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## **PROBLEMS OF MANAGING VOCATIONAL-TECHNICAL SCHOOLS: REGIONAL ASPECT**

The article deals with the problems of management of vocational education institutions with their optimal integration into the existing socio-economic space and the modern model of the regional labour market. The factors that determine negative tendencies and cause the crisis phenomena and problems in the system of vocational-oriented education are investigated. Preconditions and main ways of modernization of vocational education system of Ukraine are determined, based on world experience. On the basis of the in-depth analysis, practical recommendations for reforming Ukraine's vocational-oriented education system in the context of its European integration option are proposed.

The main goal of reforming the national system of vocational education and training in the conditions of decentralization of power should be not to reduce the number of such educational institutions and not to shift the burden of financing their work to regional and local budgets, but to significantly improve the quality and intellectualization of vocational-oriented education. The network of vocational education institutions should meet the needs of the present, by fulfilling the order of the region regarding the needs of those or other working professions.

Summarizing the above, it should be noted that among the main tasks of the development of vocational-oriented education in the near future are the following:

1. Reforming the system of management of vocational education and training on the basis of modernization of the content, forms, and methods of management of the educational institution and its structural subdivisions, innovation updating of information, scientific-methodical, material and technical support for its functioning.

2. Improvement of the quality of vocational education and training on the basis of the establishment and implementation of a quality assurance system for education and training, the introduction of technology and complex criteria for assessing the effectiveness of activities of members of the labour collective, as well as of the educational institution as a whole. The direction of the vocational school should be aimed at improving the quality of training specialists – junior specialists and skilled workers, competing in the labour market, and in demand in the region.

3. Removing the imbalance between the rates of admissions to higher educational institutions and vocational schools. Establishing the proportion of admission to vocational-technical institutions at a level not less than 60% of the total amount of admission to educational institutions on the conditions of the state order for the educational qualification levels of a junior specialist.

4. Optimization of the system of financing vocational education in the conditions of power decentralization. The attraction of potential employers' funds for the training

of working personnel aimed at eliminating reasons for the extremely limited financial provision of vocational-technical schools and institutions of vocational-oriented education system; the search and introduction of a new model for calculating expenditures for the training of skilled workers in vocational schools in the formation of state and local budgets, which would take into account real costs depending on the complexity, material intensity, knowledge intensity of professions, quality of training and final result of the work of educational institutions; on the formation and introduction in the state of a new system of relations and responsibilities of the authorities of all levels, employers, and society for the professional development of citizens throughout life, their career growth and the inclusion of the national economy in the process of revival, first of all its real sector.

5. A gradual, balanced decentralization of the management of vocational-technical schools, and the delegation of the relevant rights and responsibilities to local self-government bodies.

6. Well-considered social advertising of the prestige of the working professions developed within the framework of the socio-economic strategy of the region's development.

The world experience convinces that modernization of vocational-oriented education is a long-term process since it requires a gradual change in the public consciousness, the consolidation of all forces and resources of the state and regions, the creation of a coherent system of economic and legal norms, market principles of the economy, and modern scientific and technological achievements, corresponding state of social morality, and the level of general legal and political culture.