 % due to the consideration of all disciplines belonging to the selective component.

At the beginning of practical training, students take the *Speciality Introductory Course (training course)*, aimed at giving them a general idea of the structure, content, character, and specific features of their future professional and pedagogical activities. This training course is part of the structure of practical training and is its initial (propaedeutic) stage. It is aimed at forming a general idea of the structure, content, character and specificity of future vocational and pedagogical activities, involves study tours to educational institutions, the invitation of practicing teachers, etc. The structure of practical training in the new study plan is presented in Table 4.

Table 4: The structure of practical training (Calculated by the authors)

Types of practice	Semester	Duration, weeks	ECTS	Hours
Educational Practice (at vocational schools/colleges)	6	2	4	120
Internship (at companies)	7	4	6	180
Teaching Practice (at vocational schools/colleges)	8	4	6	180
Total	–	10	16	480

*Educational Practice* is aimed at familiarizing students with the peculiarities and specific conditions of pedagogical activity at educational institutions, developing their skills in the critical analysis of the organization of the educational process at educational institutions, and instructing them in the content, forms, methods, and means of teaching activities.

*Internship* promotes the consolidation and deepening of knowledge about the functioning of economic enterprises, enabling students to familiarize themselves with the duties of economists, gain practical experience in economic activity, and learn to identify the needs of economics training among students at educational institutions.

*Teaching Practice* allows students to learn how to implement methodological development of a learning subject, to take into account the psychological characteristics of students, and to acquire practical teaching skills.

As a means of strengthening the practical orientation of the training, the complex state exam on disciplines of pedagogical and economic orientation was also replaced with Preparation and Defence of

the Bachelor Thesis. This is an independent research thesis written by VET students at the final stage of their education and training. Its aim is to establish that the student has acquired academic knowledge and practical competencies corresponding to the standards of higher education. It involves solving specific theoretical and practical problems with the use of acquired knowledge and skills, in matters of psychological and pedagogical as well as professional (economic) education and training.

As a means of strengthening the didactic component of the study plan, 13 practice-oriented training courses (training courses and practicums) allowing vocational education and training teachers to acquire key competencies were developed according to the results of the employers' survey on key competencies of vocational education and training teachers mentioned above:

- Speciality Introductory Course (training course) (3 ECTS)
- Practicum 'Self-Management' (4 ECTS)
- Practicum 'Educational Management' (3 ECTS)
- Training course 'Management of Social-Psychological Processes in Professional Activity' (4 ECTS)
- Practicum 'Innovative Technologies in Education' (3 ECTS)
- Practicum 'Teaching Techniques of General Economic Disciplines' (4 ECTS)
- Practicum 'Teaching Techniques of Professional Disciplines' (4 ECTS)
- Practicum 'Information Technologies in Education and TMT' (4 ECTS)
- Training course 'Proficiency of Decision Making' (4 ECTS)
- Training course 'Principles of Self-control' (4 ECTS)
- Training course 'Formation of Self-Education Skills' (4 ECTS)
- Training course 'Forming Managerial Competence' (4 ECTS)
- Training course 'Economic Thinking Development' (4 ECTS).

As a means of enhancing the practical orientation of teaching in the structure of disciplines of pedagogical orientation, the number of didactic disciplines was increased (Table 5).

In the previous study plan the number of didactic disciplines was 30 % of the total amount of psychological and pedagogical disciplines, and in the new study plan their proportion is 47 %.

Table 5: Comparison of study plans (Calculated by the authors)

Components of study plan	Previous study plan				New study plan			
	Amount		ECTS		Amount		ECTS	
	units	%	units	%	units	%	units	%
Pedagogical disciplines	14	52	57	50	9	28	33	27
Didactic disciplines	8	30	34	30	15	47	57	46
Psychological and pedagogical disciplines	3	11	11	10	3	9	11	9
Practice	2	7	12	10	5	16	23	18
Total	27	100	114	100	32	100	124	100

Regarding the disciplines of the psychological and pedagogical cycle, the proportion of practical classes was also increased from 23 % to 32 % (Table 6).

