



Pedagogical communication in practical training of future vocational education specialists: Process, implementations and outcomes

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■ **Abstract.** Professional-pedagogical communication, as a condition for developing communicative abilities and a form of psychological interaction between educators and learners during the educational process and practical training, is aimed at the comprehensive development of future professionals in vocational education and creating conditions for the realisation of their independent, professional, and creative abilities. The purpose of this research was to determine the main ways of organising practical training as one of the priority conditions for shaping pedagogical communication among future professionals in vocational education. A complex of methods including theoretical, systemic, analysis of practice program, and survey methods was employed to thoroughly explore the research topic. The study established that purposeful pedagogical guidance, methods of implementation and improvement of practical training, and enhancing the content of activities of future professionals in vocational education during practical training create conditions as an important factor for forming all components of professional-pedagogical communication of higher education students, perceiving themselves as vocational education educators. The research also analysed and summarised the experience of Ukrainian and foreign scholars regarding pedagogical-professional communication and ways to improve the practical training of future professionals in vocational education. It further synthesises the issues related to improving the organisation of pedagogical practice as one of the priority conditions for shaping professional-pedagogical communication of future professionals in vocational education in the specialty 015 Vocational Education (Occupational Safety, Transport). A set of pedagogical conditions is formulated. The practical significance of this work lies in the fact that the specified relevance, methods, formulated pedagogical conditions, and analysed the process of practical training by future professionals in vocational education, and conclusions as a whole can be utilised for: improving practical training programs in higher education institutions; introducing the educational component "Pedagogical Communication in Vocational Education" for higher education students of the specialty 015 Vocational Education (Occupational Safety, Transport)

■ **Keywords:** pedagogy; professional communication; competencies; educational process; practical training; higher education students; occupational safety

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■ Introduction

In the modern social environment, where knowledge and advanced technologies are developing at an unprecedented pace, the educational process should focus not only on acquiring basic knowledge but also on the formation of general and professional competencies, skills for independent acquisition of new knowledge, information, and professional communication, effectively applying them in practice. In the current period of higher education system reform in Ukraine, the important goal of educational institutions is to monitor the process of integrating education with science and industry, enhancing the role, responsibility, and significance of professionals, as well as ensuring the conformity of specialists' training to international standards. Special attention is paid to bridging the gap between the level of theoretical knowledge acquired by students in higher educational institutions and the practical skills necessary for their successful professional activities.

Meeting these requirements is possible by implementing practical training as an important component of the educational process, as a multifaceted, organic process of professional training of future professionals in vocational education, which allows synthesising theoretical knowledge and practical pedagogical experience for future teaching activities. I. Alimerko (2024), investigating the importance of practice for higher education students, pointed out that it is during practice that students can thoroughly examine the significance of theoretical issues and their application in practice, enabling them to envision their future profession in educational activities. The author noted that the main goal of practice is for the future specialist to gain a deeper understanding of their future professional activity.

Authors I. Adeel *et al.* (2023), A. Wanyu *et al.* (2024) in their works indicated that through artificial intelligence and the development of modern technologies and internet programs, higher education students can significantly more effectively develop and improve pedagogical, academic, and cognitive communication skills in practice. H. Henseruk & M. Boyko (2022), analysing organisational aspects to improve pedagogical practice, pointed out a number of effective factors, including the availability of high-quality educational and methodological support from departments, developed skills and abilities of students in applying teaching methods of professionally oriented subjects, their involvement in pedagogical research, as well as active support from mentors in students' adaptation to the conditions of professional activities during practice. Systematic control and objective evaluation of practice results are also important aspects. Authors agree with the researchers, as adherence to the listed factors will enhance the effectiveness of forming pedagogical communication in future professional activities.

In their studies, researchers N. Van Veggel *et al.* (2023) focused on the fact that during practice,

methodologists and practice supervisors are the drivers in the organisational machine that is a higher education institution. According to the authors, higher education students constantly develop leadership skills during their practice. It is precisely during practice that trainee students not only develop leadership qualities but also enhance their professional-pedagogical communication and competencies for future professional activities. As, in turn, by following the leader, each trainee student also tries to be a leader, thus, imitation occurs, which is one of the positive factors.

