



The Development of Professional Teachers' Competencies in Work Based Learning Process

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Abstract. The contemporary labor market highlights one of the major challenges: the acute demand for a qualified work force. Challenges regarding skilled workforce are also reflected in the World Competitiveness Index: according to the 2019 data Lithuania is ranked 124th out of 141 countries in terms of finding skilled workers. It is also expected that in 2030 9 out of 10 new jobs in the European Union will require highly qualified workers (CEDEFOP, 2018). This forecast means that Lithuania will have to compete for highly qualified talent in the context of foreign countries, since a workforce with appropriate competencies is a necessary condition for a high added value economy. The vocational education institutions responsible for skilling and upskilling workforces have been urged to become more active and innovative in preparing people for this ever-changing world of work (Clayton & Harris, 2018). For these reasons, it is important to analyze and understand how the competitive professionals should be developed. The presented research paper continues the series of the research (Stupeliene, 2021; Ciuciulkiene, Tandzegolskiene, & Stupeliene, 2022) about the role of professional teachers and vocational masters, whose target is an educated, well-oriented and skillful specialist. The main aim of this research is to analyze the development of the competencies of vocational educators who work as profession teachers at vocational centers and schools and are business representatives, masters who work at the enterprises and organize professional practice for the vocational students. The qualitative research was conducted. The data were collected during the semi-structured interview. There were interviewed 10 professional vocational teachers-masters from several Lithuanian vocational schools. The performed quantitative content analysis revealed the tendencies of the competence thesaurus of the professional vocational teachers-masters which is developed in the process of work-based learning. The most significant directions of competence development highlight the relevance of didactic

competence, psychological skills, the inclusive education challenges which demand from educators socio-medical competencies as well.

Keywords: *apprenticeship; competence; master in vocational training; vocational education; work-based learning.*

Introduction

Advanced countries identify the proper policy of vocational training as one of the relevant prerequisite for the development of their economic well-being. Vocational training policy must be timely and flexible, because as the labor market changes and new organizational investments appear. For this reason one should change the traditional position towards the vocational training, declaring the vocational education as something devoted to non motivated students into a new approach stating that vocational training is not a dead end, but a perspective for the future (Vassilieu, 2014; Clayton & Harris, 2018; Kaikkonen & Maunonen-Eskelinen, 2020).

In order to bring this approach to life one must understand that general and specific requirements for professional qualifications is needed. In this context, there emerges the factor of a motivated professional vocational educator. It is worth to note that in the contemporary vocational training a certain group of educators performs double activities. He/she is a teacher at the educational institution and a professional master working at the enterprise or even being the owner or the leader of the enterprise.

Being profession teacher and master means that the vocational educator has to master personal, didactic, pedagogical competencies and to demonstrate good business management skills, understanding and usage of innovative technologies, providing practices for all students, students with special needs including. No wonder, that such competence repertoire needs a positive environment to the development not only students, but also vocational teachers/masters' competencies. In this context, the concept of work-based training emerges, as an educational perspective, which, because of its realistic, experiential nature, promotes the motivation of vocational training institutions to organize the vocational training process in an attractive way, paying constant attention to improving the competencies of the vocational educator: teacher and master of the profession.

Even though in the past decade the interest in the specification of work-based learning has evidently increased there are still quite few investigations, analyzing the expansion of the vocational teacher-master competence thesaurus in the process of work based learning. This aspect of relevance presupposes a research problem question: what is the competence thesaurus of vocational teacher-master content while participating in the work-based learning process. The object of the research is the display of the competence thesaurus of vocational teacher-master in the process of work - based

learning. The main aim of this research is to analyze the development of vocational teacher-master competencies in the work-based learning process. The objectives of the research is to present the theoretical analysis of the work-based learning and to provide the qualitative research, revealing the development of the vocational teacher-master competence thesaurus in the process of work based learning.