Table 6: Data on changing the proportion of practical classes in the new study plan compared with the previous one (Calculated by the authors)

Blocks of educational disciplines	Proportion of practical classes in total amount of hours	
	Previous study plan	New study plan
Pedagogical disciplines	24%	27%
Didactic disciplines	21%	36%
Psychological and pedagogical disciplines	28%	28%
Total	23%	32%

In lectures and practical classes, the use of active and interactive teaching methods, including discussions, educational games, cases, methods of generating creative ideas, etc., was increased.

As a means of deepening the professional economics training of students, two packages of selective disciplines were introduced:

Package No. 1. Disciplines of the Certification Programme 'Business Modelling':

- Entrepreneurship and Business Culture (4 ECTS)
- Leadership and Partnership in Business (4 ECTS)

- Training Course ‘Creation of One’s Own Business’ (4 ECTS)
- Training Course ‘Business Modelling’ (4 ECTS)
- Capital of Enterprise: Formation and Use (4 ECTS)
- Training Course ‘Start-Ups’ (4 ECTS).

Package No. 2. Disciplines of the Certification Programme ‘Personnel Management’

- Training Course ‘Team Management’ (4 ECTS)
- Recruitment of Personnel (4 ECTS)
- Personnel Assessment (4 ECTS)
- Management of Personnel Behavior (4 ECTS)
- Personnel Development (4 ECTS)
- Training and Coaching in Personnel Management (4 ECTS).

The package approach to the formation of an elective component of the study plan implemented in the study plan of the bachelor’s programme in vocational education and training in the speciality ‘Vocational Education (Economics)’ is being widely used in the development of the new study plan for the education and training of bachelor’s students of various specializations in KNEU for the 2018–2019 academic year. The package approach to the formation of an optional component of the study plan is grouping of training courses of similar content and objectives in certain groups (packages). That is, students choose not separate optional disciplines for studying, but packages of grouped disciplines. Some packages of optional disciplines allow students to obtain a certificate of receiving certain competencies.

Thus, 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) allowed us to modernize the study plan for the vocational education and training degree programme at KNEU by strengthening its practical orientation. In particular, the following changes were made: economic and pedagogical components of education and training were balanced out; practical education and training was increased and a cross-cutting practical programme was developed; the didactic component of the study plan was intensified through the introduction of practicums and training courses; the number of didactic disciplines and the proportion of practical courses in the disciplines of pedagogical direction were increased; use

of active and interactive teaching methods was increased; the content of selective economic disciplines was clarified to strengthen their practical orientation.

#### 4 Rationale for implementing the specialization 'Economic and Business Education'

The economy of Ukraine needs educated and competent managers and specialists of different levels for successful functioning in the conditions of an innovative (new, knowledge) economy. This undoubtedly affects the content of study programmes in the field of economics and business education. Educational institutions need to assess the needs of the economy and business in a timely manner and adapt their approaches to education and training.

Today, there is growing demand for high-quality economics and business education. As a result, economics and business education is one of the sectors of the educational industry with the most dynamic development in Ukraine.

The development of business education is taking two directions:

- 1) MBA programmes, which are of long duration and are implemented by business schools in accordance with Western standards
- 2) short-term courses and training programmes aimed at satisfying actual business needs.

KNEU, as the leading institution of higher economics education in Ukraine, is responding rapidly to the changes taking place in the business environment. In 2017, the decision was made to introduce training for a new specialization, 'Economics and Business Education', within the speciality 'Vocational Education'. The main arguments in favor of such a solution are:

- 1) an increase in the demand for specialists in the field of business education, which is related to the need for lifelong learning and the development of corporate learning and training centres in this regard
- 2) an increase in the competitiveness of graduates of the specialization 'Economics and Business Education' on the labour market through the expansion of employment opportunities

- 3) an increase in the attractiveness of the new specialization among entrants – future consumers of educational services.

The appropriateness of introducing education and training for a new specialty is confirmed by an analysis of the training of specialists at foreign higher education institutions in related fields, in particular at the University of Konstanz (Germany) (UKON, 2018), the Vienna University of Economics and Business (Austria) (WU, 2018), and the Technical University of Dresden (Germany) (TUD, 2018).

