Brazilian Journal of Education, Technology and Society (BRAJETS)
http://dx.doi.org/10.14571/brajets.v17.nse4.2024

DEVELOPING SKILL-BASED SCHOOLS WITH THE AIM OF TRAINING FEMALE STUDENTS

DESENVOLVIMENTO DE ESCOLAS BASEADAS EM COMPETÊNCIAS COM O OBJETIVO DE FORMAR ALUNAS

DESARROLLAR ESCUELAS BASADAS EN COMPETENCIAS CON EL OBJETIVO DE FORMAR ALUMNAS

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Abstract. Today, the educational system is recognized as an important and fundamental tool in the comprehensive growth and development of countries, therefore, its growth, transformation, reform, and quantitative and qualitative improvement are among the most important issues of any country. Schools are among the most important periods of the educational system because they provide the basis for the formation of personality and the comprehensive development of individuals and are the most appropriate opportunity for education, learning, and the development of children's talents. If children do not learn the necessary skills at this age, the opportunity to compensate for this in the later stages of growth will be very difficult. In order to effectively implement the cooperative learning method, the cooperation of textbook authors, educational decision-makers, teachers, and parents is essential. Developing practical skills in students is very important. These skills help students make the best use of their course materials and also have more success in their daily lives. In the present study, an attempt has been made to introduce practical skills and active learning methods, their impact on student performance, and to examine solutions to improve students' practical skills. The present article was prepared using a mixed research method. Given the necessity of creating and developing learning opportunities for students in the classroom, school and outside of it, a skill-based approach and increasing the alignment and coordination of learning with individual and social needs, the skill-based homework plan was examined in the first year of elementary school. In this plan, part of the learning activities are carried out in the form of exercises to teach and learn basic skills such as reading, writing, mathematical knowledge, observing, speaking, listening, etc. in the classroom or school environment in the interaction and participation of the teacher and the student. Therefore, the purpose of this study is to investigate the effect of skill-based and creative homework on the learning rate of elementary school students. In this article, an attempt has been made to investigate the importance and role of skill-based homework on the learning rate of students using a descriptive-analytical method and library and field data collection methods, and finally, suggestions have been made for providing creative homework to increase student learning.

Keywords: Employment, migration, population, decline, labor market, sanctions, import substitution.

Resumo. Atualmente, o sistema educacional é reconhecido como uma ferramenta importante e fundamental para o crescimento e desenvolvimento abrangente dos países. Por isso, seu crescimento, transformação, reforma e melhoria quantitativa e qualitativa estão entre as questões mais relevantes de qualquer nação. As escolas representam uma das fases mais importantes do sistema educacional, pois constituem a base para a formação da personalidade e o desenvolvimento integral dos indivíduos, além de serem a oportunidade mais adequada para a educação, aprendizagem e desenvolvimento dos talentos das crianças. Caso as crianças não aprendam as habilidades necessárias nessa idade, compensar essa lacuna nas etapas posteriores do crescimento será muito difícil. Para implementar eficazmente o método de aprendizagem cooperativa, é essencial a colaboração de autores de livros didáticos, tomadores de decisões educacionais, professores e pais. O desenvolvimento de habilidades práticas nos estudantes é muito importante, pois essas habilidades os ajudam a aproveitar ao máximo os conteúdos das disciplinas e a terem mais sucesso em suas vidas diárias. No presente estudo, buscou-se introduzir habilidades práticas e métodos de aprendizagem ativa, examinar seu impacto no desempenho dos alunos e propor soluções para melhorar essas habilidades. Este artigo foi elaborado utilizando um método de pesquisa misto. Dada a necessidade de criar e desenvolver oportunidades de aprendizagem para os estudantes dentro e fora da sala de aula e da escola, foi analisada uma abordagem baseada em habilidades, que visa aumentar o alinhamento e a coordenação do aprendizado com as necessidades individuais e sociais. O plano de tarefas baseadas em habilidades foi examinado no primeiro ano do ensino fundamental. Nesse plano, parte das atividades de aprendizagem é realizada por meio de exercícios para ensinar e aprender habilidades básicas, como leitura, escrita, conhecimento matemático, observação, fala, escuta, entre outras, no ambiente da sala de aula ou da escola, com interação e participação do professor e do aluno. Portanto, o objetivo deste estudo é investigar o efeito de tarefas criativas e baseadas em habilidades na taxa de aprendizagem de alunos do ensino fundamental. Neste artigo, buscou-se investigar a importância e o papel dessas tarefas no aprendizado dos estudantes, utilizando um método descritivo-analítico e técnicas de coleta de dados bibliográficos e de campo. Por fim, foram apresentadas sugestões para o fornecimento de tarefas criativas que aumentem a aprendizagem dos alunos.

