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PROFESSIONALIZATION OF SOCIETY: INTERACTION OF VOCATIONAL EDUCATION AND THE LABOR MARKET

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The article considers the role of professionalization to ensure effective employment, as well as the problem of matching learning outcomes and qualifications to the needs of the labor market in the current conditions of economic development, new challenges and urgent tasks that arise between all participants in the social dialogue. Attention is focused on the fact that business and education are no longer self-sufficient and are increasingly dependent on each other, therefore, strengthening the integration of educational services and labor markets is the most important factor in successful socio-economic development in the context of globalization. The flexibility and adaptability of the system of primary professionalization to the needs of the labor market, the focus of educational services on meeting the needs of business is the primary task of management in the education system, and also leads to an increase in the efficiency of the labor market. But today, even the best universities do not keep up with the pace of development of the business context and cannot adapt educational programs in a timely manner. The modern Ukrainian labor market is characterized by significant professional and qualification imbalances. Unresolved problems of employment, in particular for young people, lead to negative consequences, therefore, special attention should be paid to the development and implementation of projects that are focused on financing active measures to promote employment; conducting marketing research or using the services of marketing services in order to study the needs of the labor market, determine the specialties in demand, professional skills, competencies and skill levels that specialists should possess in accordance with the requirements of employers; providing a leading role for the International Labor Organization to achieve the goal of improving employment opportunities for trained youth, promoting better integration in the labor market and reducing youth unemployment or economic inactivity. It was noted that after the end of the war, the highest growth rates will be achieved in industries that will work to restore the domestic market, but the need for professions will depend on the economic strategy of Ukraine and how actively the economy will recover and develop.

ПРОФЕСІОНАЛІЗАЦІЯ СУСПІЛЬСТВА: УРАХУВАННЯ ВЗАЄМОДІЇ ПРОФЕСІЙНОЇ ОСВІТИ ТА РИНКУ ПРАЦІ

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професіоналізація,
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праці, держава, профспілки,
роботодавці

Стаття присвячена дослідженню ролі професіоналізації для забезпечення ефективної зайнятості, відповідності результатів навчання та кваліфікації потребам ринку праці в сучасних умовах розвитку економіки, нових викликів та актуальних завдань, які постають між усіма учасниками соціального діалогу. Акцентовано увагу на тому, що бізнес та освіта перестають бути самодостатніми і все більше залежать один від одного, тому посилення інтеграції ринків освітніх послуг і праці виступає найважливішим чинником успішного соціально-економічного розвитку в умовах глобалізації. Для досягнення цілей ефективного функціонування ринку праці гнучкість та адаптованість системи первинної професіоналізації до потреб ринку праці, спрямованість освітніх послуг на задоволення потреб бізнесу є першочерговим завданням менеджменту в системі освіти, але сьогодні навіть найкращі вищі не встигають за темпами розвитку бізнес-контексту та не можуть своєчасно

адаптувати освітні програми. Сучасному українському ринку праці притаманні значні професійно-кваліфікаційні дисбаланси. Невирішені проблеми працевлаштування, зокрема молоді, призводять до негативних наслідків, тому особливої уваги потребують питання розробки та впровадження проектів, орієнтованих на фінансування активних заходів сприяння зайнятості; проводити маркетингові дослідження або користуватись послугами маркетингових служб з метою вивчення потреб ринку праці, визначення затребуваних спеціальностей, професійних навиків, компетентностей та рівня кваліфікації, якими повинні володіти фахівці відповідно до вимог роботодавців; надання провідної ролі Міжнародній організації праці для покращення можливостей зайнятості підготовленої молоді, сприяння кращій інтеграції на ринку праці та зниженню рівня безробіття молоді чи економічної неактивності. Зазначено, що після закінчення війни найбільші темпи приросту досягатимуться в галузях, які працюватимуть на відновлення внутрішнього ринку, однак потреба в професіях залежатиме від економічної стратегії України, від того, наскільки активно буде відбудовуватися і розвиватися економіка.

Introduction

Today, modern society is a mobile and dynamic, multi-level integral system. Changing the content of professional functions, the integration of certain types of labor, their mutual enrichment, the emergence of new professions and the death of old ones is a consequence of the intensification of production, the introduction of new technologies. The intensity of the processes of differentiation of professional activity requires a change in professional values in society: monoprofessionalism is being replaced by polyprofessionalism. Professionally mobile specialists who are able to successfully and effectively find and realize themselves in socio-economic conditions, carry out successful planning and organization of their own professional life are in demand in the modern labor market.

