

ACTUAL PROBLEMS OF ORGANIZATION OF DUAL EDUCATION IN PROFESSIONAL EDUCATIONAL INSTITUTIONS

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Annotation: This article is devoted to considering the possibility of using the experience of dual education in the system of professional training of college and university students. The article discusses the specifics and benefits of dual learning. The tasks that need to be solved in the implementation of vocational education programs with elements of dual training to improve the efficiency of the quality of training qualified personnel from an institution of secondary vocational education and the subsequent successful employment of graduates.

Key words: vocational mobility, dual system of secondary vocational education, patterns of development professional mobility of students, educational situation, pedagogical position.

For over the years of independence the Republic of Uzbekistan has carried out essential, structural and substantive reforms that have included all levels of education system and its components, which were aimed at ensuring its compliance with the long-term objectives and interests of the country, modern requirements, as well as international standards.

A government resolution “On measures to organize dual education in the vocational education system” was adopted.

In accordance with the resolution, from the 2021/2022 academic year, dual education is being organized in the vocational education system.

Dual education is a type of training in which the theoretical part of the training takes place on the basis of an educational organization, and the practical part - at the workplace.

The dual system of vocational education in Uzbekistan is a specific training system that aims at systematically combining the advantages of training in a company and education in a college. In addition it plays a role in educating young people. The main goal of vocational education in the dual system is to help students attain and develop competence in action so that they can meet current and future professional challenges and participate in defining their vocational lives. Because of on-going changes in society, economy and at the workplaces, the dual system has been under pressure of adaptation in order to further maintain its effectiveness and efficacy.

The need for dual education as a form and method of preparing students for professional activities is determined by a group of socio-economic factors. It is avouched that the dual education system is more in demand and most effective in terms of the development of students' professional mobility.

Wena. [1] Suggests that a dual system education (internships) is a form of organizing professional skills education combines systematic and synchronous education programs in schools and a mastery of skills gained

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through direct activities in the world of work, directed to achieve a certain level of professional expertise.

Sonhadji. [2] Defines a binary system that education is a form of organizing vocational skills education and training which integrate systematically and in sync between educational programs in schools and the world of work.

The principle of dual education is known worldwide for its ability to provide the labour market with highly qualified labour which is able to adjust to new and changing conditions and introduction of new technology.

Furthermore skilled labour educated and trained according to dual education has a very high mobility on the labour market.

The dual system of education compares favorably with the traditional one in terms of the degree of orientation towards specific practical tasks in real conditions. Educational and methodological materials, developed within the framework of the dual form, are distinguished by their fundamental orientation towards the practical activities of students.

In the narrow sense, dual education is a form of organization and implementation of the educational process, which implies a theoretical

Training in an educational organization, and practical training in the employer's organization.

This form usually implies interaction of professional educational

organization with an employer organization and not leads to changes in the system of professional education at the level of the entire subject of the Republic of Uzbekistan.

In a broad sense, dual education is an infrastructural regional model, ensuring the interaction of systems: forecasting the needs for personnel, professional

national self-determination, professional education, assessment of professional qualifications training, training and professional development of teaching staff, including mentors for teaching production. Each system influences development

the other, and one can not exist without the other.

Today, the large enterprises which have a dual training (education) is the most perspective direction in the training specialists for the real sector of the economy with the participation of big business. Thanks to the following factors the dual model (education) becomes attractive:

Firstly, curricula are designed into account the proposals of employers. In other words, students in classrooms learn first and foremost what they will need directly at work, so the qualifications they receive during their studies at the educational institution will correspond to the professional standards at work.

Secondly, the future specialist receives real professional skills and competencies in the workplace based on effective technologies; gets the opportunity to complete the internship at the workplace and perform work assignments.

Thirdly, being the part of the manufacturing staff, the future specialist assimilates the norms of corporate culture of exactly that enterprise where he will work.

The student is an employee of the company from the beginning and receives tasks that are according to his growing abilities. If a company is willing to make an employment-contract with the student after his dual education time, the company gets an employee who knows the company's workflow. The student can also benefit from the knowledge about born hard and soft skills of more experienced co-workers. The student develops under real conditions. Therefore, he can see if he is not able or willing to do this job quite early and not only after exams. Furthermore, the student earns money from the beginning.

Given that students in dual education systems receive high quality vocational training and education, they are well prepared to enter the job market at a young age, and the firms that participate in their training are more willing to hire them when they graduate.[3]

Among the motivation of the students are the higher chances for getting a job after graduation, the possibilities of gaining more practical knowledge, moreover, ending the studies within a given time frame and the regular monthly payment they get during the course of training.

Conclusion

Summing up the results, we can say that the organization of the educational process according to this model ensures the individualization of training, enhances the practical orientation of training, increases the professional mobility of students, the competitiveness of graduates and ensures their employment.

Thus by the end of the students' studies companies gain well-qualified engineers, who are ready to respond to the demands of the labor market.

The standardization of dual system in higher education has started a new type of training system, however, the developed system should be continuously reviewed and improved.

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