

UDC 377:[005.387.007]

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IMPROVING THE EFFICIENCY OF DEVELOPMENT OF REGIONAL LABOR MARKETS BY SOLVING THE PROBLEM OF PROFESSIONAL TRAINING

Abstract. The purpose of the article is to highlight the problems of providing regional labor markets with qualified personnel and identify ways of effective interaction between educational institutions and enterprises.

The theoretical significance of the article is that it, based on an experimental study conducted in the Donetsk region, analyzed the reasons for dissatisfaction of enterprises with the quality of professional training; the existing experience of cooperation between educational institutions and enterprises of the region is analyzed; barriers have been identified that prevent the establishment of an effective partnership between educational institutions and enterprises aimed at meeting the existing and future needs of the labor market in qualified personnel; the level of readiness of enterprises of the region to cooperate with institutions in the direction of modernization of material and technical base, internship of teachers, joint preparation of educational programs, advanced training of personnel is analyzed; on the basis of the analysis of results of survey it was identified professions for which it is advisable to start professional training in vocational institutions in Donetsk region; the model of competencies of the future skilled worker elaborated by employers is presented (on the example of the profession «Locksmith for repair of wheeled vehicles. Driver of motor vehicles (category «C»). Machinist of a truck crane»). The practical significance of the article is that based on the opinion of employers of Donetsk region, the authors offer recommendations to improve the interaction between educational institutions and enterprises of Donetsk region to solve the problem of professional training for current and future needs of the region's economy. The presented recommendations and research model can be extrapolated to the effective development of labor markets in other regions of the country.

It was revealed that the modern labor market in particular in Donetsk region is characterized by significant disparities between demand and supply of personnel (almost all vacancies in terms of occupations have a deficit, i.e. supply (number of unemployed) exceeds demand). There is a great lack of vacancies in the professions of auxiliary worker, driver of vehicles, seller of food products, seller of non-food products, cook. Instead, the scarce professions that are in demand in the labor market are a machinist bypassing turbine equipment, a locksmith repairing steam and gas turbine equipment, a machinist bypassing boiler equipment, an electrician servicing electrical installations, a kneading machine operator, a plumber, a nanny, an electrician for repair and installation of cable lines, a pipe and billet cutter, an extruder of refractory products.

It is determined that the system of training of future skilled workers in educational institutions of the region needs significant modernization, as there are currently significant discrepancies between the level of preparation of graduates for professional activities and the requirements of employers. The difficulty of adaptation of graduates in the workplace is associated with the lack of certain professional competencies and personal qualities, the development of which should be paid attention to in the process of initial professional training in educational institutions — practical training, experience, practical knowledge), motivation to work. Deficits are also responsibility, independence, purposefulness, level of qualification.

It was found that cooperation between educational institutions and employers is still carried out in traditional forms — the internships of students of educational institutions on the basis of enterprises, the participation of employees in assessing the quality of training. The prevalence of formal interaction significantly determines the quality of training for the needs of regional labor markets.

The directions of personnel professional training for actual and perspective needs of the region labour market are singled out: excavator driver, car mechanic, electric gas welder, locksmith-repairman, electrician, turner, crane driver, confectioner cook. The structure of the competency model of future skilled workers was identified — basic and professional competencies — that will ensure rapid adaptation and effective work of graduates at enterprises of the region.

It is determined that for the effective development of regional labor markets and effective training for them the key is to implement the idea of public-private partnership of educational institutions and employers, the most effective forms of which should be cooperation in curricula development, advising on their content, methods and technologies of the educational process, providing recommendations for updating equipment, providing teaching materials, assistance in updating the library fund, databases, to ensure the educational process in the institution (invitation of so-called guest speakers), professional development of teachers and masters of industrial training, joint project activities, implementation of career guidance activities, organization of excursions of students and entrants to enterprises, informing about employment opportunities at enterprises, lobbying the interests of the institution at the level of local governments, participation in determining the development strategy of the institution, assistance in the process of attraction of additional sources of financing, creation of advisory bodies of the educational institution (advisory committee in the specialty, supervisory boards, etc.).

