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IRSTI 14.37.07

<https://doi.org/10.51889/2959-5762.2024.83.3.022>

Sovetkanova D.,^{1*}  Assilbayeva R.,²  Dzumagaliev A.³ 

^{1*} Abai Kazakh National Pedagogical University, Almaty, Kazakhstan

² Caspian University of Technology and Engineering named after Sh. Yesenova, Aktau, Kazakhstan

³ M. Utemisov West Kazakhstan University, Uralsk, Kazakhstan

UPGRADE OF PROFESSIONAL SKILLS OF UNIVERSITY TEACHERS BASED ON MICROQUALIFICATION

Abstract

The integration of Kazakhstan into the world political and economic space makes it necessary to promptly respond to the ongoing fundamental changes. At the same time, it is natural to modernize the process of training pedagogical specialists. An effective way to solve the problem is associated with the revision of the content of educational programs, the introduction of didactic innovations. Such a transformation of education is influencing a new trend – to take the first steps towards the introduction of short training programs (microqualifications) and systems called micro degrees. The use of such education in higher schools and in the practice of subsequent steps will ensure that future specialists meet their personal interests and needs, intentions, and, secondly, they will be useful to society by mastering new skills required by the time in an accessible and short time.

The purpose of the scientific article is to study and develop a methodology that allows to significantly improve the professional skills of university teachers using the principles of microqualification, contributing to improving the quality of the educational process and training of students as a result of professional retraining of a university teacher.

Keywords: Micro-qualifications, short training programs, integration, modernization of professional skills, professional experience.

Советканова Д.М., *¹ Асилбаева Р.Б., ² Джумагалиев А.³

¹Казахский национальный педагогический университет имени Абая
г. Алматы, Казахстан

²Каспийский университет технологий и инжиниринга имени Ш.Есенова
г. Актау, Казахстан

³Западно-Казахстанский университет им. М. Утемисова, г. Уральск, Казахстан

АПГРЕЙД ПРОФЕССИОНАЛЬНЫХ НАВЫКОВ ПРЕПОДАВАТЕЛЕЙ ВУЗОВ НА ОСНОВЕ МИКРОКВАЛИФИКАЦИИ

Аннотация

Интеграция Казахстана в мировое политическое и экономическое пространство вызывает необходимость оперативного реагирования на происходящие радикальные изменения в сфере образования. При этом закономерна апгрейд процесса подготовки педагогических кадров. Эффективный путь решения проблемы связан с пересмотром содержания образовательных программ, внедрением дидактических новшеств. Такая трансформация образования влияет на новую тенденцию – делать первые шаги к внедрению программ короткого обучения (микрокалификаций) и систем, называемых микро-степенями. Применение такого образования в практике высших школ и последующих учебных заведений обеспечивает удовлетворение личных интересов и потребностей, намерений будущих специалистов, а во-вторых, их полезность для общества, приобретая новые навыки, востребованные временем, в доступные и короткие сроки.

Целью научной статьи является изучение и разработка методики, позволяющей значительно улучшить профессиональные навыки преподавателей вузов с применением принципов микроквалификации, способствующей повышению качества образовательного процесса и подготовки студентов в результате профессиональной переподготовки преподавателя вуза.

Ключевые слова: Микроквалификация, короткие учебные программы, интеграция, модернизация профессиональных навыков, профессиональный опыт.

Д.М. Советканова, *¹ Р.Б. Асилбаева, ² А. Джумагалиев³

¹Абай атындағы Қазақ ұлттық педагогикалық университеті
Алматы қ., Қазақстан

²Ш.Есенов атындағы Каспий технологиялар және инжиниринг университеті
Ақтау қ., Қазақстан