To achieve the goals of the effective functioning of the labor market, the flexibility and adaptation of the system of primary professionalization to the needs of the labor market, the focus of educational services on meeting the needs of business is the primary task of management in the education system, but today even the best universities do not keep up with the pace of development of the business context and cannot timely adapt educational programs. The Ukrainian labor market is characterized by significant professional and qualification imbalances.

This problem is especially relevant in modern society due to the fact that in recent years, in the course of economic and social reforms, and more recently in connection with hostilities, the reasons for the loss of work were unsatisfactory working conditions, many people lost their jobs, some professions became in little demand, many specialists were forced to change their profession, i. e. engage in the process of reprofessionalization. Companies were forced to relocate to safe regions, so the structure of the labor market by regions has changed. Ukrainians are faced with a big problem: there are fewer vacancies in the labor market, and competition has grown.

Analysis of latest researches and publications

The scientific basis of the research is made up of numerous works of famous domestic scientists, in particular, in the works of Ya. Bilokon, M. Waintraub, D. Hordiichuk, L. Lavrynenko, V. Lapshyna, V. Lozovetska,

O. Nesterovych, N. Nychkalo, I. Mosia, A. Romanova, V. Rykhlitskyi and others the various aspects of the content and role of vocational education and training as components of youth employment policy are investigated, the issues of compliance of the scale and structure of labor demand with the existing supply on the market, etc. are also considered. However, despite a significant number of researches, the problems of studying the labor market, the vocational education market and the professionalization of society, taking into account the specifics of their interaction and the elements of state regulation of these markets, remain insufficiently observed in the current conditions of economic development, new challenges and emerging tasks. This leads to the relevance of this study.

Formulation of the purposes of the article

The purpose of the article is to study the role of professionalization to ensure effective employment, the correspondence of learning outcomes and qualifications to the needs of the labor market in modern conditions of economic development, new challenges and urgent tasks.

The main material of the research

The problem of becoming a professional is, first of all, the problem of personal and social development of the future specialist as a subject of social action. A modern professional must see his profession in the totality of its wide social ties, know the requirements for it and its representatives, understand the content and specifics of their professional activities, navigate the range of professional tasks and be ready to solve them in changing social conditions. All the necessary professional knowledge, skills, norms of behavior and value orientations, ideals and structures of the personality are formed in the process of professionalization of the individual.

The core of primary professionalization, its central component and main stage is vocational training, obtaining a specific specialty at a university or other professional educational institution. The main goal of vocational training is the acquisition of certain knowledge, skills and abilities necessary for the successful implementation of a particular type of professional activity. However, the acquisition of a specialty does not exhaust the content of this stage of professionalization. The process of vocational training in a higher educational

institution involves the purposeful formation of a system of social and professional qualities, deep convictions, worldview positions in future specialists, which are the foundation for the development of professionalism. In addition, professional interest, not burdened by universal moral values, can cause professional narrowness, so moral education should become an important component of vocational training.

The system of vocational education is one of the most important and complex in the life of society. It performs various functions, in particular: social, economic, cultural and creative, educational, cognitive and others. They are closely interconnected and implemented in the systemic interaction of educational institutions of different types and forms of ownership, enterprises and organizations of all economic sectors, social partners, public organizations, united territorial communities, public authorities and administration [1, p. 72].

Professional education has the following goals:

1. Creation of conditions for mastering professional activity. For each person, vocational education performs two main functions, in particular: it is a way of self-realization of the individual in professional work and is a means of ensuring the sustainability of an individual's professional career in a market economy.

2. Education of socially active members of society for creative participation in production, responsibility for the results of their work, the state of the environment, etc.

3. Teaching methods of continuous self-learning to maintain the competitiveness of the individual in the labor market and the full disclosure of the abilities of the personality.

The primary professionalization of an individual is completed by the successful execution of a vocational educational institution in the relevant specialty and becomes the starting point for its entry into the world of professional and social and labor relations. Secondary professionalization occurs in the process of an individual's professional activity, his desire for continuous self-development and self-improvement, the accumulation of experience, the assimilation of professional ethics and growth as a professional. Thus, it is in the process of professional work that a specialist turns into a professional, but such a process is successful only if, in the course of primary professionalization, a person, along with receiving appropriate professional training, laid the foundations of a humanistic worldview, brought up an active and creative personality. The psychological factor in the formation of professionalism is important, namely, the orientation of the individual to improvement and creativity, and the social factor – the assimilation of a wide range of norms, values, and professional and universal orientations.

