

## VOCATIONAL TRAINING PEDAGOGY

© **Eszter Cecília SZÚCS**  
(Pannon University)

[esztercecilia@gmail.com](mailto:esztercecilia@gmail.com)

The book was published by Műszaki Könyvkiadó in March, 2007, in an era when vocational training has become a central topic. (Author is István Lükő.) We cannot back out of international processes. Vocational training has been revaluating all around the world, due to the rapid altering in the socio-technological relations. Life-long learning, as a result of globalization, claims for continuous training and re-training besides acquiring a trade.

The emphasis is also very little on the fact that the scholars of this scientific field has enriched education with numerous experiments and scientific achievements while their relationship has a positive effect on the education itself as they derives from it. After all it still can be useful to write an overall work in this scientific field.

There has not been any of this kind of professional books in Hungary, yet. Although essays have already been published in different fields of vocational training, which are about this extremely important and much diversified area of specialty e.g.: 'Adaptív Szakképzés' (Adaptive Vocational Training) and 'Szakképzés Oktatásméleti Kérdései' (Educational-theoretical Questions of Vocational Training) by Dr. Benedek András. But there is a lack of a systematical presentment that would enrich general pedagogy as well.

It is maybe unnecessary to set out that a well circumscribed multidisciplinary subsystem of education has evolved, which visualizes peculiarities apart from generally prevailing pedagogical acts and principles. So many experiences have built up in practices of various scenes and in researches of professional teacher training that it is worth to set down this permanently effective content and method into one book. The most needed description is an international comparison of the various vocational training models. Our national research results are adequately published nevertheless their systematization and syntetization haven't happened, yet. The abovementioned deficiencies also made reasonable to work out a book to be utilized in vocational teacher training and re-training institutes, Ph.D. studies and in many other fields of this praxis.

This book, which was written by an author who undertook this task after two decades of research and tertiary educational experiences, prepares for these challenges.

### The aims of the book

One of the most important aims is to present vocational training pedagogy as a part of pedagogical science, its peculiar system of relations, inter- and multidisciplinary and content. Through them it accentuates those specifications which derive from the educational observations of technological specialities and they embed it into both specialist sciences and educational one due to its connection with the practise of the trade. It makes an attempt to demonstrate the educational administration of the world's vocational training models' content-methodological and educational-training

systems with using the results of comparative pedagogy as a base. It pictures the dynamic development of vocational training with the problem-historical description of technical education, its importance, embeddedness into the education system and the connection and differences of school training and out of school (labour force market) trainings. It puts special emphasis on the educational-social effect of vocational training that is as important as the didactical-theoretical and methodological approach.

The author explains the content of the 286 pages long book in 9 chapters. Very useful parts are the short explanation of the most important terms and the bibliographical collection of the notes.

In the first chapter we can find the introduction while the second describes the place, role and fields of vocational training pedagogy. System approach is a must here like in numerous other aspectual examinations of this training. The content circumscriptions help to define vocational training pedagogy as applied pedagogy. The third chapter is evidently important as it is a must to have profound knowledge about the technical-social relations to go into details in the search of content-based curricula and vocational training systems. He starts with technical development as base and gets to trade structure and its expansion through function-based profession. He deals with his international researches as well as national 'OKJ' (National Qualification List) development. The fourth chapter, 'From apprentice training to the art of training', is not only a historical overview but also a problem-historical emplacement. Particularly exciting and important that he presents the effect of technical development through the changes in the subject system.

He demonstrates the organizational-systemic changes of technical education with organizational-sociological aspect and methods, in international comparison. Control, sustenance, examination and set of institution web are analysed and modelled in the fifth chapter.

Chapter six is a bit shorter than it would be followed from the importance of the topic that is technical education and professional socialization. It is concerned with the relation of the conception and dimensions of life-long learning and profession socialization, which accentuates that it is not only a question of didactics and labour market but covers wide sociological relationships, too.

In the seventh chapter educational-theoretical principles are presented, in which we may observe that conventional didactical principles and theoreticals are mentioned with the contemporary, up-to-date ones. Central topic is planning. It is specified in the eighth chapter. Here come the didactical-methodological issues of expansion, based on the author's own researches, technical educational attempt. He presents the vertical, module-systemic vertical training model that is a milestone of his work. Chapter nine deals with the infrastructure of vocational training and the techniques of training. Numerous modern elements and methods are mentioned. Infrastructure (learning environment) is very important in vocational training. He is on good track as in more developed countries these kinds of systems are worked out well.

### Who is this book for?

First of all for the students of teacher trainings and re-trainings, especially in the field of vocational training. This way it makes it a course book. Secondly it can give very useful knowledge and methods to the planners, organizers, tutors, trainers of labour market technical trainings, Ph.D. students and researchers.