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### FOREIGN EXPERIENCES IN IMPROVING THE METHODOLOGY OF PREPARING STUDENTS FOR PROFESSIONAL ACTIVITY

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**Abstract:** The article examines foreign experiences in improving the methodology of preparing students for professional activity, highlighting innovative approaches and best practices adopted by various countries. Emphasis is placed on competency-based education, integration of digital tools, industry collaboration, and the development of soft skills to align education with the demands of the modern workforce. Examples from nations such as Germany, Finland, Singapore, and the Netherlands illustrate the effectiveness of personalized learning, dual education systems, and technological advancements in bridging the gap between academic learning and practical application. The study also explores challenges, such as socioeconomic disparities and outdated educational frameworks, and provides insights into strategies for fostering lifelong learning and inclusive educational practices. The findings underscore the importance of flexibility, industry relevance, and holistic assessment in equipping students with the skills and mindset required for professional success in a rapidly changing global landscape.

**Keywords:** Professional preparation, competency-based education, digital tools in education, industry collaboration, experiential learning, lifelong learning, vocational education, personalized learning.

In the rapidly evolving global landscape, the effective preparation of students for professional activities is paramount to ensuring their adaptability, employability, and success. Across various educational systems, the methodology of preparing students for their future professions has been a focal point for reform and innovation. By examining foreign experiences in this area, it is possible to identify best practices, innovative approaches, and systemic solutions that can inform the development of comprehensive and effective methodologies. This article explores key international



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strategies for improving the preparation of students for professional activities, with a focus on the integration of practical training, competency-based education, digitalization, and industry collaboration.

One of the fundamental trends in global education is the shift towards competency-based learning, where the emphasis is placed on equipping students with practical skills, critical thinking, and problem-solving abilities that are directly applicable to their chosen professions. This approach contrasts with traditional education models that prioritize theoretical knowledge over practical application. Countries such as Germany and Switzerland, renowned for their dual education systems, have successfully implemented competency-based models. In these systems, students divide their time between classroom learning and on-the-job training in industry settings. This integration ensures that students gain real-world experience and develop a deeper understanding of their field, bridging the gap between education and employment [1].

In Finland, the educational system emphasizes personalized learning paths that align with students' professional aspirations. This approach allows learners to select courses and projects tailored to their career goals while acquiring transferable skills such as teamwork, communication, and adaptability. The Finnish model demonstrates the importance of flexibility and student agency in preparing for professional activity, as it empowers students to take ownership of their learning journey and align it with the demands of their chosen industry [8].

The digital transformation of education has also emerged as a significant factor in improving professional preparation. With advancements in technology, countries such as South Korea and Singapore have integrated digital tools and platforms into their educational methodologies. Virtual labs, simulations, and e-learning platforms provide students with opportunities to engage in immersive and interactive learning experiences. For example, engineering students in South Korea use virtual reality (VR) simulations to practice complex procedures in a risk-free environment, while medical students in Singapore leverage augmented reality (AR) for anatomy training. These technologies not only enhance learning outcomes but also prepare students for the digitalized work environments they will encounter in their careers [2].



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Collaboration between educational institutions and industry is another cornerstone of effective professional preparation. Countries like the United States and the Netherlands have established strong partnerships between academia and industry, enabling students to participate in internships, co-op programs, and collaborative projects. These initiatives provide valuable insights into industry practices and foster the development of skills that are directly relevant to employers. For instance, in the Netherlands, universities and technical colleges work closely with companies to design curricula that reflect current industry needs, ensuring that graduates are equipped with the competencies required in the job market.

Japan's approach to professional preparation highlights the importance of fostering a culture of continuous improvement and lifelong learning. Japanese educational institutions emphasize the development of a growth mindset and adaptability among students, which are essential traits in the face of technological advancements and changing job markets. Through initiatives such as project-based learning and problem-solving workshops, Japanese students are encouraged to view challenges as opportunities for growth and innovation [6].

Another notable example is Australia's vocational education and training (VET) system, which is designed to provide students with industry-specific skills and qualifications. The VET system is closely aligned with the needs of the labor market, offering courses that are developed in collaboration with industry stakeholders. This ensures that students graduate with the knowledge and skills required to succeed in their chosen professions. Furthermore, Australia's focus on recognition of prior learning (RPL) allows individuals to gain formal qualifications based on their existing skills and experiences, promoting inclusivity and accessibility in professional preparation [4].

In Canada, work-integrated learning (WIL) has become a central component of higher education. Programs such as cooperative education, internships, and service learning enable students to apply their academic knowledge in real-world contexts while gaining valuable professional experience. WIL programs in Canada are supported by strong industry partnerships and government policies that incentivize employer participation. This collaborative approach ensures that students are well-prepared to transition from education to the workforce [5].



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Emerging economies such as India and China are also making strides in professional education reform. In India, the National Education Policy (NEP) 2020 emphasizes the integration of vocational education into mainstream curricula and the promotion of multidisciplinary learning. This approach aims to equip students with a broad skill set that enhances their employability and entrepreneurial potential. Similarly, China has focused on developing its vocational education system through policies that encourage innovation, industry-academia collaboration, and the use of digital technologies. These initiatives reflect a growing recognition of the importance of aligning education with the demands of a dynamic and competitive global economy [2].

The role of soft skills in professional preparation cannot be overstated. Employers worldwide consistently highlight the importance of communication, teamwork, and emotional intelligence alongside technical skills. Countries like Denmark and Sweden prioritize the development of these competencies through collaborative projects, peer learning, and reflective practices. These methods not only enhance students' professional readiness but also contribute to their personal growth and social integration.

Despite the diversity of approaches, common themes emerge from foreign experiences in preparing students for professional activity. These include the need for education systems to be flexible, responsive to labor market demands, and focused on developing both technical and soft skills. Additionally, the integration of technology, partnerships with industry, and the emphasis on experiential learning are critical components of effective methodologies.

In conclusion, examining foreign experiences in improving the methodology of preparing students for professional activity provides valuable insights into best practices and innovative strategies. By adopting and adapting these approaches, educational systems can better equip students with the skills, knowledge, and mindset required to succeed in a rapidly changing world. Whether through competency-based learning, digitalization, industry collaboration, or lifelong learning initiatives, the goal remains the same: to empower students to thrive in their professional journeys and contribute meaningfully to society.



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