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**WORLDSKILLS AS A PROFESSIONAL TRAINING
OPPORTUNITY FOR YOUNG PEOPLE**

The article talks about the origins of the Worldskills movement in different countries. WorldSkills movement, popular all over the world, is actively developing in Kazakhstan. The system of organizing and holding regional and republican championships is being improved, institutions of partnership and the expert community are developing. This was discussed by the participants of the next meeting of the General Assembly of WorldSkills Kazakhstan. As the press service of the Ministry of Education and Science of the Republic of Kazakhstan reported on Facebook, Kazakhstan entered the WorldSkills program in 2014 and became the 70th member of WSI. In a short time, Kazakhstani students achieved good results at world championships. In 2020, recommendations were developed for conducting a demo exam in accordance with WorldSkills standards, and the introduction of a demo exam in 36 colleges of the country began. Also last year, the WorldSkills Board of Trustees was established. Sectoral areas with the participation of business have been developed, such as AgroSkills, the Kazakhmys corporate championship and others.

The main methods of the presented article are analytical-synthetic and comparative methods of scientific, theoretical and methodological literature, as well as information sources.

The results are the forms and ways of introducing WORLDSKILLS into the system of professional secondary and higher education of the Republic of Kazakhstan.

The article notes that Kazakhstan has excellent performance at world championships and is planning its development through holding a demonstration exam within the framework of the «Zhas Maman» project, as well as training certified experts.

Keywords: Worldskills Kazakhstan, demonstration exam, professional education, competence, Zhas Maman project, student.

Introduction

The system of professional higher education of the Republic of Kazakhstan, implementing international standards, began to implement WORLDSKILLS since 2014. This primarily affected the technical and mining and metallurgical specialties. This is due to the development of partnership institutions, the international expert community, which determines the quality of vocational education, the presence of formed special competencies among university graduates. WorldSkills is an international social movement that brings together people around the world who want professional self-realization [1].

At present, the policy of higher education of the Republic of Kazakhstan is aimed at training socially and professionally demanded specialists. The reason for this is global requirements, issues of mutual recognition of diplomas of higher education, internationalization of higher professional and scientific schools. This problem was raised by the former President of Kazakhstan N. A. Nazarbayev back in 2015. According to him «...we need to develop as much as possible the system of training technical personnel. Technical and vocational education should become one of the main areas of investment policy...» [2].

The problem of developing professional competencies among young professionals is a global one, and to solve it, the WorldSkills movement was created in Spain back in the 50s. At that time, the main reason was the post-war period. Currently, the cause is the information, virus revolution, climate change. This influenced the fact that in the world, as well as in Kazakhstan, there was a demand for specialists in working professions. One of the ways to solve this problem Kazakhstan joined the international movement WorldSkills International (WSI) [3].

Consider the main key points regarding the entry of the Republic of Kazakhstan into the Worldskills movement:

- 2014 – Kazakhstan became the 70th member of Worldskills International;
- 2015 – NJSC «Holding» Kәсіпkor «officially became the National Operator of Worldskills Kazakhstan;
- 2015 – First Worldskills Regional Championships (February);
- 2015 – First National Championship Worldskills Kazakhstan Astana, 5 competencies;
- 2015 – participation of the National Team of the Republic of Kazakhstan in the open championship in the open championship of the CIS, which was held in parallel with the Worldskills Russia National Championship in Kazan (May);

- 2015 – participation of the National Team of the Republic of Kazakhstan in the world championship worldskills competition, Brazil, Sao Paulo (August);
- 2016 – Second National Championship Worldskills Kazakhstan Astana, 15 competencies;
- 2017 – Third National Championship Worldskills Kazakhstan Astana, 30 competencies;
- 2019 – participation of the National team in the 45th world championship, Kazan, Russia;
- September 22–26, 2021, the European Championship of Professional Skills - EuroSkills Graz 2021 was held in the city of Graz, Republic of Austria [4].

Description of materials and methods

The main methods of the presented article are analytical-synthetic and comparative methods of scientific, theoretical and methodological literature, as well as information sources; sociological survey; Graduate Demonstration Examination. The materials used were information sources, statistical data, the results of a sociological survey, reporting data from organizations of secondary and higher professional education on the introduction of demonstration exams as a final attestation of students.