Using the research of I. Kamenska & O. Bokshyts (2022) on labour inspection as one of the main mechanisms to combat industrial injuries, higher education students during technological and pedagogical practice have the opportunity to identify certain shortcomings and prevent injuries in their future professional activities in the educational field. The authors' research is relevant because human health and life are a priority of universal values. M. Osborne *et al.* (2024), studying practice as an understanding of safety techniques, argued that it is during practice that higher education students acquire professional competencies, develop professional-pedagogical communication, and identify certain shortcomings in organisational and methodological approaches to practise implementation for their further improvement. According to the researchers, in addition to positive results in forming professional competencies and professional-pedagogical communication during practical training, more professional educational components should be added to educational programs for the professional training cycle and strengthen the knowledge and skills of future professionals in vocational education through multidisciplinary specialists working on the curriculum.

Contemporary competitive professionals must possess specialised skills and professional experience based on modern specialised knowledge in a particular field and a high level of professional competence, grounded in critical thinking and the ability to apply theoretical knowledge in practice, as well as adept communication at a professional level, as pedagogical communication is necessary for coordinating the behaviour of educational seekers in a group. Additionally, in modern realities, one of the priority requirements of potential employers is professional competence and professional communication. The aim of the article was to determine the role of pedagogical communication in the practical training of future professionals in vocational education for professional self-realisation, which can and should become one of the main results of Vocational Education (Occupational Safety, Transport).

■ Literature Review

Analysis of literary sources on pedagogical practice issues indicates the relevance of the studied topic by

scholars from various countries around the world. In their works, scholars have revealed questions of the methodological relationship between pedagogical-professional science and the practical activities of higher education seekers and the organisational-methodological principles of pedagogical practice. T. Belan (2011) emphasised that during pedagogical practice, there is intensive formation of students' professional competencies and skills, promoting the development of their creative independence and the ability to analyse pedagogical processes, as well as laying the foundation for an individual style of educational work and pedagogical mastery. In turn, Yu. Datsko (2009) pointed out that pedagogical practice not only contributes to the formation of future teachers' professional qualities but also serves as an important link between mastering modern methodological teaching technologies of speech communication and future pedagogical activities of university graduates.

Exploring the importance of practice in preparing future teachers, N. Kazanishena (2019) emphasised that it is during pedagogical practice that students acquire new types of professional activities, which, in turn, actively influence the formation of a complex of personality traits necessary for further pedagogical activities. I. Alimerko (2024) noted that professional practice is not just a simple exercise for students but also a profound test for theoretical issues and their application in practice, an attempt to recognise the profession in educational activities, indicating that practice is aimed not only at performing exercises but also at familiarising students with work tactics and learning strategies.

In her research, O. Oleksyuk (2005) noted that pedagogical practice in the system of professional training is a connecting link between theoretical material and the ability to use it in pedagogical activities. The system of pedagogical practice was formed on the basis of the principle of the comprehensive pedagogical training unity of theory and practice. Therefore, education in higher education was transformed into a process of implementing acquired knowledge in practice. Investigating pedagogical practice as a factor in the professional development of future teachers, L. Kravets (2012) emphasised that pedagogical practice is an important moment in forming self-assessment of professionally important qualities and self-awareness in the role of a future teacher. In her research, the scholar focused on various aspects of pedagogical practice, considering theoretical-methodological, historical-pedagogical, and scientific-methodical foundations of preparing future teachers. Additionally, she identified and characterised psycho-pedagogical conditions for improving students' pedagogical practice. Furthermore, the scientist scientifically substantiated socio-pedagogical aspects of the professional activity of a young teacher.

Such scholars as I. Kamenska *et al.* (2023), M. Osborne *et al.* (2024) in their scientific works investigating

mechanisms for combating occupational injuries and safety techniques noted that practical training plays an important role in studying safety disciplines and consolidating knowledge in practice to reduce injuries during future professional activities. Scholars emphasised that increasing practice hours for future education professionals will bring positive changes in reducing occupational injuries. N. Onyshchenko (2021a) devoted much attention to ways of modernising pedagogical practice, highlighting practical directions for practice development: the first direction – modernisation of practice is coordinated with modern state regulatory documents, the second direction – modernisation of practice is legislatively coordinated in accordance with the “Concept of training specialists in dual form of education”, the third direction – modernisation of practice involves bringing professional training of future teachers closer to the real conditions of future pedagogical activities based on active application of contextual learning.

T. Desyatov (2019), studying pedagogical education in Japan, highlighted the weaknesses in the pedagogical practice of educational seekers, indicating that the practical component is too small (2-4 weeks) and remains a weak point in Japanese pedagogical education. The analysis of literary sources testifies that Ukrainian scholars actively research topics related to pedagogical communication in the practical training of future professionals in vocational education. Authors in their works highlight the tendency to increase the duration of practice hours, intensify attention to methodological aspects of organising practice, as well as conducting and recognising the leading role in the professional training of future professionals in vocational education because it is during practice that pedagogical and professional-pedagogical communication is formed.