Keywords: regional labor markets, professional training, educational institutions, institutions of professional (vocational) education, efficiency, professional training.

JEL Classification I21, L33

Formulas: 0; fig.: 0; tabl.: 0; bibl.: 9.

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ПІДВИЩЕННЯ ЕФЕКТИВНОСТІ РОЗВИТКУ РЕГІОНАЛЬНИХ РИНКІВ ПРАЦІ ШЛЯХОМ РОЗВ'ЯЗАННЯ ПРОБЛЕМИ ПІДГОТОВКИ КАДРІВ

Анотація. Метою статті є виокремлення проблем забезпечення регіональних ринків праці кваліфікованими кадрами і визначення шляхів ефективної взаємодії між закладами освіти та підприємствами.

Теоретичне значення статті полягає в тому, що в ній на основі експериментального дослідження, яке проводилось у Донецькій області, було проаналізовано причини незадоволеності підприємств якістю підготовки робітничих кадрів; проаналізовано досвід співпраці закладів освіти і підприємств регіону; виокремлено бар'єри, які перешкоджають налагодженню ефективного партнерства між закладами освіти і підприємствами, спрямованого на забезпечення наявних і перспективних потреб ринку праці у кваліфікованих кадрах; проаналізовано рівень готовності підприємств регіону до співпраці із закладами у напрямі модернізації матеріально-технічної бази, стажування викладачів, спільної підготовки освітніх програм, підвищення кваліфікації персоналу; на основі аналізу результатів опитування роботодавців виокремлено професії, підготовку за якими доцільно започаткувати у закладах професійної освіти Донецької області; змодельовано модель компетенцій майбутнього кваліфікованого робітника (на прикладі професії «Слюсар з ремонту колісних транспортних засобів. Водій автотранспортних засобів (категорія «С»)). Машиніст крана автомобільного». Практичне значення статті полягає у тому, що на основі вивчення думки роботодавців Донецької області запропоновано рекомендації щодо підвищення ефективності взаємодії між закладами освіти і підприємствами Донецької області задля розв'язання проблеми підготовки кадрів для актуальних і перспективних потреб економіки регіону. Представлені рекомендації та модель дослідження можуть бути екстрапольовані на ефективний розвиток ринків праці інших регіонів країни.

З'ясовано, що сучасний ринок праці, зокрема Донецької області, характеризується значними диспропорціями між попитом та пропозицією кадрів [практично за всіма вакансіями в розрізі професій зафіксований дефіцит, тобто пропозиція (чисельність безробітних) перевищує попит]. Найбільше не вистачає вакансій за професіями підсобного робітника, водія автотранспортних засобів, продавця продовольчих товарів, продавця непродовольчих товарів, кухаря. Натомість, дефіцитними професіями, які мають попит на ринку праці, є машиніст-обхідник з турбінного устаткування, слюсар з ремонту

парогазотурбінного устаткування, машиніст-обхідник з котельного устаткування, електрик з обслуговування електроустановок, машиніст тістомісильних машин, монтажник санітарно-технічного устаткування, флорист, няня, електрик з ремонту та монтажу кабельних ліній, різальник труб і заготовок, пресувальник вогнетривких виробів.

Визначено, що система підготовки майбутніх кваліфікованих робітників у закладах освіти регіону потребує суттєвої модернізації, оскільки наразі існують суттєві невідповідності між рівнем підготовленості випускників до професійної діяльності та вимогами роботодавців. Складність адаптації випускників на робочих місцях пов'язується з браком у них певних професійних компетентностей та особистісних якостей, розвиткові яких мали б приділяти увагу у процесі первинної професійної підготовки в закладах, — практичної підготовки, досвіду, фахової підготовки, умотивованості до роботи. Дефіцитами також є відповідальність, самостійність, цілеспрямованість, низький рівень кваліфікації.

