

Svitlana Tsymbaliuk, Tetiana Shkoda, Ukraine

## ***IMPLEMENTING GERMAN EXPERIENCE OF VOCATIONAL EDUCATION OF ECONOMICS TEACHERS IN UKRAINE***

Institutional changes in the education system that take place in Ukraine have an impact on vocational education of economics teachers. In connection with this point study, adaptation and implementation of advanced European experience, in particular German, is a prerequisite for improving the training and strengthening of the competitiveness of the economics' teachers on the labour market.

The strategic task of pedagogical education in Germany is defined by S. Bobrakov [1] as training of a competent specialist capable to act effectively outside educational situations, solve typical and problem tasks in his own professional activities. In our opinion, this confirms the practice-oriented focus of vocational education of teachers in higher education institutions in Germany.

Realization of this strategic objective contributes to the on-going process of training teachers of economic disciplines for vocational education institutions in Germany on the basis of [7, p.133]: Vocational Training Act; Framework agreement on training and examining pedagogical staff of secondary schools offering special subjects or pedagogical staff for vocational education institutions; Teacher education standards by the block "Sciences on Education"; Special federal requirements for special subjects and methods of teaching in vocational education of teachers; the main federal study program for university training in the direction of "Vocational Education / Business and Economic Education".

According to a study by the famous German scientist T. Deissinger, the Bologna Process reformed the traditional German two-phase system of training a teacher of economics (a diploma of a teacher of economics - referendariat) into a

three-phase system (bachelor - master - referendariat). The specificity of this process was the modularization of educational programs [5]. Compulsory pedagogical internship / practice (referendariat) lasts from 12 to 24 months.

In Ukraine, pedagogical practice is included in the programs of preparation of bachelors and masters in vocational education (economics), but there is no such phase of professional training of the teacher of economics as referendariat. According to the authors' point of view, the inclusion of this phase into the Ukrainian system of training is rather promising, but needs additional adaptation, taking into account the peculiarities of the domestic education system.

The peculiarity of the professional training of the teachers of economic disciplines for vocational education establishments in Germany, by Ph. Grollmann, is *an integrated model* that involves integration of vocational education disciplines, which include knowledge of a professional subject, acquired on the basis of practical experience, and, accordingly, a certain model of competence within this specialty field [6, p.19-20].

*The model of professional pedagogy*, based on the study of the basic subject and pedagogical disciplines (including vocational education didactics), is more typical for Ukraine, and the result is obtaining a bachelor's or a master's degree. In this model, the study of a specialized subject is often compacted in order to obtain a pedagogical education.

For students who have a desire to be engaged in teaching economic disciplines, there are two options for career development: 1) receiving economic education at a classical university or a technical university and continuing a scientific career, combining postgraduate study with parallel teaching as an assistant; 2) obtaining professional training in specialty «Business and Economics Education» (HIM. – Wirtschaftspädagogik) and getting an opportunity to teach economic disciplines in



vocational education institutions. In addition, students of this specialty can realize the future pedagogical activity in the commercial sphere [7, p.104].

It should be noted that the University of Konstanz, which is a member of the project Erasmus+ «Improving teacher education for applied learning in the field of vocational education (ITE-VET)» № 574124-EPP-1-2016-1-DE-EPPKA2-CBHE-JP, develops the second option, proposing to obtain a master's degree in business and economics education. The modular structure of this master's program includes four component modules that are implemented within four semesters (120 ECTS) [8]: 1) Business and Economics Education (43 ECTS); 2) Master Thesis (20 ECTS); 3) Business and Economics (57 ECTS – Track I), (10 ECTS – Track II); 4) Compulsory Elective Subject (Track II) (47 ECTS).

A comparative analysis of the curricula of vocational education of teachers of economic disciplines in German and Ukrainian higher educational institutions, carried out by O.V. Melnyk [3], gave an opportunity to highlight the distinctive features of professional training: fundamentalization of economic knowledge [4], the flexibility of curricula, additional specialization, importance of research work in professional training at German universities; at the same time, in Ukrainian higher education institutions there is an interdisciplinary training, a fixed-form organization of curriculum, and the ratio of credits at different educational and qualification levels is different from the German educational programs.

In order to implement the German experience of professional training of economic teachers in KNEU named after Vadym Hetman, which is also a participant of the ITE-VET project, on May 25, 2017, a new curriculum for training specialists at the Bachelor level of higher education by specialization "Vocational Education (Economics)" specialty "Vocational Education" of the field of knowledge "Education / Pedagogy" was approved by the decision of the Academic Council of the University

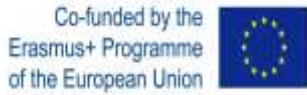
[2]. The peculiarity of the new curriculum is to increase the share of pedagogical disciplines and internship in vocational education of future teachers of economics.

Summarizing, we note that the characteristic features of the German system of vocational education of economics teachers is on-going process of training, practice-oriented character, three-phase training, integrated model of vocational education. The greater popularity of this profession in Germany compared to Ukraine is due to the best level of socio-economic development. Nevertheless, we believe that implementing German experience of vocational education of economics teachers in Ukraine is rather promising, and the first results of the ITE-VET project confirm this.

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**Citation:** Tsymbaliuk S., Shkoda T. *Implementing German experience of vocational education of economics teachers in Ukraine*, International conference “Management and innovations in education: experience, problems and perspectives” with publication of proceedings, 26-27/10/2017, Odesa, SUNPU named after K.D. Ushynsky.