

UDC 378.147.091.33-027.22-048.35

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FEATURES OF THE ORGANIZATION OF PRACTICE ACQUIRER OF HIGHER EDUCATION IN UNIVERSITIES OF UKRAINE IN THE CONDITIONS OF THE WAR AND POST-WAR PERIOD

ОСОБЛИВОСТІ ОРГАНІЗАЦІЇ ПРАКТИКИ ЗДОБУВАЧІВ ВИЩОЇ ОСВІТИ У ЗВО УКРАЇНИ В УМОВАХ ВІЙНИ ТА ПОСТВОЄННИЙ ПЕРІОД

The main goal of the research carried out in the article is the analysis of the effectiveness of various types of practices (educational, industrial, pre-diploma, and scientific-pedagogical) and recommendations for the development of a pilot project of comprehensive practice for students of higher education, as a more active tool in obtaining practical skills and gaining experience when familiarizing with the future specialty. The study is based on the analysis of the functional capabilities of the necessary complex of practical tools and for the implementation of this project, taking into account the conditions of the martial law in Ukraine. The research methodology involves evaluating the possibilities of involving 1st-5th year secondary school graduates as the main performers of all stages of the pilot project. After conducting a scientific study and comparing the completion of various types of practices by students of higher education, the author obtained the following results. It is proposed to create a Center for Comprehensive Practice for students in the 1st-5th year of all specialties and special education at the university, where project options were proposed, with the aim of uniting higher education applicants regardless of course of study and educational program or specialty. Such a pilot project has prospects in the future for accelerating the recruitment of professional personnel by employers for production enterprises or in the organization of various structures and forms of ownership. The practical significance of the research carried out in the article is that in the conditions of the war and the post-war period, destructive phenomena occur in the labor market - a mismatch between demand, qualifications and offers between industries. Therefore, it is worth noting that the students of higher education practically feel the importance of their chosen specialties, and on the part of highly professional specialists and employers, the acceleration of the search for the necessary professional personnel, which will be oriented to effective long-term cooperation in today's conditions for the restoration and further functioning of business structures.

Keywords: organization of practical training, complex practice, experimental pilot project, higher education applicants, educational programs, center of complex practice, scientific and pedagogical workers.

Головною метою дослідження, яке проведено у статті є аналіз ефективності різних видів практик (навчальної, виробничої, переддипломної і науково-педагогічної) та рекомендації щодо розробки пілотного проекту комплексної практики здобувачів вищої освіти, як більш активного інструменту в отриманні практичних навичок та набуття досвіду при ознайомленні з майбутньою спеціальністю. Дослідження базується на аналізі функціональних можливостей необхідного набору практичного інструментарію та для впровадження даного проекту з урахуванням умов воєнного стану в Україні. Методика дослідження передбачає оцінювання можливостей залучення здобувачів ЗВО 1–5 курсів, як основних виконавців всіх етапів пілотного проекту задля збільшення сконцентрованості та активізації щодо найбільш досконалого практичного освоєння обраних спеціальностей та освітніх програм.

Також покладена відповідальність за виконання студентами всіх курсів пілотного проекту з комплексної практики в якості супроводу, наставництва і контролю безпосередньо на науково-педагогічних працівників ЗВО та експертів, ключових стейкхолдерів, провідних фахівців і роботодавців. Провівши наукове дослідження та порівняння проходження різних видів практик здобувачами вищої освіти автор отримав наступні результати. Запропоновано у закладі вищої освіти створити Центр проходження комплексної практики студентів (ЦПКПС) 1–5 курсів всіх спеціальностей та ОП. В даному ЦПКПС запропонувати декілька видів проєктів, в яких основною метою є об'єднаність здобувачів вищої освіти не залежно від їх курсу навчання та освітньої програми чи спеціальності. Позитивним також є те, що такий пілотний проєкт має перспективу в майбутньому задля прискорення набору роботодавцями професійного персоналу на виробничі підприємства або в організації різних структур та форм власності. Практична значущість дослідження проведеного в статті полягає в тому, що в умовах війни та повосенний період виникають деструктивні явища на ринку праці – невідповідність між попитом, кваліфікацією та пропозиціями між галузями. Тому варто зауважити, що з боку здобувачів вищої освіти практично відчувається вся важливість обраних спеціальностей, а з боку високопрофесійних спеціалістів та роботодавців прискорення пошуку необхідного професійного персоналу, який буде зорієнтований на ефективну довгострокову співпрацю в умовах сьогодення для відновлення та подальшого функціонування підприємницьких структур.

Ключові слова: організація практичного навчання, комплексна практика, експериментальний пілотний проєкт, здобувачі вищої освіти, освітні програми, центр комплексної практики, науково-педагогічні працівники.

Formulation of the problem. The organization of training and internships for students in higher education institutions has become too complicated due to the prolonged Russian aggression and requires a quick solution to current problems, such as: unstable access to educational services, dangerous challenges of war, inconsistency between the theoretical knowledge of higher education students and their practical skills and abilities, deviations from the general needs of society, which are urgent issues that require the search for new approaches and the adoption of strategic innovative solutions.