³М.Өтемісов атындағы Батыс Қазақстан университеті, Орал қ., Қазақстан

МИКРОКВАЛИФИКАЦИЯ НЕГІЗІНДЕ ЖОО ОҚЫТУШЫЛАРЫНЫҢ КӘСІБИ DAҒДЫЛАРЫН JAҢAPTY

Аңдатпа

Қазақстанның әлемдік саяси-экономикалық кеңістікке интеграциялануы болып жатқан түбегейлі өзгерістерге жедел әрекет етуді қажет етіп отыр. Осыған байланысты педагогикалық мамандарды даярлау үдерісінің жаңарып, жаңғыруы заңды құбылыс. Мәселені шешудің тиімді жолы – білім беру бағдарламаларының мазмұнын қайта қарау және дидактикалық тұрғыдан жаңашылдықтарды енгізу. Білім берудің осындай трансформациясы жаңа трендке – қысқа оқыту бағдарламалары (микроквалификациялар) және микро дәрежелер деп аталатын жүйелерді енгізуге алғашқы қадамдар жасауға әсер етуде. Мұндай білім беруді жоғары мектептерде және одан кейінгі басқыштар тәжірибесінде қолдану болашақ мамандардың жеке мүдделері мен қажеттіліктерін, ниеттерін өтеуге, екіншіден олардың заман талап етіп отырған жаңа дағдыларды қолжетімді әрі қысқа мерзімде игеріп қоғамға пайдалы болуларын қамтамасыз етеді.

Ғылыми мақаланың мақсаты микроквалификация принциптерін қолдана отырып, ЖОО оқытушыларының кәсіби дағдыларын едәуір жақсартуға мүмкіндік беретін әдістемені зерттеу және әзірлеу болып табылады, жоо оқытушысының кәсіби тұрғыда қайта даярлау нәтижесінде білім беру процесі мен студенттерді даярлау сапасын арттыруға ықпал етеді.

Түйін сөздер: Микроквалификация, қысқа оқу бағдарламалары, интеграция, кәсіби дағдыларды жаңғырту, кәсіби тәжірибе.

Introduction. Professional development is the goal and condition of education that every teacher faces today. In addition to culture and knowledge, a high level of professional competence should become the main skill of today's youth. The reason is that a specialist in New socio-economic conditions will be in constant demand only if he develops and implements himself.

Based on independent research conducted by the world Curriculum Development Center in recent years, reputable organizations such as the World Economic Forum and the Organization for Economic Cooperation and Development have highlighted several global trends that have a significant impact on changes in society.

The most notable and recurrent trends include, first, the rapid pace at which conditions in the world are evolving across various sectors. Secondly, the continuous advancement of technology and society is frequently identified as a key factor driving changes in the professional landscape.

These trends primarily underscore the qualities required for individuals to function effectively amidst the changes brought about by skill development. Specifically, the growing demand for social and flexible skills can be attributed to the increased integration of the global economy and labor markets, as well as the heightened need for workers who possess strong social and intercultural competencies.

Developing your skills will help not only improve your qualifications, but also improve your job, accelerate career growth, get the desired position and, of course, improve your standard of living.

The global education system is undergoing serious changes. Today we are witnessing a change in the role of education as a primary institution responsible for making every effort to develop the intellectual potential of society. In the socio-economic environment, there is an increasing need for specialists who can achieve new self-realization and prosperity, where a high level of culture and knowledge and professional competence is required. These ideas are also reflected in the address of the head of state to the people of Kazakhstan.

Reforms in higher educational institutions today are characterized by new radical changes in education. First of all, programs and new developments in the educational process require a revision of ideas and concepts in the theory and practice of educational processes, as well as in the content and general structure of pedagogical education. The reason is that the education and upbringing given to students today is also a matter of course.

We decided to solve this issue with the help of microqualification.

One of the current trends in education is micro-degrees and micro-qualifications. A micro-qualification is a collection of knowledge and skills in a specific field within a short period of time (for example, a bachelor's or master's degree required to obtain traditional diplomas and degrees).

The topic of microqualification is especially relevant for adult established people. These programs are courses for mastering new practical skills, for which you can get official confirmation – a diploma or certificate.

Thanks to microqualification programs, it is possible to update and expand professional experience and horizons on an ongoing basis, as well as personalize the learning process: choose a direction that would correspond to specific career goals and objectives.

To the question of what gives microqualification to students, I would like to answer the result of the discussions of the report that took place in 2022 at UNESCO with dozens of experts from around the world on the development of a common definition of micro-degrees.

It identifies such key features of microqualification as:

this qualification indicates that its holder has mastered a clearly defined set of competencies in a specific field;

It is issued based on the results of an assessment based on clear standards and conducted by a trustworthy organization;

it has an independent value, but it can also complement other qualifications;

the program on the basis of which it was obtained meets the applicable quality standards.

UNESCO experts did not include in the definition of the micro-stage the terms of mastering the educational program peculiar to it, but simply mentioned in the accompanying text that they are shorter than those of traditional programs that give qualifications and academic degrees.

So, they usually focus on professional or other career-relevant competencies, and this is a way to «acquire» the skills necessary for work during their lifetime.

