

CHAPTER 3

THEORY AND METHODS OF VOCATIONAL EDUCATION

FEATURES OF TRAINING OF A FUTURE DIPLOMAT

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Abstract. *The article considers the main aspects of the process of training a diplomat in terms of improving the efficiency of the staff of foreign ministries. A new view on the problem of updating and improving existing educational programs (especially the training of masters) in order to increase the competitiveness of domestic education in the global market of educational services. The primary importance is not given to marketing, but to quality, "content", which is a professional training in the field of "international relations". The author of the article uses empirical material obtained as a result of analysis, processing and generalization of expert assessments of Ukrainian and foreign participants of international faculty and institute forums in the field of international research. As a result, the article proposes a model of educational program, developed by the author based on the "reference" programs for international relations and world politics. The most topical issues concerning the format of students' education, further employment of graduates of the programs and, finally, the development of the teaching staff are considered. In conclusion, recommendations are given on possible areas of reforming higher education in the field of "international relations". It is a question of necessity of harmonious convergence of the best qualities of domestic and foreign higher professional training. The article may be of interest to teachers and methodologists working in the field of higher education, as well as to a wide range of readers interested in education and training of foreign ministers.*

Keywords: *foreign policy effectiveness; foreign policy and education; applied educational programs; international specialist.*

JEL Classification: I0; I20

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Introduction. At the present stage of globalization, society and the state are increasingly aware of the dangers of threats and challenges that undermine international stability. This determines the increased attention to the consensual role of foreign policy and diplomacy as an important tool for strengthening peace and security. To solve this cardinal task, the need for reliable international mechanisms and a balanced policy and competence of specialists in international relations of various profiles is exacerbated. The issue of successful and effective functioning of the mechanism of foreign policy of the state has been important and relevant since ancient times, although each era, as we know, focused on certain tools, each of which, finding its application, sets the mechanism in motion. One of the most important such tools is professional and diplomatic communication, which permeates the entire sphere and everything connected with it, in particular international economic relations between states. At the challenge of today, the profession of

diplomat acquires new shapes and conditions due to the personal and professional ability of the specialist.

Modern development of society requires a new system of education -innovative learning, which would form in students the ability to strategically determine the future, responsibility for it, self-belief and their professional abilities to influence this future [1, p. 28].

The experience of recent decades shows that the further progress of our young state, the formation of civil society largely depend on how actively involved in these processes Ukrainian diplomacy in general and each diplomat personally [4, p. 11.].

Literature Review. Professional training of specialists in the field of international relations is an urgent problem of modern pedagogical science. This is confirmed by the large number of scientific investigations of domestic and foreign scientists to study various aspects of this issue, namely: coverage of globalization and integration processes in education, innovative development of higher education, continuity of education; formation of the content of professional education; operational component of professional training; application of the competence approach in training; the problem of formation and development of the personality of an international specialist; formation of communicative culture of specialists in international relations; formation of public consciousness of specialists, etc. Despite the interest of scientists in studying the issue of professional training of international specialists, this pedagogical problem needs further study in order to optimize the system of higher education in Ukraine.

Aims. Investigate the current state of professional training of specialists in international relations in Ukraine.

Methods. The author used the methods of logical comparison, systematization and generalization, which allowed to achieve the goal of the study and draw conclusions.

Results. Ukraine has a deep national tradition of special training and education of officials for foreign policy, diplomatic relations and international relations with near and far abroad.

Historical traditions and changes in the domestic and foreign policy development of Ukraine, on the one hand, and the processes of globalization and transformation of international relations, on the other, have become an important factor influencing the definition of approaches and training requirements for future internationals. This applies to all the basic components of this process: from the formation and functioning of specialized educational units in various institutions of higher education to the preparation of educational and methodological support, differentiation of academic disciplines, improvement of methodological tools for their teaching and more.

During the period of national statehood of Ukraine, the organization of the educational process remained somewhat conservative, because the technological modernization of the educational process in general did not deny the knowledge paradigm and traditional teaching methods. Organically combined with innovative educational technologies, they provided students with international professional

knowledge, which served as a basic basis for the development of professional competencies for mental analysis operations and the development of creativity, creativity in the performance of professional choices and responsibilities. Demonstration of the evolution of the organization of the learning process of international students projects the transition to clarifying the problem of development of their scientific activity and international relations of universities as important factors of their professional development

A lot of people see the priority of education in giving students knowledge, especially since the words "knowledge-based economy", "useful knowledge" (knowledge-based economy, useful knowledge) are actively used by many leading politicians. However, knowledge in itself is not yet education. Only transformed knowledge becomes education. The modern post-industrial world is a world of high technology and a huge amount of information. And this is not only the good of civilization, but also to some extent a challenge. Modern young people are technically literate, they often know new information technologies better than teachers. The teacher ceased to be the only source of information, because the information environment of learning and self-education was the Internet, providing access to information of various kinds [3, p. 19].

