

The Social Role of Vocational and Technical Education

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Abstract: *It is obvious that there is a relationship between education and economic development. It is known that countries that have a say in the international arena have strong economies, and countries with strong economies have education systems that train qualified manpower. However, the rapid change in information and communication technologies has also shown itself in education and the inadequacy of traditional learning methods has become much more noticeable. The way for countries to be successful in a global competitive environment is to train qualified manpower in accordance with the conditions of the time and to meet the expectations of the market. At this point, the importance of vocational and technical education emerges.*

Keywords — vocational education, social role, socio-economic development, vocational and technical education, training model.

1. INTRODUCTION

Vocational education can be seen as a type of education that prepares and directs an individual to one or more categories of occupations by acquiring knowledge, skills and abilities. The main basis for making a distinction regarding the profession is to create specialization and differentiation in knowledge, skills and abilities. In this sense, when the knowledge that created specialization and difference in earlier years becomes important for every individual in later periods, it ceases to be professional and "generalizes" and becomes a part of general education and not vocational education. Just as vocational education can be considered as a part of general education, it is necessary to take advantage of general education in vocational education. In this way, the changing situation between professional and general education is reflected in vocational education and requires constant review of the content, structure, and relationship of vocational education with general education. In this sense, instead of deriving a prototype (pattern) of professional education valid for all times and sticking to it, it is necessary to dynamically define the limits of the differentiation of individuals in the relationship between the professional and the general, within the given social, economic and technological framework, and be open to re-examination.

Vocational and technical education is important in all education systems built on rational foundations. Because vocational and technical education aims to train students as good citizens and to prepare them for higher education and/or work life by giving them a common general culture in line with their interests and abilities in a flexible structure. Moreover, it is indisputable that countries with strong economies have a say in the world. The most important reason for the strength of these countries is that they attach importance to vocational and

technical education in training qualified human resources and effectively combine technology with education.

2. DEVELOPMENT OF VOCATIONAL TECHNICAL EDUCATION

The following decisions were taken at the general congress of UNESCO held in Paris on 10 December 1948:

- Education is a human right.
- Everyone has the right to education.
- Education should be free of charge, at least at the primary and secondary level.
- Primary education is compulsory.
- Vocational education should be open to everyone.
- Higher education should be open to everyone to the extent of their ability and success.

The purpose of education; to develop the human personality as a whole, to strengthen respect for human rights and fundamental freedoms. Over time, it has been understood that vocational education is necessary for industrialization to train the workforce. The industry has demanded employees who are productive, meticulous and can do the given work in accordance with the standards. Education is directed towards the training of people who respond to these demands. Typical features of education, some of which still exist today, can be listed as follows:

- Education takes place only in schools.
- The purpose of education is to train people who meet the demands of the industry.
- Elimination method is applied in education. Unsuccessful will be disabled.

However, nowadays, it is thought that the school alone cannot meet the basic learning needs of people and that not all individuals can be successful in the same process and period.

School and industry-supported programs are attracting more attention in developed countries.

3. VOCATIONAL TRAINING IN VARIOUS COUNTRIES

Vocational and technical education takes place in different forms in the education systems of various countries. Especially in industrialized countries, vocational education can be grouped into two main groups according to the type of education provided and the institution.

In the first model, vocational-technical education is carried out in school based on 8-10 years of compulsory basic education. After compulsory education, the model directs young people to higher education according to their life and business fields or success level. This model, in which expensive school equipment must be constantly renewed, is implemented in countries such as Sweden, Belgium, France and Italy, which allocate significant resources to education.

In the apprenticeship training model, it is carried out with the cooperation of the state and private enterprises. Apprenticeship training is based on 8-10 years of compulsory basic education in some EU countries, the USA and Japan. In this model, which is defined as dual education (dual system) in Germany, the theoretical education is carried out in the vocational school, and the application is carried out in the enterprises. In countries such as Germany, Switzerland and Austria, vocational training is carried out through apprenticeship training. The fact that the level of education on which full-time vocational-technical schools and apprenticeships are based is the same in these countries facilitates horizontal and vertical transitions considerably.

