

Specifics of The Educational Process Organization at Universities When Training Students for Midterm Assessment in The Worldskills Format

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Abstract. The relevance of the problem is determined by the need to identify, select, and provide pedagogical and psychological support for talented youth, its successful career guidance, and efficient self-realization. The educational process organization in training for midterm assessment in the WorldSkills format helps students achieve a new quality of education associated not only with educational results, but also with a value attitude to themselves and others. The goal of the study is to identify the specifics of the educational process organization at universities when training students for midterm assessment in the WorldSkills format. The research methods include theoretical analysis of pedagogical theory, practice, and experience in vocational training; modeling, comparison, referencing, and generalization; expert assessment method; and methods of qualitative and quantitative processing of research results. The main results of the study are the following: the content of the process of organizing practical classes and independent work on the discipline "Literary education of preschool children" has been determined; the activity forms and methods for their implementation have been developed, the objective criteria for their assessment have been determined; the functional responsibilities have been distributed between students and the teacher in the educational process; and the point rating system for assessing students' activities while mastering the discipline in the WorldSkills format has been created.

1 Introduction

Assessing the quality of education in the modern world is an important aspect of developing the professional dimension of society. The need to review approaches to assessing qualifications is one of the problems discussed in the scientific and pedagogical community.

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There is a contradiction between the requirements for the qualifications of employees and the requirements for knowledge, skills, and competencies obtained in the course of mastering educational programs.

The authors considered some ways of overcoming the problem of the quality of education and noted the adoption of the Overarching Framework for Qualifications of the European Higher Education Area, its implementation facing certain problems [1].

In addition, UNESCO and the Organization for Economic Cooperation and Development (OECD) identified the main directions for all countries in order to understand the importance of the guaranteed quality of education [2].

An analysis of the practical experience of foreign countries allowed to formulate the basic principles in developing national systems for assessing the pedagogical performance: multivector criteria, protecting teachers from formalism and administration, and focusing on the professional and personal development of the teacher [3].

The quality of education is associated with the problem of training teachers in Russia. An established fundamental system of training future teachers does not allow them to master practice-oriented competencies [4].

There is an urgent need for modernization of the state final assessment of graduates from pedagogical universities [5].

Therefore, the WorldSkills system (raising the professional training and qualification status and standards around the world, and popularization of vocational professions through international competitions around the world) is being intensively adapted in the higher education system into various types of vocational activities in Russia [6, 7].

There are some studies demonstrating that the regions join the WorldSkills movement and use competencies from the list of the National Championship “Young Professionals” competencies (WorldSkills Russia) [8, 9, 10, 11].

In addition, some universities use the WorldSkills functional test system to assess the key competencies of their students. This form of assessing students has many advantages over the traditional one, which indicates the need for a wide distribution of the interim and modern forms of assessing future teachers in various majors. The WorldSkills exam requires an organized training. Due to this, there are various systems for assessing students' knowledge: rating, modular rating, and point rating systems, the use of which has a certainly positive effect on the development of educational programs. These systems can be adapted as a means of assessing students' practical activities in the process of training for interim assessment in the WorldSkills format. However, the quality of education depends not only on the method of its assessment, but also on the organization of interim assessment of students [12, 13, 14, 15, 16].

It must also be noted that demonstration and state exams using the WorldSkills technology are gradually being introduced into the educational process of universities, which confirms the need for high-quality training of students in each discipline. At the same time, the inclusion of this format in the process of training for interim assessment is one of the most efficient ways to solve the problem of final assessment [17, 18, 19].

2 Methods and results

The activity-based and competency-based approaches, which underpin a system of scientifically and methodically justified assessment procedures objectively required when assessing professional competencies mastered by students and describing not only their readiness but also their ability to work in the modern conditions, served as the theoretical and methodological basis of the study.

A set of the following methods ensured the solution of the research problems: theoretical analysis of domestic and foreign pedagogical theory, practice, and experience in vocational

training; modeling, comparison, referencing, and generalization; expert assessment method; and methods of qualitative and quantitative processing of research results.

An analysis of the available research and the above circumstances contributed to the selection of the research problem: what are the pedagogical conditions for the educational process organization at universities when training students for interim assessment in the WorldSkills format?

The goal of the study is to identify the pedagogical conditions for the educational process organization at universities when training students for midterm assessment in the WorldSkills format.

Hypothesis of the study is the suggestion of the authors that the educational process organization at universities when training students for midterm assessment in the WorldSkills format in the discipline "Literary education of preschool children" will be efficient under the following conditions:

- selection of specific practice-oriented content, forms, and methods for organizing practical classes and determining appropriate criteria for their assessment;
- involving students in the process of organizing, developing, and assessing the results of practical classes; and
- using a point rating system for assessing students while mastering the discipline.

