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Implementation of Vocational Education Standards in the Context of Postmodern Trends

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Abstract: Our research involves the study of vocational education in the context of postmodern trends in society. We analyzed how postmodern manifestations of the 21st century have affected vocational education standards. The main theoretical and methodological approaches to the formation of postmodernism and the process of formation of standards of vocational education were studied. Based on the results of the research, the main approach to the basics and basic trends in the formation of standards of vocational education was established. Education as a process is relevant throughout historical development, because everyone understands his importance in society, realizes his responsibility to him since the early days of man needs new knowledge to continue living. The formation of the process of professional education itself begins several centuries ago, which confirms the maturation of man in social development. The period of postmodernism in the educational process is marked by globalization and the integration of society. This trend requires continuous professional growth. The worker in the conditions of postmodernism must be able to quickly change their skills, adapt to new challenges that may constantly evolve due to the rapid development of information technology. In the course of our research the integration method of synthesis of figurative structure, and the analysis, the characteristic of pedagogical activity at the formation of professional education is used. There are methods of synthesis, analysis, and interpretation of postmodernism in educational development. The results of the research confirm the postmodern trends in the formation of vocational education.

Keywords: *Information society, globalization, integration, competence, worldview.*

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Introduction

The relevance of the research is due to the needs of the new generation of the XXI century, living in the era of postmodern ideological and cultural direction, the period of globalization and integration of society, the process of high-speed Internet, which affects technological achievements and constant social challenges. Innovative technologies have absorbed the educational process of today, which leads to the need to modernize the basic standards of vocational education.

Vocational education is formed under the influence of social needs and in an innovative society. Primary and secondary education are structural components of the educational process that create the basis for further choice of professional activity, and vocational education is key in building society and determining the priorities of the individual for development and self-realization in life.

Standards of vocational education are considered as norms necessary for qualification, which contain requirements and levels of competence in professional activity. Provisions for ensuring the innovative development of vocational education are declared in the following program documents: "National Doctrine of Education Development of Ukraine in the XXI Century", "Strategy of Innovative Development of Ukraine for 2010-2020 in the context of globalization challenges", "National Strategy for Education Development in Ukraine for 2012-2021 » and others. However, the provisions of the Law of Ukraine "On Higher Education" (Pro vyshchu osvitu, 2014) no longer regulate the activities of technical schools and colleges, which, according to the Law of Ukraine "On Education" (Pro osvitu, 2017), the wording as of 02.10.2021 referred to another educational level of vocational education - professional higher education.

The purpose of the article is to analyze and investigate the impact of postmodern trends on the implementation of vocational education standards.

Theoretical bases of the introduction of standards of professional education

In the process of state development, there is a necessity to create conditions that will shape the basic needs of society. Such conditions determine the implementation of certain rules or standards. Standards are a mandatory component of social development in the context of public administration. The standardization of education is especially important in

the context of the formation of social requirements.

The standardization of vocational education contains several definitions that highlight the professional and educational context. Professional standards - norms and requirements for the level of qualification of the future employee, determined by employers, the level of competence in a particular specialization according to the demand for professions in society. Educational standards are norms and requirements that fill the content of education in the process of educational activities of vocational education institutions by level and specialty. Evaluation level standards are defined criteria, norms, levels of the content component, which form the definition of the quality of educational activities.

Standards of educational activity - integration of indicators of human success in a certain professional activity, in particular the level of quality of education, criteria of success, and competence in a certain field of activity, i.e. specialty. Standardization of educational activities forms the basic social needs of person. Therefore, standards are also different in different countries, as they are formed under the influence of economic and political vector development. Standards are norms that can also change according to new needs as a result of the evolution and progress of society.

The main tendency to the formation of standards of educational activity is to focus on the predictability of the goals of society in this area. At the same time, standards change according to the development of society.

There are various studies in the field of determining the features of standardization of the educational process. The main factor of standardization is the meaningful analysis and orientation and competencies in various fields and professions. It should be noted that the following domestic and foreign scientists paid considerable attention to the methodologies of professional education development, aspects of professional training of skilled workers and specialists: S. Batyshev (1981), L. Vasylenko (2003), O. Mykytenko (2016), N. Nychkalo (2008), L. Rudenko (2015), and others. The latest methodological approaches to the standardization of vocational education involve the establishment of general pedagogical patterns as a basis for scientific research and worldviews (philosophical, scientific, psychological ideas of research in the field of educational standards and their impact on the results of the educational process).

Theoretical and methodological principles for determining trends in the formation of professional educational activities in postmodern society is the analysis of national standards.

Thus, based on the study of scientific approaches and conclusions of

scientists, we argue that the organization of educational professional activities should be based on standardization and criteria for the level of education.