Results and discussion

The international social movement Worldskills, together with the Organization for Economic Co-operation and Development (OECD), conducted a survey among young people to fill a gap associated with internationally comparable data on the perception of future work. This will allow a better understanding of the attitude of young people towards the technologies of the future, their perceptions of how technological changes will affect their employment opportunities. Another important question was whether they receive enough support from schools to prepare for the future [5, 6]. This survey was conducted by OnePoll, which specializes in online and mobile surveys. The survey respondents were representatives of young people aged 18–24 from 19 G20 countries. Also, young people themselves supported this study by sharing the results of the survey with countries such as Australia, Canada, France, Japan, Russia, the United Kingdom of Great Britain, the USA. To participate in this procedure, a target sample of participants was determined, consisting of 500–1000 people from each country. Respondents have opposite socio-economic backgrounds and cultural backgrounds. PQuota-based online survey results were weighted to be representative of each country in terms of age, gender, and whether the respondent had completed a bachelor's degree or higher at the time of the survey. In general, the survey consisted of the following items: confidence in work, technological optimism, the value of a vocational

school today, the usefulness of vocational education, professional orientation. Consider these questions.

1 Are you sure you'll find the job you want? The answer to this question was more positive. So, most of the respondents were confident that they would be able to find the job they really want. This corresponds to 60 % sure than not (excluding those who are not sure). It should be noted that young people who are not educated, employed or not trained are more negative, but still relatively balanced: 35 % feel more confident than not, although 34 % are unsure or unsure. It is important to note that students who already had a bachelor's degree or higher at the time of the survey are slightly more pessimistic than those who did not receive this degree. Japan is the only country that stands out from the general list of countries where only 2 % feel more or less confident in their future employment. With regard to the gender factor, women are slightly less confident: 41 % of women are confident in their future work activity; 50 % of young men. As a result, the top 3 countries that are confident in the future employment and 3 countries that are less confident are Turkey, Mexico, Indonesia. Countries where students showed a pessimistic result are Italy, North Korea, Japan (Figure 1).

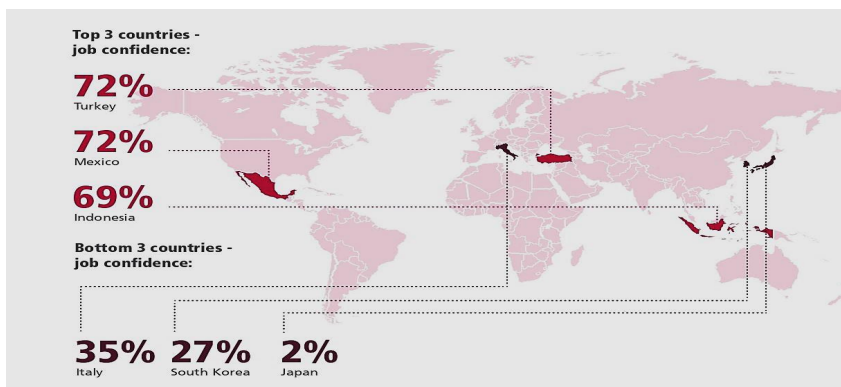


Figure 1 – Top 3 countries confident in the future of employment and countries less confident

2 Question about technological optimism: do young people see technological change as an opportunity? Optimism that technology will create employment opportunities for them in the future is very similar to job confidence. Most young people are optimistic, with 56 % more optimistic than not. Japanese respondents are again the most pessimistic, but they are more confident in technology than in jobs in general. They are 18 % more confident than not; 63 % were delighted

with the flexibility of work that is subject to technological change; 66 % of young women believe they have what it takes to keep their careers alive through technological change. However, women also showed less optimism than men about one in 20 moving from «agree» to «disagree» that technology will create job opportunities for them.

3 The value of professional education today. Young people in most countries are not sure that vocational school has helped them prepare them for adult working life. Only 26 % of young people are more positive than negative.

4 The usefulness of vocational education. This picture varies by country. Some countries have a net negative opinion about the usefulness of the received professional education. In the UK, the most critical young respondents are 20 % more critical of a vocational school than expressing favor. In Germany, only 12 % of respondents gave a negative answer. In Canada, Australia, South Africa and South Korea, opinions were roughly evenly divided. Respondents in Saudi Arabia, Indonesia, India, China, and Brazil are most confident that a clear majority of young people view the value of school positively.