З'ясовано, що співпраця між закладами освіти і роботодавцями й досі здійснюється у традиційних формах — проходження виробничої практики учнів закладів на базі підприємств, участь працівників підприємств в оцінюванні якості підготовки кадрів. Превалювання формальної взаємодії суттєво знажує якість підготовки кадрів для потреб регіональних ринків праці.

Виокремлено напрями підготовки кадрів для актуальних і перспективних потреб регіону: машиніст екскаватора, автомеханік, електрогазозварник, слюсар-ремонтник, електрик, токарь, машиніст крану, кухар-кондитер. У структурі моделі компетентностей майбутніх кваліфікованих робітників виокремлено базові та професійні компетентності, які забезпечуватимуть швидку адаптацію та ефективну роботу випускників на підприємствах регіону.

Визначено, що для ефективного розвитку регіональних ринків праці та ефективної підготовки кадрів для них ключовим є реалізація ідеї публічно-приватного партнерства закладів освіти і підприємств-роботодавців, найбільш ефективними формами якої має бути співпраця в аспекті перегляду освітніх програм, консультування з питань їхнього змісту, методів і технологій освітнього процесу, надання рекомендацій щодо оновлення обладнання, надання навчально-методичних матеріалів, допомоги в оновленні бібліотечного фонду, баз даних, до забезпечення освітнього процесу в закладі (запрошення так званих гостьових спікерів), підвищення кваліфікації викладачів і майстрів виробничого навчання, спільної проектно-діяльності, здійснення профорієнтаційних заходів, організації екскурсій учнів та абітурієнтів на підприємства, інформування про можливості працевлаштування на підприємствах, лобювання інтересів закладу на рівні органів місцевого самоврядування, участі у визначенні стратегії розвитку закладу, сприяння залученню додаткових джерел фінансування, створення дорадчо-консультативних органів управління закладом (консультативних рад зі спеціальності, наглядових рад тощо).

Ключові слова: регіональні ринки праці, підготовка кадрів, заклади освіти, заклади професійної (професійно-технічної) освіти, ефективність, професійна підготовка.

Формул: 0; рис.: 0; табл.: 0; бібл.: 9.

Introduction. Problems of professional training to meet the needs of the labor market are of particular importance at the present stage of development of Ukraine's economy. These are significant structural [5] (growth in the share of agricultural production in GDP, reduction of the share of mining industry, growth of services, the tendency to increase production of mechanical engineering), territorial shifts in the economic complex [5] (strengthening the importance of regional economic complexes, creating new growth points economy), implementation of large-scale national projects (in particular, in the field of construction), introduction of new technologies (digitalization of business processes, widespread introduction of «green» technologies), deepening the process of decentralization, aimed at sustainable development of regions, strengthening their economic potential, improving the business climate), etc. The implementation of these tasks is not possible without the coordination of qualitative and quantitative parameters of professional training and real and future needs of regional labor markets.

Instead, the modern labor market of Ukraine is characterized by an imbalance between supply and demand of labor, which is reflected in the professional mismatch. The dissonance of qualitative and quantitative parameters of professional training leads to increased structural unemployment, which has an impact on the efficiency of the economy, scientific and technological progress, reduction of production of goods and services, and, consequently, reduction of GDP. Today in Ukraine, along with the excess supply of labor, there is unsatisfied demand for vacancies, one of the reasons for which is the inconsistency of the proposed requirements to actually available professions and skill levels of workers.