For example, a bachelor's degree in business and economics education earned at the Technical University of Dresden opens up opportunities for a career in commercial education, educational counselling, and adult education and at business/administration departments. Education and training at this university has an interdisciplinary character and involves the formation of competencies in business and economics, education, and psychology. In addition to receiving teacher education and training, students gain economics qualifications. The economics component includes modules for business management, economics, business informatics, law, mathematics, and statistics. The pedagogical component contains the basics of psychology of education, business didactics, and the basics of commercial education.

The purpose of education and training of bachelor's students in the specialization 'Economic and Business Education' at KNEU is to form specialists of a 'new type', professional and socially mobile employees who have deep knowledge and practical skills in the field of economics, are capable of self-improvement and professional creativity, and are ready to work in market conditions.

Graduates are qualified for employment in the following areas:

- 1) at institutions of vocational education as teachers of economics, for which this type of education and training was initiated primarily at the state level
- 2) at corporate universities, training centres, and departments of personnel development of enterprises as specialists in personnel development
- 3) at training companies as business trainers
- 4) at institutions of vocational education as administrators and methodologists for organizing the learning process, etc.



In order to determine the competencies of future specialists, we analysed employers' inquiries in the field of education and training (Work.UA, 2018; HeadHunter.Ua, 2018), in particular:

- 1) requests from companies with corporate universities and training centres to recruitment agencies for recruiting personnel development specialists
- 2) company requests to independent training and learning centres to provide various educational services.

We examined 59 requests posted on the internet pages of the recruitment agencies (Work.UA, 2018; HeadHunter.Ua, 2018) with help of the content analysis method as a quantitative and qualitative study of textual information in order to determine the requirements for the professional competencies of specialists in the field of economic and business education:

- develop and implement study programmes
- develop and implement learning projects and projects of professional certification
- develop the methodology of a study process as a kind of combination of different methods, strategies, principles, methods of organizing educational activities in accordance with the goal set
- organize a study process
- develop internship programmes for employees
- conduct regular monitoring of the professional knowledge level of employees
- develop and conduct classroom and field training
- identify needs in personnel training.

At the same time, we analysed business requests regarding the requirements for individual and personal qualities of specialists in the field of economics and business education. According to the results of the analysis, a modern specialist in business education should meet the following requirements (by degree of significance):

- ability to think systematically
- ability to express an opinion clearly
- ability to respond quickly to changes
- ability to make decisions on their own

- ability to analyse and synthesize information
- high level of motivation
- initiative
- energetic nature
- creative approach to work
- ability to work in teams.

The requirements of customers of educational and training services for the organization of the study process and teachers and trainers included the following:

- practical orientation of training
- individualization of training
- business simulation, in particular the solving of real practical problems
- high competence of teachers and business trainers
- currency of information
- use of modern teaching methods and technologies.

Thus, the start of education and training for a new specialization in ‘Economic and Business Education’ within the speciality ‘Vocational Education (Economics)’ at KNEU requires teachers to tackle new educational tasks and increases the demands on the level of professional education and training of students. Such changes in psychological and pedagogical education and training at the university can be characterized as a transition from the stage of formation to the stage of growth and improvement of the quality of education and training of future teachers.

## 5 Development of a new study plan for the training of bachelor’s students with the specialization ‘Economic and Business Education’ (speciality ‘Vocational Education (Economics)’)

The purpose of the educational and professional programme ‘Economic and Business Education’ is the formation and development of the general and professional competencies in the field of education and economics necessary for educational activities at educational establishments, educational services, and business education centres as

well as for training activities, the sale of educational services, and the effective management of financial and human resources in the field of educational activities. The programme has the following specific features:

- a combination education and training that provides a balance between economics and pedagogical components in the study plan
- practical orientation, which is achieved through the inclusion of training courses, practicums, internships, and pedagogical practice
- use of the package approach in the selective part of the study plan.

The study plan contains normative, selective, and practical components. The normative component includes disciplines of general and professional training. The selective component contains selective disciplines for deepening and expanding one's professional profile. The practical component is represented by different types of practice and preparation for the bachelor's thesis.

The study plan of the educational and professional programme 'Economic and Business Education' is characterized by a consolidation of disciplines (reduction of the amount with a simultaneous increase in credits). The study plan of the educational and professional programme 'Vocational Education (Economics)' included 86 disciplines (with a total of 240 credits); that of the programme 'Economic and Business Education' includes 64 disciplines with the same amount of credits (Table 7).

