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CONTRADICTIONS AND PROBLEMS OF EXTERNAL REQUIREMENTS FOR THE TRAINING OF FOOD PRODUCTION AND CATERING SPECIALISTS

СУПЕРЕЧНОСТІ ТА ПРОБЛЕМИ ЗОВНІШНІХ ВИМОГ ДО ПІДГОТОВКИ
ФАХІВЦІВ ХАРЧОВИХ ВИРОБНИЦТВ ТА ГРОМАДСЬКОГО ХАРЧУВАННЯ

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Abstract. Many food production and catering industries are currently experiencing a massive shortage of specialists of the most productive and trainable age, who have at least minimal but necessary work experience. Having analyzed the recommendations received from employers, we were able to compile a list of the necessary competencies for the model of a future graduate. A modern approach to training professionally competent specialists in food production and catering is presented based on the requirements of WorldSkills.

Keywords: specialist, food production, public catering, competence, quality of specialist training, educational standard, professional standard, competitiveness, public catering technologies, competencies, WorldSkills.

In terms of the number of employees and the volume of gross output, the food industry is one of the most important sectors of the national economy in most countries of the world. It is one of the leading structurally-forming sectors of the entire national economy of Ukraine. In addition, we have the most favorable natural, human, geopolitical and resource potential for the development of the food industry, the rational use of which can ensure a leading position in the world and regional food markets. [3].

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And even in large cities and metropolitan areas, where there is a great need for office workers, the list of the most in-demand professions includes the professions of various specialists in the public catering industry. [7]



Table 1

Profession	Number of vacancies, units	Average salary, UAH
Confectioner	281	18 000
Baker	190	17 000
Food production technologist	117	21 000

Many food production and public catering industries are currently experiencing a massive shortage of specialists of the most productive and trainable age, who have at least the minimum but necessary work experience. This happened because in the last fifteen years, specialists in these industries were not paid a decent salary and were not provided with decent vacancies due to the decline in production, which led to their mass "retraining" into other professions, an outflow from production mainly to the service sector. [8]

The opinion that public catering and food production specialists in our country are not in demand on the labor market is gradually changing in people's minds. According to the state employment service, it is clear that modern Ukrainian society is experiencing a huge need for workers. In technical schools and colleges, not only has the recruitment for these specialties increased, but a competition has also appeared, since future graduates understand that if they prove themselves well during their studies, then after graduating from these educational institutions, they have quite bright prospects (most of the guys receive job offers in the places where they did their internship)

Directors of successful Ukrainian enterprises increasingly say in their speeches that investors are ready to invest money only in those industries where there is a high percentage of young, capable, successful, qualified and competitive personnel.

At present, educational organizations, training specialists within the framework of current standards, are detached from the real conditions of modern production. Therefore, professional education faces the most important task of forming professional and personally significant competencies in future specialists, determining their competitiveness and readiness to work in production. [6]

Competitive personnel must meet certain quality standards, but the definition of "quality of education", the results (products) of the educational process, still cause heated debates among specialists. The term "quality" is derived from the words "how", "what", "what properties". "The quality of graduates' education is interpreted as a certain level of practical skills, abilities, knowledge, the mastery of which has been achieved by graduates of an educational institution in accordance with the planned goals of training and education." [5]

The concept of "quality of training specialists" should be considered from two positions: as a training process and as a result of training, i.e. internal monitoring of the conditions for training specialists should be carried out, as well as the opinion of the main consumers of educational services should be studied: employers and students.

Both employers and graduates understand that the current situation of economic, market and service development places new demands on specialists. Knowledge in



the field of one's specialty is absolutely insufficient today to be successful in the profession; it must be expanded to more comprehensive concepts: "career competence", "standard competence", "key competences", "key qualifications", etc. - this is a significant plus to education, promoting professional growth and opening the door to a decent place of work. [8]

The professional activity of a specialist in the public catering industry has its own specific features: in addition to organizing the process and preparation of complex culinary products, bakery and flour confectionery products for various categories of consumers, a future graduate must successfully manage the production of food products (participate in planning the main production indicators, plan the performance of work by performers, organize the work of the work collective, monitor the progress and evaluate the results of work by performers, maintain approved accounting and reporting documentation).

A skilled worker - his personal activity and social solvency depend primarily on his professional competence, therefore, the structure of the activity projects onto the process of professional training of a future specialist and becomes a model and analogue of his activity, and also sets the content and forms of theoretical and practical training for students [2]

From all of the above it follows that the model of a future specialist should define the system of tasks that will face him after completing his studies, and it is employers, as one of the links most interested in this process, who should define this system and rank the most in-demand competencies of the graduate.

Having analyzed the recommendations received from employers, we were able to compile a list of necessary competencies for the model of a future graduate. An approximate version of a competitive model of a graduate consists of the following competencies of the student:

- professional (ability to control, design and organize the work process, determine methods for solving professional problems, evaluate their effectiveness and quality, as well as the formation of an information culture and the ability to successfully act in the conditions of updating goals, content, changing technologies in professional activities);
- social (ability to interact in a team while observing legal norms; ability to analyze life situations taking into account the requirements of society, adequately assess personal maturity);
- personal qualities (active civic position, presence of social experience of collective action, ability and desire for creativity, professional self-improvement and advanced training, maintaining optimism in various life situations, emotional balance, discipline) [1]

The specialist model we have defined defines the necessary qualities, knowledge, skills, abilities, and psychological characteristics of the individual, necessary for successful mastery of a certain type of activity, including professional tasks and characteristics of professional activity. [4]

But over time, the graduate model must change to be competitive; it must become relevant to the place and time where it will be used.

The question arises: how to expand the geography of demand for graduates of



our educational institutions at the present time and in the future. The contradiction and problems of external requirements have attracted our interest in the processes of forming competitive, popular educational programs.

To solve this problem, we turned to the WorldSkills system. It is the WorldSkills system that allows monitoring problem areas and then transmitting changes to the training system. WorldSkills International (WSI) is an international movement aimed at popularizing blue-collar jobs, raising the status and standards of professional training and qualifications around the world. Since its inception, WSI has provided expert assessment, development and formation of world professional standards for blue-collar jobs in industry and the service sector at the highest level. [5, 6]

WorldSkills is a mechanism for global qualitative improvement of the systems of training highly qualified personnel in the world. The international movement WorldSkills International, primarily through professional skills competitions, where young specialists have the opportunity to demonstrate their professional skills, guides young people towards their professional career. In the modern world, when new technologies are changing at a tremendous speed, many changes are taking place within the production and the importance of the workforce, the necessary competencies are becoming increasingly important, not only technologies but also workers should be mobile. [4]

Thus, the interaction of business, government and educational organizations through the introduction of WorldSkills requirements into the educational process in general and into educational programs in particular is a necessary condition for the implementation of current goals: increasing the prestige of specialties in the public catering industry and vocational education in general.

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Анотація. У багатьох харчових виробництвах і громадському харчуванні зараз спостерігається масова недостатність спеціалістів найбільшого працездатного та навчального віку, які володіють хоча й мінімальним, але необхідним досвідом роботи. Проаналізувавши отримані рекомендації роботодавців, дозволили нам скласти перелік необхідних компетенцій для моделі майбутнього випускника. Представлений сучасний підхід до підготовки професійно компетентних спеціалістів харчових виробництв і громадського харчування на основі вимог WorldSkills.

Ключові слова: спеціаліст, харчове виробництво, громадське харчування, компетентність, якість підготовки спеціалістів, освітній стандарт, професійний стандарт, конкурентоспроможність, технології суспільного харчування, компетенції, WorldSkills.