Analysis of research and problem statement. Over the last decade, the problem under study has been the subject of scientific research by both economists and educators. Thus, the scientific principles of developing a strategy for the development of the labor market in Ukraine are substantiated in the works of O. Alimov, M. Dolishny, S. Pyrozhekov, C. Bandura, O. Grishnov, E. Libanova, L. Lisogor, O. Makarova, V. Onikienko, I. Petrov, L. Tkachenko, O. Paliy and many others. Issues of functioning of regional labor markets were considered by a large number of scientists, among whom we can mention D. Bohynia, V. Brych, V. Vasylyshenko, O. Grishnov, M. Dolishny, V. Dorofienko, A. Kolot, V. Kutsenko, E. Libanova, O. Chernyavska. Problems of training for the needs of the regional economy were studied by O. Borodiyenko, V. Radkevych, N. Nychkalo, O. Miroshnychenko, R. Kolyshko, L. Korotkova and others. However, solving the scientific problem of improving the efficiency of regional labor markets by quality professional training requires continuous attention of scientists, in particular in terms of identifying innovative approaches to the interaction of educational institutions and employers.

Research results. In order to solve the scientific problem of improving the efficiency of regional labor markets by professional training of qualified personnel, we have identified a pilot region for research — Donetsk region — as characterized by accelerated economic transformations (significant reduction of economic potential due to occupation of a third of the territory and loss of industrial potential), significant disparities between labor market demand and qualitative and quantitative parameters of professional training.

The modern labor market in particular in Donetsk region is characterized by significant disparities between demand and supply of personnel (almost all vacancies in terms of occupations have a deficit, i.e. supply (number of unemployed) exceeds demand). There is a great lack of vacancies in the professions of auxiliary worker, driver of vehicles, seller of food products, seller of non-food products, cook. Instead, the scarce professions that are in demand in the labor market are a machinist bypassing turbine equipment, a locksmith repairing steam and gas turbine equipment, a machinist bypassing boiler equipment, an electrician servicing electrical installations, a kneading machine operator, a plumber, a nanny, an electrician for repair and installation of cable lines, a pipe and billet cutter, an extruder of refractory products [1; 3—6]. The reasons for this situation are in the plane of inconsistency of training in educational institutions of the region, as well as in the interaction between enterprises (companies) and educational institutions in terms of harmonization of requirements of employers and the quality of professional training.

In order to identify the current state of compliance of training in educational institutions with the requirements of the regional labor market, a survey was conducted, which was attended by 532 respondents representing enterprises and companies of Donetsk region of various forms of ownership: LLC «ALEX», LLC «ASTRA WORK GROUP», LLC «ZORIN BAS», PJSC «AZOVELEKTROSTAL», LLC «TRANSTECH», Beauty Salon «Miracle», LLC «Instrument Donbass», LLC «NVF» Orion», SE «Mariupol Sea Commercial Port», MK «Azovstal», OSB «Karpinskoho, 54», LLC «Ecoillichproduct», LLC «ORANGE TRANS», SE «ARTEMSIL», PE «ZHYTLOVYK», PJSC «MZMK», PE «PKF» Flatter», LLC «Bakhmut-Khlib», LLC «FACTORY METALS», LLC «Grigorievsky Rudnyk», LLC «Energosetspetsmontazh», POG «Bakhmutske VP UTOG», PJSC «VISTEK», Branch «Avtodor № 3 «SE «Donetsk oblavtodor», OJSC «SJSC «Motor Roads of Ukraine», JSC «Chasivoyarsky refractory plant», Chasovoyarsk RVU, KP «COMPANY «WATER OF DONBASS», TDV «SINIAT», LLC «NPP Kramtechsentr», PMP «Lotsmen», LLC «KMPZ», LLC «Kramatorsk baby food factory», LLC «ITS», LLC «Kramatorsk

reinforced concrete», PJSC NKMZ, LLC «KARAVAN-SARAI» and others. These companies represented various sectors of the economy, in particular, mechanical engineering, metallurgy, construction, services, agriculture and more.