Table 7: Comparison of the proportions of economic and pedagogical disciplines  
(Calculated by the authors)

Components of study plan	Study plan of the programme 'Vocational Education (Economics)'				Study plan of the programme 'Economic and Business Education'			
	Amount		ECTS		Amount		ECTS	
	units	%	units	%	units	%	units	%
Disciplines of pedagogical orientation	28	33	124	52	37	58	135	56
Disciplines of economic orientation	29	34	113	47	13	20	60	25
Total	86	–	240	–	64	–	240	–

Due to the fact that the new study plan contains a number of professionally directed didactic disciplines ('Economic Didactics', 'Economic Psychology', 'Methodology of Conducting Business Training Courses', etc.), it was decided to reduce and integrate disciplines of economic orientation (from 34 % to 20 %). In the study plan of the educational and professional programme 'Economic and Business Education', more than half of the disciplines (58 %) are pedagogical.

Disciplines of pedagogical orientation are divided into pedagogical, didactic, and psychological and pedagogical (Table 8).

As a means of increasing the practical orientation of education and training, the proportion of pedagogical disciplines was decreased (from 28 % to 14 %) and the proportion of didactic disciplines was increased (from 47 % to 51 % in number and from 46 to 62 % with regard to ECTS credits), as was the proportion of psychological-pedagogical disciplines (from 9 % to 24 %). Consequently, the new study plan includes more didactic and psychological and pedagogical disciplines, which provide specializations and applied learning. Didactic and psychological and pedagogical disciplines are of a more applied character, than pedagogical ones, since they are interrelated as specific and general. Pedagogical disciplines are more theoretical, contain methodological issues. Didactic disciplines are devoted to the teaching methods of individual educational

Table 8: Structure of disciplines of pedagogical orientation (Calculated by the authors)

Components of study plan	Study plan of the programme 'Vocational Education (Economics)'				Study plan of the programme 'Economic and Business Education'			
	Amount		ECTS		Amount		ECTS	
	units	%	units	%	units	%	units	%
Pedagogical disciplines	9	28	33	27	5	14	21	16
Didactic disciplines	15	47	57	46	19	51	84	62
Psychological and pedagogical disciplines	3	9	11	9	9	24	35	26
Practice	5	16	23	19	4	11	30	22
Total	32	–	124	–	37	–	135	–

disciplines of economic orientation, include more practical tasks aimed at the formation of practical teaching skills. Psychological and pedagogical disciplines are also more practical-oriented, since they are based on the analysis and play of practical situations, training exercises.

The total amount of practical education and training was increased and its content was revised (Table 9).

Table 9: Content and amount of the practical component of education and training (Calculated by the authors)

Study plan of the programme 'Vocational Education (Economics)'		Study plan of the programme 'Economic and Business Education'	
Content of practical education and training	ECTS	Content of practical education and training	ECTS
Introductory Course (training course)	3	–	–
Educational Practice	4	Educational Practice	4
Internship	6	Internship	6
Teaching Practice	6	Teaching Practice	10
Preparation and Defence of Bachelor Thesis	4	Preparation and Defence of Bachelor Thesis	10
Total	23	Total	30

Consequently, the total volume of the practical component of the educational-professional programme was increased from 23 to 30 ECTS credits. The discipline 'Introductory Course (training course)' was unified and removed from the content of the practical training component by the decision of the university. At the same time, the amount of ECTS credits for teaching practice was significantly increased in the structure of the practical component, as was for that for the preparation and defence of the bachelor's thesis (Table 10).

In connection with a specification of their specialization, students may also undergo educational and teaching practice at business education centres.

The content of the selective component of the educational and professional programme was reviewed. Three types of selective packages were introduced:

- 1) packages of selective disciplines for deepening a professional profile by speciality

Table 10: The structure of practical training (Calculated by the authors)

Types of practice	Semester	Duration, weeks	ECTS	Hours
Educational Practice (at vocational schools/ colleges/ centres of business education)	6	2	4	120
Internship (at companies)	7	4	6	180
Teaching Practice (at vocational schools/ colleges/ centers of business education)	8	7	10	300
Total	–	13	20	600

- 2) packages for expanding a professional profile from the university-wide catalogue of selective discipline packages
- 3) package ‘Advanced Learning of Foreign Language’.