In most cases, micro-degree programs are implemented online or in a mixed format, and as a result, the listener receives a certificate, often also digital, not paper.

Both commercial providers (a typical example is online educational platforms with courses) and traditional educational institutions can conduct such programs and assign micro—degrees [1].

Basic provisions. Who are these microqualifications for? For everyone who wants to learn a new profession relevant in the labor market, in order to prepare for a new career position, Update their professional equipment in the changed conditions of activity: to master new tools, approaches to solving professional tasks, to obtain confirmation of qualifications and structure professional skills formed in informal conditions.

M.E.Volkova, in her works, emphasizes that skills are crucial not only in everyday life but also in the professional activities of any specialist. Among "soft skills," she highlights communication, leadership, teamwork, public speaking, critical thinking, and others [2]. The author points out that mastering professional skills alone is insufficient; well-developed soft skills are also essential.

The developed subjective qualities of a person's personality are today considered an indicator of his success as a specialist in a particular field. These include responsibility, search, perseverance, and a deep understanding of their profession. However, today success in activities requires that specialists be competent in relations with society, able to adapt to a dynamic and changing environment and effectively interact with it. These changes involve different situations depending on the specific context. Some people may lack technical professionalism, but may be superior as effective communicators [3]. Therefore, every specialist must be able to adapt quickly in changing times.

S.N.Batsunov In his research, notes that traditional teaching methods, such as lectures and seminars, in particular case studies, modeling and projects, are much less effective in developing skills compared to active and innovative teaching methods. The listed methods are especially effective in developing «flexible» skills. For example, the introduction of interactive tasks, especially in language classes, including foreign languages, the use of videos with the participation of successful professionals and the integration of texts that involve career-related vocabulary, time management and personal development. And it is also useful to model professional communication skills using such methods as presentations, essay writing, question and answer, which are often used in today's educational process [4].

The development of any skills, constant improvement of oneself is a dynamic non-stop process of personality change throughout the life of an individual. Each person for the quality and meaningfulness of their life, the productivity and vitality of their daily labor require conditions that contribute to a reasoned change in their personal qualities. In the process of writing this article, we wanted to show the gap between modern educational practices with practical knowledge necessary for everyday life. We think that the answer to this problem will be solved by the emphasis on design and research work in pedagogical universities today.

Long-term experience shows that students who are not engaged in design and research, who cannot anticipate or plan, do not develop self-education skills. They tend to do only what they are instructed to do, attending educational events without a meaningful connection to the content.

E.F.Zeer suggests that the key factor in achieving professional excellence is self-actualization, driven by the realization of one's personal and professional potential. This is because a teacher's self-actualization includes elements such as inspiration, a sense of belonging, intrinsic motivation, and a subjective presence [5, 6].

We now live in a world of «clip opportunities» and integration, a system that assesses both the psychological and pedagogical aspects and the potential of the individual. That is, we can say that it is time to quickly, figuratively, figuratively perceive all the information. Within the framework of today's research work, soft skills can be divided into four groups. They are:

Communicative Literacy: this includes the ability to actively listen, not interrupt, express your thoughts briefly and clearly, persuade, introduce, negotiate, speak competently in public, work in groups, focus on results, academic, business writing, etc. These skills improve communication, support effective communication in difficult situations, and help keep the conversation going. As well as Save the deadline every time.

Self-management skills: this includes managing emotions, mood, stress, self-development, planning, goal setting, time management, energy, enthusiasm, initiative, perseverance, reflection, and the use of feedback. The listed skills are especially important for effective control of a person's condition, time and activity processes.

Effective Thinking Skills: These include systemic, creative, structural, logical, design, tactical, and strategic thinking, along with information search and analysis, decision-making, and development. They are essential for making life and work more systematic.

Managerial Skills, or Foresight Management: These involve execution management, planning, task setting, motivation, task control, mentoring, coaching, feedback, project management, and change management. These skills are responsible for planning, motivating, and managing personal and professional changes.

In our view, the development of soft skills can be seen as a constructive co-action within the communicative field, where the identification of internal potential occurs, leading to personal growth. This co-action includes co-knowledge, co-experience, and co-creativity, forming a triad of cooperative interaction [7, 8].

According to Y.M.Bespalov, a person's professionalism is realized more fully as they understand the significance of culture and organize their own efforts. Participation in cultural development is a key criterion for integrating into the spiritual and professional wealth of society and an indicator of individual growth [9].