According to employers, the system of training of future skilled workers in educational institutions needs significant modernization. Respondents' answers to the questionnaire indicate that there are currently significant discrepancies between the level of readiness of graduates for professional activities and the requirements of employers. More than a third of respondents (38.5%) believe that graduates have all the necessary competencies for productive professional activities at their enterprises. About 30.1% believe that graduates have only certain skills, and therefore have to conduct additional training to acquire certain competencies. It is alarming that about 30.1% of respondents believe that applicants are not prepared to work at their enterprises, and they are forced to spend time and money on their retraining. According to the survey participants, among the reasons for this situation is that training is conducted on outdated material and technical base (30.8% of respondents), and unmotivated applicants who are not ready for responsible work (69.2% of respondents). The positive fact is that the respondents are satisfied with the overall duration of training, as well as the level of professional qualification of masters of industrial training who conduct classes in vocational education institutions. The results of the analysis indicate the need to modernize the material and technical base of vocational education institutions, as well as the implementation of an effective process of career guidance and career counseling of students during the process of their professional training.

The analysis of the respondents' answers shows that not always, even despite the existing interaction with educational institutions, enterprises employ their graduates. One of the reasons may be the difficulty of adaptation of graduates in the workplace and their lack of certain professional competencies and personal qualities, the development of which should be paid attention during in the process of initial professional training. Thus, according to employers, graduates of institutions largely lack practical training (this was indicated by almost 37% of respondents), experience (about 21% of respondents), professional training (15.3%), motivation to work (9%). Deficits are also responsibility, independence, purposefulness, low level of qualification. It should be noted that only 10% of respondents expressed their satisfaction with the level of professional competence of graduates. The main remarks of employers about the quality of training are that graduates are not motivated to work, they do not want to work properly (about 28.6% of responses), graduates have a low level of professional competence (22.5% of responses), graduates do not know how to work on specific equipment used at the enterprise (because the process of their training was carried out on old equipment) (19.4%), the training process takes a very long time (10.5%), the institution does not offer short-term training and retraining programs for adults (18.8%).

It should be noted a fairly high level of employers' satisfaction with the level and quality of cooperation with vocational education institutions. Thus, 34.4% of respondents are completely satisfied with such cooperation; 47.5% are rather satisfied. Only about 18% of respondents believe that such cooperation is insufficient. However, the most common forms of cooperation are still quite traditional. Thus, almost 54% of the answers relate to cooperation in the aspect of internships of students on the basis of the enterprise. The second most important area was the participation of employees in assessing the quality of training (about 27% of respondents). A small percentage of responses (about 12%) are related to the experience of involving employees in determining the basic competencies that graduates should acquire. About 5% of respondents indicated that the company assists institutions in purchasing equipment, and 3% of answers are related to the assistance of companies in the current repair of the premises.

It should be noted that institutions do not fully use the potential of enterprises and the corresponding partnership with them. Thus, institutions practically do not involve representatives of enterprises in curricula development process, advising on the content of educational programs, methods and technologies of the educational process, providing recommendations for updating equipment, providing teaching materials, assistance in updating the library fund, databases, providing educational process in the institution (invitation of so-called guest speakers), professional

development of teachers and masters of industrial training, joint project activities, implementation of career guidance activities, organization of excursions for students and entrants to enterprises, informing about employment opportunities at enterprises, lobbying the institution at the local government level, participation in determining the strategy of institution development, assistance in attracting additional sources of funding, creation of advisory and consultative bodies of the institution (advisory committees on the specialty, supervisory boards, etc.) [2; 7—9]. Evidence of this is the answers of respondents to questions about the participation of the enterprise and its individual employees in the process of curricula development, determining the list of disciplines and professional competencies. Thus, about 55% of respondents said that the company does not participate in the development of curricula and programs. Only 0.18% of respondents said that the company works with the institution on elaborating list of disciplines, and 1.1% — that the company works with the institution on elaborating the model of professional competencies. Less than 1% of respondents said that companies are formally involved in the curricula development process. Instead, about 40% testified to the absence of significant forms of interaction.