Authors N. Oliinyk (2004), M. Zabrotskyi (2009), I. Kamenska *et al.* (2023) pointed out that professional communication is an important factor in the professional identity of future professionals in vocational education, which is acquired, developed, and improved during practice. O. Novak *et al.* (2019), studying the formation of managerial competencies in graduate students, indicated that they directly depend on pedagogical communication of higher education seekers, which is best acquired during practice where seekers are in conditions close to real ones. L. Savenkova (2005) in her works indicated that preparing future teachers for professional communication is a quite relevant problem of modern psychological and pedagogical science and practice. Solving this problem is one of the directions in educating a new generation of pedagogical personnel, as envisaged by the reform of education in the Ukrainian state. In turn, A. Wanyu *et al.* (2024) in their research considered the consequences for developing policies and pedagogies in universities in developing teaching and assessment methods that meet the positions and needs of students in academic communication.

Thus, research in the field of practical training of future professionals in various fields of education indicates the general importance of this aspect for their professional training. Pedagogical practice plays a critical role in shaping students' professional competencies and skills. Researchers emphasised that it is during practice that students have the opportunity to develop creative independence, analyse pedagogical processes, and establish their own work style. Additionally, it is noted that pedagogical practice is an important component in mastering modern methodological teaching technologies and speech communication, which significantly affect the future pedagogical activities of future teachers. Attention to the practice process as a profound test and acquaintance of students with various aspects of professional activity is important, allowing them to effectively implement theoretical knowledge into practical reality.

■ Materials and Methods

The study employed a complex of methods: theoretical – analysis (retrospective, comparative) of pedagogical literature and generalisation and classification of scientific data in pedagogical sources; systematic (targeted observation of the interrelation and interaction of pedagogical communication in the practical training of future education professionals); analysis of pedagogical practice programs to clarify the state of professional training of future education professionals in the process of practice; survey method.

Using the theoretical research method, analysing scientific sources, a number of Ukrainian and foreign scholars who focused on strengthening ties with stakeholders, employers, on improving programs of all types of practice, and on activating the research work of future professionals in vocational education during practice were highlighted. Modern approaches to organising practice were outlined, the main feature of which is the desire to take into account national and international traditions and achievements close to real conditions of pedagogical activities of future professionals in Vocational Education (Occupational Safety, Transport). Using the systematic method in scientific research, the significance and development of pedagogical communication in practical training of future professionals in vocational education were systematised.

During the study, a survey was conducted in the form of a questionnaire, in which respondents were asked the following questions: whether there is enough time for practice; whether they would like to have more hours for practice; whether the review of the process of types of practice by supervisors is sufficient; whether the formed practice plans, requirements for the goals and objectives of practice suit them; whether the provision of pedagogical practices with educational and methodological materials is sufficient; whether the emphasis on organisational aspects rather than methodological ones is appropriate; whether it is correct that

the practitioner usually acts within the limits set by the practice base administration, which affects the manifestations of their independence and initiative; whether the level of professional-pedagogical communication for practice is sufficient; whether the summary of pedagogical practice is conducted at an appropriate level.

This survey allowed identifying a number of shortcomings in the organisation and conduct of practices. The survey involved 183 respondents of the daily and correspondence forms of study of the Faculty of Technological and Mathematical Education, specialising in 015 Vocational Education (Occupational Safety), who responded to the questions posed. All study participants were informed of its purpose and content, and they gave their consent to participate (American Sociological Association Code of Ethics, 1997). Additionally, confidentiality and anonymity of responses were guaranteed, and the collected data were used solely for scientific purposes and were not disclosed to third parties.

■ Results and Discussion

Pedagogical communication is a technique for implementing the professional activities of future vocational education teachers (occupational safety, transport), the skill of which should be based, on one hand, on special professional knowledge and diverse professional skills, and on the other hand, on the ability to skilfully exchange information with all participants of the educational process, achieving mutual understanding.

O. Fentsyk (2019) noted that pedagogical communication is a process of interaction between a teacher and students aimed at exchanging information, regulating pedagogical relations, and creating a positive psychological climate and emotional contact. This process is carried out using various communication tools. In her research, the author identified the main characteristics of pedagogical communication, such as its conduct in the conditions of the educational process; the application of an individual, personality-oriented, and humanistic approach to communication both with each individual student and with the group as a whole; basing on social-psychological interaction, which includes the participation of a teacher and one or more groups of students; observance of ethical principles of interaction between participants in the educational process; and orientation towards the processes of personal development and self-realisation of each student.