5 Professional orientation. According to the responses received, young people are more likely to be confident that they can get the job they really want if professional education organizations step up and modernize their activities with employers. Positive answers were given by those students who have access to career counseling. 40 % of students in free secondary schools said they had consulted on career counseling, compared with 58 % of students in paid general secondary schools; 71 % said they would love more help getting a job while studying.

The above sociological survey is important both for the vocational education system of the Republic of Kazakhstan and for its youth. The essence of the questions themselves orients our education towards the development of key competencies of students, which in the future will help them to realize themselves as a professional. Consider chronological data on the functioning of the international movement WorldSkills in Kazakhstan.

Thus, since 2014, the WorldSkills international movement has been actively developing in our country, which is directly related to the demonstration of professional competencies among students of universities and colleges. Its mission should be highlighted: the formation of mechanisms for the vocational guidance of young people, the training of personnel for the profession of the future, aimed at high-tech industries. They are also based on compliance with international standards aimed at improving labor productivity.

In Kazakhstan, the national operator of the WorldSkills Kazakhstan movement is NAO «Talap» (NAO Holding «Kasipkor»). The main purpose of this organization is to identify and disseminate the best practices in vocational education in Kazakhstan, provide methodological assistance to specialists who teach students, develop an expert community, increase the status and prestige of working professions. Also, NAO «Talap» has established cooperation with the National Chamber of Entrepreneurs of the Republic of Kazakhstan, education departments of all regions, conducts continuous search work to involve employers in the WorldSkills Kazakhstan movement. The emerging global pandemic situation further emphasized the improvement of professional standards, including the development of special competencies for critical situations. The transition to distance and blended learning made it possible to identify a list of new methods that allow you to work in this mode [7].

According to an interview with Vice Minister of Education and Science Sholpan Karinova in 2019, Kazakhstan has been participating in WorldSkills competitions since 2015. During this period, Kazakhstan moved up from 50th place to 14th. In 2019, youth from 63 participating countries took part in the global movement. This is a positive result. Kazakhstan will continue to develop the WorldSkills movement for benchmarking best practices in the field of workforce training. For example, in many professional educational organizations, in an innovative mode, WorldSkills standards are being introduced into the educational process, the final certification is in the form of a demonstration exam, and there is a continuous process of training certified experts [8].

In 2021, the Kazakh team took the 3rd prize among 20 countries. It should also be noted that over 450 participants and over 500 experts took part in the championship. The championship was held in 38 basic and 10 demonstration skills [4]. It should be noted that in WorldSkills, competence is understood as a professional branch (specialty). So, according to his position, six main blocks of competencies are distinguished – information and communication technologies, production and engineering, construction, transport, services, creativity and design. Each block includes a list of narrow specialties, which are updated annually [9].

As already indicated above, a number of professional organizations of higher and secondary education have chosen a demonstration exam as the form of final certification. It allows you to show the level of readiness of the graduate at the exit to work. The demonstration exam is aimed at demonstrating by the student the formed professional and special competencies, such as:

- demonstration of professional skills and abilities through independent solution of special professional tasks;

– the formation of a high-quality expert commission, consisting of the teaching staff and employers, to perform a real and independent assessment of the formed professional competencies;

– implementation of international standards for formed professional and special competencies, which allows to determine the degree of preparedness and level of professional knowledge, skills and abilities of graduates [10].

Let's compare the traditional form of conducting the state final certification in secondary professional organizations and conducting a demonstration exam (Table 1).

Table 1 – Comparison between the traditional certification form of vocational education and the WorldSkills demonstration exam

	The traditional format of the state final certification	Conducting a WorldSkills Demonstration Exam
Assessment of knowledge, skills and abilities of graduates	Implemented by the teacher	An independent assessment is carried out by experts from among employers
Control and measuring materials	Developed by educational organizations - universities, colleges	Inclusion of professional and corporate modules agreed with representatives of manufacturing enterprises
Check of knowledge	The theoretical knowledge of graduates is checked, where the result of practice is not taken into account	Demonstration of the formed professional and personal competencies of graduates based on the organization of the employer
Results of the state final certification	There is no mechanism for using the results of the State Final Attestation	Monitoring and generation of results in CIS (eSim) system. Availability of Skill Passport.

