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## DUAL SYSTEM AS PEDAGOGY IS A METHODOLOGICAL PROBLEM OF A TEACHER OF PROFESSIONAL EDUCATION

Umatalieva Kamila Takhirovna<sup>1</sup>

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**Annotation.** The relevance of the article is due to the fact that at present the professional training of future specialists takes place in the conditions of constantly changing socio-economic conditions of modern society. Changes in vocational education have led to the need to introduce innovative technologies into the learning process, including new approaches to the organization of interaction between retraining institutes, students and educational institutions in which an increasing number of students begin professional activities during training.

**Keywords:** dual training, professional competencies, professional education

The concept and content of dual training in the vocational education system of the Republic of Uzbekistan was introduced not so long ago, but today, on the part of the state, this system is one of the priority areas for training highly competent personnel. One of the proofs of this fact is the Resolution of the Cabinet of Ministers of the Republic of Uzbekistan dated December 7, 2023 No. 647 "On amendments and additions to some decisions of the Government of the Republic of Uzbekistan in connection with the introduction of a system of admission of students to professional educational institutions in the form of dual education during the year", which notes that effective work is currently underway on the processes of training middle-level personnel based on the needs of employers. In particular, in order to train middle-level personnel with qualifications and modern professional skills in all sectors of the economy, taking into account the interest of young people in mastering professions and specialties, a training system in the form of dual training has been established in professional educational institutions.

At the same time, due to the further increase in the need for middle-level personnel in workplaces created on the basis of programs for the socio-economic development of regions, there is a need for year-round training in professional educational institutions on the orders of organizations in the form of dual training [1]. According to the research literature, as well as a number of regulatory sources, dual training is defined as the relationship between the theoretical part and the practical part of personnel training in an educational institution and in the workplace by mentors conducting their professional activities directly at the workplace. The analysis of the conducted research allowed us to draw some conclusions about the level of pedagogical skills of mentors (workers, engineers, technicians and technologists)

Based on the above and the lack of developed scientific and methodological materials, we highlight several aspects:

This is primarily due to the scientific and theoretical lack of validity of theoretical and methodological approaches, principles, goals and retraining and advanced training of teaching staff in the context of dual education; Secondly, there is a substantial lack of elaboration of the content of psychological and pedagogical retraining and advanced training of teaching staff in conditions of dual education; Thirdly, there is a methodological lack of development of educational, methodological and didactic support aimed at the process of retraining and advanced training of teachers and masters of industrial training of the vocational education system within the framework of dual education.

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<sup>1</sup> Doctor of Philology (PhD)



Thus, the state of theoretical elaboration of these aspects and the analysis of practical work made it possible to identify disagreements between the importance of organizing the process of retraining and advanced training of teachers and masters of industrial training within the framework of dual training and the insufficient base of didactic support aimed at the quality of the educational process at work and in vocational educational institutions. [2]. Turning to the history of dual education, which was first organized in Germany and Austria, it was in these countries that the decision was made to combine theory and practice directly with a potential employer. Germany's success in the development of dual education as one of the main forms of vocational education and training of workers is being quite successfully implemented today. One of the main accents in the development of dual training is the experience of training mentors from an industrial environment in a specialized mentoring institute, as well as the interest and involvement of large corporations to small businesses in the process of training professional personnel. [3;5]. As we noted earlier, today in the Republic of Uzbekistan, vocational education is closely interconnected with a number of industries in various fields, such as metallurgy, agriculture, textile production, construction, chemical production, education such as preschool education, where the theoretical part is taught in vocational educational institutions and the practical part of training has been postponed for production, monitoring of the quality and effectiveness of the educational process is carried out by a professional educational institution. The possibility of acquiring professional experience of a future specialist is available precisely in real working conditions. Therefore, on-the-job training is a necessary condition for the formation of professional competencies. It is also important to note that one of the advantages of dual training is the opportunity to develop the general and professional competence of a future specialist approved by qualification requirements, where a number of competencies are noted as professional skills, knowledge and skills, as well as the ability to communicate in a work team, the ability to work with various specialists for effective work. In our study, after conducting a comparative analysis of the formation of general and professional competencies of future educators of preschool educational organizations, between the traditional form of education and the dual form of education, we came to the following conclusion.

It is much more effective to form common competencies among students of pedagogical colleges with a dual form of education than in the traditional one, since the work of the pre-school staff, work with parents. non-standard situations, decision-making by the staff of this preschool institution, involve the formation of students' skills and abilities that cannot be formed in the classroom of an educational institution.

Studying dual training as a pedagogical and methodological task in the system of vocational education, the following conclusions were obtained:

- a large number of different factors affecting interaction with vocational educational institutions and potential partner employers;
- the peculiarity of the profile of training a future specialist in a certain field of activity, which determines the overall structure of the educational process;
- economic, geographical location of vocational educational institutions and industrial organizations ;
- the use of modern educational technologies and their impact on the quality of education.

As a result, it can be noted that dual education can be considered as a multidimensional phenomenon, which is one of the locomotives of the development of modern vocational education, including vocational pedagogical education.

#### List of used literature:

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