N. Volkova (2006) defined professional-pedagogical communication as a system of interaction of a teacher using various means of information transmission, which includes both verbal and non-verbal means, as well as computer communication. Its purpose is information exchange, modelling and management of the communication process, as well as regulation of pedagogical relations. The components of professional-pedagogical communicativeness are: a constant need for interaction with participants in the educational process

in various spheres; interaction of general human and professional aspects of communicativeness; emotional satisfaction at each stage of communication; possession of skills and abilities for communication; desire to improve communicative skills.

In her own research, N. Oliynyk (2004) also identified verbal and non-verbal communications for the development of pedagogical communication. She pointed out that professional-pedagogical strategies and tactics have a significant impact on education seekers, emphasising that the leading personality traits for pedagogical activity are: communicativeness, perceptual abilities, dynamism of personality, emotional stability, and creativity. The author's views are agreed with, as professional-pedagogical communication in practical training creates favourable conditions for the development of motivation of practitioner-learners, professional activities, development of their personality, ensures a favourable psycho-pedagogical climate, and allows maximising the use of personal and professional excellence in the educational process.

In the educational space, pedagogical communication simultaneously realises communicative and interactive functions. It can have different characters: informational, innovative, contact, motivational, coordination, and remote, in modern realities combining the interaction of all participants in the educational process. Pedagogical communication serves as an important factor in professional identity and covers all areas of pedagogical activity.

The success of pedagogical communication in practical training of future professionals in vocational education depends on whether the practitioner-learner can establish communicative relationships with the audience, classmates, students of vocational and

technical education institutions, supervisors of practice bases, methodologists, administration of educational institutions, etc., whether they are interested in the presented material for further activity, whether they can encourage cooperation and dialogue, whether they can manage attention, anticipate and resolve conflicts. It should be noted that communicative skills, combined with professional competencies of future professionals in vocational education, produce a solid foundation for shaping pedagogical activity.

T. Desyatov (2019) and N. Onyshchenko (2021b) noted that it is precisely in practice that future professionals in vocational education acquire professional competencies, pedagogical communication skills, activate understanding of the laws and principles of teaching and upbringing, learn to independently define the purpose and objectives of the educational process, learn to plan professional-pedagogical activities, analyse and forecast educational activities, collect methodological material for their future pedagogical-professional activities, demonstrate their creative abilities and potential in organising and conducting educational events.

At the Hryhorii Skovoroda University in Pereiaslav, at the Faculty of Technological and Mathematical Education, specialising in 015 Vocational Education (Occupational Safety), the organisation of practical training for students takes into account the specifics of vocational education and is carried out in accordance with the Regulations "On the Conduct of Practice of Higher Education Students at Hryhorii Skovoroda University in Pereiaslav (with amendments and additions)", developed, in turn, in accordance with the Regulations "On the Organisation of the Educational Process", the content of practice is determined by practice programs according to their types (Table 1-2).

Table 1. Types of internships for first-level higher education students in specialty 015 Vocational Education (Occupational Safety)

Practice Title	Year	Group	Semester	Duration	Assessment	Departments providing internship
Introductory practice	2	OP-2	IV	6 weeks	Pass	Department of Theory and Methodology of Vocational Training
Technological practice	3	OP-3	VI	4 weeks	Pass	Department of Theory and Methodology of Vocational Training
Pedagogical practice	4	OP-4	VIII	6 weeks	Pass	Departments: Theory and Methodology of Vocational Training, General Pedagogy and Pedagogy of Higher Education; Psychology

Source: developed by the authors based on Educational and professional program "Professional Education (Occupational Safety)" training specialist of the first (bachelor's) level of higher education in specialty 015 Professional Education (Occupational Safety) field of knowledge 01 Education/Pedagogy (2023), Educational and professional program "Professional Education (Occupational Safety)" training of a specialist of the second (master's) level of higher education in specialty 015 Professional Education (Occupational Safety) field of knowledge 01 Education/Pedagogy (2023)

Table 2. Types of internships for second-level higher education students in specialty 015 Vocational Education (Occupational Safety) for the 2022 academic year

Practice Title	Year	Group	Semester	Duration	Assessment	Departments providing internship
Production, research practice	1	OP-1PM	I	6 weeks	Pass	Department of Theory and Methodology of Vocational Training
Pedagogical practice	2	OP-2PM	III	8 weeks	Pass	Departments: Theory and Methodology of Vocational Training, General Pedagogy and Pedagogy of Higher Education; Psychology

