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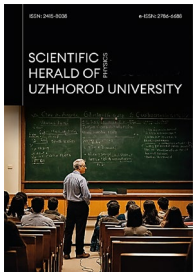

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Representation of employers on the quality of vocational training of pedagogical specialists

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Abstract

Relevance. The article delves into the evaluation of professional training quality targeting pedagogical experts, specifically graduates from technical and vocational education, as outlined in the theoretical studies of both foreign and Kazakh scholars. The effectiveness of social partnership is measured by the following legitimate indicators: collaborative efforts to identify the future pedagogue's competencies, joint oversight of institutional actions, and the adaptability and fluidity in student assignments.

Purpose. The purpose of this article is to investigate the quality of preparation and competence levels of graduates from technical and vocational education. The study aims to shed light on the deficiencies in the professional development of educators, the underwhelming competence levels of pedagogy students, and the challenges faced by graduates in securing high-wage employment opportunities.

Methodology. The article drew upon existing literature, scholarly articles, and sources to gather theoretical insights. The survey instrument was developed to capture data on the future pedagogue's competencies.

Results. The research offers both quantitative and qualitative insights from a survey conducted among groups associated with educational endeavours. This survey highlights an encouraging trend in their evaluations of training quality and the potential growth of graduates.

Conclusions. The need for teachers has dramatically increased and the birth rate in the country has increased as well. Consequently, the demand in teachers is very high by now.

Keywords: high school; students with a teaching focus; community collaboration; business stakeholders; learning institutions.

Introduction

According to the results of the PISA 2015, the professional development of the educators' ranks was very low, while the average number among grooving countries ranks highest positions [1]. Obviously, the above-mentioned low rates can be justified by the fact that students who choose the pedagogy, mostly have low academic achievement scores, because of low requirements to apply. Moreover, the rates are low because of poor-skilled professors; lack of teachers who have had internship experience; theoretical-centric training. However, the demand for pedagogical workers is very high and topical.

Graduates of technical and vocational education (further – TaVE) have a special place in the labour system in comparison to graduates of higher education institutions (further – HEI). The following fats prove that: the number of TaVE students is more than students of HEI (in average the number of HEI students – 100 people, TaVE – 500 people), hands-on training in HEI is 40%, while in TaVE is approximately 60%; credit-modular training technology that allows students to complete their study in 3 years and 10 months. There are some disadvantages of those students who graduate from the TaVE is lack of employment opportunities with high wages, rather than HEI students

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[1]. This article showcases the findings of the study that was about the quality of preparation of specialist in TaVE of the Republic of Kazakhstan, which was based on the information given by employers, directors of high schools, kindergartens and educational work departments.

Such approach has led to the necessity for employers to establish a qualification structure for graduates [2; 3]. In Kazakhstani education, this led to the justification and implementation of professional standards this makes the topic related to the problems of training specialists relevant [4; 5]. Thus, the level of competence of college and university graduates, particularly relevant today among the scientific community [6; 7; 3]. A review of the literature indicates that in the initial decade of the 21st century, the relationship between employers and educational institutions shifted towards a more favourable demand trend for graduates. The directors, teachers and administrative staff of the Directorate of Education throughout Kazakhstan were interviewed as a result, the employer was found to be satisfied with specialists. However, a number of scholars conclude that the higher number of graduates of pedagogical institutions is not in line with the quality of their competences after graduation, while the demand of employers for highly qualified professionals remains stable [1; 8].

Within the framework of social collaboration, the advancement of innovative technologies plays a crucial role in the economy that leads to the modernization of vocational education [9; 10]. Researchers have pinpointed the challenges (such as limited job flexibility and increased expenses) that businesses encounter when hiring graduates lacking the necessary skills to work in certain occupations. In this context, the conclusion drawn is that the vocational demand structure in the Kazakh labor market deviates significantly from the standards but also falls short of the expectations of the European Union [11; 12]. Within the framework of the implementation of the Bologna Agreements, the authors were tasked with exploring the views of employers from the vantage point of innovative education, where the inventive capacities of young individuals, prospective employees, and other economic sectors are cultivated [13; 14].

In view of the chosen theme, this aspect of the study of community collaboration is very significant, as the competences of graduates are considered by employers to be far below the needs of society [15; 16]. Foreign writings have repeatedly raised the issue of the need to modify the list of competences if they are based on innovation. Specifically, the query regarding the capacity of social partners to mediate the divide between business and education, thus facilitating a creative methodology for the integration of professional development, is not merely rhetorical [17; 18].