Research methods

Because of COVID-19 pandemic situation the researchers have chosen data collection methods that could be conducted while using IT. Research data were collected while asking the vocational teachers-masters (n – 10) to present the written reflections while answering the open-ended question “*What competences do you as a professional teacher – master have? Could you compile a thesaurus of your competencies that help you to educate a professional worker?*”

Data analysis methods are: the analysis of scientific literature and the quantitative content analysis of the vocational educators’ (profession teachers-masters) pedagogical competencies in the work - based learning.

Work based learning and dual activities of vocational educator: theoretical analysis

In Lithuania, education issues are quite widely discussed, but there are various learning opportunities that are little known, but can be very promising (Tütlys, 2017). One such is work-based learning, which is characterized by the duality of learning sites. Such training is defined as a period during which training(s) in an educational institution or practical training center is combined with training(s) in the workplace.

According to Appinvet (2017, p. 12), “the duality of learning places is the basis of concepts used in European and international literature”. Thus, workplace learning refers to activities that are characterized by duality in two respects: the duality of learning locations (schools/vocational training providers and corporate environments that provide theoretical knowledge and practical training) and the duality of stakeholders (in the public and private sectors responsible for vocational training policy and its implementation). In order to avoid confusion of concepts, the concept of work-based training was chosen to be used in the research paper.

Work-based learning (further WBL) has a rich tradition which models its present day reality. It can be traced to Dewey (1938) ideas, the essence of which was the statement that school is life. It may be understood that learning through experience is one of essential aspects for human learning. Some authors (Nikolova, Van Ruysseveldt,

De Witte, & Syroit, 2014), while analysing the concept of work based learning, point out such aspects as learning from other people, communication, interaction, cooperation, supervision, feedbacking, coaching, naming them the interactional factor.

Alongside with interactivity of WBL the above mentioned scientists point out task-based learning, workplace participatory practices, development activities (Nikolova, Van Ruyseveldt, De Witte, & Syroit, 2014). Thus, the WBL may be regarded as a multi-dimensional concept, consisting of interactional learning (when the students learn from colleagues and supervisor), task-related learning (when students learn following the vocational didactical principals, reflection and experimentation), specific features of the work place, such as cultural practices, social norms, learning culture which allows the students to learn from their mistakes.

The vocational educator being involved in work-based learning has to fulfill all the tasks, raised by a multi-dimensional nature of WBL. The model of a teacher which implies the traditional understanding of a vocational teacher as a “monospecialist” with the activity for accomplishment of tasks of an educational process at vocational school compiled from profession and pedagogical competencies is not enough. The authors of this investigation agree for an integrative competence thesaurus enabling vocational teachers to perform functions of a teacher of theoretical training and master of vocational training at the enterprise who conducts the apprenticeship practices (Zyryanova, Fedorov, Zaitseva, & Glushchenko, 2016). For this reason in this research paper it is concentrated on the competence thesaurus of those educators who act as profession teachers at the vocational training school/centre, manifesting their pedagogical, psychological, socio-medical (if working with the students with special needs) and who also perform profession master duties while mentoring, consulting their mentees/apprentices in their working place at the enterprise (Andryukhina, Dneprov, Sumina, Zimina, Utkina, & Mantulenko, 2016).

The most commonly mentioned in the scientific literature competences of teacher-master (Nikolova, Van Ruyseveldt, De Witte, & Syroit, 2014; Zyryanova, Fedorov, Zaitseva, & Glushchenko, 2016; Andryukhina, Dneprov, Sumina, Zimina, Utkina, & Mantulenko, 2016; Diep & Hartmann, 2016; Apprinvet, 2017) are compiled as a teacher-master thesaurus and presented in the Table 1. The compiled vocational masters’ competence thesaurus served as a basis for creating semi-structured interview questionnaire.

