



**IN THE EXPERIENCE OF THE INTERNATIONAL SYSTEM OF  
PROFESSIONAL EDUCATION EXISTING PROFESSIONAL  
COMPETITIONS**

Khudayberdiyev Zayniddin Yavkachevich

Doctor of Economics, Professor, Director of the Institute for the  
Development of Vocational Education,  
pedagoginnovatsiyalar@edu.uz

Sharapov Ilkhom Bakhodir ugli

Basic Doctoral Student of the Institute for the  
Development of Vocational Education

**ABSTRACT**

This article is aimed at highlighting the experience of competitions held in the world's leading professional education systems, their types, organizational methods, and their impact on young professionals.

**KEYWORDS**

Professional education skills, qualifications, experience, competition, methods WorldSkills, ASEAN Skills, EuroSkills, Abilympics, SkillsUSA, China Skills.

**Introduction**

In recent years, attention has been paid to improving professional skills and qualifications, directing young people towards practical skills. Professional competitions occupy an important place in the world system of professional education, which create an opportunity for young specialists to improve their qualifications in their field, exchange best practices, and develop international skills.

Training nationally competitive personnel with world-class knowledge and versatile skills depends directly on how the education system is organized. Therefore, in recent years, our country has prioritized organizing vocational education to meet modern demands, reforming all levels of the education system, aligning it with international standards and contemporary requirements, ensuring the right to quality and meaningful education, and preparing cadres competitive in the global labor market.

Topicality. Today, significant attention is paid to training students of vocational institutions based on WorldSkills standards and developing their professional competencies. On January 18, 2020, the Republic of Uzbekistan became the 83rd member of WorldSkills International. Subsequently, the government adopted several resolutions to implement WorldSkills standards and prepare youth as qualified personnel for the international labor market.

Although extensive practical work has begun to integrate WorldSkills standards into the national vocational education system, the insufficient development of necessary regulatory documents, didactic materials, and digital methodological resources has led to challenges in training personnel that meet international labor demands.

Accordingly, the Institute is currently working on a scientific project titled 'Creating an Educational Information Portal for Implementing WorldSkills Standards into the National Vocational Education System.' Specifically, in collaboration with employers and foreign experts, educational programs and methodological guidelines are being developed for 20 high-demand professions in the local and international labor markets, aligned with WorldSkills standards.

Furthermore, a system for assessing the vocational qualifications of students trained in republican vocational institutions based on WorldSkills standards (including regulatory documents and sample test materials) is being prepared. An educational information portal for implementing WorldSkills standards into the national vocational education system is also being created. This will lay the foundation for vocational students to become fully qualified specialists capable of meeting both local and international labor market demands.

From September 10–15 of this year, the 47th WorldSkills competition was held in Lyon, France, with participation from nearly 70 countries and territories, and over 1,500 young professionals competing across 59 trades and specializations. The top performers in each category were awarded gold, silver, and bronze medals, as well as Medallions for Excellence.

Representing our country, two contestants - Khasan Abdullayev (Automobile Technology) and Javokhir Khalimov (Electrical Installations) - defended Uzbekistan's honor. Khasan Abdullayev earned the 'Best of Nation' medal, awarded to the highest-performing contestant from each participating country. Additionally, a delegation of officials from Uzbekistan's vocational education system attended the event.

This year's competition took place at the EUREXPO exhibition center in Lyon, bringing together not only participants but also representatives from industry, education, and government to discuss the impact of vocational skills on the global economy and societal development. The highest honor of the competition, the Albert Vidal Award, was presented to China's Junwei Lu and Huiyuan Xie, reflecting China's remarkable success in Industry 4.0. During the closing ceremony, China was officially handed the flag to host the next WorldSkills competition in Shanghai in 2026, underscoring the forward-looking vision of the international WorldSkills movement.

**Below is a brief overview of professional skills competitions held among students of the vocational education system:**

WorldSkills is one of the largest professional competitions held at the international level, allowing for the assessment of professional skills in various fields. It was founded in 1947 in Spain after the Second World War, with the aim of restoring and developing other professions that were threatened with extinction. This competition will allow participants to demonstrate their professional skills and exchange practical experience. It is held every two years. In 2024, it was held in Lyon, France.

ASEAN Skills competitions are held among the countries of Southeast Asia and allow young specialists to demonstrate their professional potential. This competition aims to develop technical and professional skills in the region. The competition will be held every two years. It is planned to be held in Indonesia in 2024.

EuroSkills is an international professional competition held among European countries, providing young professionals with the opportunity to test the best practices and innovations in their field. EuroSkills is also held every two years. It is planned to be held in Italy in 2024.