Students choose one package from the first and second types of packages. Instead of the package ‘Advanced Learning of Foreign Language’, a student can choose an additional package from two previous types.

Packages of selective disciplines for deepening a professional profile by speciality allow for in-depth study of disciplines of pedagogical orientation. The study plan contains three packages:

- 1) *Package ‘Communication and Leadership in Education’ (20 ECTS):*
  - 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).
- 2) *Package ‘Training and Coaching in Education’ (20 ECTS):*
  - Training Course ‘Targeting and Motivation in Education’ (4 ECTS)
  - Training Course ‘Development of Creativity and Pedagogical Creative Work’ (4 ECTS)
  - Training Course ‘Development of Economic Thinking’ (4 ECTS)

- Training Course ‘Development of Entrepreneurship and Adventurousness’ (4 ECTS)
  - Coaching and Mediation in Economics and Business Education (4 ECTS).
- 3) *Package ‘Self-Education and Research Activity’ (20 ECTS):*
- Training Course ‘Formation of Self-Education Skills’ (4 ECTS)
  - Fundamentals of Scientific Pedagogical Research (4 ECTS)
  - Training Course ‘Time-Management’ (4 ECTS)
  - Training Course ‘Self-Control in Education’ (4 ECTS)
  - Education Scientific Studies (4 ECTS).

The packages for expanding the professional profile allow students to study disciplines of another (non-pedagogical) professional orientation selected from the university-wide catalog of selective discipline packages. In the study plan, two packages are presented:

- 1) *Package ‘Applied Psychology’ (20 ECTS):*
- Psychology of Social Interaction (4 ECTS)
  - Practical Psychodiagnostics (4 ECTS)
  - Development of Critical Thinking (4 ECTS)
  - Negotiation and Mediation Training (4 ECTS)
  - Training Course ‘Self-Management’ (management of one’s own life) (4 ECTS).
- 2) *Package ‘Personnel Management’ (20 ECTS):*
- Conflict Management (4 ECTS)
  - Recruitment of Personnel (4 ECTS)
  - Personnel Administration (4 ECTS)
  - Motivational Management (4 ECTS)
  - Career Management (4 ECTS).

Consequently, the development of the educational and professional programme ‘Economic and Business Education’ allowed for a deepening of the practical orientation of education and training of teachers of vocational education and training.

## 6 Master's Programme Project

Due to the successful implementation of the educational and professional programme 'Economics and Business Education', there are plans to offer a master's programme to allow graduates to continue their education and training in vocational education and training.

At present, holders of a master's degree in the speciality 'Vocational Education (Economics)' in Ukraine are qualified to teach economics and managerial disciplines at educational institutions, manage personnel at enterprises, and work in economic units of budget organizations and industrial enterprises in the positions of economist, manager, accountant, marketing specialist, etc. At the same time, there are hardly any programmes offering this education and training.

A comparison of existing models of master's programmes in Ukraine in the field of vocational education with similar foreign programmes (UKON, 2018; WU, 2018) reveals significant differences. Foreign educational institutions have introduced more flexible, individualized programmes with different learning paths (practical or research) as well as with a larger amount of elective disciplines and practices.

The KNEU has not yet implemented a master's programme for teachers of vocational education and training in the economics specialization. However, the KNEU project team has developed a draft study plan for such a programme and plans to implement it in the 2019–2020 academic year.

The total amount of the disciplines in the study plan is 90 ECTS credits.

The draft study plan for the education and training of masters in the specialization 'Economic and Business Education' (speciality 'Vocational Education (Economics)') consists of three components: normative, selective, and practical.

### I. Normative disciplines:

#### 1.1. Cycle of general education and training (15 ECTS)

- Global Economy (5 ECTS)
- Social Responsibility and Business Ethics (5 ECTS)
- Methodology of Scientific Research on Education (5 ECTS).

#### 1.2. Cycle of professional education and training (20 ECTS)

- Didactics of Economics and Business Education (5 ECTS)
- Project Management in Education (5 ECTS)



- Management of Education and Development of Educational Organizations (5 ECTS)
- Andragogy (5 ECTS).