Materials and Methods

The objective of the research was to gather public opinion on the quality of college education, especially pedagogy. The research delineated the subsequent goals: 1) to ascertain the methodological underpinnings of social partnership theories in the context of contemporary foreign and Kazakh paradigms; 2) to discern and characterise the views of teacher training colleges on learning conditions; 3) conduct a survey among employers, managers and teachers of educational organizations on the needs of the labor market; 4) to juxtapose the findings with data from the 2015 PISA survey. Subsequently, to uncover the evolving perceptions of employers regarding the calibre of specialist training within the secondary vocational education system. At the initiative of the administration of the Humanitarian College of the Akimat (City Hall) of Nur-Sultan a questionnaire was conducted from 11 November 2019 to 30 January 2020 to determine whether the graduates of the pedagogical college are required specialists in educational institutions of the Republic of Kazakhstan. Respondents from all over the country, totalling 2812, were involved in educational activities [11]. The questionnaire was prepared jointly with the representative of the Pedagogical Mastery Center of JSC “Nazarbayev Intellectual Schools” Talgat Mukutov and other specialists of the college’s educational department.

As a result of the discussion of issues and problematic aspects of the study, there was a need to study the problem of improving the self-esteem of teachers and students. There has been no college-based research on this issue. To begin with, it was decided to conduct a questionnaire among the social partners of the Nur-Sultan College. As part of the work on the problematic issue, the goal of the research was adjusted and the area of study of the problem was expanded. In addition to studying the issue of self-assessment of college teachers, it was decided to evaluate the quality of teaching as a decisive factor in the release of in-demand specialists to the labour market.

The questionnaire consisted of 4 main areas:

(1) the first step was to determine the location and status of the respondent;

(2) formation of a "portrait of a teacher that would corresponding to the new formation". The questions in this area required the test subject to indicate the most sought-after skills to develop the vocational and individual attributes of the teacher, i.e., the skills the teacher should possess in his professional and pedagogical activity;

(3) training and production process. This round of questions was aimed at collecting information on the level of employer’s satisfaction with the knowledge and skills that were acquired by a college graduate;

(4) feedback. The questions were aimed at determining the qualities a graduate should possess when hiring.

Results and Discussion

In science of Kazakhstan, the main discussion point is the substantiation of the nature of the partnership, which is defined as equitable collaboration amongst educational institutions, industrial bodies, and commercial entities to aptly execute the societal mandate in education. In this regard, it is understood that in an educational institution employer should be involved in the following: 1) strategy formation; 2) ascertaining the educational content; 3) oversight of training sessions; 4) personnel management; 5) logistical and technical backing; 6) facilitating sponsorship. This corresponds to the intersectoral model of social partnership [19-21]. The Table 1 below shows the regions of the Republic of Kazakhstan that actively participated in the survey. The Akmola and Turkestan regions showed greater percent of engagement.

Table 1. Administrative division by the number of participants in the survey

Administrative department	District	Village	City	Regional	General
Akmola region	19	50	16	9	94
Aktobe region	1				1
Almaty	2		2		4
Almaty region	1	1	1	1	4
Zhambyl region	1	1			2
Karaganda region	2	6	63	1	72
Kostanay region	6	19	5	3	33
Kyzylorda region	1	3	3	1	8
Nur-Sultan	18	32	1361	44	1455
Pavlodar region	2	6	4	4	16
North Kazakhstan region	9	23	13	4	49
Turkestan region	223	146	270	171	810
East Kazakhstan region	2	5	1	2	10
Shymkent	21	14	159	60	254
General	308	306	1898	300	2812

To summarize qualitative and reliable results when interpreting the results of the questionnaire, the answers of representatives of education were particularly selected from the total number of tested. As they have the practice of working with graduates, young professionals, they know and give specific feedback on all the above issues [13; 22]. Drawing upon the statistical findings derived from the survey results, the college administration changed the values of the college and expanded the criterion for evaluating the professional development of the teacher, i.e., the skills of the graduate, which he/she must possess. In order to develop the students' current skills, study teams were set up within the college. A survey was conducted among with the teachers, students and the world experience this area was taken into account (Table 2).

Table 2. Awareness of students in this area

No.	Skill	Number	%
1	Versatility	2117	75.3
2	Curiosity	1509	53.7
3	Patriotism	1105	39.3
4	Health life style	1327	47.2
5	Responsibility	1914	68.1
6	Emotionality	489	17.4

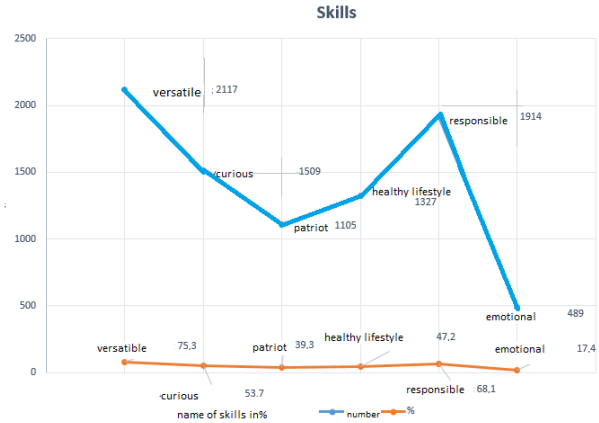

Figure 1. Skills inherent in graduation, number, %

The representatives of educational activities indicated the following basic criteria for the evaluation of professional activity: (Figures 2, 3 and Tables 3, 4).

