ASPECTS OF MODERN VOCATIONAL EDUCATION: DEVELOPMENT TRENDS AND QUALITY ASSESSMENT

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Annotation: The article examines the issues of a modern approach to the educational process, the impact of the market, international politics and the global economy on the set of requirements for a graduate. The main advantages and disadvantages of this approach are given. A variant of the approach to the educational cycle as a whole is proposed.

Keywords: education, educational process, modern approach, digitalization, transfer of experience.

The accelerating processes of transformation of the modern world and its foundations in various spheres of material life and financial and economic activity, impose new requirements on the education system as a whole. The widespread introduction and rapid development of digital teaching methods and the integration of distance and virtual components into the educational process automatically displaces classical methods of transferring knowledge to the learner from the learning cycle. In addition to these factors, one of the dominant roles in changes in the educational environment can be indicated - the business environment of the states of the world economy.

Integration processes in recent years have led to a radical transformation of the state foundations, the production sphere and the economy of a number of countries. Transnational corporations and their subsidiaries actually form the requirements for potential candidates for vacant positions. The set of competencies is now widely shared by employers into "SoftSkills" and "HardSkills", and the wide distribution of competition sites that hold competitions in the "WordSkills" ecosystem and various hackathons creates an aggressive environment for students at the first stages of their stay in an educational organization. Such competitive requirements form a new set of requirements for future

young specialists, most of which must be implemented almost before the start of higher education, they are forced to work on a random project in a team and show communication and project skills in a short time (before the deadline).

It should be understood here that the specific parameters of a student - his psychological state, a set of characteristics of the nervous system and other individual factors - are radically different and cannot be standardized by the "digital approach" of digital platforms, the requirements of professional competencies in the curriculum, etc. "Checkboxes" in the questionnaire on a headhunter or other recruiting portal. A specialist (or a bachelor in modern realities) as a final product of an educational system, who is human by nature, cannot be compared with a computing system in terms of functions and capabilities in terms of whether he has certain skills. For each specialist, the level of mastering the compulsory and auxiliary set of competencies and their combination can be highly ranked, as well as modified in the time interval of a graduate's life.

The most important characteristics for a specialist in modern conditions with constant changes are the readiness and possibility of self-study, practical readiness for research activities and comprehensive basic training in the chosen direction. The quintessence of the aforementioned "SoftSkills" and "HardSkills", as well as a certain psychological profile of a graduate, in its essence, is a kind of ideal for an employer in a market economy.

It is also important to mention the influence of various corporations and vendors producing technologies and related equipment. In modern world practice, a part of the research area has shifted to the corporate sector and is fueled by private investment, which in turn forms a certain level of closeness of advanced technologies and the scientific process on a particular issue from a wide range of the public.

Obtaining modern knowledge in a narrow profile for a novice specialist becomes a non-trivial task in this context, and the number (capacity of the labor market of a certain company) of vacancies in the near future is strictly limited and can be separated by territorial and linguistic restrictions. At the time of this writing, the understanding of distance learning forms as the main tool in the educational process is becoming more

definite. Before the unfolding pandemic in spring 2020, remote platforms were used only as additional tools in educational institutions or for conducting various short-term courses or trainings. At the moment, remote forms are actually limited to information interaction based on digital platforms with various forms of information presentation.

Based on the characteristics of digital learning, it is safe to say that it takes place in the education system as an element of an integrated approach, but not as the main driving force. Digitalization, as the main approach on digital educational platforms, also has negative sides, in particular, in the spectrum of quality and depth of assessment tools for a particular student.

The classic or basic type of assessment (certification) in LMS or MOOC platforms are test materials. While a separate problem in the implementation of distance education is the transfer of practical and laboratory work to a digital format. [1] A formalized test in its mechanics is reduced to the achievement of the highest score, which is formed from the answers to randomly given questions. When using the test, the functions of a person's memory and the level of his familiarity with the discipline, the corresponding knowledge of the terminology in the field of knowledge are actually checked.

The research function, the ability for team project activities, the quality of communication skills in the context of practical work, the ability to synthesize non-standard solutions, the analysis of the system and the search for errors are almost completely leveled. On the other hand, the information and educational environment should allow realizing the didactic capabilities of innovative technologies, effectively organizing the individual and collective work of students, thereby ensuring the purposeful development of their independent research activities. [2]

The educational function in its modern sense also requires clarification in its key aspects. Within the framework of the educational organization, in practice, the individual psychological profile of the student and his real capabilities, the negative aspects of the psyche are not taken into account. Widespread averaging and the requirements of professional ethics introduce the averaging of the entire contingent of students, but, on a par with this, constant scoring events form a certain system of unspoken ranks in the collective of student groups. Outsider positions and leadership

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