What does the Worldskills Kazakhstan movement give to Kazakhstani higher education? What are its benefits?

– Worldskills makes it possible to conduct a qualitative examination of the preparedness of graduates of professional educational organizations;

– participation in competitions allows you to look at your professional level from the outside, identify advantages and disadvantages, promote professional and personal growth, increase the status and prestige of professions available in Kazakhstan;

– synchronizes Kazakh and international qualification requirements, promotes the inclusion and development of innovative technologies in the vocational training system;

– allows you to form a domestic expert community, as well as gain access to a global platform of expert professionals.

Despite the fact that this movement in Kazakhstan is still young, however, the state policy is aimed at strengthening the international movement in the country, as well as the opportunities for youth to participate in international competitions, both in their own country and abroad. This year, it is planned that the National Team of the Republic of Kazakhstan will participate in the next WorldSkills National Final, which is scheduled for December 2022.

Speaking about the Worldskills Kazakhstan movement, one cannot fail to mention the «Zhas Maman» project, which began its existence in 2020, since it is directly related to the Worldskills movement. The implementation policy of this project includes the inclusion of 180 colleges and 20 universities of Kazakhstan, where international experience in training qualified specialists in 100 most demanded professions is being introduced. The implementation of the «Zhas Maman» project was announced at the opening ceremony of the Year of Youth. Each region of the country has entered into a national project that allows you to update the material and technical base of an educational organization, conduct coursework for faculty, involve specialists from among employers, business structures, draw up educational programs for specialties in accordance with international standards, participate in student and teaching international mobility and other innovation processes [11].

In each region of Kazakhstan, bases have been created – training centers, Worldskills training camps to improve the skills and experience of vocational training for students. So, in the Aktobe region, the exemplary indicator in this direction is the Aktobe Mining and Technical College of Khromtau, Aktobe Polytechnic College, Aktobe Railway College and Communications, among universities – Aktobe Regional University named after K. Zhubanov, West Kazakhstan Medical University named after M. Ospanova [12, 13, 14].

In general, speaking of the republican scale, NAO «Talap», together with Cisco Kazakhstan and Computer Academy STEP – Astana LLP, as part of the WorldSkills Kazakhstan movement in the competence of Network and System Administration, are implementing a project to train instructors of CISCO network academies in Cisco Certified Network Associate (CCNA) course, which began in February 2020.

The above data on the international movement of WorldSkills Kazakhstan raises various questions for university professors, prompting discussion. Thus, we should consider the question of how flexible the system of vocational training is, how quickly it can be diversified in the conditions of an unstable conjuncture of the world labor market. The next question is the close relationship between academic knowledge and practical skills. For teachers who teach students in various specialties, this issue should become dominant in the construction of educational and methodological

complexes. Also, an important and significant question arises of creating a system of external independent assessment of the quality of education and certification of professional qualifications in the country, their compliance with international standards. The functioning of the international movement WorldSkills Kazakhstan allows you to study the best practices of public and professional accreditation of educational programs of professional educational institutions and their implementation in the system of Kazakhstani professional education. We also need to work out issues on the effective management of the organization's pedagogical process, the implementation of a program of interaction between vocational education institutions and employers.

Conclusion

As you can see, the WorldSkills international movement is aimed at increasing the prestige of professional specialties by demonstrating the formed competencies at the level of different countries. Such a demonstration allows to accumulate the best practices of professional standards around the world through the organization and holding of professional skills competitions, both in each individual country and around the world as a whole. Organization and holding of competitions makes it possible to attract public attention to working professions, create conditions for the development of high professional standards. The experience of implementing international standards for WorldSkills in the system of Kazakhstani vocational education indicates that the final certification in the form of a demonstration exam makes it possible to assess the content of educational material, the quality of educational programs, the material and technical base, the qualification level of the teaching staff, as well as the areas of activity. Participation in international events will allow the Kazakhstani education system to develop uniform approaches to the technology of the procedure for assessing the quality of qualifications based on learning outcomes - competencies.

The authors of this article believe that the international movement WorldSkills is necessary for Kazakhstan, as it helps to increase the prestige of professions, the possibility of demonstrating professional competencies aimed at indicators of economic growth, professional and personal success of a specialist. For teachers of professional organizations - contributes to innovative research on the development of meta-standards for professions that are in demand and predictable (a set of relevant competencies) [15].