Table 3. Basic criteria for the evaluation of professional activity

No.	Must know	Number	%
1	legal and regulatory documents	1394	50
2	digital technologies.	1024	36
3	research methods	813	29
4	ethics of relationships	1598	57
5	knowledge of subject matter	1609	57
6	time management	750	27
7	knowledge of a foreign language	892	32
8	culture of language	1468	52

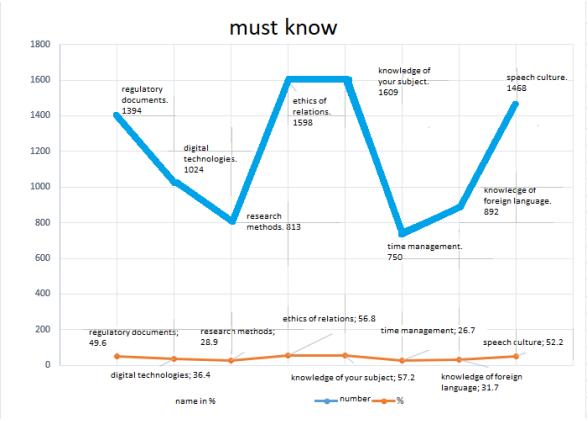

Figure 2. Evaluation criterion: must know

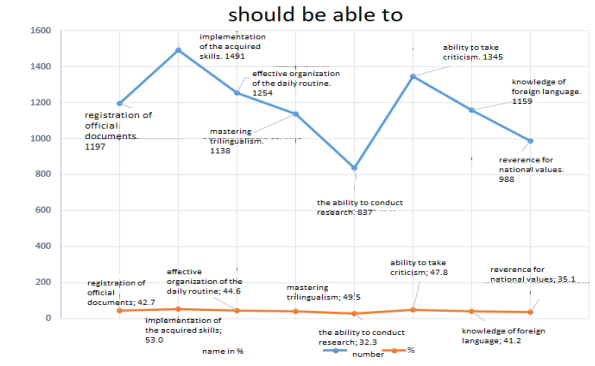

Figure 3. Evaluation criterion: should be able to

Table 4. Evaluation criterion: must know

No.	Must do	Number	%
1	Formal documentation	1197	42.6
2	Application of acquired skills	1491	53.0
3	Effective day management	1254	44.6
4	Trilingualism	1138	40.5
5	Knowledge of research	837	29.8
6	Ability to take criticism	1345	47.8
7	Knowledge of a foreign language	1159	41.2
8	Appreciation of national values	988	35.1

The above data will be introduced into the college curriculum soon. The staff of the Humanitarian College of the Akimat of Nur-Sultan, have studied the above statistics; they will continue its work to update the methodological and legal documentation that ensures the continuous work of the educational process. But the question remains: How can the quality of college teaching be assessed? In one of the sections of the questionnaire – "industrial training" the following questions were posed: "Does your work today require education received within the framework of the specialty? " and "What is your opinion about the special, professional competences of the graduates of the Pedagogical College, who work at present or have worked some time ago in your company/organization? " [23]. The figures for these questions are very high, with an average of 81.5 per cent, which quite justifies our goal. The data for each question are set out below. (Figures 4, 5).

