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**THE ROLE OF PUBLIC ADMINISTRATION IN QUALITY IMPROVEMENT
OF SPECIALISTS' VOCATIONAL TRAINING
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Vocation-and-technical training is considered in the article as one of the main directions that enhances development of industry branches of the present regional complex of Ukraine; the results of a test research concerning the estimation of the vocation-and-technical training system's efficiency are given; it is proved that the vocation-and-technical training system's regulating depends on the state regulatory institutions of the municipal, regional, and all-state central power bodies that in their unity form a certain mechanism of state regulation of the vocation-and-technical training system's development.

Keywords: *state management, state management mechanism, vocation-and-technical training, qualified workers.*

Ensuring of education quality in Ukraine is the key direction in the reforming of education sphere. Scientific researches by V. Zaichenko, S. Dombrovska, V. Moroz, S. Moroz, V. Streltsov, V. Shvedun, and other national scientists attests to their attention to this important issue. Today, the vocation-and-technical training sphere is related to one of the main directions that contribute to development of industry branches of the present-day regional

complex, and it is also a primary condition of forming civilized forms of activity and strengthening the foundations of legal democratic relationships.

One of the main tasks of state policies in the sphere of vocation-and-technical training development is ensuring a harmonious interaction between science, education, and production. The search for balances between the administrative and economic approaches to the management of various stages of the “education – production” chain is currently the key issue of the vocation-and-technical training development. A pre-condition for Ukraine’s vocation-and-technical training development is the quality of future qualified workers’ training.

The test research undertaken by us in different regions of Ukraine: Lugansk, Poltava, Volyn, Kharkiv oblasts (areas) concerning the estimation of efficiency of the vocation-and-technical training system’s operation and that of students’ expert evaluation of their future professional activity, attest to the fact that the quality of future qualified workers’ training influences significantly their further employment, determining their professional career for life.

In the research to be analyzed, students of vocational training establishments and students of higher education establishments of the Ist and IInd accreditation level took part, their number amounting to 704. The answers to the question, which of the proposed factors influences the quality of future specialists’ training, the responses of vocational training establishments’ students were distributed in the following way:

- pedagogic skills of teachers and vocational training instructors is the leading item in respondents from Kharkiv oblast (34.4%), it takes nearly equal positions in responses from Lugansk (29.8%) and Volyn (29.3%) oblasts, being last, though high enough, in respondents from Poltava oblast (22.7%);

- materiel-and-technical support of the training process (laboratories equipment, modern appliances at production shops, availability of practice workplaces in industry, etc.) makes a more decisive impact on vocational training quality in the opinion of the respondents from Lugansk oblast (26.8%),

take nearly the same positions in Volyn (20.9%) and Poltava (19.3%) oblasts respondents, closing the list in Kharkiv oblast respondents (13.8%);

- the correspondence of the training programs content and teaching methods to current challenges and labor market's demand is the most significant factor for the respondents from Lugansk oblast (29.7%), being the second for Kharkiv oblast respondents (21.1%), and the third for the respondents from Volyn (16.4%) and Poltava (16.9%) oblasts.

- the interaction between the vocation-and-technical training institutions (VTTI) with enterprises, organizations, and agencies that are potential employers of VTTI graduates; the possession by a VTTI of a powerful practice base, etc. This factor is of importance for the respondents from Poltava oblast (20.6%), the Volyn oblast respondents placed it second (18.0%), and it takes nearly the same position in the answers of Lugansk (10.2%) and Kharkiv oblasts (12.7%) respondents;

- the education activity level at your VTTI or at that you are acquainted with (a possibility of apprenticeship abroad; a VTTI's participation in international projects, etc.) turned out to be the most significant factor for the respondents from Poltava oblast (20.5%), being second for the Volyn oblast respondents (16.7%), the last but one for the respondents from Kharkiv oblast (15.5%), and closing the list for the Lugansk oblast respondents (3.5%).

The factors influencing the quality of future professional activity training by oblasts are presented in summarizing Table 1.

Table 1.

