



FEATURES OF DUAL EDUCATION AND SIGNIFICANCE IN PRODUCTION

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Article history:		Abstract:
Received:	10 th January 2024	<i>The article analyzes the current features of dual education. It is advisable to introduce dual education into the educational process of vocational education. The advantages of dual education in the field of higher education, the formation of specialist skills and its importance today are also comprehensively substantiated.</i>
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Dual education systems are mainly used in fields such as engineering, economics and social welfare. Moreover, the range of specializations covers mechanical engineering, mechanical engineering, construction, real estate, tourism management and social management. Dual education is not used in areas such as arts and humanities.

The procedure for organizing and implementing dual education in professional educational organizations determines the rules for organizing and implementing educational programs and dual education for students who have completed dual vocational education programs. An educational institution, together with enterprises (organizations), implements institutions and government bodies of various levels, regardless of the form of ownership, on the basis of all organizational and legal documents [2, p.45].

In this process, educational activities are organized under dual vocational education programs on the basis of the Law "On Education" [1], decrees, resolutions and orders of the President of the Republic of Uzbekistan, resolutions of the Cabinet of Ministers, and a decision is made to approve the implementation procedure. The dual education program is developed by the educational institution in agreement with the Enterprise. The dual education program provides training (combining days, weeks, months) in an educational institution and on the basis of an enterprise, subject to compliance with the requirements of educational standards and professional standards. Responsibility for organizing and conducting dual training for students is taken by the heads of educational institutions and enterprises.

An enterprise that needs specialists for the practical implementation of dual education processes enters into an agreement with an educational institution. An agreement is also concluded between the student and the employer and a tripartite agreement between the student, the employer and the educational organization. Contracts define the obligations and

financial terms of all parties. Students are usually selected for internships in their first year (sometimes later) based on interviews or practical assignments. Selection criteria are approved in advance at the enterprise and educational institution and announced to students and their parents.

For a high-quality organization of dual education, the following is necessary: the theoretical basis is connected with examples of real practice and practical tasks, ensuring the involvement of students in professional activities during practice, time to acquire theoretical knowledge and practical tasks. skills does not exceed 40 hours per week, the percentage of theoretical and practical training is as follows: 20-25% - theory, 80-75% - practice. During the implementation of the dual education program, requirements for the qualifications of graduates are developed, educational programs are improved, teachers are trained, and the necessary documents are developed.

The Law of the Republic of Uzbekistan "On Education" states that "Procedures for professional diagnostics and career guidance, as well as preparing students for professions that do not require high qualifications, are determined by law." Today, the introduction of dual education in schools is facilitated by the "Vocational Education without Borders" program, as a result of which a student can receive additional information and a qualification certificate for free by participating in college or specialized clubs. The list of specialties for obtaining additional professional qualifications is very wide: seamstress, hairdresser, manicurist, chili, driver, cashier, teacher, nanny, consultant, bank agent, cashier, etc. A student may register for study either at his or her Higher Education Institution, or at a school, college or club of his or her choice.

Fundamental changes in the sociocultural and economic spheres of Uzbekistan will inevitably affect education, including vocational education. It is known that "humanity" is a comprehensive concept that



includes all people on earth, regardless of their nationality, religion, language, customs, traditions and values [3, p. 3684]. The developed innovative labor market in Uzbekistan required the need to revise traditional approaches in the vocational education system. The labor market needs highly qualified personnel capable of effectively and responsibly performing their duties, capable of adapting to changing economic conditions. Complex professional criteria also require increasing the level of training of qualified personnel in various spheres of life.

Dual education for production means training personnel "to order" for yourself, ensuring maximum compliance with all their requirements, having the opportunity to save on the costs of searching and selecting workers, their retraining and adaptation. In addition, it is possible to select the best graduates, since their strengths and weaknesses become obvious during practice. In turn, this approach encourages students to learn rather than demonstrate. Young specialists can immediately work with full dedication and productivity; they know the life of the enterprise well and feel like "they belong. All this together helps to retain staff and reduce staff turnover, which is important for enterprises. The advantages of dual education are that training is as close as possible to the needs of production, a high level of employment, a variety of educational programs, further development of the student's professional skills, business promotion and investment in vocational education. When implementing dual education, it is necessary to teach the heritage of our scientists to young people and increase their interest in the profession; for this, the views of scientists of the Khorezm Mamun Academy on youth education are considered [5, 846-856 pp.] and the specifics of preparing youth for the profession are necessary [6, 336- 338-pp.] .

The effectiveness of the implementation of dual education is determined by the following criteria: the presence of a unified regulatory framework for the functioning of the production and educational environment, improving the quality of training students in the profession, improving the technologies for training students in the specialty. profession. Modernization of the material and technical base of a vocational educational institution in accordance with the requirements of vocational education; employment of graduates in the enterprise.