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WORLD SKILLS ДАҒДЫЛАР ЖАСТАРДЫ КӘСІПТІК ОҚЫТУ МҮМКІНДІГІ РЕТІНДЕ

Мақалада WorldSkills қозғалысының әр түрлі елдерде пайда болуы туралы айтылады. Қазақстанда бүкіл әлемге танымал WorldSkills қозғалысы белсенді дамып келеді. Облыстық және республикалық чемпионаттарды ұйымдастыру және өткізу жүйесі жетілдірілуде, серіктестік институттары мен сарапшылар қоғамдастығы дамуда. Мұны WorldSkills Kazakhstan Бас ассамблеясының келесі отырысына қатысушылар талқылады. Қазақстан Республикасы Білім және ғылым министрлігінің баспасөз қызметі Facebook-те хабарлағандай, Қазақстан 2014 жылы WorldSkills бағдарламасына кіріп, WSI-нің 70-мүшесі болды. Аз уақыт ішінде қазақстандық студенттер әлем

чемпионаттарында жақсы нәтижелерге қол жеткізді. 2020 жылы, ұсыныстар *WorldSkills* стандарттарға сәйкес демонстрациялық емтихан жүргізу үшін әзірленген, және елдің 36 колледждерде демо емтихан енгізу басталды. Сондай-ақ былтыр *WorldSkills* қамқоршылар кеңесі құрылды. Бизнесің қатысуымен салалық салалар дамыды, мысалы, *AgroSkills*, *Kazakhstan* корпоративті чемпионаты және басқалары.

Ұсынылған мақаланың негізгі әдістері ғылыми, теориялық және әдістемелік әдебиеттердің, сондай-ақ ақпарат көздерінің аналитикалық-синтетикалық және салыстырмалы әдістері болып табылады.

Нәтижелер – Қазақстан Республикасының кәсіптік орта және жоғары білім беру жүйесіне *WORLD SKILLS* енгізудің нысандары мен әдістері.

Мақалада Қазақстанның әлем чемпионаттарында жақсы көрсеткіштерге ие екендігі және «Жас Маман» жобасы аясында демонстрациялық емтихан өткізу, сондай-ақ сертификатталған сарапшыларды даярлау арқылы дамуын жоспарлап отырғандығы атап өтілген.

Кілтті сөздер: *Worldskills Kazakhstan*, демонстрациялық емтихан, кәсіптік білім беру, құзыреттілік, проект «Жас маман», оқушы.

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WORLD SKILLS КАК ВОЗМОЖНОСТЬ ПРОФЕССИОНАЛЬНОГО ОБУЧЕНИЯ ДЛЯ МОЛОДЕЖИ

В статье говорится о происхождении движения Worldskills в разных странах. Во всём мире движение WorldSkills активно развивается в Казахстане. Совершенствуется система организации и проведения региональных и республиканского чемпионатов, развиваются институты партнерства и экспертного сообщества. Об этом говорили участники очередного заседания Генеральной ассамблеи WorldSkills Kazakhstan. Как сообщила пресс-служба Минобразования и науки РК в Facebook, Казахстан вступил в программу WorldSkills в

2014 году и стал 70-ым членом WSI. За короткое время казахстанские студенты добились хороших результатов на мировых чемпионатах. В 2020 году были разработаны рекомендации по проведению демонстрационного экзамена по стандартам WorldSkills, и начато внедрение демозкзамена в 36 колледжах страны. Также в прошлом году создан Попечительский совет WorldSkills. Развитие получили отраслевые направления с участием бизнеса, такие как AgroSkills, корпоративный чемпионат «Kazakhstan» и другие.

Основными методами представленной статьи являются аналитико-синтетические и компаративные методы научно-теоретической и методологической литературы, также информационных источников.

Результатами являются формы и способы внедрения WORLDSKILLS в систему профессионального среднего и высшего образования Республики Казахстан.

В статье отмечено, что Казахстан имеет отличные показатели на мировых чемпионатах и планируют свое развитие через проведение демонстрационного экзамена в рамках проекта «Жас маман», а также подготовка сертифицированных экспертов.

Ключевые слова: Ворлдскиллс Казахстан, демонстрационный экзамен, профессиональное образование, компетенция, проект «Жас маман», студент.

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