Analysis of recent research and publications. In particular, the problems of practical training of applicants to higher education institutions are highlighted in the works of domestic scientists S.P. Bazhan [1], O.P. Luhivska [2], N.P. Onyshchenko [3], O.M. Rublyuk [4], Kozlova O. F. [5], L.V. Shulga [6], L.V. Brazhnyk [6], Y.V. Vakulenko [6], Shishkina M. P. [8], Ihnatova O. [9], Levochko, M. T. and Hres [10], N. L. Sydorenko V.V. [11], Kulishova V.S. [11], Torby N.G. [11] and others.

It should be noted that higher education seekers in practice feel the importance of their chosen specialties, and on the part of highly professional specialists and employers, the acceleration of the search for the necessary professional personnel, who will be oriented to effective long-term cooperation in modern conditions for the restoration and further functioning of business structures.

One of the problems is that some of the business structures are located in the occupied territories, some have been completely lost, some of the business organizations have been relocated, and do not always have a convenient place for students of higher education institutions to do internships.

This significantly complicates the situation and leads to a significantly reduced level of interest in studying the chosen profession among higher education applicants and a complete lack of experience.

Formulation of the purpose of the article. The purpose of this study is to analyze the effectiveness of students' comprehensive practice under an experimental pilot project within the framework of communication with higher education institutions as a tool for solving security problems, communication in war conditions, and identifying the main barriers that hinder.

Presentation of the main material. Recently, higher education has seen an urgent need to change approaches to conducting practical training for higher education students. Senior students in their 3rd–5th year have difficulty finding an operating organization or enterprise

where they can acquire practical skills for mastering their future chosen profession, rather than simply being "support staff" because there are not enough employees to perform any work. Therefore, it is worth noting that the students of higher education practically feel the importance of their chosen specialties, and on the part of highly professional specialists and employers, the acceleration of the search for the necessary professional personnel, which will be oriented to effective long-term cooperation in today's conditions for the restoration and further functioning of business structures.

During the preparation of students of higher education at the bachelor's and master's level, practical training of students is an integral part of the educational process. It involves, firstly, continuity, and secondly, a sequence of actions for its implementation while obtaining the necessary sufficient amount of practical knowledge and skills in accordance with various educational programs. By type, internships in higher education institutions are divided into educational – 1st–2nd year students, industrial – 3rd–4th year students, and pre-diploma and scientific and pedagogical – 5th year students.

Thus, L. Shulga, L. Brazhnyk, and Y. Vakulenko [6] believe that during industrial practice, a student can test his professionalism, and also has the opportunity to study real situations; verify the knowledge gained during training; independently make decisions, justifying their feasibility to the practice supervisor. The future specialist learns subordination, teamwork, and acquires professional communication skills.

It is worth noting that higher education institutions have a sufficient number of classical and new specialties and educational programs that can modernize the practical training of students in today's conditions.

In his work, N. P. Onyshchenko [4] notes that the introduction of internships for undergraduate students at one educational institution has justified itself in many countries and is due to the need to monitor their professional growth throughout the entire period of study.

It should be noted that in the process of completing various types of practice, students of higher education develop leadership, creative and motivational potential, develop extra-professional, flexible skills that positively affect high work productivity, professional communication and participation in the work process. Under the understanding of comprehensive practice, it is proposed to combine different types of practices (educational, industrial and pre-diploma and scientific-pedagogical) of students to implement a single experimental pilot project to gain practical experience in their future professions within the university.

Below are four types of projects, indicating the types of educational programs that can interact (Fig. 1).

For example, in the first project, university students were asked to create and implement a certain type of special-purpose clothing.

In the second project, the organization, creation of design, and excursions of a separate area of the area.

In the third project, show ingenuity and find and show innovations in light industry using IT technologies.

The fourth project involves the application of social work and social communications with the public in war and post-war conditions.

For the functioning of these projects, it is necessary to involve higher education graduates as executors of pilot projects, as well as scientific and pedagogical staff and invite a few active stakeholders, leading specialists and employers, or their representatives, who manage and control all stages of implementation. In addition to the counseling and mentoring provided during practice, they may be invited to conduct public and guest lectures, trainings, etc.

It is necessary to involve higher education students as executors of pilot projects, as well as scientific and pedagogical personnel, in the functioning of these projects, and to invite interested active employers, or their representatives, as managers and supervisors of all stages of implementation.