Abilympics (Abilities Olympics) is a competition organized for people with disabilities, which helps them develop their professional skills and integrate into the labor market. This competition is held every three years. It was held in France in 2023, the next competition is expected to be held in 2026. SkillsUSA and SkillsCanada are national professional competitions held in the USA and Canada, which allow students within the country to develop skills and improve their professional skills in their field. These competitions are organized at the regional and national levels and encourage young specialists. Both are held annually. SkillsUSA is planned to be held in Dallas and Texas in 2024. SkillsCanada is scheduled to be held in Quebec City in 2024.

China Skills is a national professional competition held annually in China, aimed at developing practical skills in various professional fields for young people and specialists in the country.

## **Opportunities for the integration of international professional competitions into the professional education system of Uzbekistan**

The rapid economic development of Uzbekistan requires the training of highly qualified personnel who meet international requirements for the country and the international labor market. Global professional competitions, such as WorldSkills and EuroSkills, can play an important role in the implementation of international educational standards. By participating in these competitions, Uzbek youth will have the opportunity to adapt to modern requirements.

For this, we need to study international experience in preparing for competitions, attract qualified coaches, and strengthen cooperation with foreign specialists.

In preparation for international competitions, it is necessary to revise the curricula of professional educational institutions of Uzbekistan, to teach technical and professional disciplines based on international requirements. In particular, special courses and training programs for people with disabilities can be developed through competitions such as the Abilympics.

The organization of individual programs for participation in competitions and the development of skills corresponding to their criteria, such as additional modules and special trainings, remains relevant.

Young people who successfully participate in international competitions can be not only an example for Uzbekistan, but also leaders who bring new knowledge and skills to the education system. Based on the experience of SkillsUSA and SkillsCanada, the organization of incentive programs for participating students in the country will also be effective.

Incentives can be established for students who win and take high places in competitions by establishing state grants, employment, and other benefits.

The organization of local competitions such as China Skills and ASEAN Skills in the conditions of Uzbekistan provides additional experience in improving the professional skills of young people and preparing them for international competitions.

International competitions, particularly platforms like WorldSkills and EuroSkills, highlight emerging technological fields (e.g., artificial intelligence, robotics, mechatronics). Developing these fields in Uzbekistan would contribute to the national economy by preparing modern, in-demand

personnel. Introducing new directions in technological fields and leveraging foreign expertise would significantly improve the employability of young professionals in the labor market.

Following the “WorldSkills” competition held in Lion, the following systematic tasks need to be carried out:

strengthening cooperation with the "WorldSkills" association operating in Uzbekistan;  
 reviewing and analyzing the list of professions held at the “WorldSkills” championship;  
 forming a list of modernly equipped professional educational institutions and assessing whether the equipment meets the "WorldSkills" standards;  
 forming a list of professions, educational institutions, and students who will participate in the 2026 “WorldSkills” championship in Shanghai;  
 organizing activities based on the formed lists meaningfully;  
 organizing regional and national stages of the championship and professional educational institutions based on “WorldSkills” standards;  
 integrating “WorldSkills” standards into the curricula of the most in-demand professions and specialties and implementing them in practice.

These systematic tasks will contribute to preparing young people as specialists that meet the requirements of the international labor market and will help them secure active and prize-winning positions in the upcoming “WorldSkills” championships.

In realizing all this, from a pedagogical point of view, it is important that we use teaching methods based on the characteristics of the professions. For example:

## **Application of collaborative learning, sensory training, and practice-based learning in culinary arts education based on WorldSkills standards**

Collaborative learning emphasizes the importance of group interaction and peer-to-peer engagement in achieving shared learning goals. Within the context of culinary arts education aligned with WorldSkills standards, this method fosters the development of teamwork, communication, and collective problem-solving skills.

Implementation strategies:

| Activity  | Description   |
|---|---|
| Organizing students into small groups             | Students are organized into small, cooperative teams to carry out culinary tasks modeled after WorldSkills standards, promoting peer learning and teamwork.                     |
| Collaborative menu planning and task distribution | Learners collaboratively design menus and allocate responsibilities during food preparation sessions to simulate real-world kitchen dynamics and enhance organizational skills. |
| Group discussions and reflective sessions         | Post-task debriefings and guided discussions are held to critically assess group performance, facilitate feedback, and support ongoing improvement.                             |



| Expected Outcome   | Description   |
|--|---|
| Enhanced student motivation and engagement                         | Active participation in collaborative and practice-based tasks fosters greater interest in learning and a stronger commitment to skill development.                   |
| Development of leadership and cooperative competencies             | Group-based activities nurture essential soft skills such as leadership, communication, and teamwork, which are critical in professional culinary environments.       |
| Improved understanding of culinary processes and operational logic | Engaging in real-life kitchen simulations strengthens learners' grasp of workflow efficiency, task sequencing, and culinary decision-making under industry standards. |

Sensory training focuses on enhancing students' perceptual sensitivity to taste, smell, sight, touch, and sound - critical components in culinary excellence. This approach supports the development of refined sensory awareness necessary for high-level culinary performance.