4. SOCIETY AND TECHNICAL VOCATIONAL EDUCATION

In today's world where knowledge and information technologies are gaining importance, it is known that raising qualified manpower contributes greatly to economic development. One of the most important differences between developed countries and underdeveloped countries is in the field of trained manpower in all aspects. The most important tool to increase the productivity of manpower is education. Education, which is one of the basic components of human capital, which is expressed as positive values such as knowledge, skills, experience and dynamism, which is owned by the individual participating in the production and emphasizing the quality of the human in general, is one of the most important resources of the development process in terms of its economic and social dimensions. The difference of education from other factors that are important in the development process is not only economic; at the same time, it can direct these processes in terms of its social dimensions. In the social development of countries, a great importance has been given to education in recent years. Development is not just economic growth; Considering that there is structural and intellectual change in various fields, which is at least as important as economic growth, it is both general education and

vocational and technical education that will provide this. However, it is a fact that not all types of education have the same effect on economic development. While general education creates an infrastructure in the initial stages of development, the importance of vocational and technical education increases in societies that have started to industrialize. In this sense, the education that is used in the establishment and development of the industry that provides economic development, making the necessary innovations and advancing the technology is vocational education rather than general education. The basis of vocational and technical education is to provide participants with the basic knowledge and skills of a certain profession and to teach the use of certain technologies. Thus, these participants both enter the labor market as professionals more quickly, and the intermediate staff requirements of the enterprises are met.

Social welfare and the development of civilization are realized through social structures in which individuals create interaction areas. The difference of mentality, culture and production forms ensures the emergence of different social structures in mutual interaction. The strength of these social structures also determines the continuity of states and the welfare level of societies. The main source of social welfare is undoubtedly production. The essential elements of production consist of physical and human capital. If we take human capital in terms of physical and mental labor, the definition leads us to a broader concept of labor. Differences in the changing modes of production and technological developments with globalization have removed the definition of labor from being limited to physical labor based on manual power, and included mental elements in this definition. So much so that today, individuals trying to exist in the economic system on a local and global scale have to specialize in their skills (especially their mental skills). The continuity of social structures is ensured by the stable interaction of the expertise of individuals and institutions. This continuity also expresses the economic life of institutions. Finally, in the light of the facts in question, individuals can be an active actor in social life to the extent that they can be institutionalized within the economic and social structure. So every institution is both an influencer and a part of the social field that affects it. For this reason, every economic actor involved in economic life also has a social life. Therefore, it is clear that no actor can continue his institutionalization effort independently of social values. The importance of corporations in terms of social responsibility shows itself here. In this plane, which affects and transforms each other, the factor that pushes institutions to be sensitive to the social field is related to success criteria. The social aspect of institutions, on the other hand, brings with it a series of responsibilities and duties. From this perspective, having a stable and continuous structure in economic and social life requires a healthy communication with social values in advance. These determinations, which we have underlined, give us the opportunity to evaluate the measures to be taken regarding the need for vocational education and qualified personnel under the umbrella of corporate social responsibility. It is clear that sensitivities about human

development and qualified human resources impose certain duties on every social actor in the society. In order to increase social welfare and realize the goal of sustainable growth of the country's economy, it becomes a necessity to carry out important studies in the field of vocational education.

5. CONCLUSION

Today's vocational and technical education is the product of hundreds of years of effort. As civilization, technology, production methods and conditions in business life change, vocational and technical education has reached its current level by renewing itself according to changing conditions, gaining new dimensions and passing many stages. For a long time, vocational and technical education was carried out under the responsibility of the family. It has been determined that men who have been divided into labor within the family find raw materials for food, clothing and shelter, and women are more effective in making these raw materials usable. Thus, the division of labor and specialization began. The division of labor has increased production efficiency and quality. This situation necessitated the development of new production methods and the training of individuals with certain interests and abilities for certain professions.

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