

**Humanities
Pedagogy**

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Common and Different Features in VET of Ukraine and the USA

The education system in each country is a unique and complex phenomenon, inextricably linked with spiritual and material aspects of the past and present. Therefore the mere transfer of the experience of other countries, even positive, without taking into account the peculiarities of the national education system is dangerous and foolish.

Scientific literature analysis shows that in recent decades, Ukrainian scientists actively carried out a comparative study of education development in most developed countries – Great Britain, Canada, China, Germany, Scandinavia, the USA, France, etc. Common problems of vocational training and education, reforms of adult education, integration and globalization processes in lifelong learning are investigated by N. Abashkina, N. Avsheniuk, T. Desiatov, V. Zhukovskyi, N. Zhuravska, T. Koshmanova, V. Kudin, M. Leshchenko, L. Luk'yanova, A. Matvienko, N. Mukan, N. Mykytenko, L. Pukhovska, S. Romanova, A. Sbruyeva et al. The works by Ch. Bennett, L. Goncharov, L. A. Kremin, C. J. Lucas, Z. Malkova, L. Pivneva, A. Romanovskyi, J. L. Rury are devoted to the problem of the origin and development of the education system in the United States.

A new stage of social development places new demands on the quality of training, and requires new methods, forms, types of education in order to meet the modern times requirements. Over the last 15-20 years vocational education and training (VET) have become one of the fastest developed sectors of Western countries' economies. The experience of countries with developed market economies suggests a direct relationship between the rates of improvement and development of

production, its competitiveness in the world market and the level of professional training. The dynamic process of social development is closely linked to the rapid changes of quantitative parameters of national education systems, in particular, compulsory secondary and, even, higher education, new conceptual approaches to the organization, content and teaching methods, conceptual development of life-long professional education that would ensure continuous reception of knowledge, the possibility of its practical use and further development. The purpose of lifelong learning is to promote the comprehensive development of the individual, his or her self-realization and self-actualization, providing favorable conditions for the disclosure of personality's individual traits.

Under such circumstances, the issues of training, retraining and advanced training of skilled workers play a crucial role in the rapid economic growth of the country. It is proved by the practice of many countries, where there is a gradual abandonment of narrow specialization to lifelong learning. The issue of effective training system of technicians is of a great importance due to the most focus on practical activities and close cooperation with industry. However, despite considerable scientific interest in foreign psychological and pedagogical works, the analysis shows that the problems of skilled workers' training considering globalization and integration processes, systemic changes in the labor market and emergence of new technologies are not covered. The issues relating to training at two-year community colleges remain unrevealed. In particular, there are no works, which would comprehensively study trends of education at the beginning of the third millennium, place of technological training in American higher education and other issues. As a result there are contradictions between social and educational significance of the use of foreign, particularly American, experience, for the development, modernization of vocational education in Ukraine and its insufficient study; theoretical recognition of the importance of American standards and lack of practical oriented recommendations for their use in Ukrainian education.

Vocational education in the United States has valuable achievements and traditions, on which the modern system of highly qualified working staff training was formed. One of the strongest features of the American system of vocational education

is its great variety - from small colleges, designed for several hundred students to large state universities with tens of thousands of students; from two-year colleges with local programs of vocational education - to funded by private universities with a wide range of scientific research. The particular choice of the institution is largely determined by students' plans for future careers, their financial capacity and location of facilities.

One of the main characteristics of the system of vocational education in the United States was and still is a focus on the demands of society (*customer service orientation*). In the American school an individual's target setting is formulated as self-realization and personal success achieving; and the education system is aimed at literacy, education of worthy citizen, willingness to confront competition in a global economy.

Researching the tasks set by the educational institutions of the United States (to provide students with solid general education, to prepare highly qualified specialists in various fields of knowledge, to develop skills of interaction, understanding, etc.) allows us to conclude that leading approaches in the implementation of specialists' training in the United States are competence (integrated set of knowledge, skills, competencies and value orientations of student in a particular field of activity) and axiological (the revealing of values as essential powers of the individual' professional, intellectual, moral, creative potencial) approaches. The interaction of these two approaches is aimed at the development of important professional and personal qualities that will help ensure specialists' high competitiveness, the ability to orient in complex social and professional situations, select, implement innovative processes; form a system of values, which influence the behavior and activities of the individual, his or her better adaptation to the changes taking place in all spheres of life.

The system of vocational education in Ukraine is also quite complicated and consists of 994 state vocational schools of different types, where more than 423 thousand students study and more than 57 thousand pedagogical employees work (as of 01.01.2010); there are also over a thousand departmental and private educational institutions that train skilled workers on the basis of licenses obtained. The system of

on-job-training which annually has more than 1.3 million workers of enterprises and organizations belongs to vocational education, as well [1].

The main element of American vocational education system is a two-year junior (or community) college. Such colleges are absolutely unique American invention as it is a regional multi-profile institution integrated into the system of higher education that simultaneously prepares specialists for industry, agriculture, services, education and health care. Its specialization depends only on the local labor market needs.