Table 1

Vocational Teacher – Master Competence Thesaurus

Leading competences of vocational teacher/trainer working at the vocational school/trainer	Knowledge, abilities, skills	Leading competences of professional master working at the enterprise	Knowledge, abilities, skills
Didactic competencies	Knowledge of the subject learning material and the ability to adapt it to a specific situation; knowledge of didactic literature of vocational education and systematic application of methodologies; knowledge of various teaching/learning theories and materials; knowledge of modern teaching and learning methods, ability to apply them in the classes of profession; ability to apply didactic innovations in teaching profession the ability to recognize learning disabilities such as dyslexia, ADHD and physical learning disabilities, the application of school policies in this regard; knowledge of qualification assessment; knowledge of development-oriented forms of testing; ability to use modern technologies in the study process	Didactic competencies	knowledge of legal norms of the work environment, institutional policy and ability to explain them to the trainees; development of the relevant knowledge about the profession, the ability to link the teaching subject, learning materials and practical tasks of WB; knowing that students have different perceptions of the subject being taught; knowing how the curriculum fits in with WBL; managing instructional resources material in the implementation of innovation during WBL at the enterprise; the ability to recognize learning disabilities; usage of relevant technologies

Leading competences of vocational teacher/trainer working at the vocational school/trainer	Knowledge, abilities, skills	Leading competences of professional master working at the enterprise	Knowledge, abilities, skills
Pedagogical competencies	the ability to organize and manage students' learning; the planning of learning outcomes and their systematic pursuit; knowledge of the literature on vocational guidance and the ability to apply a pedagogical system, which corresponds to the school's vision; assessment of student performance	Pedagogical competencies	Knowledge of the literature on vocational guidance and the ability to apply a pedagogical system, which corresponds to the enterprise culture; the ability to organize effective mentoring during the apprenticeship or professional practice; to work as a friendly mentor, promoting students' critical thinking and creativity
Communicative competencies	Ability to use pedagogical rhetorics; ability to make the study process interactive; Knowledge of foreign languages	Communicative competencies	Ability to use pedagogical rhetorics; ability to make the study process interactive; Knowledge of foreign languages

Research Methodology, Design and Research Ethics

The qualitative type of research is valuable because it helps to see how each research participant presents the answers relying on their personal attitudes. The originality of the qualitative research process is presented through the interrelationship between the data collection, interpretation and work stages. The data collected for the qualitative research process must be sufficient to draw smooth conclusions, formulate reliable theoretical statements and interrelationships (Gaižauskaitė & Valavičienė, 2016).

The written reflections were analysed while using the exploratory quantitative content analysis. Quantitative content analysis is a research method, which is used for making replicable and valid inferences from texts (or other meaningful matter) to the contexts in their use (Riff, Lacy, & Fico, 2014; Krippendorff, 2018). In other words with the help of a quantitative analysis, certain semantic units that are repeated in a text, will

be classified into categories and compared with the pre-defined results of the scientific analysis (see Table 1). Quantitative content analysis contains the qualitative research aspects as it aims to identify the most intensive qualitative categories, which would testify the content of vocational teacher-master competence thesaurus. For this reason the authors of the research claim that they are using qualitative research approach.

While starting the data collection process, the researchers approached the managers of the institutions where the study would be conducted with the full information about the research. There were obtained all the necessary agreements with institutional authorities to conduct the research. The teachers-masters of the profession who would participate in the research were fully informed about the research and its relevance, about the purpose and tasks of the written reflections. Ethical principles were introduced to all participants of the research. The authors of the study undertake to recognize and respect the independence of the person, personal freedom to participate or refuse to participate in the research, to provide the (potential) research participant with sufficient information about the study, to protect the research confidentiality and privacy of the participant, take care of the safety of research participants, protect against moral harm or avoid it as much as possible. Before starting the data collection part, the study participants were asked if they agreed to participate in the study (Gaižauskaite & Valavičiene, 2016).