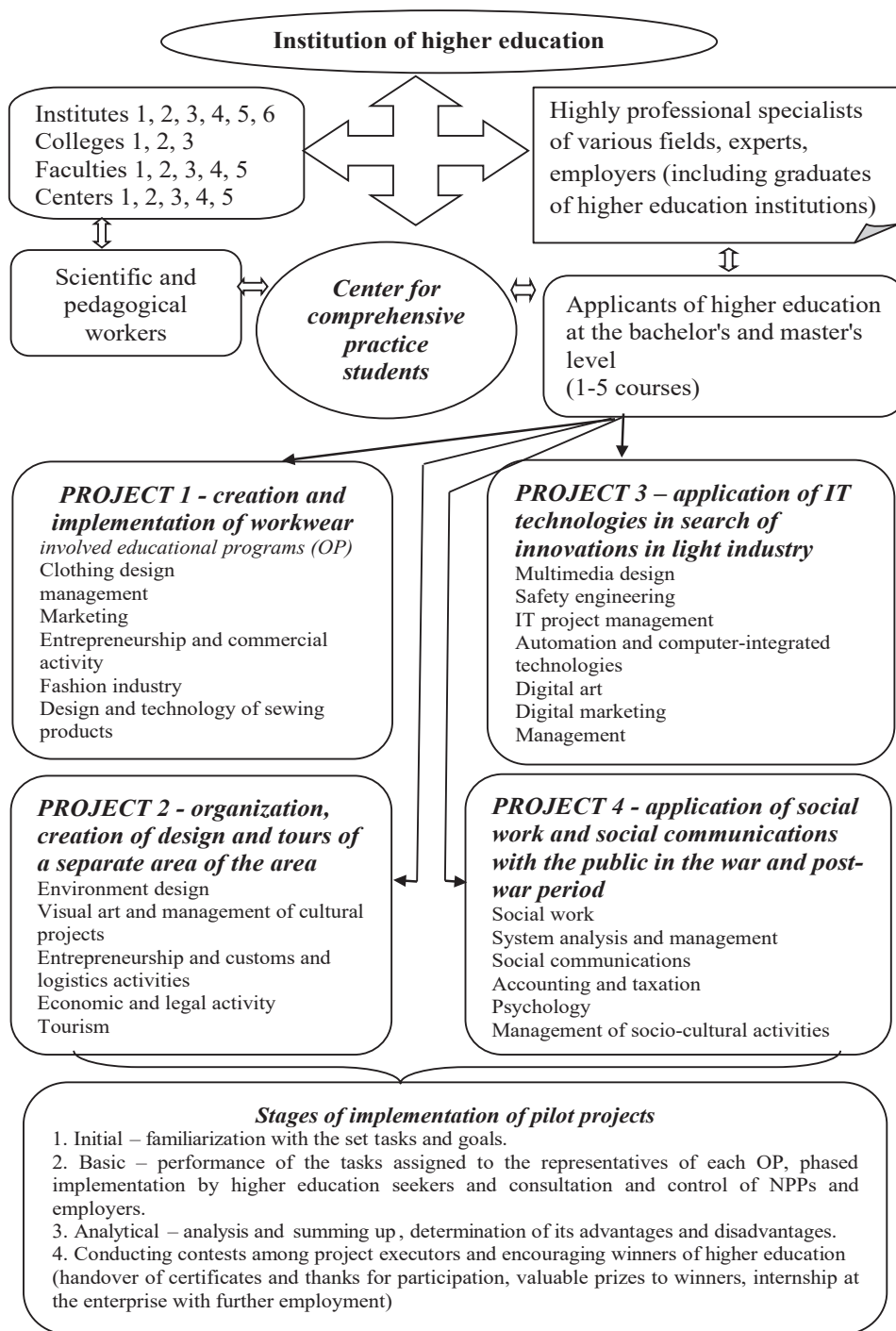


Fig. 1. Model for implementing the pilot project of the Central Public Service Commission in higher education institutions (based on [7])

Source: developed by the author

Also, in the institution of higher education, propose the creation of a comprehensive practice center (CCP) for students, which will be focused on the final effectiveness of the pilot project, namely the implementation and control of each stage by all participants.

This will provide an opportunity for students of higher education to get closer to the practical study of their future chosen profession and will teach them to interact with various organizations and structural departments to achieve the final goal. And interested employers will be able to identify future personnel without any effort. It should be noted that the operation of such projects involves the activation of applicants for comprehensive practice in which students of all courses can participate. Students can join the proposed projects in accordance with their OP (educational program), or in the Central Committee they can offer other types of projects, where representatives of adjacent OPs can focus on it.

Thanks to the implementation of the pilot project on integrated practice, students of 1–5 years can jointly show creativity, initiative, use new innovative approaches to achieve the final goal. Get to know the future profession in a more perfect and practical way. There is a unique opportunity starting from the initial stage of project implementation, without even being an employee of the company or organization, to consult and receive practical recommendations from mentors – NPP and experts, highly professional practitioners and employers for effective analysis and further determination in the profession.

Conclusions. Therefore, the creation of such projects provides an opportunity for students of higher education to focus on high-quality and practical mastery of the future profession and become potential personnel and professionals in the chosen field. The above-mentioned proposals have a positive effect on the rapid search and selection of personnel for employers of enterprises and organizations of various industries with different forms of ownership in the war and post-war period. When they are still at each of the stages of practical training among the applicants, they can single out a future employee focused on the final effectiveness of participation in the project and further cooperation.

Such actions on the part of representatives of higher education institutions give an impetus to speed up and improve the professional recruitment of personnel in various organizations or enterprises for the improvement and effective development of the country's economy, taking into account the current conditions. When it is necessary to change the strategy regarding the activity of business structures of different forms of ownership situationally.

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