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VOCATIONAL TRAINING ROLE IN THE MODERN WORLD

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The vocational training role is now exclusively actual as professional educations, according to many scientists, will give the chance for the most powerful breakthrough which would give the Republic necessary qualified personnel. The main processes in the field of professional education and training happening in the European Union countries are: "Copenhagen (primary and secondary professional education), Bologna (higher education) and Turin.

Copenhagen process. Now professional education and training (POO) received the new round of development issued within the Copenhagen process which, in turn, was a consequence of development of policy of the European Union in the field of professional education and training in the last decades. The foundation to this process was laid at a meeting of the Council of Europe in Lisbon in March, 2000. At this meeting participant confirmed officially the status of education as an integral part of economic and social policy and a factor of increase of competitiveness of Europe, rapprochement of its people and ensuring full development of citizens. The decisions made in Lisbon gained further development in the report "Specific objectives for education systems and a vocational education of the future" where three strategic objectives which formed the basis of joint activity of EU Member States are defined:

- improvement of quality and efficiency of systems of professional education and training in the European Union;
- simplification of access to professional education and training for all citizens;
- opening of systems of professional education and training for the outside world.

In the spring of 2004 the intermediate Report "Education and training 2010" in which the first concrete results of the Copenhagen process were generalized was published and its roles in development are defined: reforms, strategy of training during all life and formation of mutual trust between the main interested parties and the countries.

The Copenhagen process assumes continuous specification of political priorities for achievement of the tasks put in the Lisbon Declaration in the field of professional education and training within the working program "Education and Training of 2010 ". Development of professional education and training at the all-European and national level through voluntary cooperation and initiatives on places is the major elements of formation of capable European labor market and

competitive economy, and also is standard - a legal framework for recognition of professional qualifications and the European strategy of employment.

Turin process: In 2010 and 2012. The European Fund of Education (EFE) realized the two first a round of the Turin process which captured the majority of the partner countries of EFO. In May, 2013 EFO acted as the organizer of conference "The Turin process: a reference point on development of skills" in which about 200 representatives of the institutions responsible for policy of PET, experts and practicing of professional education and training (PET) representing the partner countries of EFO, the European Union (EU) and the international organizations took part. And in the declaration of conference, and in the estimated report on results of both rounds of the Turin process which was prepared by results of an external assessment, representatives of the partner countries and the international community recognize importance and necessity of the Turin process. The special value of approach of the Turin process consists that POO is considered in the context of social and economic development, and the analysis is made on the basis of actual data and by means of the structured dialogue. For this purpose EFO renders assistance to the partner countries in data collection from various information sources and in carrying out dialogue on development and realization of policy.

In particular, the Turin process helps the partner countries:

- to develop the general understanding of medium-term vision, priorities and strategy of development of POO, to carry out an assessment of various options of practical realization of vision and/or the subsequent stages of development;
- to develop awareness, to increase analytical potential and to develop tools in policy;
- regularly to update results of the analysis for monitoring and an assessment of progress;
- to carry out monitoring of introduction of long-term strategy (for example, road maps);
- to develop the principles of the policy focused on results
- to give opportunities for capacity-building and acquaintance with various approaches in the field of development of POO both between the partner countries, and between the partner countries and the EU;
- to improve mechanisms of coordination of the help of donors for achievement of the approved national priorities

Professional education and training in the European Union countries is based on the following invariant principles:

- responsibility of the state for professional education and, especially, for access to a vocational education;
- existence of in-service training as an obligatory component of programs of professional education;
- the centralized quality control by means of national standards of a vocational education;
- integration of the general and professional education.

Thus, the European Union developing uniform approaches, the practicing for use by each country separately taking into account possibility of receiving the donor

help, in case of lack of sufficient means of the national state seeks to create system of an assessment of productivity of vocational training and development of the best.

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