Factors influencing the quality of future professional activity training by oblasts (areas)

The factors influencing the quality of future professional activity training	Oblast			
	Volyn	Lugansk	Poltava	Kharkiv
Pedagogic skills of teachers and vocational training instructors	29,3%	29,8%	22,7%	34,4%
Materiel-and-technical	20,9%	26,8%	19,3%	13,8%

support of the training process				
Correspondence of the training programs content and teaching methods to current challenges and labor market's demand	16,4%	29,7%	16,9%	21,1%
Interaction between the vocation-and-technical training institutions (VTTI) with enterprises, organizations, and agencies that are potential employers of VTTI graduates	18,0%	10,2%	20,6%	12,7%
Education activity level at a VTTI	16,7%	3,5%	20,5%	15,5%

So, among the factors influencing the quality of future professional activity training, pedagogic skills of teachers and vocational training instructors is of priority for respondents from all oblasts.

The respondents from Volyn, Lugansk, Poltava, and Kharkiv oblasts were offered to make a division of the responsibility for vocation-and-technical training quality among the subjects of education, the results of which are presented in the summarizing Table 2.

Table 2.

Responsibility division among the subjects of education for vocation-and-technical training quality

Oblasts	Responsible subjects (parties)				
	Trainee	VTTI	Employers	Local authority bodies	State power bodies
Volyn	34,0%	25,7%	19,8%	9,8%	10,7%
Lugansk	20%	55,9%	3,5%	3,5%	17,1%
Poltava	36,9%	18,5%	15,7%	11,5%	17,4%
Kharkiv	43,1%	13,1%	15,9%	8,7%	19,2%

The larger percentage of the responsibility share for the vocation-and-

technical training quality is laid on trainees by the respondents from Kharkiv oblast (43.1%), at about the same level this item is in the opinion of the Poltava (36.9%) and the Volyn (34.0%) oblasts respondents, being the lowest one in the estimation by the Lugansk oblast respondents (20.0%). Nevertheless, the item concerning the VTTI's responsibility for vocation-and-technical training quality ranked the highest among the respondents from Lugansk oblast (55.9%). The lowest percentage of the item concerning the VTTI's responsibility for vocation-and-technical training quality was expressed by the Kharkiv oblast respondents (13.1%). This item ranks second in the Volyn oblast respondents (25.7%), and the last but one in the Poltava oblast respondents (18.5%). As to employers as subjects of responsibility for vocational training quality, the positions were distributed in the following way: the leading position is held by Volyn oblast respondents (19.8%), the second position is shared by Poltava (15.7%) and Kharkiv (15.9%) oblasts respondents, followed by Lugansk oblast respondents (3.5%).

The respondents from Volyn, Lugansk, Poltava, and Kharkiv oblasts were offered to choose from the list of education process subjects (participants) the initiators of reforms concerning raising quality of vocation-and technical training. The respondents' answers were distributed in the following manner: 50% of future qualified workers in Kharkiv oblast believe that the initiative subject of reform instigation concerning raising quality of vocation-and technical training are trainees themselves, while 70.5% of future qualified workers vest VTTIs in this mission, and representatives of Volyn (30.6%) and Poltava (27.7%) areas divided evenly the initiating subjects of reforms instigation between trainees and state power bodies. Notably, none of future qualified workers from Lugansk area participating in the poll consider employers (0.0%) and local authority bodies (0.0%) as initiative subjects of reforms instigation to raise quality of vocation-and-technical training.

The results of this section of the poll are presented in summarizing Table 3.

Table 3.

The principal initiating subjects in reforms instigation to raise quality of vocation-and-technical training

Oblasts	Responsible subjects (participants)				
	Trainees	VTTI	Employers	Local authority bodies	State power bodies
Volyn	30,6%	25,2%	10,8%	2,8%	30,6%
Lugansk	6,0%	70,5%	0,0%	0,0%	23,5%
Poltava	27,7%	22,2%	13,8%	8,6%	27,7%
Kharkiv	50,0%	16,6%	11,3%	5,5%	16,6%

The choice of future profession is quite a complicated process, which requires making the optimum decision, in other words, the behavior of vocation-and-technical training services consumers can be extrapolated. First of all, there should be conscious realizing of the existing of the need in obtaining a vocation-and-technical training to perform a specific kind of activity. At the same time, one needs information on different possibilities of obtaining vocation-and-technical training, their estimation, and selecting the best (or alternative) option considering expected benefits. Following the enrolment to a vocation-and-technical training institution, there begins the stage of training and estimating the training's quality, as well as satisfaction from a creative process.