## SENSORY TRAINING

### IMPLEMENTATION STRATEGIES AND EXPECTED OUTCOMES

#### Implementation Strategy



**Guided tasting sessions**  
Learners participate in structured tasting exercises to recognize specific ingredients and analyze flavor profiles, enhancing palate sensitivity.



**Visual assessment of dishes**  
Students evaluate prepared dishes based on visual attributes such as color, texture, and plating, developing aesthetic judgment and quality awareness.



**Olfactory and freshness evaluation**  
Training includes smell-based exercises to distinguish between spices, detect freshness, and assess seasoning balance, reinforcing sensory precision.

#### Expected Outcome



**Improved dish quality and flavor accuracy**  
Enhanced sensory skills lead to more refined flavor combinations and technically accurate culinary outcomes.



**Heightened attention to sensory detail and aesthetics**  
Learners demonstrate greater sensitivity.

## PRACTICE-BASED LEARNING

This method emphasizes experiential learning through continuous practice in real or simulated professional environments. It supports the development of technical proficiency and adaptive expertise, which are key requirements in WorldSkills culinary competitions.

### IMPLEMENTATION STRATEGIES



Designing practice modules that replicate WorldSkills competition tasks.

Frequent hands-on training using professional kitchen equipment and industry-standard ingredients.

Time-bound assignments modeled after competitive performance standards.

### EXPECTED OUTCOMES



Accelerated acquisition of professional culinary skills.

Increased resilience and confidence under time and performance pressures.

Comprehensive preparedness for participation in skills competitions and real-world culinary employment.

**Integrated Impact of These Methods:** The combined application of collaborative learning, sensory training, and practice-based learning in culinary education leads to the holistic development of vocational competencies. These competencies align with WorldSkills standards, fostering not only

technical expertise but also critical soft skills such as teamwork, attention to detail, and professional discipline. As a result, students become better equipped to compete internationally and to meet the demands of high-level culinary professions.

Preparation of local youth for international requirements and standards will be ensured through the organization of national professional competitions in Uzbekistan, as well as the opening of training centers for international competitions.

In international competitions, especially on such platforms as WorldSkills and EuroSkills, new technological directions (for example, artificial intelligence, robotics, mechatronics) are developing. The development of these areas in Uzbekistan contributes to the provision of the national economy with personnel that meet modern requirements.

The creation of new areas for training personnel in the technological sphere in Uzbekistan and the use of foreign experience in this area will significantly increase the demand for young personnel in the labor market.

The experience of the world system of professional education shows that professional competitions not only improve the professional skills of young specialists, but also enrich their creativity, love for the profession, knowledge and experience at the international level. Such platforms as WorldSkills, ASEAN Skills, EuroSkills, Abilympics, SkillsUSA and SkillsCanada, China Skills play an important role in training qualified specialists on a global scale.

The professional education system of Uzbekistan can raise its qualified personnel to the level of global requirements by using the experience of international professional competitions. World competitions serve as an important tool for creating an education system in Uzbekistan that meets international standards. In this process, national and international cooperation, the organization of local competitions, and the creation of special training centers are of great importance.

## References

1. WorldSkills International. (2023). About WorldSkills. Retrieved from <https://worldskills.org>.
2. ASEAN Secretariat. (2022). ASEAN Skills Competition Overview. Jakarta: ASEAN Secretariat.
3. Cedefop. (2021). Skills competitions in Europe. Luxembourg: Publications Office of the European Union.
4. International Abilympics Federation. (2023). About Abilympics. Retrieved from <https://www.abilympics.org>.
5. SkillsUSA. (2023). What is SkillsUSA?. Retrieved from <https://www.skillsusa.org>.
6. Skills/Competencies Canada. (2023). About Skills Canada. Retrieved from <https://www.skillsCanada.com>.
7. Ministry of Human Resources and Social Security of the People's Republic of China. (2022). China Skills Competition. Retrieved from <http://www.chinaskills.cn>.
8. Azizov, M. X., & Nurmetov, Sh. N. (2023). The role and importance of international competitions in the development of the national education system.
9. Lee, J., & Kim, S. (2021). Integration of international competitions into the professional education system using the example of South Korea. *International Journal of Vocational Education*.