The role of society and the state in the professionalization of the individual primarily consists in the following:

- ensuring social guarantees, free choice of profession;
- improvement and development of new forms of employment, taking into account socio-economic conditions and changes in the labor market;
- determination of the ways of self-realization of the individual in the conditions of the socio-cultural dynamics of society;
- achieving a balance between the possibilities of the labor market and the professional interests of the individual, considering his psychophysiological characteristics;

- effective forecasting of professional progress in labor activity;

- assuring that the level of professionalism of the individual corresponds to his social status and level of well-being.

Being the bearer of the society's innovative potential, young people make up more than half of the working-age population of the country and form a special contingent of the labor market, which differs significantly from other participants in this market. On the one hand, young people are more educated, mobile, enterprising, open and ready for change and job search. They own new knowledge, professions and technologies, they are the possessors of intellectual potential, a significant potential for the socio-economic development of the country. On the other hand, young people have certain social problems with building their own career related to the level of education, choice of profession, professional development in the process of mastering a specific profession in an educational institution, starting work, choosing a direction within the profession, professional growth. The development of a market economy has necessitated professional mobility and competitiveness of workers. These changes inevitably gave rise to problems of professional self-determination and self-development of the individual. Young people entering the labor market generally lack training and relevant work experience. In the conditions of fierce competition in the modern labor market, young people should be able to prove that they have the relevant knowledge, skills and abilities [2, p. 4].

Important for the legal regulation of youth employment in Ukraine is the Law of Ukraine «About population employment» [3], referring to persons who have additional guarantees in facilitating the employment of young people who have completed or stopped their education in general education, vocational and higher educational institutions, resigned from urgent military or alternative (non-military) service (within six months after the end or termination of training or service) and is hired for the first time. For their employment, enterprises, institutions and organizations with more than 20 full-time employees are assigned a quota of 5 percent of the average number of full-time employees for the previous calendar year.

Professional self-realization of the individual occurs in the course of active work, where the factor of choosing a profession and «life in the profession» acquires special significance as determining the interests, life orientations and lifestyle of a person. The professionalization of society at the stage of development leads to an increase in the role of the professionalism of the individual as the most important criterion of social stratification, a factor of social mobility and sociocultural dynamics [4, p. 58].

In the era of globalization and the formation of the knowledge economy, strengthening the integration of educational services and labor markets is the most important factor in successful socio-economic development. Business and education are no longer self-sufficient and are increasingly dependent on each other. Knowledge is an undoubted factor in the success of the functioning of any economic system, both at the micro-, macro-, and at the global level [5, c. 593].

In the Decent Work Agenda 2020–2024 for Ukraine [6], in the rationale for ensuring better matching of learning outcomes and qualifications to the needs of enterprises,

it is noted that the system of vocational education in Ukraine does not fully provide the qualifications required by enterprises; the lack of necessary training creates an obstacle to increasing the productivity and competitiveness of the country. Enterprises regularly report that vocational education institutions do not provide their graduates with practical knowledge or the necessary professional skills. In addition, there is a problem with matching the level and quantity of education to the requirements of employers. According to official statistics, more than half of Ukrainians (50%) do not work in their specialty, which leads to structural unemployment. In addition, a certain proportion of workers (37%), especially those with higher education, have too high a level of education for their positions [6, p. 23; 7].

This situation arose, in particular, as a result of the imperfect formation of the state / regional order for personnel training, the lack of effective relationships between educational institutions, employers and local executive authorities, and insufficient motivation of young people to master working professions.

Entering the market economy sharply raises the problem of professional suitability, competitiveness of employees, the level of their professional competence and professionalism, the problem of building appropriate models of professional activity, personal and skillful qualities of a professional. The world of professions is very mobile, some professions are becoming a thing of the past, others are emerging [8, c. 94]. Unfortunately, today in Ukraine, personnel training is carried out without taking into account the situation on the labor market. More workers in the service sector are graduating, but the industry also requires a lot of skilled workers. The bias occurs due to the fact that there is no interaction between the markets of educational services and labor market [9, p. 115]. Working specialties are most in demand now: employers are looking for assemblers, loaders, pickers and packers of goods. The most demanded specialists also include salespeople, IT specialists, pharmacists, farmers and builders. Demand for the latter was minimal at the beginning of the war, but thanks to the restoration of roads and houses, the number of such vacancies increased. The hardest jobs to find are real estate, finance, insurance, law, hospitality and education. Until recently, this list included the automotive industry, but with the resumption of work of factories in western Ukraine, the situation improved and the sector even showed a slight increase compared to the pre-war period [10].

