

Specificities of vocational training

Daniel Lajčín¹ – Branislav Tkáč²

Abstract: The paper deals with the problems of practical education and vocational education. Practical training is an integral part of vocational education and training in secondary vocational schools. By practical teaching we understand an organized process providing pupils with practical skills, abilities and habits necessary for the performance of a profession, group of professions or professional activities, which is carried out in a school workshop or directly in real conditions at the employer.

Keywords: practical education, secondary vocational school, employment, vocational education.

An employer who provides practical training in a dual education system participates in the development of a school education program for vocational education and training. An employer providing practical training in a dual education system may submit to the relevant professional or professional organization proposals to amend or supplement the model curriculum for the relevant field of study or curriculum and the model curriculum for each subject or field of study concerned. The employer is obliged to ensure that practical training is provided: a) in accordance with the established organization of education in secondary schools, b) practice work and productive work appropriate to the profession, group of professions or vocational activities for which the pupil is prepared; c) under the guidance of a master of vocational training, a master of professional experience, a master of artistic practice or under the guidance of an instructor, if the practical training is carried out at a practical training workplace (Oberuč, Zapletal, 2017, p. 39; Oberuč, Porubčan, Doríčková, 2019).

The employer is obliged to ensure the safety and health protection of pupils at work and to fulfill the obligations stipulated by special regulations. The employer shall, in the manner agreed in the dual education agreement, regularly inform the secondary vocational school of the pupil attending practical training of all facts relating to the performance of practical training. He fulfills this duty of information through a pedagogical employee of a secondary vocational school appointed by the head of the secondary vocational school in agreement with the employer. The employer shall allow the educational staff designated by the school head to enter the place of practical instruction in order to coordinate the observance of the conditions of the pupil's educational process. The pedagogical employee is obliged to acquaint himself with the employer's regulations determined by the employer and is obliged to observe them. An employer providing practical training in a dual education system shall immediately notify the relevant professional organization or professional organization that has ceased to meet the eligibility criteria for the performance of PV that the dual education contract has been terminated (Čepelová, Gabrhelová, 2018).

According to Porubčanová (2015), the work experience is highly valued by companies and their lack is a major obstacle for first job seekers. Many young people get stuck in a vicious circle: they can't find their first job, but they don't get a job because they lack work experience. Apprenticeship has been shown to have a significant impact on the promotion of youth employment and plays an important role in the low level of youth unemployment in some European countries. Due to the high level of youth unemployment in many countries, dual vocational training is at the center of interest and is one of the top priorities of the European Union's agenda. If it is considered simply to take over the systems existing in Austria, Germany or Switzerland, the result is unlikely to be very satisfactory. Indeed, in possible target countries, there are too different education systems, institutional framework conditions and traditions for such transfer. Based on established systems of education in vocational schools, the task was to identify the factors that appear to be crucial for the successful functioning of dual education.

Due to the high level of youth unemployment and the increasing uneasiness of many businesses for a skilled workforce, the introduction or strengthening of dual education is being discussed in many European and

non-European countries. In many cases, however, first it is necessary to create or adapt the legal regulations so that the offer of education can be expanded to dual education with a very high level of vocational education directly in practice in the company. Based on experience with successful dual vocational training systems, eg. For example, vocational schools in Austria, Germany and Switzerland, it is important to identify, in a first step, the factors that lead to success in a functioning dual education. Furthermore, on this basis, implementation models can be developed leading to the establishment of the essential elements of these systems in the target countries and consequently support for implementation in specific cases. In particular, the Austrian way of training apprentices remains the starting point. In addition to analyzing substantial research papers written in countries where apprenticeships have a long tradition, knowledge and conclusions are based primarily on numerous interviews and discussions with representatives of companies where such a form of training is already taking place and those where it could be undertaken (Balogová, 2014).

When looking for a possible structure of a vocational training system, we move between two ideal, typical extremes: in one case, full-time vocational training, which includes or does not include out-of-school practice, and the other is purely dual education, where the main focus is education directly in the company itself, and this is complemented by vocational school education. In addition to these two models, it is also possible to envisage mixed models that offer both the above-mentioned alternatives of education mainly in school or dual education as models equally important. For many countries, a mixed system in which vocational education at school is combined with dual vocational education will probably be essential. Mixed systems can be subdivided so that the system of vocational education at school and the system of dual education coexist for the same discipline, creating a kind of competition between vocational education at school and dual vocational education. In each of these cases, vocational education and dual education focus on clearly defined and separate disciplines (Veteška, Kolek, Hrudkaj, 2016).