To the question, "By which of the characteristics given below do you choose the precise VTTI to obtain a profession?" we got from the respondents the answers the essence of which is presented in the summarizing Table 4. Thus, the demand in the labor market is the characteristic that is of utmost priority among the respondents from Kharkiv and Poltava oblasts (20.2% and 20.0% correspondently). In respondents from Volyn oblast, this characteristic is 18.6%; as to obtaining a competitive profession, this characteristic got most of respondents' preferences in Kharkiv oblast (16.9%), and the least preferences among those from Poltava oblast (13.3%). The indicator of the

competitiveness in chosen profession is the highest among the respondents from Lugansk oblast (12.0%), and the lowest among those from Volyn oblast (5.8%). The indicators of the demand for specialists in separate professions and that of training in traditional professions are the highest among the Lugansk oblast respondents (12.4% and 12.9% correspondently). A possibility of participation in international projects is considered by 9.7% of the Kharkiv oblast respondents, which is the highest indicator compared with the answers of the respondents from other oblasts. At the same time, the indicator of a possibility to practise abroad is nearly the same for representatives of all oblasts.

Table 4.

Characteristics by which future qualified workers choose a precise VTTI to obtain a profession

Characteristics for a VTTI selection	Oblast			
	Volyn	Lugansk	Poltava	Kharkiv
1. Obtaining a competitive profession	15,0%	14,0%	13,3%	16,9%
2. Proximity to the place of permanent residence	6,9%	12,9%	4,8%	10,2%
3. Demand (for the profession) in the labor market	18,6%	12,9%	20,0%	20,2%
4. Competitiveness in the chosen profession	5,8%	12,0%	6,4%	9,4%
5. Advice of relatives and friends	15,0%	7,4%	16,7%	8,7%
6. The VTTI's reputation in your environment	16,2%	9,9%	12,5%	6,6%
7. Training in traditional professions	4,7%	12,9%	7,8%	1,6%
8. Demand for specialists in separate kinds of professions	6,2%	12,4%	9,7%	11,5%
9. A possibility of participating in international projects	5,9%	4,5%	3,7%	9,7%

10. A possibility of practicing abroad	5,7%	5,1%	5,1%	5,2%
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Consequently, the final stages in making a decision by an education services consumer is the estimation of work perspectives in the chosen profession, that is a real possibility of working in a chosen profession on completion of training, as well as the professional activity stage, that is the process of utilizing of the obtained knowledge and skills in practice.

When working out the goals of vocation-and-technical training institutions' development, it is necessary to take into account the inner values of each establishment regardless of its organization-and-legal form and the form of ownership. To such values pertain: materiel base; the employer's collective's intellectual potential; science-and-technical base; teaching-and-methodology environment; teaching technologies; social, cultural, and education environment.

Competitive advantages of a vocation-and-technical education institution are determined by the factors of vocation-and-technical education production, which include the availability of qualified teaching personnel, materiel-and-technical base along with the necessary infrastructure for practical skills consolidation; the character and dynamics of demand for certain kinds of professions; the availability of the development strategy that is based on competitiveness and improvement of the services' quality.

Nowadays, the vocation-and-technical training system's regulating depends on state regulatory institutions, municipal, regional, and all-state governing bodies that form a certain mechanism for state regulation of the vocation-and-technical training system's development, the state of which is determined by the totality of the following factors:

- changes in administrative-territorial and socio-political structure of the country's economy;
- specific content of the goals and tasks of the vocation-and-technical

training system's development (socially oriented);

- organization-and-legal forms of conducting business that are adopted in the economy (of a region or a branch);

- the content of goals and tasks of a specific region's development, where vocation-and-technical training institutions operate;

- social factors of a region's economic growth;

- specifics of forming the regional and all-national market of education services and labor market.

Apart from this, the greatest impact on the vocation-and-technical training system's development and the quality of future skilled workers' professional training is made by factors that are of socio-economic character, the state of which, in their turn, is influenced by state power bodies of the country and a region.

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