

MEASURES FOR MANAGEMENT OF VOCATIONAL TRAINING FOR EDUCATION INSTITUTIONS

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Abstract: In order to improve the quality and effectiveness of vocational training, each vocational training institution is always interested in proposing measures to manage vocational training in the process of its operation to meet the needs of society. In the article, the author studies the theory of vocational training management, thereby proposing measures to help vocational education institutions manage vocational training to meet social needs.

Keywords: Measures, Management of vocational training, vocational education.

1. INTRODUCTION

Over the years, vocational training in the Vietnamese vocational education system has achieved encouraging results. Innovative thinking has transformed the vocational training system from passive to active, dynamic and international integration. Many legal documents have been issued, creating a legal corridor for vocational training in the vocational education system. In the legal documents, the Law on Vocational Education No. 74/2014/QH13, effective from July 1, 2015 has defined: “The general goal of vocational education is to train human resources directly for production, production, business and service, having the capacity to practice corresponding to the training level; be ethical, healthy; have professional responsibility; have the ability to be creative and adapt to the working environment in the context of international integration; ensure the improvement of productivity and quality of labor; create conditions for learners after completing the course to be able to find a job, create their own job or study to a higher level” (9)

Vocational education in Vietnam is facing opportunities and challenges in the process of performing human resource training tasks in the context of international integration and meeting social needs and is becoming an urgent issue. Therefore, each vocational education institution needs to have flexible and appropriate vocational training management measures to harmonize the relationship between increasing quantity and quality of vocational training to meet social needs.

2. RESEARCH ON VOCATIONAL TRAINING MANAGEMENT

Heinz Weihrich and colleagues (1996) in a scientific project report “Managing Vocational Training as a Joint Venture-can the German Approach of Cooperative Education Serve as a Model for the United States and other Countries?”. VET management as a joint venture - German approach to training cooperation as a model for the US and other countries? introduced traditional German vocational training methods and management models. Vocational training needs to be supplemented towards a higher level, training under a dual system that integrates theory and practice, putting learner capacity at the center of vocational training management activities. The author believes that innovating the vocational training model is an important need and a new approach to vocational training management is a joint-venture training model, not only in the US but also in other countries, by making business and government organizations more competitive in the global marketplace(7)

A.Abdelhak, T. Mohammed, R. Mohammed, S. Khalid, T. Abderahim (2015) research on quality management in vocational training: Evaluation of some specialized organizations in ICT. Research results show that in Morocco, vocational training is deeply rooted in the education system and it has become a vehicle for economic development. Vocational training in the country is based on a pilot assessment of services provided by the Vocational Training Institute teaching ICT-related professions, in order to develop a strategy to improve training management quality vocational training, through a systematic approach (1)

In Vietnam, vocational training management is a topic that has been managed by scientists, research experts, and applied in the past decades to each stage of the country's development. Recently, the trend of innovation in vocational training management in Vietnam has also approached the world; especially when we integrate deeply, many development opportunities open up along with the challenges that have an impact on the VET system.

Nguyen Thi Hang (2012) with the article "The reality of training management in vocational schools towards meeting social needs". The author mainly focuses on assessing the reality of training management at vocational schools in general on: the relevance of the training program to the requirements of production; information on training and career counseling for high school students; on the cooperative relationship between vocational schools and enterprises; on the training and retraining of managers in vocational schools. From there, the author makes comments on strengths and weaknesses and poses this as a problem that requires managers of vocational training to have effective solutions for vocational training to better meet the needs of vocational training. social demand in the market mechanism (6)

Dao Viet Ha (2013) with the article "Vocational training quality management to meet social needs". In the article, the author proposes the quality management of vocational training to meet social needs, including: management of vocational training objectives; manage the content of the vocational training program; managing a team of teachers; manage learners; management of facilities and equipment; manage the planning of vocational courses; manage the recruitment of vocational training; information management in vocational training; management innovation to complete the organizational mechanism; management and innovation of the operation model of vocational training institutions (4) . Within the framework of the article, each content needs to be managed in order to manage the quality of vocational training to meet the oriented social needs.