Palavras-chave: Emprego, migração, população, declínio, mercado de trabalho, sanções, substituição de importações.

Resumen. Hoy en día, el sistema educativo es reconocido como una herramienta importante y fundamental en el crecimiento y desarrollo integral de los países, por lo tanto, su crecimiento, transformación, reforma y mejora cuantitativa y cualitativa se encuentran entre los temas más importantes de cualquier país. Las escuelas se encuentran entre los períodos más importantes del sistema educativo porque proporcionan la base para la formación de la personalidad y el desarrollo integral de los individuos y son la oportunidad más adecuada para la educación, el aprendizaje y el desarrollo de los talentos de los niños. Si los niños no aprenden las habilidades necesarias a esta edad, la oportunidad de compensar esto en las etapas posteriores del crecimiento será muy difícil. Para implementar eficazmente el método de aprendizaje cooperativo, la cooperación de los autores de libros de texto, los tomadores de decisiones educativas, los maestros y los padres es esencial. Desarrollar habilidades prácticas en los estudiantes es muy importante. Estas habilidades ayudan a los estudiantes a hacer el mejor uso de sus materiales del curso y también a tener más éxito en su vida diaria. En el presente estudio, se ha intentado introducir habilidades prácticas y métodos de aprendizaje activo, su impacto en el rendimiento de los estudiantes y examinar soluciones para mejorar las habilidades prácticas de los estudiantes. El presente artículo se preparó utilizando un método de investigación mixto. Teniendo en cuenta la necesidad de crear y desarrollar oportunidades de aprendizaje para los estudiantes en el aula, la escuela y fuera de ella, un enfoque basado en habilidades y aumentar la alineación y coordinación del aprendizaje con las necesidades individuales y sociales, se examinó el plan de tareas basado en habilidades en el primer año de la escuela primaria. En este plan, parte de las actividades de aprendizaje se llevan a cabo en forma de ejercicios para enseñar y aprender habilidades básicas como leer, escribir, conocimientos matemáticos, observar, hablar, escuchar, etc. en el aula o entorno escolar en la interacción y participación del maestro y el estudiante. Por lo tanto, el propósito de este estudio es investigar el efecto de las tareas basadas en habilidades y creativas en la tasa de aprendizaje de los estudiantes de primaria. En este artículo, se ha intentado investigar la importancia y el papel de las tareas basadas en habilidades en la tasa de aprendizaje de los estudiantes utilizando un método descriptivo-analítico y métodos de recopilación de datos de biblioteca y de campo, y finalmente, se han hecho sugerencias para proporcionar tareas creativas para aumentar el aprendizaje de los estudiantes.

Palabras-clave: Empleo, migración, población, disminución, mercado laboral, sanciones, sustitución de importaciones.

1. INTRODUCTION

Following the 2004 Universal Declaration of Human Rights by the United Nations Educational, Scientific and Cultural Organization (UNESCO) that the quality of education is generally declining in all countries (Karimzadeh et al., 2014), the quality of education has been re-evaluated worldwide. Quality education, which refers to the adequacy of all aspects of education (inputs, processes and outputs), has now become the core of every education system worldwide since 2015 (Garira et al., 2020). The move towards quality education has been accompanied by various educational interventions for remedial purposes, which are essential in providing adequate knowledge and skills to young people and in sustaining the economic and social growth of countries (Ünsal & Kaba, 2022).