Basic provisions. Teachers who have improved their professional skills on the basis of microqualification today describe their competence and knowledge through the effective and productive performance of their professional duties in the field of education.

This approach involves dividing large tasks and competencies into smaller, well-defined elements, which can then be studied, evaluated and developed as independent units.

The *main aspects* of teachers' professional skills based on microqualification include:

* Decomposition of competencies: (Emphasis is placed on the analysis and division of general competencies (for example, teaching ability, classroom management, assessment, etc.) into smaller, more specific elements);

* Specific knowledge and skills: (Each microqualification focuses on certain knowledge, skills or behavioral the practices that teachers must master in order to teach students effectively);

* Assessment and development: (The microqualification process includes evaluating the teacher's current skills and knowledge in each area, as well as planning individual development paths to improve weaknesses);

*Flexibility and Adaptability: Teachers can proactively adjust their professional growth in response to the evolving demands of the educational environment and the specific needs of their students.

*Integration into Professional Practice: Microcredentials in teaching today not only enable educators to acquire new knowledge and skills but also elevate the educational process to a higher standard. The systematic use of microcredentials in education allows for a comprehensive and in-depth mastery of new professional abilities. Moreover, they serve as precise tools that identify the specific knowledge and skills teachers need to achieve success in their careers, ultimately enhancing both student outcomes and educational standards.

The professional skills of teachers based on microqualification usually include the following principles:

Specialization and flexibility: The teacher must have in-depth knowledge and skills in his field of specialization, as well as be ready to quickly adapt to changing requirements and situations.

Competency-Based Learning: today the focus of higher studies is on the development of students' competencies, which includes not only the growth of education, but also the accumulation of skills and knowledge in a specific area necessary for certain career paths.

Individualization of learning: The needs and characteristics of each student are taken into account, which implies the use of personalized approaches to learning and assessment of academic performance.

Using Technology: Teachers actively incorporate modern technologies and tools to enhance the quality of the educational process, adapt to students and improve learning efficiency. Evaluation of achievements based on results: The focus is not only on the learning process, but also on evaluating students' achievements based on clearly defined criteria.

Professional development: Teachers strive for continuous professional development, including self-study, participation in professional communities, advanced training courses and other forms of development. These principles help teachers to perform their duties effectively, providing high-quality education and preparing students for the real challenges of the modern world.

Materials and methods. Enhancing teachers' professional skills has always been a critical objective for the education system. These skills are vital for advancing teachers' professional activities, including within the domain of microcredentials. This article explores the challenges in assessing the development of teachers' professional skills and the methodologies employed to address this issue.

There are many ways to upgrade the professional skills of teachers:

- Taking advanced training courses: Regular participation in courses and seminars allows teachers to familiarize themselves with the latest achievements in their field, master new teaching methods and improve their teaching skills

- Participation in scientific research: Scientific activities stimulate the development of research skills, broaden the horizons and allow teachers to keep abreast of current problems in their field.

- Exchange of experience with colleagues: Interaction with colleagues from other universities and countries provides an opportunity for teachers to share their experience and adopt best practices.

- Self-education: Reading professional literature, watching webinars and using online resources helps teachers keep abreast of the latest trends in education.

The relevance of diagnostics Updating the professional skills of teachers has a number of advantages. The first advantage of updating teachers' professional skills is their willingness to face the changes and challenges of the modern world. Microqualification requires teachers to adapt, be creative and be able to find innovative solutions in alternative activities of their own practice. Teachers with flexible skills can better adapt to new educational trends, develop new teaching methods and help their students successfully cope with the challenges of the future. The second advantage is that the skills of microqualification develop the leadership qualities of teachers. They learn to take initiative, organize work, and manage projects and teams. These skills are important for effective management in education. The third advantage is associated with the development of creative thinking of teachers. Microqualification requires the formation of new ideas, the search for solutions.

Results and discussion. The content of the experimental work included the ascertaining, formative and control stages of the work.

The purpose of the ascertaining stage was to diagnose the initial level of professional skills of teachers.

The ascertaining experiment included the diagnosis of the quality under study through observation, questioning, testing, evaluation, self-assessment and other research methods.

The diagnosis of professional skills of teachers was investigated using the test «Diagnosis of professional skills» (E.Zharikova) and statistical differences according to the U – criterion of R.Diamond. An analysis of the results in the experimental group showed that 28.3% have an average level of professional skills, 32.0% have a low level, the same number (28.7%) are classified as high and 11.0% have a level too high, which indicates a tendency to dominance. In the control group, the indicators do not have statistically significant differences with the experimental group (Figure 1).

