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Торайғыров университета

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EXPERT OPINIONS ON THE PRACTICE OF CREATING DIGITAL STUDENTS PROFILES IN UNIVERSITIES

This article presents the results of an empirical study on the creation of digital profiles of students, which are understood as a visualization of the competencies acquired by a student as a result of mastering basic and additional disciplines, as well as a tool and means of electronic communications of the university and business structures, primarily employers. The results and prospects of creating digital profiles become the subject of scientific discussion and theoretical comprehension. The research interest is related to the assessment of domestic experience in the context of digitalization of higher education. The creation of digital profiles of university students requires constant monitoring and correction, as it has the format of a pilot project and is not systematic. The issues of determining the content of a student's digital profile, the format of its presentation, the methods of collecting and systematizing a sufficient amount of information understandable to external stakeholders are not always clear. The questionnaires developed as part of the study made it possible to obtain an expert assessment of the practice of creating digital profiles of students in domestic universities.

Keywords: digitalization of education, digital profile, competencies of graduates, electronic communication, soft skills

Introduction

Higher education institutions of Kazakhstan continue to gain practical experience in the digitalization of education. Fulfilling state tasks, domestic universities are actively introducing digital technologies into the business processes of the university. Today, the development of digital profiles of students, which are offered by universities as one of the options for solving the problems of cooperation between universities and business structures in the processes of digitalization of higher education, is becoming widespread.

The digital profile of a student is an object of research by scientists from different countries, there are many author's interpretations of this concept. At the same time, the issues of determining the content of the digital profile of a university student, the format of its presentation, the methods of collecting and systematizing the necessary information understandable to external users, primarily employers, are not always clear. It requires constant monitoring and correction, as it is non-systematic, still has the format of an experiment. First of all, this is due to the mission of the digital profile itself as a tool and means of electronic communications for the university and business structures, which should be built on the basis of visualization of the necessary set of mastered competencies, understandable to external stakeholders, primarily employers.

In this context, the need to create an electronic portfolio is declared, which allows obtaining complete information about the academic, professional, and social competencies of university graduates. concrete results. Their theoretical understanding is embodied in scientific research, which indicates the need to study expert opinion on the creation of digital profiles of students [1-5]. Today, we have a representative staff of teachers and university staff who are able to give an expert assessment of the existing experience in the development and use of a digital profile.

Materials and methods

As part of the study, special questionnaires were developed, including questions related to assessing the prospects of using a digital profile, the readiness of Kazakhstani universities to interact with business structures to implement the idea of creating a digital profile, and their desire to develop this practice.

This is the purpose of this article – to analyze the expert opinion of university teachers and staff on the practice of creating digital profiles of students in universities.

To achieve this goal, the empirical method in the form of a Google questionnaire survey, theoretical methods in the form of analysis and synthesis, as well as statistical research methods were used.

The survey was attended by 56 experts, 170 students from different universities of Kazakhstan. Among the experts are 43 teachers, 13 employees of administrative and managerial staff from 9 universities of the republic, as well as the National Academy of Education named after I. Altynsarin. Student respondents represent universities in Astana, Almaty, Karaganda, Pavlodar, Kokshetau, Shymkent.

Results and discussion

The aggregate opinion of the representative composition of experts includes a number of the following ideas about the creation of digital profiles of students in universities in Kazakhstan:

1 The digital profile contributes to solving the problems of cooperation between universities and business structures in the digitalization of higher education.

2 The use of the digital profile of students will contribute to increasing the competitiveness of the country's human capital.

3 The development of an electronic portfolio of teachers and students allows you to systematically accumulate various information about their professional and educational achievements.

4 Detailed information on the competencies of higher school graduates and the dynamics of these competencies, presented in the digital profile, is available to key employers.

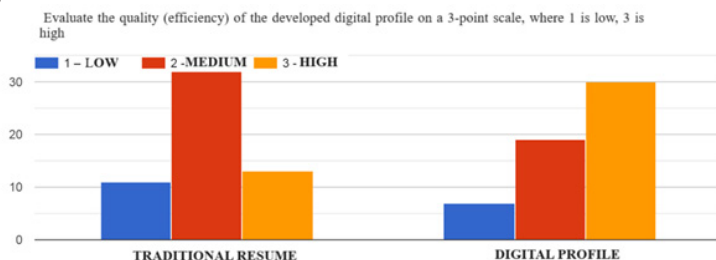
5 The practice of creating digital profiles of students in universities is not systematic, it has the format of an experiment.