In the early 1990s, the emphasis on the importance of increasing the quality of education led many education systems to seek assessment methods to effectively achieve and improve the quality of education, and various frameworks for assessing the quality of education were designed and implemented (Edakkandi Meethal, 2014). Based on the information obtained from the educational quality assessment, some interventions were proposed and it was stated that these interventions, if implemented optimally, can close the gap between educational problems and the desired quality of education. Before developing any educational intervention, it is necessary to design a model or template(Simbar et al., 2017).

Ofoha (2011), in his article entitled proposed a Model for Improving the Quality of Educational Interventions. He points out that there are three very important areas that require educational interventions in schools. These areas include leadership and management, teaching and learning, and resources and infrastructure. The goal of interventions in teaching and learning for students should be clear. For example, reading interventions include activities and strategies that can improve reading ability or failure in reading, which is one of the main factors in students' lack of academic achievement. This can improve the quality of education and create better motivation in students, and as a result, improve the flow of education in schools(Omura et al., 2024).

Given the need to train more teachers to meet the increasing demands, some interventions may be aimed at increasing the capacity of staff in schools. This can lead to increased productivity and better interactions between teachers and students by increasing their productivity and reducing their workload. In such cases, the need is usually determined at the national level of the education system. For example, many African countries have expanded their education provision since independence. This was to compensate for educational inequalities that had existed since colonial times. In Zimbabwe, the introduction of extensive training programmers led to a shortage of teachers in the country. This teacher shortage vacuum was felt as a widespread educational concept throughout the country (Garira et al., 2020). In this research a skill based education model and its advantages in comparison to conventional one has been presented.

2. METHOD

The present study is applied in terms of purpose and qualitative research based on the data-based method in terms of study type. The above research method can be introduced as a research approach in which new theories are developed based on real data and through the scientific method. Two tools were used to collect data: descriptive literature review and then semi-structured interviews.

The learning pyramid is an educational theory that was first used seriously by an American teacher named Edgar Dale. Using the learning pyramid, students can become familiar with the learning process and its stages. In order to have useful and effective study, students must first gain a correct understanding of reading and studying. If there is no appropriate strategy for studying, appropriate results will not be obtained. The learning pyramid has two parts: passive learning and active learning. In the passive learning section, methods are used that do not help the student much and after a while all the studied material is forgotten. But in the active learning method, most of the material remains in the student's mind and only a small part of the material may be forgotten, which is fixed by repetition. The learning pyramid consists of 7 levels, which are:

Level One: The Effect of Listening to Lectures on Learning

The first level of the learning pyramid involves listening to lectures or lectures by professors, and as is clear from the pyramid, it has very little effect on the amount of learning. Listening to lectures is considered a passive teaching method because you do not make any effort to learn and only listen to the professor's words. In order for a material to be imprinted in the student's mind, it must be fully understood, but this will not happen when listening to lectures. Listening to lectures will be effective when the student takes notes during the lecture and writes down important information in summary form.

Level Two: The Effect of Individual Study on the Learning Pyramid

The effect of reading on learning is greater than listening to lectures, but it is still considered a low-impact method in the learning pyramid. If you are one of those people who learn by reading, it is recommended that you do not abandon the reading method. This method will have a better effect on you compared to listening to lectures. In general, reading textbooks is the first step to learning, and when reviewing, you should also read the contents of the book and review the important points. Both reading and the learning pyramid are important, but you should know that there are other ways that can be used to better remember the course material.

Level Three: Learning through Listening and Seeing

You can see that in the learning pyramid, only 20 percent of the pyramid is dedicated to the learning method through seeing and hearing. This method is done using various tools. The best tool used for teaching is educational videos. These videos are recorded by experienced teachers and all the diagrams, photos, and materials in the film are fully explained. This method will be effective when combined with other learning methods. Using media is considered one of the newest learning methods, but it is still not used as a complete method.

Level Four: The Effect of Visualization and Observation in the Learning Pyramid

Another passive learning method is visualization and the use of the observation method for teaching. The most important advantage of this method is that the student fully understands the course material and if a part of the lesson is unclear, he can resolve the existing ambiguities by seeing and observing. In this method, teachers show important material to students using experiments, exhibitions, museums, etc., and this method has a very important effect on their learning.