The professional training of international specialists must meet certain requirements for personal and professional growth, proposed in the Concept of Economic Education in Ukraine, in the regulations of the Ministry of Education and Science of Ukraine. Professional training of bachelors in international relations in Ukrainian universities is carried out in accordance with educational programs lasting 4 years of study (240 ECTS credits). Bachelor's degree programs belong to the first level of qualification, the sixth level of the NQF, the first cycle of the RK-EHEA in accordance with the National Qualifications Framework, the European Qualifications Framework for lifelong learning. The main forms of education are full-time and part-time [2].

The analysis allowed to eradicate the features of the professional profile of a modern international student, and to identify the following components and their characteristics: psychophysiological (ability to abstract, critical, creative thinking; ability to demonstrate extraordinary approaches to solving practical problems, flexibility in decision-making in a limited time and resources, readiness to systematize and synthesize the received information, to formulate conclusions and to develop recommendations, using innovative approaches and technologies, etc.); socio-cultural (lasting motivated attitude to master the complex of knowledge, skills, practical experience necessary for productive creative performance of professional tasks and responsibilities; ability to oral and written professional communication in Ukrainian and foreign languages; willingness to work independently and in a team, take initiative and responsibility etc); professional (ability to apply accumulated knowledge, scientific and technological achievements, information technology to achieve goals and objectives in regular and non-standard situations; willingness to implement the principles of freedom, democracy in the activities of international relations; ability to identify, evaluate and act in different conditions manifestations of

globalism and challenges of domestic and foreign policy development, the ability to predict international trends, readiness for self-study and professional development, qualification in the process of educational and professional activities.

Discussion. We have identified five key positions that are the basis for building a training program for future diplomats:

- parameters of the "ideal educational program" - content and formal and organizational;
- the role of research work in the training of diplomats and international specialists;
- pedagogical technologies that meet modern requirements for the training of international specialists;
- opportunities for universities to operationalize, ie to give an applied character to the proposed education, to establish and maintain channels of effective interaction between the university and the employer;
- difficulties and conditions of internationalization of education (meaning the structure of the contingent of students and teachers) as a prerequisite for ensuring its internationally recognized quality.

Conclusions. Based on the analysis of educational documents, scientific achievements and the subject and objectives of our study, the competence of the future specialist in international relations was defined as a set of actualized qualities and properties and intellectual, personally determined socio-professional characteristics based on acquired knowledge, skills, abilities, skills. experience, value orientations, moral and worldviews, the ability to independently solve professional problems and the ability to think creatively, self-development, self-improvement. In the course of the search work, more than 70 educational programs were collected, which were used in various universities in the organization of professional training of future internationals in all specialties in the field of knowledge "International Relations". According to the results of the subject analysis of about 30 OPP, we state that in general they have evolved in the direction of approaching the European requirements and standards defined in the TUNING project. Their positive features and characteristics include: clear formulation of purpose, general and professional competencies; specific description of learning levels in the acquired knowledge, skills, abilities, abilities; focus on meeting the professional and social requirements of students, in particular in the context of their future employment, etc. The identified gaps and shortcomings of the OPP are related to the lack of fixation of opportunities for comparison of various parameters and components of national educational programs with the relevant profile European counterparts, etc. The leading trends in the development of educational programs of the new generation were: departure from subject-centrism, introduction of the competence approach and principles of student-centrism; ensuring transparency, comparability of learning outcomes, qualifications obtained with European counterparts; development of autonomy and academic creativity of the Free Economic Zone; prompt response to social and educational challenges and needs of students, etc.

The conducted research has shown that the following criteria and features are the consensus parameters of the educational program in international relations:

- permanent composition of leading professors with wide national and international recognition;
- the presence of group research projects under the auspices of the university and the implementation of a large-scale publishing program on the subject of international relations;
- high academic performance of students enrolled in the program, demonstrated both upon admission (the results of entrance examinations, as well as the very fact of their presence, regardless of the form of conduct; as a rule, this is a portfolio competition), and during training (high average score);
- availability of programs for training students abroad, including modules of double degree;
- training in international relations with obligatory in-depth study, in particular, economic theory, processes of making domestic and foreign policy decisions, several foreign languages, the history of international relations, world financial and trade systems, at least one region, as well as the methodology of applied political analysis;
- the presence in the training programs in international relations of extended elective profiles of specialization in political science, economics, finance, regional studies, international trade, international security and international development assistance;
- the presence among real employers for graduates of foreign policy departments, international business and financial structures, international organizations, universities and other research structures;
- gender and age, social, ethnic and confessional diversity (diversity) of the contingent of students, without which it is impossible for future graduates to develop critically important in the modern context of "global" competencies - the ability to perceive non-stereotypically the variability of the development of the modern world and its individual segments;
- at least three successful graduations in the educational program.

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