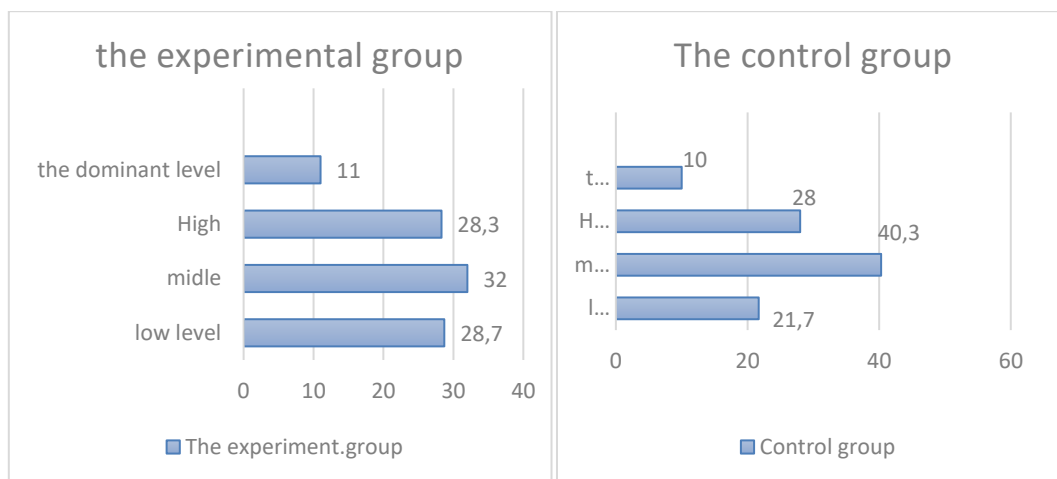


Figure 1 – Indicators of teachers' professional skills levels on the R. Diamond scale. (A ascertaining experiment).

Table 1. Indicators of the levels of professional skills of the experimental and control groups based on the results of the formative experiment in %

The level of professional skills	The experimental group		U-Indicators of R. Diamond	The control group		U-Indicators of R. Diamond
	Constat.e xp.	Formir. exp		Constat. exp.	Formir. exp	
Dominating. level	11,0	12,3	0,100; $p \geq 0,05$	10,0	10,0	1,000; $p \geq 0,05$
high	28,3	34,7	0,000*; $p \leq 0,05$ significant	28,0	30,3	0,018; $p \geq 0,05$
Average	32,0	34,0	0,100; $p \geq 0,05$	40,3	40,2	0,018; $p \geq 0,05$
Low	28,7	19,0	0,000*; $p \leq 0,05$ significant	21,7	19,5	0,100; $p \geq 0,05$

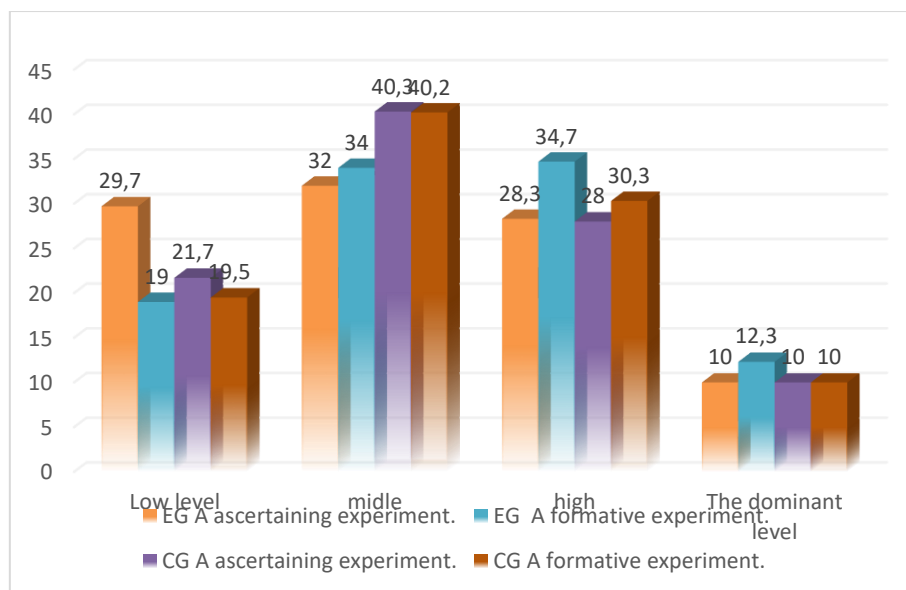


Figure 2 Level indicators of professional skills of the experimental and control groups based on the results of the formative experiment

The evaluation of professional skills, based on the results of the formative experiment, demonstrated an increase in the number of teachers in the experimental group who achieved a high level of professional skills, along with a 10.7% decrease in the number of teachers with low potential. No significant changes were observed in the control group (see Table 1).