Through the review of a number of domestic and foreign studies, it shows that the research works on vocational training management have been researched, published and published by many authors in scientific conferences. Studying or publishing in specialized journals are valuable experiences, leading the way for research on vocational training management to meet social needs for vocational education institutions. This issue orients the author in the research on vocational training management to propose appropriate measures for vocational training management to meet the social needs of VET institutions.

3. PROPOSING A NUMBER OF VOCATIONAL TRAINING MANAGEMENT MEASURES TO MEET THE SOCIAL NEEDS OF VOCATIONAL EDUCATION INSTITUTIONS.

3.1. To identify and analyze the social needs of vocational training for vocational education institutions.

The nature of vocational training is to meet social needs, the goal of vocational training is to provide direct human resources in production, business and services. The identification and analysis of social needs for vocational training by the organization of vocational training institutions helps the vocational training management to meet the expectations of the stakeholders (the learners, the institutions). the employer, the state) in terms of quantity, quality, structure of training qualifications, in order to improve the quality of vocational training human resources to meet social needs.

Organizing the identification and analysis of social needs for vocational training for vocational education institutions is one of the important stages in the management of vocational training. This work helps to solve well the problem between social needs and the training capacity of vocational education institutions.

3.2. Formulate and develop vocational training programs to meet the social needs of vocational education institutions.

A training program is understood as a plan that systematically presents all training activities with a defined time, which describes the objectives (output standards), content, methods, means and form of teaching organization, method of evaluating training results (compared with output standards).

Measures to build and develop vocational training programs to meet social needs in vocational education institutions are considered as the core foundation to guide other activities in vocational training management.

The process is carried out according to the steps of building and developing the training program: (*)

- Step 1: Based on the mission and vision, the vocational education institution shall decide to establish a Steering Committee and an implementation group; The implementation team was assigned to conduct a social needs survey, build a capacity profile, assess the development trend of the training industry, and study advanced training programs at home and abroad. The implementation group proposes to the Steering Committee (through the Secretariat) to develop and adjust the output standards of the training program to meet social needs.
- Step 2: The Steering Committee approves the proposal and directs the implementation team to develop, develop and adjust the objectives and output standards of the training industry.
- Step 3: Build, develop and adjust the training program, focusing on reviewing the training program to ensure the systematicity and continuity with training programs between levels and training systems. The product of this step is the first draft of the training program.
- Step 4: On the basis of the first draft of the training program, the implementation team conducts consultation with stakeholders (employers, alumni, lecturers, educational administrators, etc.). sex...)
- Step 5: Based on the information collected, the team completes the training program to produce the second draft of the training program.
- Step 6: Based on the training objectives and output standards of the training program in the second draft of the training program, the implementation team develops and adjusts the course programs and the curriculum. courses in the direction of meeting social needs.
- Step 7: Make a plan to compile, update and supplement learning materials for the training program.
- Step 8: Set up a council to appraise the construction, development and adjustment of training programs. Complete the appraisal, issue a decision to promulgate and organize the implementation of the program according to current regulations.
- Step 9: Self-assess the annual training program, specifically:
 - If the training organization is good, the training program will continue to be implemented.
 - If the training organization has problems, return to the work from step 5 of this process.

3.3. To improve the conditions for ensuring the quality of vocational training to meet the social needs of vocational education institutions.

Ensuring the quality of vocational training in vocational education institutions to meet social needs is a continuous process: establishing and building a management system, evaluating, controlling, maintaining, remediating and improving the quality of vocational training. improvement to improve the quality of vocational training to achieve the set objectives.. This measure helps to overcome weaknesses in the management of quality assurance conditions such as: teaching staff, chat facilities, equipment for vocational training management to meet social needs at vocational education institutions.