The establishment of systematic cooperation with enterprises and companies is hindered by a number of barriers, some of which can be removed if the management of the vocational institutions takes an active position, in particular: lack of interest of enterprises in this kind of interaction, passive position of the management of the institution (10.2% of answers), disregard by the management of the institution of comments and suggestions made by the company on the quality of training (6.7% of answers), the interest of the management of institutions only in financial or logistical assistance (2, 8% of responses). It should be noted that the lack of interest of enterprises in cooperation with institutions in many cases is caused by the lack of proactive position of the institutions themselves, which do not initiate communication and interaction on their own.

A significant barrier to establishing cooperation between institutions and enterprises is the low level of readiness of enterprises for such cooperation, in particular, to invest in institutions. Thus, 57.9% of respondents indicated the absence of any interest in such cooperation. About 28% of respondents are quite cautious about the prospects of close cooperation with vocational education institutions (noting the need for a comprehensive assessment of its prospects), and 7.5% are poorly informed about this form of interaction. About 6.4% of respondents indicated a willingness to cooperate in the absence of financial obligations on their part. It is disappointing that only 0.19% of respondents are ready to cooperate with vocational education institutions in all its aspects. In this situation, the need for a proactive position of the institution's management to establish systematic communication and cooperation with enterprises in the region increases.

The level of readiness of enterprises for internships on the basis of teachers and masters of industrial training is also quite low. Thus, 61.8% of respondents stated that they do not see the need for internships on their basis of these categories of employees; about 5.3% of respondents are ready to provide such an internship, if there are certain preferences to the company. About 30% of respondents noted the existence of obstacles to such cooperation (existence of trade secrets, inconsistency of the profile of the enterprise specialization of pedagogical staff, suspension of commercial activity of the enterprise, lack of internship opportunities, etc.). Only 3.4% of respondents testified to the fact of systematic cooperation with institutions in the direction of providing internships for teachers and masters of industrial training on the basis of enterprises.

It should also be noted the low level of willingness of enterprises to cooperate in the introduction of elements of dual education. Thus, about 88% of respondents said that they do not need this form of cooperation. About 2.6% of respondents are ready to provide it if there are certain preferences for the company. About 8% of respondents acknowledge the need to carefully study this issue, the benefits and risks of such cooperation. And only 1.3% of respondents said that they are ready to sign agreements with the institution and move to a dual form of education.

The level of readiness of enterprises would have significantly increased if favorable conditions for their cooperation with institutions of vocational education are created at the national and regional levels. The majority of respondents (62.3%) believe that it is appropriate to introduce certain benefits for business entities. Such benefits may include: payment for utilities (8.1% of

respondents), partial compensation for rent (7.9% of respondents), monetary compensation and preferential taxation (3% respectively), compensation for SRS (1.9%). Among other proposals — not to pay taxes for a student of dual education; provision of places in dormitories for graduates of institutions who start working at enterprises; stimulating business expansion and thus creating the need for workers; exemption of enterprises from paying land tax; granting to enterprises that employ graduates of institutions, for at least 3 years, an advantage in tenders for the purchase of goods and services of these enterprises; compensation to the enterprises of the communal form of ownership of all expenses which are connected with training of students. There are also some opinions that the introduction of various benefits is unlikely to facilitate cooperation with institutions; other mechanisms should work here, in particular, improving the material and technical base of the institution, expanding the list of professions in accordance with the needs of a particular enterprise, etc.; assign no more than 10 students to the enterprise in order for them to master the work on the specific equipment of this enterprise; popularization of working professions at the state and regional level (in particular, the profession of machine operator).

Employers see promising areas of cooperation with vocational education institutions in the involvement of enterprises in the process of training of workers at all stages (2.3% of responses), involvement of enterprise staff in the educational process in vocational education institutions (1.5% of responses), involvement of enterprise representatives in the current and final assessment of the quality of training (6.4% of responses). The share of respondents who are satisfied with the existing format of cooperation is quite high (this is indicated by 17.2% of answers). In the category «Other» (72.3% of answers) the most specific are the following: establishing cooperation to recruit workers for the company, the introduction of training in modern professions and the acquisition of practical skills to work on modern equipment.