Purposive sampling was used for the research. Participants are subjectively selected by the researchers who, in their opinion, best represent the target group. The participants are selected based on a common characteristic that has a connection between the research participants and the research topic. The benefit of this selection is important in that all research participants are competent for revealing the research topic and can provide the most informative knowledge. The teacher-masters who participated in the research were selected also while relying on one more criterion: all participants must have at least 5 years of work experience in the process of work-based training with students.

The major institutions which participated in the research were chosen while following certain criteria: firstly, the institutions should be equipped with modern, innovative practical training center, where students study and work in real working conditions, trained by vocational teachers-masters.

Table 2

Characteristics of the research sample

No.	Education	Age	Work experience	Labor sector and qualification
1.	Collegium	45	10	Building industry Master teacher of profession, master at the enterprise
2.	Collegium	40	12	Building industry Senior teacher of profession, director at the enterprise
3.	Collegium	50	25	Building industry Master teacher of profession, master at the enterprise
4.	Collegium	42	18	Car service Senior teacher of profession, master at the enterprise
5.	Collegium	39	12	Car service Master teacher of profession, master at the enterprise
6.	Collegium	43	18	Car service Senior teacher of profession, master at the enterprise
7.	Collegium	45	18	Tourism service Senior teacher of profession, master at the enterprise
8.	University	48	19	Tourism service Master teacher of profession, master at the enterprise
9.	Collegium	35	5	Tourism service Senior teacher of profession, master at the enterprise
10.	Collegium	52	7	Food industry Senior teacher of profession, master at the enterprise

The institutions should have close relationship with enterprises, which participate in apprenticeship programmes. These criteria are important because they provide the conditions for teacher-master competence full manifestation, including organization and management of theoretical teaching of profession and work-based learning. The names of institutions and participants are left anonymous. The authors of the research present the sample characteristics in the coded manner (see Table 2).

Research data analysis and discussion

The quantitative analysis is performed according the classical principles presented by B. Berelson (1954). Quantitative content analysis can be used to examine communicated values, attitudes, program content and implementation, popularity, directionality of evaluations, etc. The written reflections of the teacher-master are treated as communicative pieces where the participants of the research articulate and reason their competence thesaurus. The participants were asked to write the detailed reflections in order to have quantitative texts. The authors of the research have chosen the quantitative content analysis because it was important to count how many times a certain qualitative characteristic (observation/meaningful unit) was repeated. This approach will give the researchers a possibility to rank the mentioned competencies and create the profession teacher-master thesaurus, that might be prevailing in work based learning. This hypothetical competence thesaurus would give the possibility to develop perspectives for the qualification development of vocational teachers, trainers and masters.

The research procedures. The communicative level of competence thesaurus is personal. The authors presented reflections containing 3000 and more words each. No written reflections were rejected. All of them revealed the topic and were of considerable length. They all were coded from R1 till R10. The authors of the research read the texts very attentively, coding the meaningful units, connected with the theoretically mentioned competencies (see Table 1). The work started with three categories, which allowed us to distinguish the preliminary analysis of the texts. In the course of work, fragments of texts were coded, codes were divided into categories, modified and redistributed until a satisfactory result was obtained, corresponding to the purpose of the research. After a quantitative content analysis, the frequency of the selected categories in the analyzed documents was quantified. The suitable amount of meaningful units, revealing the meaning units connected with particular explication of competence thesaurus is 2681 (meaningful units - further m.u.). The validity of the research was reached when three researchers read the text independently and distinguished the analogous categories. The manifestation of categories and subcategories are presented in the Table 3.