The principles of dual education: practice-oriented, comprehensive - creates a unified educational and production environment, integration - implements interdisciplinary connections aimed at developing the necessary skills created on the basis of modular educational programs, universality, partnership, responsibility - the parties will be able to fully fulfill their obligations.

The goal of the dual system is the comprehensive development of competencies in production. The best way to achieve this goal is to combine studies at a company and a vocational school. Not only knowledge and skills are formed, but also social and personal competencies. When introducing a form of dual education into the vocational education system, the state, economy and social partners jointly create the basic conditions for vocational education, provide financing, development of training programs, from their implementation to certification.

Dual education is the result of interaction between educational institutions and employers for the successful professional and social adaptation of a future specialist. The student enters the production process as an employee of the enterprise at the initial stages of the educational process [7, p.56]. The dual education system ensures the integration of training with periods of production activity. The future specialist will study in two organizations, as one of the appropriate expressions, by definition of amateurs, he will kill two birds with one stone, having mastered both theory and practice. On the one hand, he studies at an educational institution (theoretical knowledge is given), and on the other hand, he studies at an educational enterprise, where the competencies necessary for this production are developed. Both organizations are partners with each other. It is very important for young specialists who combine education with production activities to work at an educational enterprise [8, p. 78].

Germany is a recognized leader in organizing dual education in the world; the vocational education system in this country is distinguished by a developed mentoring institution, practice-oriented training and the active participation of business in personnel training. The experience of this country serves as an example for the entire European Union.

The following advantages and disadvantages of dual education can be identified.

Advantages of dual education:

1. The practical part is carried out not only in workshops and training areas of educational institutions, but also in enterprises;
2. The content of work programs is agreed upon between the educational institution and employers;
3. A close relationship between the educational institution and the enterprise may arise and develop;
4. The graduate can immediately apply the acquired knowledge when applying for a job;
5. Constant change of training in an educational institution and at an enterprise contributes to good motivation and does not strictly interrupt the production process;
6. Clear job descriptions, as well as ensuring the same level of training.

Disadvantages of dual education:



1. The quality of education may decrease when training is motivated at the enterprise;

2. Work programs do not always correspond to the seasonal sequence of work performed in production;

3. An educational institution cannot always deliver the training materials required by enterprises in a timely manner;

4. Enterprises are not sufficiently prepared for training - as a result, there are no places for training in production;

5. Businesses are forced to earn money for education due to high prices for their products (lack of equipment, lack of finance, etc.).

Dual education is an effective way to improve the quality of education.

Constant study of the labor market and professional training allows for continuous adaptation of vocational education taking into account trends in technical, economic and social development. At enterprises, teachers and trainers work together.

Vocational education in Germany is based on a dual system. The concept of "dual" means duality, and one of its main elements is the enterprise, and the other is the vocational school. The enterprise and the vocational school jointly provide the process of vocational education. Although the location and work schedule of the enterprise and vocational school are different, they cooperate with each other [9, P.55/3].

The dual system, even if justified, can be found in very few countries. It is characterized by the fact that vocational education is divided into several places of training (vocational schools and enterprises providing vocational education) and is sometimes sent to an inter-enterprise training center. A vocational school provides special theoretical and general education. They teach specific vocational subjects, general vocational subjects, or political and general subjects. Based on the standard curriculum approved by the Council of Ministers of Education, Religion and Culture (CMC), each vocational school develops its own curriculum. On-the-job training provides hands-on job training. As defined in the "Regulations on Vocational Education", the enterprise freely chooses its time schedule, place of training and method of training. Partial training courses are conducted on the basis of an inter-enterprise and intra-enterprise training center.

In Germany, the vocational education system mainly begins with the professional activities of students in the enterprise. Vocational training is provided to students in 350 state-recognized vocational companies in Germany. In Germany, most young people usually receive vocational training after leaving school. The main goals of vocational education are: the student learns the basics of the chosen profession; the student

acquires certain knowledge and skills necessary for professional activities; the student has the opportunity to work in his professional activity; that the student gains work experience during his studies.

The dual system of vocational education in Germany is a complex and extensive system. The overall responsibility for planning, implementation and further development of the dual system stems from the interests and responsibilities of all participants at all levels (employer, employee, state). Cooperation at all levels (federal country, territories, regions, educational institutions) is legitimized and justified.

Vocational schools are partners of enterprises providing vocational education under a dual system. According to the German Vocational Education Act, the chambers of crafts are responsible for providing vocational training in approximately 120 craft professions. The Union of Craftsmen also deals with issues of vocational education in the field of crafts.

In conclusion, dual education is a form of education that helps students gain additional skills and develop their theoretical skills in practice. It is also beneficial for students, as it allows them to acquire professional and practical skills, as well as for employers who train and hire trained professionals

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