

PEDAGOGICAL TECHNOLOGIES IN DUAL TRAINING MODEL

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ABSTRACT

The article deals with features of content and process of the technology concentrated training in relation to the conditions of the dual training model in which innovation is being tested in practice of the vocational schools.

Keywords: Dual training; educational technology; technology of concentrated training; the theoretical component of vocational education; training content.

INTRODUCTION

The phenomenon of dual training in a vocational school is associated with the need to bring education and production closer together in solving joint problems. First of all, in the preparation of highly qualified personnel. The characteristic features of dual training are the joint responsibility of the educational organization and the enterprise in training the worker or specialist, the synchronization of theoretical training and training at the workplace of the enterprise, the integration of the activities of a vocational education teacher and a mentor in production. Another feature of this training model is an increase in the practical component of vocational education.

Material and methods. When implementing the state educational standard, the recommended coefficient of practical orientation for working professions is 60–70%, and for specialties 50–60%. When calculating this indicator, practical work is taken into account in the structure of academic disciplines and interdisciplinary courses, as well as educational and industrial practice. When organizing dual training, an increase in the practical component implies an increase in time for the organization of training directly at the workplace of the enterprise. Therefore, vocational education organizations working in an innovative mode for testing the model of dual education face the problem of increasing the effectiveness of theoretical education in the context of reducing its time frame.

The theoretical component of vocational education is the basis for the formation of professional competencies. Knowledge acts as a structural component of competence, as an indicative basis of activity. Knowledge as the foundation of practical activity forms the willingness of a future employee to consciously perform labor functions, make the right decisions and act in a changing production environment. That is why always in the process of vocational education the emphasis shifts towards theoretical training. And therefore, in the context of the new dual training model, pedagogical technologies are being selected that, given the reduction in the duration of theoretical training, could provide a solid foundation for future professional activity.

Results and discussion. The selection criteria for the application of one or another pedagogical technology are: a) the ability to structure the content, highlighting the invariant core, i.e. highlight the optimal content needed to create an indicative basis for practical activities; b) the

ability to use the process apparatus of pedagogical technology to ensure a completed training cycle in the allotted time period and achieve a given result.

From our point of view, the technology of concentrated training has a sufficient resource to ensure an effective educational process.

The term "concentrated training" (the term "immersion method" was also used) firmly entered the practice of a professional school at the end of the 20th century. (L.E. Efremenko [4], G.I. Ibragimov [5], V.S. Bezrukov [1], E.K. Gitman [3], etc.). The main idea is that an enlarged content block, united by intersubject communications, is studied in the allotted time interval. Depending on the conditions for the organization of the educational process, various models of concentrated training can be used: concentric, or linear, immersion [2], full-day immersion or partial immersion [6]. The logic of constructing a training lesson under the conditions of concentrated learning technology allows you to organize work on the assimilation of content from initial assimilation to practical application and control. Since dual training involves the synchronization of theory and practice by alternating theoretical training and practical training in the workplace, the educational organization and the enterprise first of all agree on the alternation period fixed by the schedule of the educational process. As practice shows, this alternation in the conditions of dual training can be implemented in the "3 in 3" mode (three days in an educational organization, three days in an enterprise), "6 in 6" (one week in an educational organization, a week in enterprise), etc.

Depending on the planned alternation schedule, you can choose different units of enlargement, which will reflect the degree of concentration - academic discipline, school day or school week. In any case, there is a need to restructure the content of theoretical training, i.e. dividing the content into semantic blocks (didactic units, modules) and building them in a certain sequence. The sequence will be determined not only by the logic of the educational disciplines themselves, but also by the logic of the organization of training in the workplace.

The possibility of designing content on the basis of interdisciplinary connections is embedded in the ideology of the state educational standard by introducing interdisciplinary courses into its structure. Moreover, the requirements for learning outcomes set by the standard open up opportunities for educators to independently select and structure the content of training. Therefore, structuring content in the context of technology of concentrated training can also become a technology for designing the content of theoretical training itself.

Structuring the content (allocation of semantic blocks) in the conditions of concentrated training has two approaches. The first is the allocation of a central concept and the construction of components around it in accordance with the logic of the process under study, including the technological one; the second is the construction of a hierarchical content model, in which hierarchical levels and relationships are built from the basic concept, allowing to detail each element to the required level. Moreover, depending on the time allotted for the study of the content block, the teacher, highlighting the invariant core of the content, can provide students with the opportunity to receive additional (variable) content in the process of organizing independent extracurricular work [7].

Thus, during the period of study in an educational organization, educational material can be presented to students in semantic blocks. Semantic blocks can combine educational disciplines (general and professional cycles) and interdisciplinary courses. The enlargement of content blocks, the study of one problem during the school day or several days are the organizational

conditions for the implementation of concentrated learning technology. The training material selected by the teacher for study should be studied in full, i.e. the level of assimilation should be provided at the level of understanding or application. It is known that the form of organizing a training lesson in concentrated learning technology is an immersion lesson. It has a certain structure that ensures the passage of all stages of the formation of knowledge: actualization - lecture - self-immersion (independent practical work) - control. This sequence of stages of the training allows you to take into account another feature of the technology of concentrated learning - the training material, located in a logical sequence, studied without time gaps, is remembered better and remains in memory longer. At the same time, this structure of the lesson allows you to take into account the stages of the formation of knowledge from the initial perception to control over the level of assimilation.

A training lesson organized using concentrated learning technology does not exclude the use of various forms and methods of instruction in its structure, varying the duration of the lesson parts, integrating students' activities, and taking into account periods of working capacity.

A correctly implemented technology of concentrated training, in addition to the obvious advantages mentioned above and which are the subject of this article, has a number of important advantages that cannot be noted:

- the organization of the immersion lesson provides a solid assimilation and memorization of the learning content on the basis of a properly organized process of cognition;
- the integration of content in the structure of a semantic unit allows us to comprehensively study phenomena and processes, to form both the breadth of professional experience and the depth of understanding of the fundamentals of processes and production technologies;
- saving time as part of an immersion lesson allows you to organize students' activities, which contributes to the development of universal learning activities and general competencies;
- concentrated learning technology does not limit the use of teaching methods.

However, it should be noted that the advantages of concentrated learning technology will be provided only if the teacher is prepared for activities in the conditions of this technology, i.e. He will know the theoretical foundations of concentrated learning technology, will design the content and develop tools for organizing classes by immersion.

CONCLUSIONS

Summarizing the above, we believe that the use of concentrated learning technology will allow us to realize the following opportunities for organizing theoretical training in the dual learning model:

- to ensure the optimality of the content due to the selection and structuring of the content of training to the conditions of technology;
- compliance with the stages of knowledge formation, - guaranteed achievement of a level of their formation, which allows for the transition from the theoretical component of professional education to practical;
- harmonious inclusion of control and self-control in each stage of preparation, i.e. increasing student responsibility for the result;
- use a variety of methods and forms of organization of the learning process to create conditions for the active cognitive activity of students, increase their independence and self-organization.

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