The discussion of the research results highlights the importance of integration into Stackable degree programs in professional development.

The development of professional knowledge and skills enhances self-confidence, leadership, and the ability of teachers to perform effectively in challenging conditions. These attributes are essential for gaining independent professional experience and solving complex educational tasks.

Pedagogical conditions conducive to the modernization of teachers' professional skills:

Improving creative thinking: stimulating pedagogical activities aimed at developing students' creative thinking. Development of communication skills: strengthening teamwork, conducting communication trainings, developing presentation and persuasion skills. Advanced training courses: the introduction of PDAs and trainings into the training program for the development of professional skills of teachers, the organization of foreign and domestic practices and internships in the field of education.

Management development: creating conditions that require decision-making and leadership from teachers, conducting trainings to develop these skills. Examples of startup projects for the development of professional skills among teachers:

Organization of mass online courses: a teacher can create his own course in his field of interest and offer it to other colleagues for online training.

Development of educational applications: creation of interactive services and applications that contribute to effective learning and development of key skills of learners.

Creation of a collaborative environment: creation of a separate training center where teachers can conduct individual classes, master classes and training seminars for other teachers. It is necessary to provide academic opportunities for teachers to gain practical professional experience abroad. This can be achieved through partnerships with businesses and organizations that can offer them internships, mentoring, and hands-on projects. Experience in microqualification helps teachers to apply their knowledge in practice and successfully develop professional competencies, the necessary professional skills. It is important to provide access to information and resources related to the practice of Microqualification of the world's leading universities today. It is important to ensure the organization of

seminars, courses, trainings and consultations on this microqualification. It should provide access to digital tools and artificial intelligence technologies used in the modern education system, so that they can learn how to use it in a short time, receiving the knowledge they need.

Conclusions. In conclusion, communication skills are described as the main area of social skills in any society. The importance and place of soft skills in global education remains special. This skill helps in the development of the individual in the educational process, both in cultural and historical periods, thereby contributing to the formation of national identity. In addition, it has become the main criterion for many careers, especially in "people-oriented" positions, for young professionals to get a job in the labor market. As a result, even graduates with a simple vocational education, but well-developed social skills, have a fairly high chance of getting a successful job. Because it is with these soft skills that the main demand in human-human activities will be associated.

Many employers stress that while professional competencies can be honed with training tailored to a young specialist's specific job responsibilities, underdeveloped social skills can pose significant challenges after graduation.

It is hoped that the teaching community will soon be able to feel the first results: the quality, accessibility and effectiveness of education, its competitiveness will increase. Naberezhnye Chelny Institute of Socio-Pedagogical Technologies and Resources is obliged and can ensure the achievement of the designated goals for the benefit of our children, for the benefit of the future day of their hometown and country.

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Professional skills upgrade is a school that provides a strong, in-demand education in the Future.

At the same time, of course, none of us knows exactly what the Future will be like. Every year, analysts compile lists of the so-called «professions of the future»: such exotic lines appear in them that we could not even think of before: an engineer for 3D printing of food and a developer of microgeneration energy systems, a lawyer in the field of unmanned transport and a pilot of commercial spaceships, a consultant for the removal of digital addiction and a holographic broadcast operator. How can we prepare children for a future we can't even imagine? The question that every teacher is looking for an answer to. [10].

In conclusion, I would like to recall the words of Albert Einstein who said: « never teach my students. I only provide the conditions in which they can study». Agreeing with this thesis, today we understand that an upgrade in education is an update and the formation of new conditions for the School of the Future, in our opinion, microqualification in education is a necessary condition for solving new professional tasks and achieving new results.

The article was written as part of the grant funding of the Ministry of Education and Science of the Republic of Kazakhstan of the AP22686317 «Advancing Graduate Education: The Stackable Degree Model for Integrating Formal and Non-Formal Education».

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