Source: developed by the authors based on Regulation on the organisation of the educational process at Hryhorii Skovoroda University in Pereyaslav (2023), Regulation on the practice of students of higher education at Hryhorii Skovoroda University in Pereyaslav (with changes and additions) (2023)

The internship programs are developed by the academic staff of the department and the internship supervisor from the Department of Theory and Methodology of Vocational Training, in accordance with the curriculum of the educational program for training specialists at the respective level of higher education. The internship programs are discussed at department meetings, coordinated with the program coordinator, the academic council of the university, and approved by the vice-rector for academic affairs. The programs are developed for the duration of the curriculum for each level of higher education separately and are updated annually before the start of the new academic year. The regulations, internship programs, and educational-methodical literature developed by the academic staff and the internship supervisor from the Department of Theory and Methodology of Vocational Training are posted for higher education students in specialty 015 Vocational Education (Occupational Safety) on the department's website and on the Moodle platform.

The internship programs include a list of main issues that students of higher education institutions should independently study in the conditions of a specific professional (professional-technical) educational institution; determining the terms of individual tasks, as well as collecting factual materials for the preparation of scientific projects; understanding, transforming, and mastering the information obtained during the study and during the internship; willingness to apply the acquired knowledge in practice; organisation by the teacher of independent, conscious, rational, and ef-

fective activities of future specialists in the field of vocational education to master educational information, apply it, and consolidate it in practice (Borodiyenko *et al.*, 2023).

In seeking effective ways to implement practical training for future specialists in Vocational Education (Occupational Safety, Transport), it is worth noting a number of shortcomings identified in its implementation. In their research, L. Kravets (2012) and N. Onyshchenko (2021b) pointed out obstacles encountered during internships: insufficient provision of the process of forming practical skills and abilities during pedagogical practice; insufficient and unsatisfactory readiness and attitude of the trainee-practitioner to the preparation and completion of practical activities; lack of time allocated for the internship, unstable supervision over the internship process by the administration and supervisors; insufficient provision of pedagogical internships with educational and methodological materials that would contribute to the development and improvement of the professional competencies of future specialists in vocational education.

Thus, the authors indicated delays in the organisation of internships such as systematicness, consistency, and shortcomings in methodological-technological support for internships. Agreement is reached with the authors regarding the identified shortcomings, some of which were confirmed during a survey of higher education students at the Faculty of Technological and Mathematical Education, specialty 015 Vocational Education (Occupational Safety) (Table 3).

Table 3. Survey results regarding internship experience of future vocational education specialists

No.	Survey questions for higher education candidates	Response indicators, %	
		Yes	No
1.	Do you lack time for completing the internship?	58	42
2.	Would you like to have more hours for the internship?	100	-
3.	Is there sufficient supervision of the pedagogical internship process by supervisors?	42	58
4.	Do the structured internship plans and requirements for internship goals and tasks satisfy you?	70	30
5.	Is there adequate provision of educational-methodical materials for pedagogical internships that contribute to the development and improvement of the skills and abilities of higher education candidates?	55	45
6.	Are organisational aspects emphasised more than methodological ones?	20	80
7.	Is it correct that trainee-practitioners usually operate within the limits set by the practice base administration, affecting your independence and initiative?	15	85

Table 3. Continued

No.	Survey questions for higher education candidates	Response indicators, %	
		Yes	No
8.	Is your level of professional-pedagogical communication sufficient for completing the internship?	25	75
9.	Is the conclusion of the pedagogical internship conducted at an adequate level?	50	50