Table 3

The manifestation of categories revealing the content of vocational teacher-master competence thesaurus

No.	Theme	Category	Subcategory	Evidence examples	Amount of representative evidence (m.u.)
1.	Competencies that teacher-masters possess	1.1. Didactic competencies of profession teachers	1.1.1. Knowledge and skills of vocational didactics	“I think that I know the main methods, how to teach my subject (R1, R10)”; “Majority of teacher-masters know how to instruct their students during the class and at the enterprise (R3); “...the most important is the need to convey the latest knowledge at the level of students’ understanding” (R2; R5); “there is a responsibility to prepare that student, to provide that knowledge so that he/she feels good when he/she goes to the employer”(R4; R7)	447
			1.1.2. Usage of didactic innovations	“I and my colleagues try to find something new, to teach in a more interesting way (R2)”; “<...> we cooperate with the other teachers for project making, for creative activities (R4, R5, R8, R9)”	236
		1.2. Pedagogical competencies	1.2.1. Understanding of vocational guidance	“I try to speak to my students about the values, that they have to be moral and intelligent people (R5)”	216
			1.2.2. Using principles of humanistic pedagogy	“It is not important, where I work with my students, at school or at the enterprise, I always think about the motivating environment (R7)”; “Majority of the teachers will tell that their students are very little motivated, some of them are close to delinquency, but we should not get disappointed, we should have find strength to approach them with open heart” (R6)	179

No.	Theme	Category	Subcategory	Evidence examples	Amount of representative evidence (m.u.)
		1.3. Competencies of IT usage	1.3.1. Using IT because of COVID-19	“COVID-19 totally changed teaching” (R1, R3, R4, R6, R9)	371
			1.3.2. Using IT in teaching	“I always apply technologies in my work: at school and at the enterprise. Moodle, Zoom, Teams for teaching and instructing. Other technologies for charting, drawing projects...” (R4, R8, R9, R10)	257
		1.4. Communicative competence	1.4.1. Communication during the classes	“I try to speak in a calm voice (R1); “I always plan what I will say to my students (R6); “it is very important not to lose the temper” (R2, R3)	146
			1.4.2 Knowledge of the foreign language	“I can speak Russian and English” (R2, R3, R4, R5); “My second language is German. I can read the necessary materials in German” (R1)	97
2.	Competencies that teacher-masters need to develop	2.1. Psychological competencies	2.1.1. Lack of knowledge how to work with children having drug addiction.	“I start noticing pupils who use drugs. I would like to know how to help them, not to send them to psychologist” (R3)	30
			2.1.2. Lack of knowledge how to work with the socially sensitive families	“We have a lot of institutions caring about pupils’ rights. They solve problems of the children from socially sensitive families. Very well... But they start working, when something happens... And what about the reasonable prevention? ”	24

No.	Theme	Category	Subcategory	Evidence examples	Amount of representative evidence (m.u.)
		2.2. Inclusive education competencies	2.2.1. Lack of socio-medical competencies how to work with the students having behavior problems	“Nobody knows in practice how to organize the classes when there are students having behavior problems, autistic pupils ect...” (R1, R3, R4, R7, R8, R10); “Our classes are getting different. We have students who are not simply weekly motivated, but they have clear behavior problems. It is very difficult to organize such classes... I have not mentioned migrants yet” (R9)	352
			2.2.2. Lack of socio-medical competencies how to organize practice at the enterprise	“At the enterprise we have to work with the equipment and children with special needs should be supervised in a different way. Enterprise is not a school” (R2, R6). “We need knowledge how to organize apprenticeships for the pupils with different levels of special needs” (R1, R4, R5, R7, R10)	426
Total					2 681

While relying on presented data it is possible to rank the expressed competencies according their intensity of the presented evidence. The ranking of the categories are presented at the Table 4.

Table 4

The ranking of the qualitative categories according their intensity of mentioning by the respondents

Competencies that respondents possess	Ranking	Competencies that respondents lack
Didactic competencies (683 m.u.)	1	Competencies to organise inclusive education (778 m.u.)
IT usage competencies (683 m.u.)	2	Psychological competencies (54 m.u.)
Pedagogical competencies (395 m.u.)	3	

The presented ranking of the categories demonstrate the possible guidelines for the formation of the vocational teacher – master competence thesaurus. It is worth to note, that the ranking was performed only for three most strongly expressed and evident categories.