Research of the implementation of vocational education standards in the context of postmodern trends

The problem of vocational education in the development of social life today is relevant in terms of socio-economic development. Thus, the low standard of living is evidence of a low level of education, and in the particular professional. As specialists in various fields are insufficiently qualified in the conditions of constant progress and application of innovative technologies in professional activity, there is a need to modernize vocational education.

Nowadays, society needs innovative approaches in the formation of educational standards of professional educational activities. The postmodern environment is characterized by the search for an intellectual solution to epoch-making problems, which aims to use more cultural and political content than economic (Nerubasska, Maksymchuk, 2020; Nerubasska, Palshkov, & Maksymchuk, 2020). Postmodernism is a cultural trend that arises as a result of people's critical perception of the values formed throughout history (Gygli, 2019). After all, the world war demonstrated the crisis of social and cultural dogmas of worldview and value orientations. Postmodernist tendencies suggest that cultural development is a total direction that covers all spheres of human life. According to worldviews, the postmodernist direction interprets the chaos of human existence in the creation of the experience of gaming mastery of such chaos in the context of the development of an innovative post-industrial society.

Thus, postmodern tendencies determine the direction of the professional educational process as a procedure for acquiring competencies (Giddens, 1991). The main aspects of acquiring competence are the application of acquired knowledge in practice. Namely, in the conditions of postmodern tendencies, a change of accents is formed from the accumulation of knowledge and skills in a certain field to the formation of skills and abilities to practically apply their knowledge in professional activities.

In terms of the professional education of postmodernism, a competency-based approach is established, which provides for the formation of a highly qualified specialist in a particular field, able to improve their skills and abilities throughout life and apply for technical and

technological advances. The new generation specialist can self-improve and use innovative approaches to professional activity.

Vocational education in the development of a new post-industrial society is based on the needs of the labor market, which is a key reference point in ordering specialists in various fields. Accordingly, educational activities in the training of highly skilled workers involve improving the quality of content and level of education (Gardner, 1983). Disciplines are taught in the context of the career guidance of a specialist in the general educational process and preparing him for the existing challenges. The competence approach to vocational education is aimed at forming a highly qualified graduate who meets the demands of the labor market, and such a specialist can independently master innovative technologies that are related to his profession (Vatamaniuk, 2014). Educational programs in the new post-industrial world focus on the formation of the student's skills and abilities that he needs to implement professional activities for the needs of society. Therefore, the emphasis of educational activities is shifted to the needs of the student, not to the activities of the teacher (Rudenko, 2016). The student is the main character in the acquisition of professional competencies, accordingly, the learning process focuses on achieving the desired or expected results.

The formation of vocational education is impossible without a social partnership, which is one of the main ways to implement the standards of democratic education in postmodern trends. The social partnership involves the involvement of methodologies and approaches using the experience gained in the formation of new standards of vocational education.

Standards of vocational education should contain such a content of activity that would form the personality of a specialist with a new type of thinking aimed at achieving the new needs of post-industrial society. A highly qualified specialist who can apply his/her skills and knowledge in the event of unusual situations, who comprehensively solves technical, technological, economic proposals in solving specific production problems - is the result of effective professional educational activities in a postmodern society.

To determine the level of formation of vocational education, we conducted a research by the method of studying the personal identity of L. B. Schneider (2007). The methodology defines personal identity in the context of vocational education. Identity - the result of an active reflexive process that demonstrates the true ideas of the subject about himself/herself and is accompanied by a sense of personal certainty, which allows the subject to perceive his life as an experience of duration and continuity of

consciousness, unity of life goals and daily actions, actions and their meanings, which allows acting consistently (Schneider, 2007). In our context, the study will determine the professional orientation of students in educational institutions.

We organized the research online format, i.e. posted the survey in Google form and involved students for the questioning. The sample of students was based on the "Snowball" method. We offered it for 5 students, and they did to their acquaintances, and thus we attracted 100 people.

Based on the research, we identified the main indicators of identity: premature identity, diffuse identity, moratorium, achieved positive identity, pseudo-positive identity (Smith, 1997).

Premature identity occurs when a person has not made independent life choices at all, identity is not realized, and rather it is an option of imposed identity. Diffuse identity is a status of identity in which there are no goals, values, or beliefs.

Criteria for blurred (diffuse) identity are the average level of dissatisfaction with themselves and their capabilities. A moratorium is an identity status in which a person is in a state of identity crisis and actively tries to resolve it using various options (Imel, 1998). Achieved identity - the status of identity, which has a person who has formed a certain set of personally significant goals, values, and beliefs, experiencing them as personally significant, providing him/her with a sense of direction and consciousness of life (Vuckovic, 2019). The representation of the achieved identity is a positive self-attitude in assessing one's qualities and stable connection with society, as well as full coordination of mechanisms of identification and separation.