Source: developed by the authors

The survey results align with the research conducted by L. Kravets (2012), N. Onyshchenko (2021a), H. Henseruk (2022), and other scholars regarding the need to adhere to a range of effective factors in conducting internships. They serve as evidence that future specialists in vocational education are dissatisfied with a certain structure of practical training. Undoubtedly, these survey results are key indicators for departments to further improve the internship process, update educational programs (goals and objectives), actively involving employers who emphasise the need for pedagogical staff in vocational (vocational-technical) educational institutions, stakeholders, and higher education candidates, update educational materials that contribute to the development and improvement of the skills and abilities of higher education candidates. Based on the survey, to further improve pedagogical communication, it is necessary to increase the hours for all types of internships, allowing future specialists in Vocational Education (Occupational Safety, Transport) to professionally shape and develop both professional competencies and professional-pedagogical communication. Improve the quality of supervision over the internship process by supervisors and methodologists from internship bases and institutions. Also, with the aim of improving the conditions for conducting internships, as one of the main conditions for the formation of pedagogical communication, it is relevant to introduce the educational component "Pedagogical Communication in Vocational Education" into the educational-vocational program for specialty 015 Vocational Education (Occupational Safety). The educational component will allow future specialists in vocational education to thoroughly familiarise themselves with professional terminology and use it in professional communication, express their professional thoughts and emotions at a professional-pedagogical level; increase opportunities for self-realisation; mobilise personal potential and reveal hidden talents, contributing to the solution of many pedagogical problems in future professional activities. Identified gaps in previous theories direct towards a reasonable concept for research and the creation of new ways of implementing pedagogical communication in practical training.

Besides, T. Desyatov (2019) noted that during the period of pedagogical internship, when there is an active process of professional activity by higher education candidates under the pedagogical guidance of instructors, the transformation of professionally

significant knowledge into skills and abilities takes place. The author indicated that such an approach not only allows tracing the dynamics of the formation of professional-pedagogical communication but also reveals the results of internship supervision. Important ways of implementing the internship process include the interaction of university instructors and teachers of vocational education in professional (professional-technical) educational institutions. In their joint work, they practise a frontal strategy for organising the internship depending on its goals, the content of the course being studied by higher education candidates, expected outcomes, forms of control, etc. Methodologists from departments are appointed to supervise the internship, as well as teachers from vocational education institutions, who have certain responsibilities. Professional department methodologists work with future specialists in vocational education systematically throughout the entire internship period. It is worth noting that strengthening the role of methodologists in guiding the internship of future specialists in vocational education significantly changes the course of the internship. While in daily contact with trainees, methodologists effectively orient and adjust their activities; demonstrate examples of pedagogical activity and pedagogical communication, regularly advise higher education candidates on the organisation of the educational process.

In the conditions of martial law, higher education institutions conduct the educational process using a blended learning format, which combines face-to-face and distance learning models. Methodological recommendations for organising and conducting internships were developed at Hryhorii Skovoroda University in Pereiaslav, and individual tasks were updated to support the system of practical training for future specialists in vocational education. The scientific and pedagogical staff of the Department of Theory and Methodology of Vocational Education, for the continuous development of professional-pedagogical communication during the internship, using new information technologies, organise meetings in the format of video conferences on Zoom, Teams, Skype platforms. Trainees of practice groups, internship supervisors, and methodologists from internship bases, heads of cyclical commissions, and department heads participate in conference meetings. The process of practical training for higher education candidates is carried out in various forms both offline and online, as safety conditions

during air raids and wartime must be observed. Internship supervisors, together with stakeholders and train-

ees, constantly select the best didactic internet resources and applications (Fig. 1).

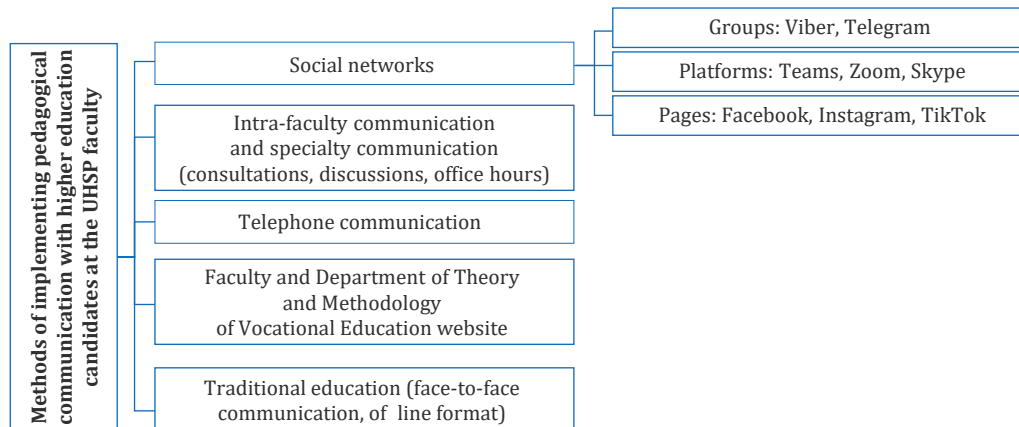


Figure 1. Communication methods of the Department of Theory and Methodology of Vocational Education with higher education candidates of specialty 015 Vocational Education (Occupational Safety)