3.4. Manage the vocational training and learning process for vocational education institutions according to their performance capacity.

According to Do Manh Cuong (2011) with the topic "Integrated teaching and implementation capacity in vocational training". Performance capability is the ability to perform activities (tasks, jobs) in the profession according to set standards. Performance capability is considered as the integration of knowledge-skills-attitude into the ability to perform a productive job and is reflected in production practice (3). Through that definition this measure performed for the purpose of:

- Overcoming the organization of the teaching process according to the traditional chronology imposed on learners in the same prescribed time period for all learners.
- Ensure the comprehensive development of students (knowledge - skills - attitudes) when participating in the teaching process in accordance with their own capacity, regardless of the time to complete the course, and create conditions for lecturers to innovate teaching methods and evaluate the results to meet the output standards according to their performance.

3.5. Build a model of vocational training association between vocational education institutions and employers.

In our country, for many years, the Party and State have not stopped paying attention to building the relationship between training and employment. This relationship has been stated by our Party in the Resolution of the 7th Plenum of the 7th Plenum of the Communist Party of Vietnam Central Committee: "Building close relationships between agencies managing human resources and employment, between training institutions and application establishments. Human". These are important points for the management of vocational training.

With that policy of the Party, this measure is aimed at helping vocational training institutions to effectively manage training links with employers, contributing to training management. create jobs to meet the social needs of vocational education institutions.

3.6. Quality management evaluates vocational training products in the direction of combining internal assessment with external evaluation.

Products of vocational training must both meet the training objectives and meet the social needs expressed in terms of knowledge, skills and professional attitudes of learners and salary to satisfy individual requirements of learners. with employment after graduation. The purpose of the measure is to help the vocational education institution to well manage the evaluation of outputs in vocational training, which is accepted and satisfied by society in general and the employer in particular; After graduating, learners find jobs suitable to their training qualifications and occupations, and are likely to develop in the future. On the other hand, it is also an important basis for vocational education institutions to adjust arising deviations, and to draw on experiences in their vocational training management process to constantly meet social needs.

4. THE RELATIONSHIP BETWEEN THE PROPOSED MEASURES.

Among the 6 proposed measures have a dialectical relationship with each other and interact with each other in the process of vocational training management to meet the social needs of vocational education institutions in the current period and next time.

- Measure 1 "The organization identifies and analyzes the social needs of training with vocational education institutions" is a measure to guide other measures in implementation and implementation and has a confidential relationship. necessary with measure 5 "Building a model of vocational training association between vocational education institutions and employers."

- Measure 2 "Build and develop vocational training programs to meet the social needs of vocational education institutions" is the core measure of the vocational training process and affects the remaining measures. , but at the same time desperately need the opposite support of the remaining measures

- Measure 3 "Improving the conditions for ensuring the quality of vocational training to meet the social needs of vocational education institutions" is a necessary and sufficient measure to help the remaining measures facilitate the development of vocational education and training institutions. implementation declaration.

- Measure 4 "Management of the vocational training and learning process for vocational education institutions according to their performance capacity" is the soul measure of the vocational training process and motivates the remaining measures in the development of vocational education and training. implementation declaration,

- Measure 5 "Building a model of vocational training association between vocational education institutions and employers" is a measure that affects the remaining measures and is a requirement for other measures. the rest in implementation.

5. CONCLUSION

In order to effectively manage vocational training to meet the social needs of the vocational education institution, it is necessary to implement the above measures synchronously and depending on the specific conditions of the vocational education institution. plan to implement the priority order of measures. However, for measure 2, leaders of vocational education institutions need to give top priority because from an educational perspective, the quality of training can only be improved when the training program is good and meets the standards. output according to social requirements. Besides, in another aspect, from the point of view that all phenomena are always moving and developing, in order to be able to manage the vocational training process well, training programs need to be developed. develop regularly to promptly update and supplement knowledge and skills standards in the direction of meeting the needs of society.

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