Level Five: The Effect of Participating in Group Discussions

Participating in group discussions is considered one of the effective methods of learning, which is also mentioned in the learning pyramid. The advantage of this method is that students interact with each other and can ask each other questions and improve their level of learning. If this method is done correctly and the conversation between group members is related to the course material, it will have a great impact on the level of learning. It can be said that this method includes about 50% of the effect of the learning pyramid.

Level Six: Learning by Practice

When a student does the exercises related to the lesson after learning and studying, he actually records the material in his long-term memory. When the exercise is done practically and the student's mind is engaged with the lesson material, this information remains in the mind and the student achieves a deep understanding of that material. For this reason, practicing is one of the effective methods in various learning styles and has a high share in the learning pyramid. When a student does the exercises practically, he actually reviews everything he has learned in his mind and remembers the material. The greater the amount of practice, the greater the activity of the mind and the student's memory power also increases.

Level Seven: The effect of teaching others

When you explain something to others, you have actually reviewed it for yourself. This method has more impact on the amount of learning than any other method. For this reason, one of the techniques for learning and studying is to explain the course material to yourself or to another person. Everything you say is recorded in your mind and transferred to your long-term memory. Many teachers divide the class into groups of several people and ask students to study together and explain the course material to each other.

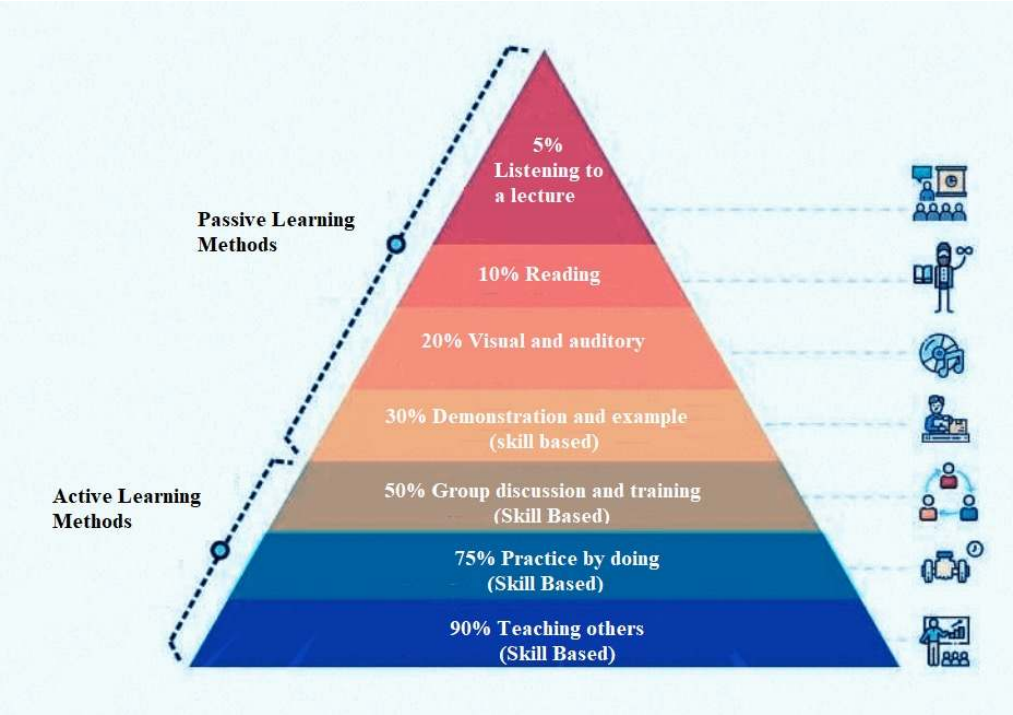

Figure 1. Pyramid of skill based learning

This method plays a very effective role in raising the level of learning of students. Each member of the group explains a topic that he is proficient in and learns other topics from his group. In this method, both studying and learning are done simultaneously.