Source: developed by the authors

Based on the analysis of educational and professional programs, regulations on internship and on organisation of educational process of the Faculty of Technological and Mathematical Education of Hryhorii Skovoroda University in Pereiaslav, relying on student-centeredness, survey results, modern aspects of cooperation with stakeholders, as a necessary condition for high-quality practical training of future professionals in vocational education, directors of state vocational and technical education institutions “Pereiaslav-Khmelnytskyi Vocational Education Centre” and “Boryspil Vocational Lyceum”, as well as a higher

education candidate of specialty 015 Vocational Education (Occupational Safety) at the master’s level, who was a member of the working group, the opportunities for second (master’s) degree higher education candidates were expanded in the form of three types of internships, namely: research, production, and pedagogical internships. It should be noted that specialty 015 Vocational Education (Occupational Safety) at the second (master’s) degree of higher education had two types of internships: production research and pedagogical, as well as underwent production internship at enterprises at the choice of higher education candidates (Fig. 2).

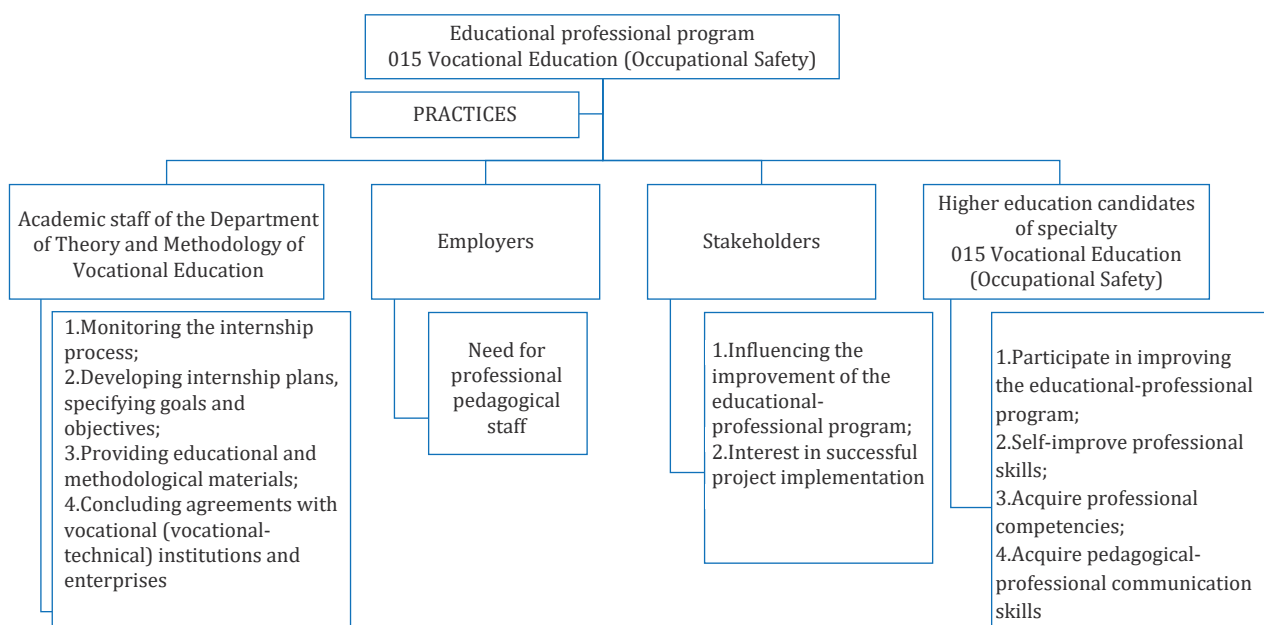


Figure 2. Paths of implementing improvements in practical training of higher education candidates of specialty 015 Vocational Education (Occupational Safety)

Source: developed by the authors

Therefore, it is important to create conditions for future vocational education specialists to achieve success and satisfaction from the process and results of pedagogical activities during all types of internships. This will ensure positive conditions for the formation of professional-pedagogical communication, activating their further comprehensive personal development in future professional activities.

■ Conclusions

Thus, pedagogical communication is one of the important factors in the practical training of future specialists in professional education, covering all spheres of pedagogical activity. The main ways of implementing the formation of pedagogical communication during internships depend on the communicative capabilities of educational institution administrations, educators, practice supervisors, and methodologists, their skill in establishing contact with student trainees, their ability to promote the practice of conducting educational sessions; quality provision of educational and methodological materials (improvement of internship programs, "Regulations on the Conduct of Internships for Higher Education Candidates of Hryhorii Skovoroda University in Pereiaslav"); organisation of systematic internship management; involvement of interns in professional-pedagogical research; ability to stimulate future specialists in Vocational Education (Occupational Safety, Transport) towards further activities; ability to structure industry relations between employers and higher education institutions to acquire professional-pedagogical communication and professional competencies by future specialists in professional education.