According to most experts, the main tasks of the digital profile are related to ensuring electronic communications of the university and business structures, as well as visualizing a sufficient set of mastered competencies, which together represent information in the amount that is necessary, accessible and understandable to external users, primarily employers. A significant proportion of respondents note the need to ensure the guarantee of authenticity data that serve as a source for tracking the levels of competencies of the student by the relevant structures of the university.

However, as the results of the questionnaire survey show, 28.6% of respondents believe that Kazakhstani universities are not ready today to interact with business structures to implement the idea of creating a digital profile. The issues of determining the content of the digital profile of a university student, the format of its presentation, the methods of collecting and systematizing a sufficient amount of information understandable to external users, primarily employers, are

not always clear. This opinion is shared by 41.1 % of experts. 23.2 % of respondents believe that digital profiles, being specific and understandable for internal subjects of higher education, are not informative for external stakeholders, do not reflect the necessary set of mastered competencies that are understandable to external stakeholders. At the same time, according to 37.5 % of experts, practice the creation of digital profiles of students in universities and positive feedback from students has also become widespread. Moreover, half of the respondents believe that a digital profile contributes to the self-development of a student's personality based on his self-esteem in a healthy competitive environment. In the same context, the opinion of the interviewed faculty members about their interest in ensuring the accuracy and relevance of the data should be considered, which includes regular user updates and automatic data synchronization processes between the various systems of the institution. It is important to strive to ensure the usability and accessibility of the digital profile, i.e. creating an intuitive and user-friendly interface for users that allows students to easily manage their profile and data. This includes ease of navigation, access to a variety of devices, and support for a variety of languages.

Diagram 1



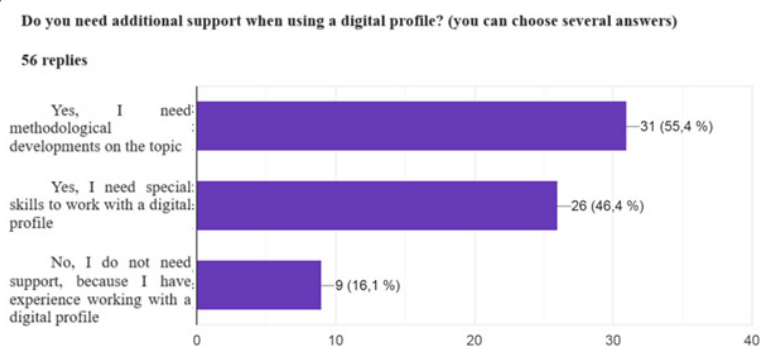
In the course of the survey, the respondents also assessed the effectiveness of the digital profile in comparison with the traditional resume of a university graduate. Most of the surveyed experts prefer the digital profile of the graduate, which is due to the accessibility of its content, which contains information not only about the academic and professional achievements of the student, but also about his social competencies and soft skills. moment in the existing interpretations of the concept of "Digital Profile of a Student" is the need to determine a set of mastered competencies [6–7].

Moreover, within the framework of certification of higher education qualifications, questions are raised about the timing of diplomas, which do not guarantee the preservation of the knowledge and skills acquired by the holders

at the university, do not reflect their residualness after a certain time. In this regard, there are problems of collecting, storing and issuing detailed information about the competencies of higher school graduates, about the dynamics of these competencies, which would be available to key recruits. One of the solutions to this problem is the development of a digital profile of university graduates. [6].

It is important for the majority of teachers and staff to improve their skills and discuss the use of a digital profile in the pedagogical community. The responses indicate that only 16.1 % of respondents have experience with a digital profile. During the survey, most teachers were able to qualify the difficulties associated with the use of a digital profile. The first difficulty is related to the lack of the necessary methodological support. Thus, 55.4 % of respondents note the need for additional support when using a digital profile, in particular, in methodological developments dedicated to this topic. 46.4 % of the surveyed experts indicate that they need special skills to work with a digital profile. The second difficulty is related to the problem of the organizational plan and the low awareness of university staff on the issue of creating a digital profile of a student. This was indicated by 30.4 % of the surveyed teachers. The third difficulty is due to the technical use of the digital profile. 23.2 % of respondents note that the use of a digital profile can also be accompanied by a number of difficulties related to the confidentiality and security of information: the collection, storage and transfer of a large amount of personal data increases the risk of their leakage or misuse.

