

RESULTS OF ORGANIZATION OF DUAL EDUCATION AT THE LEVEL OF “INDUSTRY-ENTERPRISE-HIGHER EDUCATION” AND SELF-ASSESSMENT IN THE FORMATION OF STUDENTS' COMPETENCES IN THE TRAINING OF QUALIFIED ENGINEERING PERSONNEL

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ABSTRACT

The article presents information on the clarification of the principles of successful implementation of dual education at the level of “Industry-Enterprise-University”, the development of new methodological support for dual education, the involvement of graduates in self-assessment in the formation of general competencies, and the results obtained. There are many features of the organization of the dual education system, the most important of which are analyzed in detail. Based on a number of principles, advantages, and a comparison of the characteristics of dual and traditional education systems, it was determined that eight categories of dual education are considered extremely important in organizing dual education at the level of “Industry-Enterprise-University”. The diagram of the results of the assessment of the organization of dual education by graduates of higher educational institutions (HEIs) showed that organizing dual education at the “Industry-enterprise-higher education” level is more difficult than building it at the “Enterprise-department (laboratory)” level. When self-assessing the level of development of ten competencies by HEIs graduates, not a single respondent chose the position of “competence is not developed”, but respondents noted the weak development of certain competencies (from 10.4 to 42.2%). The results of the study showed that for the successful development of competencies within the framework of dual education, it was found that it is necessary not only to implement the principles of its organization, but also to improve teaching methods. The respondents' answers showed that building dual education at the "industry-enterprise-higher education" level is more difficult than at the "enterprise-department (laboratory)" level. It became clear that the content of professional module subjects requires consideration based on the requirements of production enterprises, and it is advisable to bring the laboratory equipment of higher education institutions to the level of modern production equipment. In organizing the implementation of dual education at the "industry-enterprise-higher education" level, reliance on the principles of dual education is its distinctive feature. An analysis of the practice of implementing dual education at the "industry-enterprise-higher education" level revealed the need to improve the regulatory and legal framework for its development.

Keywords: Dual education, "Network-enterprise-higher education", principles, characteristics of education systems, dual education module, competencies, self-assessment.