Employers also expressed their proposals to start training in vocational education institutions for new professions. In total, proposals were made for 87 new professions. Among those in favor of which more than four respondents spoke, it is worth noting the following: excavator driver, car mechanic, electric welder, mechanic-repairman, electrician, turner, crane driver, pastry chef.

Employers also commented on the vision of the competence structure of future skilled workers, training for which is carried out in vocational education institutions of Donetsk region (in particular, in the professions «Electric gas welder. Electric welder on automatic and semi-automatic machines. Welding controller», «Locksmith for repair of wheeled vehicles. Driver of motor vehicles (category «C»)», «Locksmith for repair of wheeled vehicles. Driver of motor vehicles (category «C»)». Machinist of a truck crane», «Electrician for repair and maintenance of electrical equipment», «Locksmith-repairman. Electric welder of manual welding», «Seamstress. Operator of sewing equipment», «Hairdresser (hairdresser — fashion designer)»).

For example, in such a popular profession as «Locksmith for the repair of wheeled vehicles. Driver of vehicles (category «C»)» the following model of competencies was elaborated: basic competencies (modern basic knowledge, desire to learn, ability to work well, responsibility, work experience, attentiveness, decency), professional competencies (skills of a locksmith in vehicle repair, knowledge of design features of cars of different brands, conditions of their operation and repair, methods of complete restoration and strengthening of parts, rules of repair and adjustment of equipment, knowledge of technology, skills of repair of mechanisms and metalwork, skills of maintenance and repair of cars, knowledge of repair of chassis of trucks and cars, knowledge of tractor equipment, basic engine repair skills, knowledge of traffic rules, ability to carry out minor repairs of the car, driving experience, driver's license, experience of accident-free driving, skills of driving special equipment, skills of control of load-lifting mechanisms from the floor, knowledge of structure, principles of operation of units, mechanisms and devices of the truck crane, knowledge of rules of technical operation of the truck crane, knowledge of rules of running in of the new truck cranes and truck cranes which have passed capital repairs, knowledge of the reasons of occurrence of malfunctions of the car, ways of their identification and elimination and car tires, knowledge of the impact of weather conditions on the safety of the crane, knowledge of maintenance, rules of storage of the crane in garages and open parking, knowledge of the procedure for checking the

technical condition of the crane before departure, delivery and installation, knowledge of ways to prevent road traffic accidents, knowledge of methods of slinging loads, knowledge of the rules of work by truck cranes in the protection zone of existing power lines, knowledge of the rules of installing a crane near trenches and ditches etc.

Conclusions. The analysis allowed us to draw the following conclusions: to increase the effectiveness of cooperation between educational institutions and enterprises of Donetsk region to solve the problem of training for current and future needs of the region's economy should deepen public-private partnership between these institutions; the most effective forms of such partnership should be cooperation in curricula development, advising on their content, methods and technologies of the educational process, providing recommendations for updating equipment, providing teaching materials, assistance in updating the library fund, databases, to ensure the educational process in the institution (invitation of so-called guest speakers), professional development of teachers and masters of industrial training, joint project activities, implementation of career guidance activities, organization of excursions of students and entrants to enterprises, informing about employment opportunities at enterprises, lobbying the interests of the institution at the level of local governments, participation in determining the development strategy of the institution, assistance in the process of attraction of additional sources of financing, creation of advisory bodies of the educational institution (advisory committee in the specialty, supervisory boards, etc.); to facilitate the process of adaptation of graduates in the first place of work it is necessary during their initial professional training to pay attention to practical training (on equipment used in enterprises), students should gain practical experience in real production conditions, deepening professional knowledge, personal qualities (responsibilities, independence of purposefulness); in order to deepen the compliance of labor market requirements and the training process at the regional level, it is advisable to start training in such professions as excavator driver, car mechanic, electric gas welder, locksmith-repairman, electrician, turner, crane driver, confectioner cooker.

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Статтю рекомендовано до друку 15.05.2021

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The article is recommended for printing 15.05.2021

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