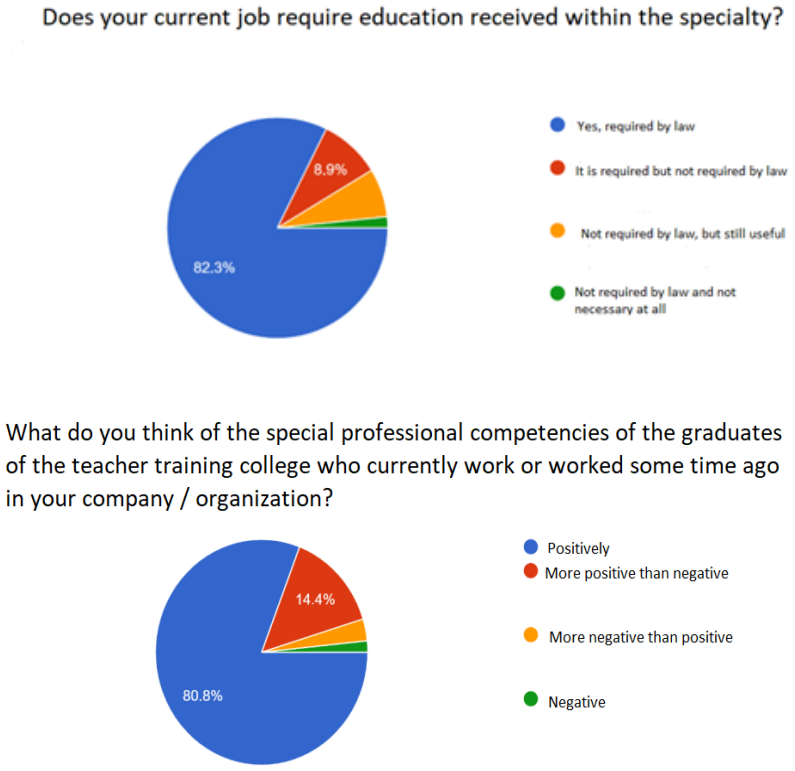

Figure 5. Professionalism of a graduate in production, %

Thus, according to the results of the survey that was done in 2008 within the context of means-values, the bond between colleges and governing bodies appears to be rooted in enduring trust [26-28]. However, the collaboration between colleges and businesses within the same means-values domain remains undeveloped [29]. Specifically, the questionnaire findings indicated that students did not perceive responsibility for their education quality as a personal value. It was deduced that achieving this objective is feasible only through methodological support in education, as inferred from the participants' responses [30-32].

The role of overseeing educational quality is challenging for employers, with evident dissatisfaction in

executing these duties. Opportunities are being identified to enhance curricula, better learning environments, and boost competitiveness in hiring. Yet, when students face issues, employers do not recommend turning to them for assistance, reinforcing the earlier observation of management's discontent with the social collaboration. In contrast, employers view "teachers" and the "college director" as the appropriate figures to address and resolve students' challenges [33-35].

Conclusions

The survey showed that among the motives for choosing a teaching profession, interest in teaching dominates, and the prevalence of this motive is confirmed by statistics on admission to the teaching profession in all state universities of the country (MES RK report for 2020) among applicants is increasing. However, the tendency for young specialists with no more than 3 years of experience to leave shows their unpreparedness for professional activity. I would like to agree with the opinion of colleagues, an analogue of the results of which can be seen in the above-mentioned survey: "Not only interest in the teaching profession, as the survey has shown, can attract young people to work at school. The interviewed teachers believe that young teachers can also be attracted by a convenient working regime, its stability and a low probability of losing their job. At the same time, more than a third of teachers working in the school (especially in small towns) do not see anything in teaching that could attract young people to school, and this fact needs close attention of education authorities".

Summing up, we can say with confidence that the quality of teaching, teaching methods, the content of educational programs in teacher training colleges meet the needs of social partners. However, the tandem between the educational institution and the social partners requires further cohesive and mutually beneficial development. And this is possible through the development of a dual education program ratified by the Ministry of Education and Science of the Republic of Kazakhstan.

Acknowledgements

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Conflict of Interest

None.

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Представлення роботодавців щодо якості професійної підготовки педагогічних фахівців

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Анотація

Актуальність. У статті розглядаються питання оцінки якості професійної підготовки педагогічних кадрів, зокрема випускників професійно-технічних навчальних закладів, викладені в теоретичних дослідженнях як зарубіжних, так і казахстанських вчених. Ефективність соціального партнерства вимірюється такими легітимними показниками: спільними зусиллями щодо визначення компетенцій майбутнього педагога, спільним контролем за інституційними діями, а також адаптивністю та гнучкістю студентських завдань.

Мета. Метою цієї статті є дослідження якості підготовки та рівня компетентності випускників професійно-технічних навчальних закладів. Дослідження має на меті пролити світло на недоліки у професійному розвитку освітян, недостатній рівень компетентності студентів педагогічних спеціальностей та проблеми, з якими стикаються випускники при працевлаштуванні на високооплачувану роботу.

Методологія. Для збору теоретичного матеріалу було використано наявну літературу, наукові статті та джерела. Інструментарій дослідження було розроблено для збору даних щодо компетентностей майбутнього педагога.

Результати. Дослідження містить кількісні та якісні дані опитування, проведеного серед груп, пов'язаних з освітньою діяльністю. Це опитування висвітлює обнадійливу тенденцію в оцінках якості навчання та потенційного зростання випускників.

Висновки. Потреба у вчителях різко зросла, а народжуваність в країні також збільшилася. Отже, попит на вчителів зараз дуже високий.

Ключові слова: середня школа; студенти з фокусом на викладацьку діяльність; співпраця з громадою; зацікавлені сторони бізнесу; навчальні заклади.