

THE INFLUENCE OF THE ECONOMIC SITUATION ON THE CHOICE OF THE VOCATIONAL TRAINING MODEL

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The article forms a vision of the impact of the economic situation on the choice of higher education institutions of the appropriate model of vocational training.

The level of demand for educational services in accordance with the change of their consumers, effective demand in the labor market, the specifics of the global pandemic COVID-19, which led to the emergence of blended learning.

The multifaceted nature of development is highlighted. Studies of the state of national education over the past five school years have confirmed its abrupt nature due to the influence of demographic, economic, political factors and the growth of services provided.

The current trends in education and its new trends are highlighted: digitalization, prioritization, microlearning, visualization, humanization, immersive learning, additional online educational profession, editing, balance and well-being, proactivity.

As an integral part of the educational process, the online format has become the basis for the emergence of blended (hybrid) learning. Applicants for higher education become active participants in the learning process.

Changing pedagogical technologies that adapt to the challenges of blended learning have affected the use of digital tools and shifted the emphasis to the active position of higher education seekers.

The emergence of a new model of education as a set of learning formats, pedagogical approaches, tools for their implementation requires the restructuring of the educational process. In this sense, it is important to ensure an individual educational trajectory, which makes it necessary to propose such a trajectory and internal perception of its choice.

The stages of preparation of various forms of classes for online classes are considered. The detailed algorithm of preparation of educational and methodical materials on the Google Classroom platform is given; selection of the system of notification of applicants; formation of information about the organizational content of the discipline and other auxiliary components.

The specifics of preparing and conducting an online lecture with the selection of elements that distinguish it from the offline format are analyzed. The rules of preparation for a practical lesson as a complex process are given. Features of preparation for modular tests, consultations and online exam are considered.

It is established that any model of training is associated with the cost of its implementation, which necessitates a change in the structure of these costs for each entity under the influence of economic and political factors and increase the share of costs for technical support of distance learning.

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