Depending on this fundamental systemic decision, different structural decisions then need to be made. However, in the context of a systemic decision, it is in any case necessary to regulate the relationship of these types of education to each other and to general education schools. In particular, provision should be made for the possibility of pupils transferring from one system to another, including the mutual recognition / crediting of qualification certificates and the length of training within these sub-systems, while at the same time establishing clear uniform criteria justifying national type of education. When creating a dual education structure, they should be competent to be aware of some basic tension in the relationship between vocational training at school and vocational training directly in the enterprise. The basic challenge is that both the school's professional staff and the professional staff of the vocational training enterprise will broaden their vision and recognize each other's value and benefits. As the teaching process in a school leads in many areas to irreplaceable learning outcomes, it is also possible to develop the required competences of a different kind under the working process conditions directly in the company. Then, especially in school-based qualifications, it is a challenge to recognize the workplace as an environment that promotes learning and is important to learning as such, and therefore attribute appropriate value to it. Therefore, it is important to build a fundamental kind of trust in the company, which as such can educate at a high quality level. Last but not least, enterprises should be able to choose teaching models and methods (Čepelová, Gabrhelová, 2018).

For dual education to work, many factors need to be reconciled. These include a practice-oriented management system, efficient administrative structures and mechanisms for quality assurance and innovation, as well as motivated young people interested in education. However, companies that are ready to participate in dual education directly in them are an essential element of dual education. And while in established training systems for apprentices, many businesses emphasize their social commitment to helping young people make their first successful step into the world of work, but as a legitimate goal, economic cost-benefit comparisons prevail. And this is even more true for countries where dual education is still established and businesses do not have such a tradition.

According to Porubčanová (2015), the existence of this situation must be acknowledged from a political point of view, and then it is necessary to ask what catalysts are necessary for the informal activities of the company in the form of training and learning to create a comprehensive, sustainable and engaged activity within education, which will become an integral part of the education system. How can dual education become attractive to the business? An important contribution to such development is the compilation of such profiles of individual fields and national educational standards, which are based on the needs of practice and companies. Practical needs can be identified through the immediate involvement of businesses and their associations in this development. Simple administrative structures and effective support systems (from support systems through training for trainers and instructors to the recruitment of apprentices or assistance in the form

of training material) make it easier for businesses to enter the world of vocational training. Above all, however, businesses need to be convinced and understand that they are given the opportunity to raise professionally educated adolescents through dual training in their own businesses. In the following, we identify the seven factors that are essential for the successful and sustainable establishment of dual education. The utility factor that benefits enterprises with dual training is particularly underlined for the success factor, but it also plays a crucial role in other success factors. Finding the concrete form and way of implementing these success factors is only possible within the relevant national political, institutional and structural circumstances.

REFERENCES

- BALOGOVIÁ, B. 2014. Hybridné teórie v socioterapii ako východisko pre intencionálne socioterapeutické prístupy. In Sociálni práce v kontextu lidských práv. Hradec Králové: Gaudeamus, 2014. ISBN 978-80-7435-533-2.
- ČEPELOVÁ, S., GABRHELOVÁ, G. 2018. Výskum hodnotovej orientácie vysokoškolákov v podmienkach SR. In Socialium Actualis I. Brno: Tribun, 2018. ISBN 978-80-263-1441-7.
- OBERUČ, J., ZAPLETAL, L. 2017. Family as one of the most important factors in a child's upbringing. In Acta educationis generalis, ISSN 2585-741X. 2017, vol. 7, no. 2, s. 112.
- OBERUČ, J., PORUBČAN, M., DORÍČKOVÁ, M. 2019. **Motivation of student in the educational process.** In: *Jazykovedné, literárnovedné a didaktické kolokvium L-4* [elektronický dokument č. 4. Bratislava (Slovensko) : Z-F LINGUA, 2019. – ISBN 978-80-8177-065-4, s. 79-93 [CD-ROM]
- PORUBČANOVÁ, D. 2015. Participácia edukačných inštitúcií pri eliminácii problémového správania detí a mládeže. In Edukacja wczoraj - dzis - jutro. Radom: Radomskie Towarzystwo Naukowe, 2015. ISBN 978-83-88100-38-3.
- VETEŠKA, J., KOLEK, J., HRUDKAJ, J. 2016. Další profesní vzdělávání učitelů středních škol - axiologické a andragogické souvislosti. In Adult education 2016 - bases and inspirations for theory and practice : proceedings of the 6th international adult education conference, 13-14th December 2016, Prague, Czech republic. Praha: Česká andragogická společnost, 2016, s. 205-222. ISBN 978-80-905460-6-6.

Author's contact:

doc. PaedDr. Ing. Daniel Lajčin, PhD.,DBA, LL.M

Vysoká škola DTI

lajcin@dti.sk

PaedDr. Branislav Tkáč, MBA

Vysoká škola DTI

tkac.branislav@post.sk