To ensure proper professional-pedagogical communication in practical training, the authors proposed a model for improving the paths of implementing practical training of higher education candidates in specialty 015 Vocational Education (Occupational Safety); weaknesses are highlighted on the basis of which it is necessary to improve the principles of interaction between Ukrainian higher education institutions and practice bases, as well as forms and methods of organisation. Despite the proposed clear list of ways to implement practical training of future specialists in Vocational Education (Occupational Safety, Transport), for further effective professional-

pedagogical formation of professional competencies and communications, it is deemed necessary to introduce into the educational-professional program of specialty 015 Vocational Education (Occupational Safety, Transport) a compulsory educational component of the professional training cycle "Pedagogical Communication in Vocational Education"; increase the number of hours for studying disciplines of the professional training cycle and disciplines of professional orientation, in particular, for further effective formation of pedagogical communication in future professional-pedagogical activities.

It is necessary to constantly analyse the level of training of future specialists in Vocational Education (Occupational Safety, Transport), their professional skills and abilities during practical training. This will allow predicting and timely determining their level of proficiency in various types of professional activities; development of self-improvement and consolidation of skills for practical and scientific activities; formation of the ability to transform theoretical knowledge gained in the educational process into professional functions; ability to solve complex specialised tasks and practical problems in vocational education and production activities; continuous deepening and consolidation of theoretical knowledge and practical skills in the specialty, formation of professional competencies and professional-pedagogical communications. The conducted research does not exhaust all aspects of the stated problem. Prospective research could focus on the significance of artificial intelligence in shaping professional-pedagogical communication in practical training of future specialists in Vocational Education (Occupational Safety, Transport).

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■ Conflict of Interest

None.

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Педагогічна комунікація у практичній підготовці майбутніх фахівців професійної освіти: процес, реалізація та підсумки

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■ **Анотація.** Професійно-педагогічна комунікація як умова розвитку комунікативних можливостей, як форма психологічної взаємодії педагога зі здобувачами освіти під час освітнього процесу та під час практичної підготовки спрямована на всебічний розвиток майбутніх фахівців професійної освіти, на створення умов для реалізації їх самостійних, фахових та творчих здібностей. Метою наукової роботи було визначення основних шляхів організації практики як однієї з пріоритетних умов формування педагогічної комунікації майбутніх фахівців професійної освіти. У ході наукового дослідження використано комплекс методів: теоретичні, системний, метод аналізу програм практик та метод анкетування, які надали можливість детально розкрити досліджувану тематику. У статті було встановлено, що цілеспрямоване педагогічне керівництво, шляхи реалізації та удосконалення практики, поліпшення змісту діяльності майбутніх фахівців професійної освіти у процесі проходження практики створюють умови важливого чинника для формування всіх компонентів професійно-педагогічної комунікації здобувачів вищої освіти, сприйняття себе в ролі педагога професійної освіти. Проаналізовано й узагальнено досвід українських і зарубіжних науковців щодо педагогічно-професійної комунікації й шляхів удосконалення практики майбутніх фахівців професійної освіти. Узагальнено питання покращення процесу організації педагогічної практики як однієї з пріоритетних умов формування професійно-педагогічної комунікації майбутніх фахівців професійної освіти спеціальності 015 Професійна освіта (охорона праці, транспорт): введення в освітньо-професійну програму освітнього компоненту «Педагогічна комунікація в професійній освіті», збільшення годин практик, взаємопраця з роботодавцями, стейкхолдерами, випускниками, що працюють за фахом та здобувачами вищої освіти зокрема. Сформульовано комплекс педагогічних умов. Практична цінність роботи полягає в тому, що зазначені актуальність, методи, сформовані педагогічні умови та проаналізований процес проходження практики майбутніми фахівцями професійної освіти і висновки загалом можуть бути використанні для: удосконалення програм практик в закладі вищої освіти; введення освітнього компоненту «Педагогічна комунікація в професійній освіті» для здобувачів вищої освіти спеціальності 015 Професійна освіта (охорона праці, транспорт)

■ **Ключові слова:** педагогіка; професійне спілкування; компетентності; освітній процес; практика; здобувачі вищої освіти; охорона праці