The following research objectives were formulated, in accordance with the goal and the hypothesis:

1. To reveal the content of the process of organizing the training of students for interim assessment in the discipline "Literary education of preschool children";
2. To describe the ways of organizing practical classes and independent work of students using the WorldSkills technology; and
3. To define the assessment criteria for classes conducted by students that are close to the real educational process in a preschool educational organization.

The study was conducted at the Vyatka State University from 2017 to 2019. It involved 180 full-time and part-time students in the major Pedagogical Education and specialization Preschool Education.

Training the students for interim assessment was organized by coordinating and regulating the real interaction of the teacher and the students in the course of solving the first objective. This mechanism was based on the adequate understanding and execution of each function assigned to each person.

The interim assessment of the students included two components: theoretical and practical. The students took reproductive and problematic tests on each topic. In addition, they demonstrated their ability to work in the WorldSkills format with "children" (volunteers) in practical classes. All the students could try the roles of task developers and experts, as well as the roles of contestants holding classes in accordance with the task.

The methods of organizing practical classes in this discipline using the WorldSkills technology were described when solving the second objective.

The following tasks were developed and completed on certain topics: presentation of a book and expressive reading to children (by different ages); conducting classes for teaching children to retell a literary work using reference schemes; expressive reading of poems about nature using mnemonic tables; dramatization of fairy tales; preparation and presentation of a book trailer or a lapbook on the writer's work or on a specific topic; busy boards, intelligence cards, ICT games, Lullian Circles on works of art, etc. Classes with the students were held in various forms: contests, workshops, literary quiz, literary salon, and exhibition presentations.

A point rating system for assessing the students' activities while mastering the discipline was created as a result of the third objective implementation. Each practical class was assessed by the teacher and the students. The assessment criteria proposed in the framework

of the WorldSkills Championship in the competence of Preschool Education were taken as a basis. In addition to the generally accepted criteria, the following were added: the appropriateness of using modern technologies and the quality of the content and design of the technological map of the lesson.

The authors applied the method of expert assessments in order to obtain information about the quality of mastering professional competencies in the discipline "Literary education of preschool children" by the students in the course of the study. A positive trend was identified in assessing the quality of mastering professional competencies by the students as a result of the examination (Fig. 1).

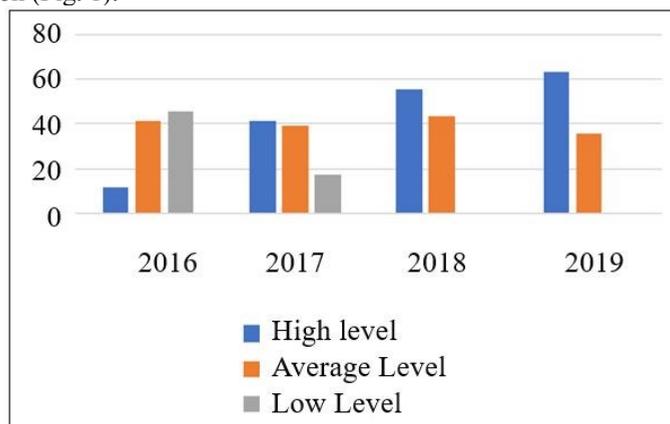


Fig. 1. Levels of mastering professional competencies in the discipline "Literary education of preschool children" by the students

It must be noted that the students were trained for interim assessment in the traditional format in 2016 and in the WorldSkills format in 2017 – 2019. The quality of mastering the professional competencies by the students increased by 54 % in 2019, compared to 2016. Conducting a demonstration exam according to the WorldSkills standards revealed a high level of the students' training in performing the task of expressive reading and presentation of a book for preschool children in 2018 and 2019. In addition, the students participated in the regional or local WORLDSKILLS RUSSIA championships and won prizes in the competence of Preschool Education each year

3 Conclusion

The theoretical analysis of the literature and the experimental work conducted by the authors have revealed that high-quality practice-oriented training of the students is an objective reality and a request of the professional community both in Russia and abroad.

One of the efficient ways to provide high-quality education is to hold WorldSkills championships in higher education.

This experience indicates that the students should be consistently trained for these championships. The gained practical experience is the key to successful adaptation of graduates to vocational activities. It is necessary to organize interim assessment of the students in the WorldSkills format to achieve the best results.

As a result of the empirical study, the authors have revealed the content and methods of organizing practical classes with the students using modern technologies, with due consideration of the WorldSkills specifics.

It was possible to best organize students for interim assessment in a separate discipline in the WorldSkills format due to the clear distribution of functional responsibilities between the

students and the teacher in the educational process and the use of a point rating system for assessing the students' participation in practical classes and independent work.

Consequently, the set objectives have been fully resolved, and the problem formulated by the authors has been disclosed.

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