The most significant category is “Competencies to organise inclusive education” (778 m.u.). It displays the factor that inclusive education is of top relevance. Next categories that are most evident are the categories displaying the competencies that the respondents possess – didactic (683 m.u.), IT usage (683 m.u.) and pedagogical (395 m.u.). They demonstrate high professional level of vocational teacher – master, his/her ability of reflection and self-evaluation. It is also worth to note that they do not very intensively differentiate between the role of being a teacher and being a practice mentor-master. It supports the idea that they perceive themselves not as a monospecialists” (Zyryanova, Fedorov, Zaitseva, & Glushchenko, 2016), but as profession teachers who work “at the vocational training school/centre, manifesting their pedagogical, psychological, socio-medical (if working with the students with special needs) competencies and who also perform profession master duties while mentoring, consulting their mentees/ apprentices in their working place at the enterprise (Andryukhina, Dneprov, Sumina, Zimina, Utkina, & Mantulenko, 2016)” (p. 3).

As it is seen from the results, the content of the reflections may be divided into two major themes: the competencies that teacher – masters possess and competencies, that the respondents lack. The leading competencies that all teacher-masters depict, analyse and present the evidence of the competence possession are the didactic competencies “Majority of teacher-masters know how to instruct their students during the class and at the enterprise” (R3). The vocational education competencies are also very prominent in the analysis of scientific literature (Zyryanova, Fedorov, Zaitseva, & Glushchenko, 2016). The respondents do not very clearly differentiate between the competencies that they display working at school/centre and competencies that they use while working in the enterprise. The major concept of the expressed didactic competence is its methodical content. Speaking about their didactic competence the respondents concentrate their attention to the methods that they use. The repeated words, connected to the methods are the instruction and demonstration. This reveals the prevailing didactical specification of vocational training. The same opinion is supported by L. M. Andryukhina, S. Dneprov, T. G. Sumina, E. Y. Zimina, S. N. Utkina and V. V. Mantulenko (2016).

Vocational teachers also highlight the importance of IT in their work. The professional usage of the technologies is very realistic, as majority of the respondents have engineering education (see Table 2).

Another important aspect is the search and motivation for innovative teaching “I and my colleagues try to find something new, to teach in a more interesting way (R2)”; “<...> we cooperate with the other teachers for project making, for creative activities” (R4, R5). Being combined with the principles of humanistic pedagogy (“It is not important, where I work with my students: at school or at the enterprise, I always think about the motivating environment (R7)”; “Majority of the teachers will tell that their students are very little motivated, some of them are close to delinquency, but we should not get disappointed, we should have find strength to approach them with open) the innovative

teaching creates the premises for realization of WBL. I. Nikolova, J. Van Ruysseveldt, H. De Witte and J. Syroit (2014) argue that the inovative, humanistic, interactive teaching helps to realize a multi-dimensional nature of WBL.

While summing up, it can be said that didactic, pedagogical and IT usage competencies play an important role while teaching students in work-based learning, which allows to get to know the student, prepare educational content, organize educational process, and create a motivating learning environment. The results of the research also demonstrated that vocational teachers-masters have a rich work experience of the profession as they took part in the teaching, production and business. The content of their reflections shows that they have enough professional knowledge that is necessary to pass on to the students when teaching the profession subject; they have good mutual relations with the students, but the respondents claim that they lack psychological knowledge, inclusive education knowledge about how to train students with special needs, to motivate learning.

The results of the conducted research are useful, as they reveal the competencies possessed and improved, which serve as the perspective of their professional development and formation of the relevant vocational teacher-master competence thesaurus. The research also reveal the most important challenges that must be overcome so that teaching in work-based learning would take place in a high-quality, smooth and efficient manner. The competence thesaurus of vocational teacher-master is associated with learning results, communication, knowledge, personality of the student. The competent vocational teacher-master creates teaching and learning environments, motivates and supervises learners. Research participants confirm that positive mutual relations with students are particularly important, which influence the establishment of contact, communication and quality communication. Communication competence, which is mentioned by the research participants, is understood as a daily tool to get to know the student better, to educate him/her in a high-quality way.