## II. Selective disciplines (24 ECTS):

### 2.1. Package ‘Didactics of Economics Education’

- Educational Design (4 ECTS)
- Measurement in Economics Education (4 ECTS)
- Motivation for Training (4 ECTS)
- Innovative Technologies in Economics Education (4 ECTS)
- Development of Economic Thinking (4 ECTS)
- Socio-Psychological Training Course ‘Interpersonal Relationships in Education’ (4 ECTS).

### 2.2. Package ‘Didactics of Business Education’

- Entrepreneurship in Business Education (4 ECTS)
- Business Education Technologies (4 ECTS)
- E-Learning (4 ECTS)
- Development of Professional Career (4 ECTS)
- Business Counselling and Coaching (4 ECTS)
- Socio-Psychological Training Course ‘Leadership and Team Building’ (4 ECTS).

## III. Practical training (31 ECTS):

- Interdisciplinary Training ‘Pedagogical Mastership’ (3 ECTS)
- Practice (Work Experience Internship, Teaching Practice) (17 ECTS)
- Preparation and Defence of Master Thesis (10 ECTS).

The cycle of general education and training includes disciplines of economics and research orientation. The cycle of professional education and training includes the disciplines of psychological and pedagogical orientation. The selective components are represented by two blocks of disciplines that reflect two types of professional orientation: economics and business education. The education and training is aimed at the formation of the necessary competencies of master’s level students in the field of education, taking into account their specialty and specialization. Practical training is implemented through an interdisciplinary training course on ‘Pedagogical Mastership’ as well as through various types of practice, preparation, and defence of the master’s thesis.

The draft study plan differs from existing analogues in Ukraine in that it has a greater practical orientation, a greater amount of elective and practical components, more variability, and a focus on the formation of modern professional pedagogical competencies.

## 7 Conclusions

The research conducted by the project team of Kyiv National Economic University named after Vadym Hetman, in the process of implementing the international Erasmus Plus project ‘Improving teacher education for applied learning in the field of VET (ITE-VET)’ (2016–2018; N<sup>o</sup> 574124-EPP-1-2016-1-DE-EPPKA2-CBHE-JP) allows the following conclusions.

1. Education and training in speciality ‘Vocational Education (Economics)’ promotes the professional development of specialists, allows them to gain competitive advantages, and expands their employment opportunities. However, the bachelor’s programme in this field implemented at KNEU before the start of the project ITE-VET suffered from traditional disadvantages of domestic vocational education and training, in particular content and training technologies with little relevance for the actual needs of employers and a poor implementation of the competency-based approach. The study plan was characterized by multidisciplinary, a predominance of economics disciplines, excessive theory, little practical training, and a lack of flexibility and variability.
2. The results of the survey (conducted by KNEU in cooperation with the Institute of Professional Qualifications among managers from financial and insurance companies in March – April 2017) confirmed the need for improving the education and training of colleges’ graduates (specialists), in particular through the improvement of VET teachers’ education and training. On the basis of the research, it was concluded that the VET teachers should understand the significance of professional and soft skills for the successful work of future employees and the field of their practical use, and that they should also possess appropriate educational technologies to form and develop these skills in students.

3. To ensure greater practical orientation of the study plan for the education and training of vocational education teachers, KNEU made a number of changes: the economics and pedagogical components of the study plan were balanced out; the amount of practical training was increased, and a cross-cutting programme of practice was developed; the didactic component of the study plan was intensified through the introduction of practicums and training courses; the number of didactic disciplines and the proportion of practical courses in the disciplines of pedagogical orientation were increased; the use of active and interactive teaching methods was increased; and the content of selective economic disciplines was improved as a means of strengthening their practical orientation.
4. In connection with the increasing demand for specialists in business education and the need to increase the attractiveness of the field among entrants and the competitiveness of graduates on the labour market, the university decided to introduce the new specialization 'Economics and Business Education' within speciality 'Vocational Education'. The expediency of introducing this new specialization is confirmed by an analysis of the education and training of specialists at foreign higher educational institutions in related specializations.
5. The specific features of the programme 'Economic and Business Education' are a combination of education and training that provides balance between the economics and pedagogical components of the study plan, a more practical orientation on account of an increase in the amount of didactic and psychological-pedagogical disciplines, pedagogical practice and internships, training courses, practicums, and the use of the package approach in the selective part of the study plan.
6. In order to provide graduate education and training for teachers of vocational education and training that employs international best practices, the KNEU project team has developed a draft study plan for a master's programme with the specialization 'Economic and Business Education' (speciality 'Vocational Education'), which will be introduced in the 2019–2020 academic year. The draft study plan differs from existing analogues in Ukraine in that it has a more practical orientation, a greater amount of elective and practical components, variability, and a focus on the formation of modern professional pedagogical competencies.