The state is faced with the task of forming such a mechanism for state regulation of the youth segment of the labor market, which would provide: comprehensive interaction of stakeholders (government bodies, institutions of higher and vocational education, employers and youth) in solving the problem of youth unemployment and professional and qualification imbalance of the labor market; professional self-determination and youth development; acquisition of the first professional experience and search for effective forms of employment; improvement of the conditions for internships and placement of young people in the first workplace; raising the motivation of young people for highly productive activities. Youth policy in the field of employment and job finding should take into account the characteristics of this age category of the population,

the specifics of regional labor markets, the complexity of the formation and functioning of social and labor relations between the employer and youth [2, p. 4–5]. Unresolved problems of youth employment lead to an increase in unemployment and a decrease in living standards; the spread of passive (dependency), unregulated (shadow employment) and destructive (criminal) patterns of behavior; encourage external labor migration; lead to a loss of motivation to work, a change in the structure of value orientations and a drop in the prestige of legal employment, etc. [11, p. 187].

The modern labor market needs the formation of an adequate career guidance system, its compliance with socio-economic requirements and needs, orientation to the labor market. The skills demand forecasting system is not properly coordinated across institutions. As a result, it becomes more difficult to provide effective career guidance and to ensure the relationship between professional and educational standards, curricula and programs. In addition, the social partners are not sufficiently included in forecasting the demand for skills at the national, sectoral and local levels. In this context, the government seeks to increase the number of young people receiving vocational (vocational) education, improve the content and methodology of curricula to synchronize vocational education opportunities with the needs of the economy [6, p. 23].

According to the «Decent work country programme Ukraine 2020–2024» [6], developed by the government, trade unions and employers' organizations in cooperation with the International Labor Organization (ILO) to achieve national and other internationally agreed goals, it is the ILO that has a leading role in ensuring better correspondence of learning outcomes and qualifications to the needs of enterprises, in particular, providing support in improving the quality of vocational (vocational) education in the context of key professions, ensuring the involvement of social partners to help improve coordination of activities and interaction of parties in the process of forecasting the demand for skills, developing and revising professional standards, curricula and teacher training, including gender aspect, promotion of better career guidance and job search, inclusive of support for young girls in choosing careers occupied usually by men.

At the same time, not only the state should help and guide the youth. Employers should also be interested in training highly qualified workers. Support and financing of the specialties they need, holding open days at enterprises and organizations, assisting students in internships are appropriate activities. At the present stage, the system of Ukrainian education is focused on mastering only theoretical material. Therefore, students do not have significant opportunities to gain practical experience, which also affects their further employment. As practice shows, most graduates find work with the help of acquaintances, on the Internet or in newspapers, some turn to the State Employment Service. It would be good if employers cooperate with universities and participate in the educational process of students, provide them with relevant practical knowledge with subsequent employment. Since the majority of Ukrainian employers claim that there is a shortage of necessary skills among young people, especially in areas that need specialists with highly complex technological tasks or in areas that are at the intersection of several types of

activity and provide for a multi-tasking production process. The inconsistency of the areas of training of young specialists with the needs of the economy leads to a professional and qualification imbalance in the labor market. It is necessary to intensify the process of supporting young people's business initiatives, to encourage them to actively search for work and acquire a profession that is in demand on the labor market; develop and implement projects aimed at financing active measures to promote youth employment; conduct research to determine the specialties, professional skills and qualifications that graduates should have; include mandatory internships for students in educational programs; develop a mechanism for propaganda among boys and girls of part-time work in their free time and the organization of experimental enterprises in universities and vocational schools; organize meetings with employers and former unemployed who have successfully found a job or founded their own business [11, c. 189–190]. It is also necessary to introduce world experience, when marketing services that study the needs of the labor market, the definition of popular specialties, professional skills and competencies and the level of qualification that specialists should possess in accordance with the requirements of employers, become an integral part of the educational institution.

Conclusions

Today, a situation has developed on the Ukrainian labor market that requires immediate systemic economic and social

transformations. It is necessary to develop and implement projects aimed at financing active measures to promote employment; conduct marketing research or use the services of marketing services in order to study the needs of the labor market, determine the specialties in demand, professional skills and competencies and the level of qualification that specialists must possess at the request of employers; increase internship hours for students to gain practical skills; introduce into the practice of functioning business incubators, the organization of experimental enterprises in professional educational institutions; organize meetings and involve employers, graduates who have successfully found a job or established their own business in lecturing. Solving the problem of matching qualifications to the needs of the labor market among young people is possible, in particular, by giving the leading role to the ILO and revising the competencies of young graduates of vocational (vocational) education institutions in order to better match the needs of the labor market, which will lead to improved employment opportunities for trained youth, will contribute to better integration in the labor market and reducing unemployment or economic inactivity of young women and men.

After the end of the war, the highest growth rates will be achieved in industries that will work to restore the domestic market, but the need for professions will depend on the economic strategy of Ukraine, on how actively the economy will recover and develop.

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