Conclusions

Vocational training should be seen as an attractive option. Vocational training policy should be timely, flexible, presupposing a new approach to vocational training, general and specific requirements for professional qualifications.

The new evaluation of vocational education is aimed at realizing the diversity of forms of vocational training. One of them is work-based training(s), in which theoretical and practical vocational training is separated and carried out in two places: an educational institution and a business, production or service company. In the system of work-based learning a significant role is assigned to vocational teachers-masters.

The study revealed that the vocational teachers-masters of the face a variety of challenges when teaching students in work-based learning. The most relevant challenge is inclusive education, how to involve the students with special needs, how to listen to them, leading them along the path of knowledge. This shows that the teachers-masters of the profession lack psychological knowledge, socio – medical competencies that would open the way to motivate the students to learn and work.

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Profesionalių mokytojų kompetencijų ugdymas darbu pagrįsto mokymosi procese

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Santrauka

Lietuvos ir užsienio šalių patirtis atskleidžia ganėtinai sudėtingą situaciją darbo rinkoje: išryškėja kvalifikuotų darbuotojų trūkumas ir pakankamai žema esamų darbuotojų kvalifikacija. Lietuvoje, vis labiau ryškėjant darbu grįsto mokymo(si) formai, svarbus vaidmuo tenka profesijos mokytojui meistrui, kurio uždavinys yra išugdyti gerai orientuotą ir sumanų specialistą. Tam būtina ne tik perprasti savo amato specifiką, bet ir gebėti perteikti dalykines žinias mokiniui / pameistriui. Tyrimo problema: kaip plečiamas profesijos mokytojo meistro kompetencijų tezauras darbu grįsto mokymosi procese. Tyrimo objektas – profesijos mokytojo meistro kompetencijų tezauru kūrimas darbu grįsto mokymosi procese. Tyrimo tikslas – išanalizuoti profesijos mokytojo meistro kompetencijų raišką darbu grįsto mokymosi procese. Tyrimo uždaviniai – pateikti teorinę darbu grįsto mokymosi analizę ir atlikti kokybinį tyrimą, atskleidžiantį profesijos mokytojo meistro kompetencijų tezauru raišką darbu grįsto mokymosi procese. Atliktos kiekybinės turinio analizės rezultatai parodė (rasta 2 681 reikšminis vienetas, susijęs su kompetencijų raiška), kad, profesijos mokytojų meistrų nuomone, profesinis mokymas turėtų būti vertinamas kaip patraukli galimybė. Profesinio mokymo politika turėtų būti savalaikė, lanksti, suponuojanti naują požiūrį į profesinį mokymą, bendruosius ir specifinius reikalavimus profesinei kvalifikacijai. Naujuoju profesinio mokymo vertinimu siekiama realizuoti profesinio mokymo formų įvairovę. Vienas iš jų – darbu grįstas mokymasis. Darbu grįsto mokymosi sistemoje reikšmingas vaidmuo skiriamas profesijos mokytojams meistrams. Tyrimas atskleidė, kad profesijos mokytojai meistras, mokydami studentus darbo vietoje,

susiduria su įvairiais iššūkiais. Aktualiausias iššūkis – įtraukusis ugdymas; ieškoma atsakymų, kaip įtraukti specialiųjų poreikių turinčius mokinius, kaip juos išklaudyti, vesti pažinimo keliu. Tai rodo, kad mokytojams profesijos meistrams trūksta psichologinių žinių, socialinių bei medicininių kompetencijų, kurios atvertų kelią motyvuoti mokinius mokytis ir dirbti.

Esminiai žodžiai: *pameistrystė, kompetencija, profesinio mokymo magistras, profesinis išsilavinimas, mokymasis darbo vietoje.*

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