Today in the United States, there are 1158 community colleges that train 11.6 million students. Most colleges located in the state of California - 136 (including 24 private), and the lowest number of community colleges is in the states of Delaware (3) and Rhode Island (2) [2, p.3].

The advantages of studying at community colleges are time saving (in 2 years, students receive a diploma of higher education) and finance saving (tuition at community colleges is significantly less). Besides, there are two-year colleges in most American cities, hence young people are able to get an education and a degree anywhere [3].

American system of vocational education is different from the Ukrainian one by the close relationship of education and labor market, which is manifested in the study of the demand for highly skilled workers to adjust curricula. In addition, private investments provide large scale financing of the educational system. The main subjects of non-state funding are the individuals, charitable foundations, corporations, former graduates, as well. Incomes of American colleges are formed by:

1) appropriations from the state budget; 2) fees and other private sources (donations of various benefactors, sponsors and trustees); 3) own money for additional educational services, including income from various activities, publishing, etc.

Unlike Ukrainian colleges an American college is run, primarily, by a Board of Trustees, not by a director, who implements only performing functions. Buildings, structures and land areas, equipment of a state college in the United States is its property, and not referred to it by the right of operative management as in Ukraine. It

should be noted that the organizational structure of the American two-year colleges is characterized by the presence of strategic development and marketing departments that prepare prospective programs of college development; all this allows to respond quickly to the needs of society and economy.

There are a number of common problems in the systems of vocational education in Ukraine and the United States, reflecting global trends in education systems:

- change of the goals and functions of education, strengthening, along with the traditional, professional, economic, humanitarian and humanistic function aimed at human development;

- desire to improve the quality of the entire system of vocational education, its effectiveness; education matching the real needs of society and labor market.

As for the purposes of vocational education in Ukraine and the United States there is a similar focus not only on the high level of professionalism, the most complete implementation of intellectual and creative potential of each student, but also on the development of his or her moral character. In Ukrainian educational documents this direction can be traced in more detail, emphasizing the high traditions of Ukrainian spirituality.

An important principle of modern vocational education in Ukraine and the United States is its humanization and liberalization. This fully meets the post-industrial stage of development, the growth of the role of education, especially vocational one, in the humanization of society, spiritual formation and moral enrichment of citizens, skilled workers' training in a wide range of new fields.

The analysis of historical and pedagogical priorities of vocational education reforming in the United States suggests that one of its main features is the flexibility and ability to respond quickly to the needs of society and the economy, provided by the appropriate legal framework, scientific and methodological developments, a necessary material and financial base.

There is similar understanding of basic principles of technical education by educators of both countries, the content of which includes general educational, general professional and professionally oriented (theoretical and practical)

components. Analysis of the curriculum of American two-year colleges and Ukrainian vocational and technical colleges has shown that programs of general education inherent serious attitude towards science knowledge, while much attention is given to the historical and cultural aspects, as it helps to understand the present better. Programs of general education of American two-year colleges consist of the same number of general and humanities subjects; cultural, ethical, psychological components are compulsory, since the informatization of society requires individuals with broad humanities worldview, who can think and act based not only on their own interests, the interests of people, their social group, but also on the interests of all mankind. In addition, unlike at Ukrainian vocational schools, courses are based on an interdisciplinary basis.

The disadvantages of the American education system include poor theoretical training of future professionals, fragmentation of knowledge, excessive adherence to the requirements of the local labor market, fashion themes capturing etc. Instead professionally oriented education in the American two-year college is more practice oriented, due to electronic educational resources that reflect the real conditions of production, as well as practical training at enterprises of the industry.

Possible ways of implementing progressive American experience in vocational education in Ukraine include: systemic interaction of labor markets and vocational education; implementation of vocational education monitoring; creation and implementation of national standards for training on the basis of competence-based and axiological approaches; new mechanisms for evaluating the quality of graduates' training, particularly through independent licensing system (certification of qualifications); development of regional programs of vocational education development; definitions of training duration according to specialty, level of students' pre-professional training and tangible results of their training and readiness to perform their professional duties; involvement of alternative ways of financing, etc. Their successful implementation will improve the national specialists' training, ensure their competitiveness in today's labor market, and accelerate the modernization of the Ukrainian system of vocational education and rapprochement of vocational schools to international standards of vocational education and training.

The education system of Ukraine should also adopt democratic mechanisms and management practices, as well as financing schemes, multilevel, versatility, and axiological and competence approach, credit and modular organization of the educational process and other innovative areas of training which are specific to the American two-year colleges.

Thereby, the analysis of similar and different features in specialists' training in the United States and Ukraine gives reason to claim that both countries are considering improving their education systems as an essential condition for social and economic progress. The efforts of teachers in both countries are aimed at education, science and industry integration, development of the creative nature of vocational education; improvement of vocational education quality and efficiency, providing of wide and open access to vocational training, vocational education management improvement, educational institutions cooperation with labor market and other social partners, improvement of educational programs, curricula and training areas in accordance with the requirements of the economy and labor market. However, we note that the national education program and concepts remain practically unimplemented because of a number of objective and subjective reasons.

References:

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