## Literature

### A) English/German literature

- Investopedia (2018). What is 'Mode', URL: <https://www.investopedia.com/terms/m/mode.asp> (accessed 08/07/2018).
- IVET NAPS (Institute of Vocational Education and Training of the National Academy of Pedagogical Sciences) (2017). Comparative analysis on orders of study of future teachers' training on economy disciplines for VET schools in HEI, Ukraine, in: ITE-VET consortium (Eds.), Structured report. Improving teacher education for applied learning in the field of VET (574124-EPP-1-2016-1-DE-EPPKA2-CBHE-JP – E+ CBHE), Kyiv, pp. 29–33, URL: <https://www.wiwi.uni-konstanz.de/deissinger/forschung/forschungsprojekte/erasmus-project-ite-vet/results/> (accessed 13/07/2018).
- Technische Universität Dresden (2018). Study plan, URL: [https://tu-dresden.de/bu/wirtschaft/ressourcen/dateien/studium/lehrveranstaltungen/stundenplaene/stundenplan-2018/Stundenplan-SoSe-2018\\_BA-Wipaed\\_20180413.pdf?lang=de](https://tu-dresden.de/bu/wirtschaft/ressourcen/dateien/studium/lehrveranstaltungen/stundenplaene/stundenplan-2018/Stundenplan-SoSe-2018_BA-Wipaed_20180413.pdf?lang=de) (accessed 27/05/2018).
- University of Konstanz (2018). Modulebook. URL: [https://www.uni-konstanz.de/uploads/tx\\_studiengang/en\\_modulebook\\_186\\_1506066866.pdf](https://www.uni-konstanz.de/uploads/tx_studiengang/en_modulebook_186_1506066866.pdf) (accessed 28/05/2018).
- Vienna University of Economics and Business (2018). Brochure of Master Program in Business Education; URL: [https://www.wu.ac.at/fileadmin/wu/h/structure/about/publications/aktuelle\\_Broschüren/MSc-WiPaed-berufsbegl.pdf](https://www.wu.ac.at/fileadmin/wu/h/structure/about/publications/aktuelle_Broschüren/MSc-WiPaed-berufsbegl.pdf) (accessed 28/05/2018).

### B) Ukrainian/Russian literature

- HeadHunter.UA (2018). Запити від рекрутингових агенцій. URL: <http://www.hh.ua/> (дата звернення: 25/05/2018). [HeadHunter.UA, Requests from recruitment agencies].
- Козаков В. А. Самостоятельная работа студентов и ее информационно-методическое обеспечение: учеб. пособ. / В. А. Козаков. – К.: Вища школа, 1990.-248 с. [Kozakov, V. A., Self-study work of students and its informational and methodical provision]
- Козаков В. А., Дзвінчук Д. І. Психолого-педагогічна підготовка фахівців у непедагогічних університетах: монографія. – К.: НІЧЛАВА, 2003. –140 с. [Kozakov, V. A./Dzvinchuk, D.I., Psychological and pedagogical education and training of specialists in non-pedagogical universities.]

- Козаков В.А. Психологія діяльності і навчальний менеджмент: підруч. у 2-х ч. / В. А. Козаков. – К.: КНЕУ, 1999. – ч. I. Психологія суб'єкта діяльності. – 244 с. [Kozakov, V. A., Psychology of the subject of activity, Part I]
- Міністерство освіти України (лист № 81–5/631 від 23.06.1993) [Ministry of Education of Ukraine, Letter № 81–5/631 as of 23.06.1993].
- WORK.ua (2018). Запити від рекрутингових агенцій. URL: <https://www.work.ua/> (дата звернення: 25/05/2018). [Job-searching web-site Work.us. Requests from recruitment agencies].