

INTRODUCTION OF DUAL TRAINING IN THE SYSTEM OF CONTINUOUS PROFESSIONAL EDUCATION

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ABSTRACT

The article is devoted to the training of skilled workers and middle-level specialists on the basis of the dual system of education as an essential element of continuing professional education. The specificity and advantages of dual training are considered.

Keywords: Continuous professional education, dual system of education, social partnership, educational program.

INTRODUCTION

The speed of updating engineering and technical knowledge and competencies is steadily increasing. In most industries, the innovation cycle is accelerating - the time between scientific development and the introduction of technology in production. Modern professional education is designed to meet the needs of society in professional educational services based on the training, retraining and advanced training of highly qualified teachers for teaching professional and general technical disciplines, as well as the implementation of vocational training in institutions of the vocational education system and higher professional education.

The pedagogical professional activity of the future specialist is dual, and involves the possession of professional and pedagogical knowledge and skills that are synthesized: engineering and psychological and pedagogical. And since the professional and pedagogical skills of a future specialist appear to be generalized [6], the professional competencies of such a specialist should also be generalized (or dual), that is, common to a teacher of practical training and a specialist in vocational education.

Material and methods. *The content of the engineering training of the future teacher of vocational education does not differ from the content of the training of an engineer in the corresponding direction, which leads to a contradiction between the technological orientation of the disciplines and the professional activity of graduates. The training of specialists in this area is binary and is carried out as the sum of the individual components, the integration of which purposefully occurs only with the help of the discipline "Vocational training methodology" and pedagogical practice, which is insufficient and is manifested in the contradiction between the competence of training and the integrity of professional activity, clearly defined in qualification characteristic. The strengthening of psychological and pedagogical training of a future teacher of vocational education occurs by increasing the number of pedagogical (general) educational disciplines is not possible, as it leads to a*

violation of the terms and standards of the academic load, and as a result negatively affects the amount of engineering training.

One of the ways to solve the identified problem is to develop a dual content system for the professional training of future teachers of vocational education by optimizing the educational process on the basis of a deeper integration of psychological, pedagogical and engineering training, indirect introduction of elements of the teaching methodology into each special discipline.

The problem of training qualified workers and mid-level specialists is becoming universal. The heads of organizations want to have specialists competent, competitive, mobile, capable of innovation, solving professional problems in non-standard situations. Education is becoming the main condition for the existence and sustainable development of modern civilization. One of the key principles of the development of the modern system of vocational education is its continuity [3, p. 5].

Results and discussion. Continuing education is associated with the development of man as a person, subject of activity and socialization throughout his life. The need for a system of continuing professional education is determined by the significant transformations that have taken place in all areas of professional activity. In this regard, the system of continuing professional education is a promising vector for the development of professional competence of a specialist [4, p. 220].

Continuing professional education should be considered as a way of advanced training, which determines the content of the duration, frequency of postgraduate education, and additional education in the framework of the profession [1, p. 2].

Today, the issue of introducing a dual training system in professional educational organizations is becoming increasingly relevant. Modern dictionaries say that dual education is a type of training in which the theoretical part of the training takes place on the basis of the educational organization, and the practical part at the workplace.

Enterprises - social partners form an order for an educational organization for a specific number of skilled workers / specialists, take part in the development and adjustment of educational programs. Students undergo training and practical training on the basis of enterprises - social partners without interruption from the educational process. At the same time, the role of the employer is significantly enhanced and qualitatively changed. The enterprises organize specialized training zones for students, including working training places, which can be provided with virtual simulation equipment. Particular attention in this system is given to highly qualified trained personnel who act as mentors.

The dual training system for graduates of educational institutions of secondary vocational education, in demand by the modern labor market, has the following advantages over the "traditional" system of training skilled workers / specialists: compliance of the content of vocational education with production requirements; acquaintance of students with the corporate culture of the enterprise; assistance in social and labor adaptation of the graduate in the enterprise; the use of modern equipment in the educational process in real production conditions; involvement in the educational process as masters of industrial training highly qualified engineering and technical personnel of the enterprise [2, p. 62].

An analysis of the experience of interaction between the professional college of Geodesy and cartography of Tashkent city makes it possible to quite reasonably state the possibility of implementing the dual system in vocational education. The college holds the following activities for the organization and implementation of dual education: conclusion of agreements on the organization and implementation of dual education; issuing orders on the direction of students to enterprise bases, assigning groups of curators / masters of industrial training; conclusion of student agreements on dual education; assignment to students of a mentor (mentors); conducting joint events (seminars, round tables, excursions, etc.); organization of the procedure for assessing the general and professional competencies of students / certification of qualifications.

The dual system allows satisfying the interests of all parties involved in it - enterprises, workers, and the state. Enterprises have the opportunity to prepare turnkey personnel for themselves, the need for searching and selecting personnel, their retraining and adaptation disappears. Graduates of professional educational organizations have an excellent chance to more easily adapt to the conditions of production activity, receive a reward from the enterprise during training and production practice, and after training to find work and perform work for which they are well prepared. Of course, the state also wins, which effectively solves the problem of training qualified workers / specialists for its economy.

CONCLUSIONS

The dual learning system is based on the philosophical interconnection of goals and the tools for achieving them. On the one hand, this system is absolutely realistic, aimed at the development of the production sphere, and on the other hand, it turns out to be a system for the development of man, man of labor. The introduction of the dual training model as the most important element of the system of continuing professional education contributes to the development of general and professional competencies by the graduate, the formation of an active life position and the formation of a responsible person, capable of productive work and satisfying a person's lifelong education.

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