Diagram 2

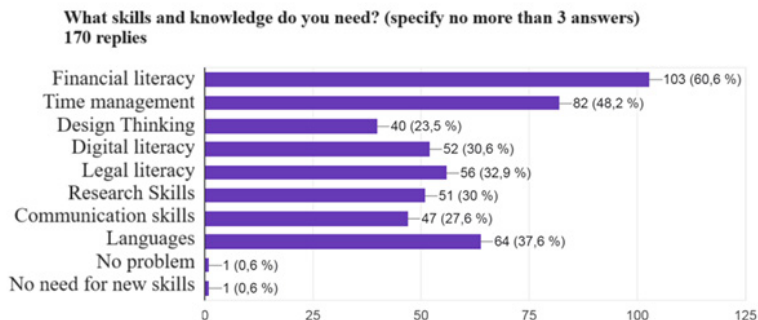


In the opinion of the respondents, these difficulties will be reduced by solving the problem of methodological support for the use of the digital profile, which includes the algorithm for using the Digital Profile module.

In the context of this study, it was also interesting to know the opinion of students regarding the use of a digital profile.

The results of the questionnaire survey, in which 170 students from different universities of the country participated, indicate that their university has a practice of forming a digital profile (83.5 %). According to 48.2 % of the surveyed students, a digital profile contributes to the effective employment of graduates. To the question "Would you like your employers to be able to evaluate your achievements and digital profile when hiring?" the majority of students (64.1 %) answered in the affirmative. The survey also made it possible to form an expert understanding of the skills and knowledge that students need. Most of the students have a clear understanding of the importance of financial literacy (60.6 %), a significant part of students note the need for knowledge in the field of time management (48.2 %), as well as knowledge of additional languages (37.6 %) and legal literacy (32.9 %).

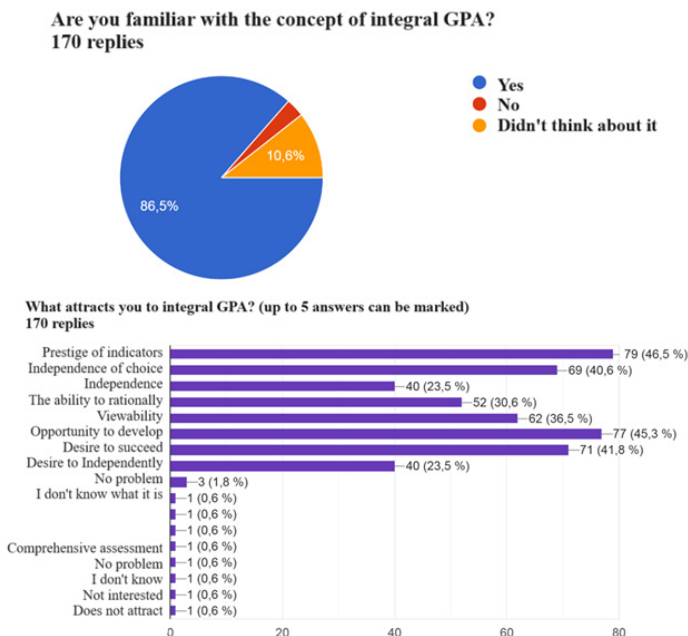
Diagram 3



The study also made it possible to find out the opinion of students about integral GPA, which is currently being implemented in a pilot mode in some domestic universities and is an alternative to the digital profile. As you know, integral GPA, including social GPA, comprehensively measures the level of comprehensive development of a student [8].

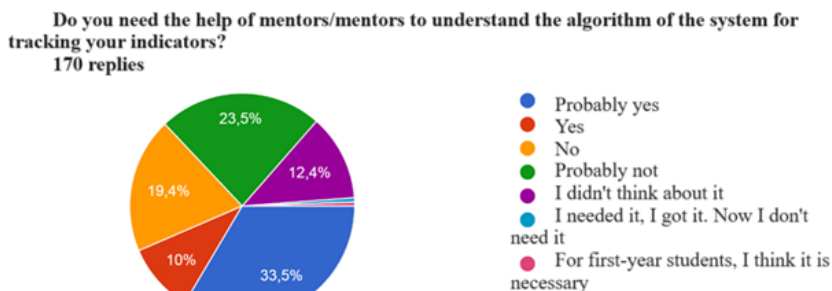
85.6 % of students are familiar with the concept of integral GPA. According to a significant part of students, integral GPA provides an opportunity for development, as well as independent choice of learning trajectory.