The learning pyramid is one of the most powerful and effective learning methods that helps the student to gain a deep understanding of the course material and everything he studies. The learning pyramid has 7 different levels and their percentage of importance is shown in the figure 1.

3. RESULTS

Preparation of a guideline

A guideline has been prepared that helps teachers choose one of the blended learning models. This guideline is such that teachers carry out some activities on the Shad network and some in person if possible.

Meaning of the blended method

As the name of this method indicates, blended learning is an intermediate solution between teacher-centered education, or traditional education, and virtual education. In skill based education (figure 2), you can choose and present the best learning formats in both methods.



Figure 2. Skill based education parameters

In order to make the best use of time, teachers can use reverse learning methods and television capacity, or when face-to-face education is possible, the teacher can announce to families that, for example, he will teach in person in the classroom and review assignments and practice on the Shad platform, or vice versa, he will announce the teaching model on the Shad network and a face-to-face class to solve assignments and problems:

- Teacher's duty: The teacher should inform the families about their teaching model. This should also be communicated to the families so that if teachers use different blended learning platforms for teaching, there is no need to rework.
- The duty of parents: Families should adjust their expectations according to the teacher's learning model, and if the teacher provides in-person instruction and the family does not send the child to school, they should use other platforms for education and benefit from discussion, repetition, and practice in a happy atmosphere.
- Uploading course content: For the teacher training program, the Ministry of Education has uploaded and made available to teachers the content of all courses, more than the announced budget, and in addition, school programs are also broadcast on television.
- Optimal use of time: Given that there is content and television education, the teacher can use the available time optimally through this learning model if the program is properly adjusted.

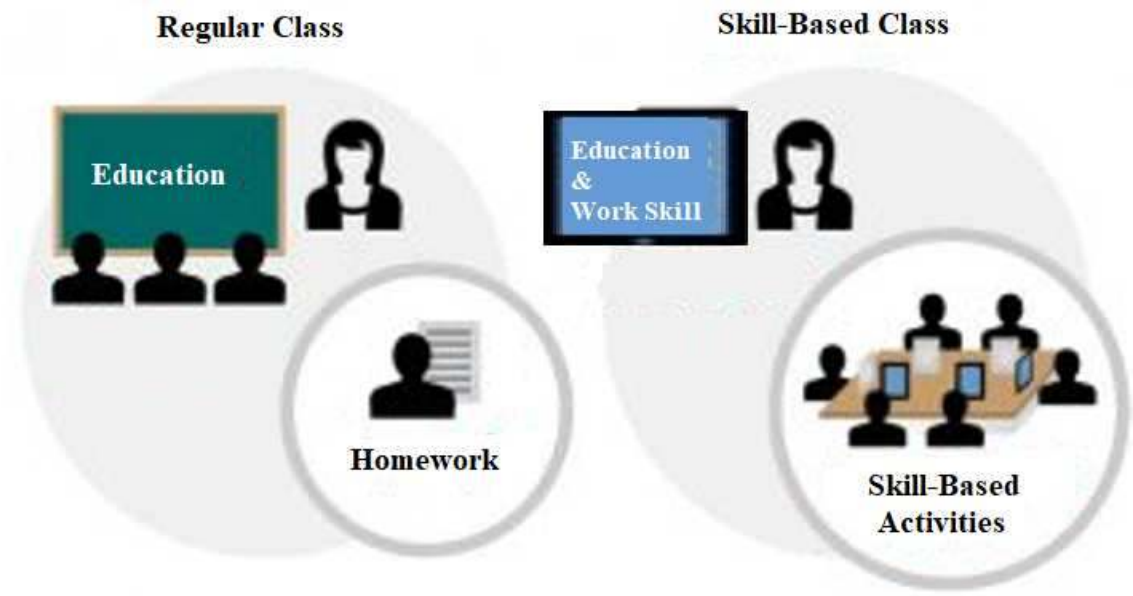

Figure 3. Comparison of conventional and skill based education

4. DISCUSSION

Vocational training is the need of each student for effective employment and the national need of the country to access people with the maximum required skills and the lowest per capita cost for training each of them. In the meantime, employability is a concept that has multiple values due to its emphasis on increasing human resource productivity. In today's world, human resource is the main arm of economic and social development, especially since the business world and the world of economics have become highly specialized (Ali et al., 2024).