The criteria for a positive (mature) identity are the notion that personality, character, and activity can evoke respect, sympathy, approval, and understanding in others; a sense of the value of one's personality, and at the same time the supposed value of one's "I" for others.

Pseudo-identity - a stable denial of its uniqueness or, conversely, its ambitious emphasis on the transition to stereotypes, as well as violation of the mechanisms of identification and separation in the direction of violation of the temporal connection of life (Gray, 2008).

To study personal identity, a technique based on the principles of direct and chain associative tests is used. Initially, respondents were allowed to identify two stimulus words: "living" and "dead", to which each subject recorded 10 associative reactions. Then already it was again offered to write down 10 any different words which came to mind, on these 10 words-stimulus. All associative reactions (primary and secondary) of the

respondents were brought together. In the end, only the final words of stimulus remained.

Based on the research, identities were identified that indicate students' self-perception in society. They were not globally aware of their choice, as not everyone saw themselves as successful. Some remained in "their" world, without hindering the further development of educational activities in vocational education. Defining one's identity contributes to self-knowledge, as well as determining how purposeful and successful a person can be in their professional activities. Identities show how independent a person is in his choice. For example, premature identity shows that a person does not make his choice at all, does not realize what to do at all.

Diffuse identity is a status in which a person does not have certain beliefs and values, and does not form them at all. Achieved and positive identity - indicates the formation of personality.

The study became the basis for determining the identity of students of vocational schools, which shows the impact of professional educational activities on the self-perception of students capable of self-realization in postmodern society (L. B. Schneider, 2007) (Fig. 1).

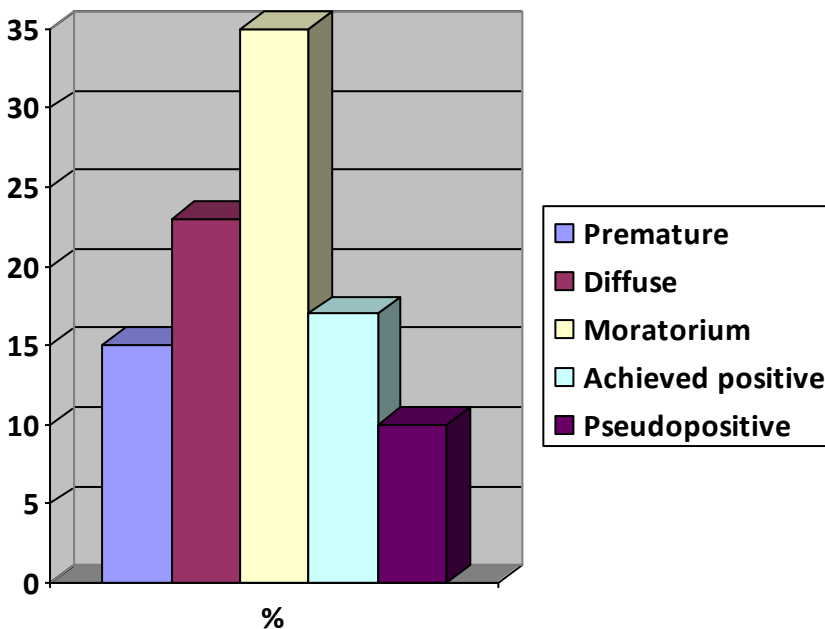


Fig.1. Indicators of identity research in students of vocational schools (developed by the authors)
Systematized by the authors

Based on the research, we found that students mostly feel the identity status of the "Moratorium", which indicates that they are looking for their way in the professional definition and a sense of anxiety. Students are actively involved in the study, which provides fairly accurate data. The study found that the next measure of identity is diffuse. This identity confirms that a person does not have stable values and principles, can choose the wrong actions to meet their social needs.

Conclusions

We conducted a study of the main approaches to the standardization of vocational education and identified the main trends in the postmodern context of society. Analyzed the theoretical and methodological conclusions of scientists on the standardization of vocational education, and determined that it is necessary to update and modernize the educational process in the context of the need for self-realization of the personality of postmodern society. The key indicator of the need to renew education is the crisis of socio-economic development.

We studied the concepts that characterize vocational education, levels of achievement, quality of educational content, and the main trends in the formation of skills and abilities of a highly qualified specialist capable of professional growth in the context of globalization and informatization of postmodern social development.

In the course of the study, we identified the main trends of a postmodern globalized society. It was determined that the postmodern world appears to people as an effect of criticism and challenge to social norms, values, formed during the formation of historical experience. The frustration of the people that emerged after the war led to an intellectual search for a new rethinking of the world and values towards a globalized and information society.

Based on the methodology of studying personal identity, we investigated the self-identification of students who acquire a profession. Their self-awareness in society in a professional role is quite complex and emotionally disturbing. Most respondents do not identify with the profession, which confirms their uncertainty and confusion. This trend proves the need to improve and renew educational activities in the context of postmodern the development of society.

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