Diagram 4



The answer to the question «Do you need the help of mentors/mentors to understand the algorithm of the system for supporting your indicators?» confirms, as in the case of the opinion of expert teachers, the need for a digital profile support system.

Diagram 5



Thus, the problem of forming a digital profile of a higher school student is very relevant. The practice of creating digital profiles of students in universities has become widespread and positive feedback from students. The digital profile of a graduate is a tool for the formation of an individual educational trajectory, contributing to the formation of an individual trajectory for the development of students' competencies within the framework of the requirements of the curriculum, employers, as well as the personal self-development of the student.

Conclusion

The results of the study reveal the previously given interpretation of the concept of «Digital Profile of a Student», based on the author's interpretation of scientific works on this topic. A digital profile is a visualization of a sufficient set of mastered competencies, collectively representing information in the amount necessary, accessible and understandable to external users; it is a tool that allows proactive and contactless creation of an electronic resume with a guarantee of the authenticity of the data that serves as a source for tracking the levels of competence of the student and the structures of the university.

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УНИВЕРСИТЕТТЕРДЕ БІЛІМ АЛУШЫЛАРДЫҢ ЦИФРЛЫҚ ПРОФИЛЬДЕРІН ҚҰРУ ТӘЖІРИБЕСІ ЖАЙЛЫ САРАПШЫ ПІКІРЛЕР

Бұл мақалада білім алушылардың негізгі және қосымша пәндерді меңгеру нәтижесінде алған құзіреттіліктерінің көрнекі көрінісі, сондай-ақ университет пен бизнес құрылымдар, ең алдымен жұмыс берушілер арасындағы электронды байланыс ретінде түсінілетін студенттердің цифрлық профильдерін құру бойынша эмпирикалық зерттеудің нәтижелері көрсетіледі. Цифрлық профильдерді құрудың нәтижелері мен келешегі ғылыми талқылау мен теориялық түсіну нысанасына

айналады. Ғылыми қызығушылық жоғары білімді цифрландыру контекстіндегі отандық тәжірибені бағалаумен байланысты. ЖОО студенттерінің цифрлық профильдерін құру пилоттық жоба форматына ие болғандықтан және жүйесіз сипатта болғандықтан, ол тұрақты бақылаумен түзетуді қажет етеді. Студенттің цифрлық профилінің мазмұнын, оны ұсыну форматын және сыртқы мүдделі тараптарға түсінікті ақпараттың жеткілікті көлемін жинау және жүйелеу әдістерін анықтау мәселелері әрқашан нақты анықтала бермейді. Зерттеу аясында әзірленген сауалнамалар отандық жоғары оқу орындарында студенттердің цифрлық профильдерін құру тәжірибесінің сараптамалық бағасын алуға мүмкіндік берді.

Кілтті сөздер: білім беруді цифрландыру, цифрлық профиль, университет түлектерінің құзыреттері, электронды коммуникация, жұмсақ дағдылар

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ЭКСПЕРТНЫЕ МНЕНИЯ О ПРАКТИКЕ СОЗДАНИЯ В ВУЗАХ ЦИФРОВЫХ ПРОФИЛЕЙ ОБУЧАЮЩИХСЯ

В данной статье представлены результаты эмпирического исследования по вопросу создания цифровых профилей обучающихся, которые понимаются как визуализация компетенций, получаемых студентом в результате освоения им основных и дополнительных дисциплин, а также как инструмент и средство электронных коммуникаций университета и бизнес-структур, прежде всего, работодателей. Результаты и перспективы создания цифровых профилей становятся предметом научного обсуждения и теоретического осмысления. Исследовательский интерес связан с оценкой отечественного опыта в контексте цифровизации

высшего образования. В связи с тем, что создание цифровых профилей обучающихся вузов имеет формат пилотного проекта и несистемный характер, оно требует постоянного наблюдения и коррекции. Не всегда ясны вопросы определения контента цифрового профиля студента, формат его предъявления, методы сбора и систематизации достаточного объема информации, понятного внешним стейкхолдерам. Разработанные в рамках исследования анкеты позволили получить экспертную оценку о практике создания в отечественных вузах цифровых профилей обучающихся.

Ключевые слова: цифровизация образования, цифровой профиль, компетенции выпускников, электронная коммуникация, мягкие навыки.

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