Various factors can affect students' vocational training, which can be classified into three categories:

- Individual factors: including intelligence, motivation, emotions and emotional turmoil.
- Family factors: including financial and economic poverty, cultural poverty of parents, and absence of parents or guardians.
- School educational factors: including teachers, curriculum, physical conditions in schools (Zangoei et al., (2014), Toth & Erwin, (1998)).

Stated in their research that there is no relationship between the education received and the type of employment of graduates; also, internship and entrepreneurship courses are not effective in determining jobs. Mehrotra & Mehrotra, (2018) identified effective factors for skill development as initiative and organizational skills, workplace skills, skill practice, personal and interpersonal skills, and integration practice.

Aiswarya & Sangeetha, (2022) showed that curriculum has the greatest impact on students' perception of employability. Saldaria et al., (2019) showed that the problems in vocational skills education in schools include: lack of educational materials and content, problems with technological infrastructure, incompatibility of educational programs with industry

needs, inability to adapt to changing job skills, confusion in choosing a career path, and problems with school-based education.

Ünsal & Kaba, (2022) believed that a proper balance should be struck between labor market needs and skills training, and therefore, instead of focusing solely on theoretical concepts in classrooms, the emphasis should be on learners' job skills. Edakkandi Meethal, (2014) emphasized informal education in skills training and believed that this type of education is more effective than formal education. It has a greater impact on skill training. Developing the skills of upper secondary school students will benefit employers (increasing productivity, improving performance, increasing profitability); society (improving health, increasing participation, increasing social mobility and cohesion); individuals (facilitating job entry, job stability, ability to move between jobs, increasing the success rate of starting a job, increasing wage levels, increasing job satisfaction and high quality) and the economy (increasing productivity and competitiveness, increasing employment and entrepreneurship, and reducing economic recession).

One of the important goals of the country's development programs and also the fundamental transformation document of education is to teach a skill to theoretical students. However, this plan was not realized due to financial constraints and theoretical students entered universities with skill weaknesses, and this defective process continues. Skill is a type of ability in humans that, in a real situation, leads to practical discovery and production while engaging in practical engagement with the subject of skill.

Skill is the result of learning and requires a degree of knowledge (Ali et al., 2024). There are many challenges in the field of skills training in Uzbekistan, and past research has identified two factors in the structural dimension: “the absence of a major human resource policymaker in the country” and “the lack of coordination between various institutions providing skills training services in society.”

In the behavioral and content dimensions, the most important damaging factors were identified as “insufficient access to labor market information” and “the lack of the skills training system benefiting from appropriate human resources for this system.” In the environmental and contextual dimensions, the factors of “interference of political power in the quantitative development of skills training” and “the lack of demand-oriented skills training is the main challenge of skills training” (Zangoei et al., 2014).

Example of the CAD project Due to reasons such as lack of financial resources, weak cooperation between the private sector and business owners, lack of guides and instructors, lack of necessary cooperation between institutions and ministries, the goals of this project were not realized as they should have been, and after hasty and scattered efforts, the implementation measures of the project were finally closed (Mehrotra & Mehrotra, 2018).

5. CONCLUSION

The research objectives and findings indicate that skill-based assignments, by avoiding memory-based assignments, increase enthusiasm and enthusiasm for learning, reduce destructive stress caused by traditional assignments, reduce the weight of students' backpacks, and strengthen students' life skills, and lead to the consolidation and development of lifelong learning and increased self-confidence in students. The most important features of these train-

ings are their problem-based nature, short-term nature, and flexibility, which can be implemented at different levels regardless of age.

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- Conducting training courses on active and research-based teaching methods for teachers
- Emphasis on teamwork and collaboration in the teaching and research process for collective learning and strengthening social skills (interaction, participation, and cooperation)
- Setting problem-oriented, small-volume, and limited but deep assignments in a way that disrupts students' mental balance and challenges their thinking.
- Encouraging students to use the capacity of research centers and scientific associations, as well as local community institutions.

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