

APPROACHES TO THE INTRODUCTION OF DUAL EDUCATION IN TECHNICAL HIGHER EDUCATION

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Abstract. In this article, the theoretical aspects of the development of the dual education system and foreign experiences, the development of the mechanism for the organization and implementation of dual education in the higher education system, the possibilities of introducing the dual education mechanism in the creation of innovative educational content are studied. Methodical recommendations were given, the curriculum and science programs were improved based on the requirements of dual education, and the method of formation of professional knowledge, skills and qualifications corresponding to the requirements of the labor market was scientifically justified and analysis of its application to the educational process is given.

Keywords: higher education, dual education, labor market, collaboration, production, analysis, process, qualification, skill, experience

TEXNIK OLIY TA'LIMDA DUAL TA'LIMNI QO'LLASHGA YONDASHUVLAR

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Annotatsiya. Mazkur maqolada dual ta'lim tizimining taraqqiyoti va xorijiy tajribalari nazariy jihatlarini, oliy ta'limda dual ta'limni joriy etish va amalga oshirish mexanizmini ishlab chiqish, innovatsion ta'lim mazmunini yaratishda dual ta'lim mexanizmini qo'llash imkoniyatlari o'rganilib, ilmiy-uslubiy tavsiyalar berilgan, dual ta'lim talablari asosida o'quv reja va fan dasturlari takomillashtirilishi orqali mehnat bozori talablariga mos keladigan kasbiy bilim, ko'nikma va malakalarni shakllantirish metodikasi ta'lim jarayoniga tatbiq qilinganligi ilmiy jihatdan asoslab berilgan va ta'lim jarayoniga tatbiq etilganligi yuzasidan tahlillar keltirilgan.

Tayanch iboralar: oliy ta'lim, dual ta'lim, mehnat bozori, hamkorlik, ishlab chiqarish, tahlil, jarayon, malaka, ko'nikma, tajriba

Introduction. The issue of dual education between educational institutions and manufacturing enterprises is one of the most pressing issues in society. Social partnership means the effective establishment of relations that are mutually beneficial, not only for the unilateral relations and interests of partners, but also for both parties.

The relationship between the individual, the state and society, science, continuing education and development, which form the basis of the National Program of Personnel Training of the Republic of Uzbekistan, also serves as a guide for the organization of the process of social cooperation. In determining the outcome of each new endeavor, it is important to plan ahead, compare the goal and the work done so far. At the same time, another aspect of the results of the work is the perception of the social cooperation of the persons involved in the activity. In this regard, the questionnaire was used to clarify the views of teachers and engineers-teachers of the Technical Higher Education Institution, operating in the system of technical-educational institutions, on the organization of social cooperation and some related cases [1]. Processing of the results of the questionnaire

allows you to organize the proposed research work and predict its results.

Methods. We analyzed the possibility of establishing social cooperation in a country, who benefits from it, its impact on the educational process, the state of local experience in social cooperation and the results of other indicators. Opinions of teachers and pedagogical engineers of educational institutions of the Republic on «Implementation of social cooperation» are given in Table 1 (results in percentage).

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1 - table

I	Opportunities for social partnership	There is a possibility	There is no possibility
		95,46	4,54
II	Interest due to social partnership	Educational institution	Production
		62,35	37,65
III	The impact of social partnership on the educational process	It has an effect	No effect
		100	-
IV	Status of local experiences on social partnership	Experiments are available	Experiments are not available
		77,18	22,82
V	Making changes to curricula and programs in the context of social partnership	need	not needed
		100	-
VI	Involvement of employers in the development and improvement of qualification requirements, curricula and programs	Condition	Not necessarily
		94,71	5,29

According to the results of the survey, 95.46% of teachers and pedagogical engineers who took part in the experiment confirmed the possibility of establishing social cooperation in the country, while 4.54% said that it was impossible. The relative balance of indicators indicates the need to reform the activities of technical education institutions, to change their activities in a market economy based on economic indicators and trends [2].

This situation also shows that it is possible to prepare the ground for the creation of environment direct participation of the trained specialists in the development, interaction between production and education. Analyzing the results, it is clear that both teachers and engineers-teachers are in favor of the organization of social cooperation in the system of higher education of the Republic, they do not have enough imagination in this regard (only 4.54% can not be organized) can be said to have confirmed. When comparing the results on the share of interests due to social cooperation, teachers and pedagogical engineers tended to provide some interesting information. In their view, the indicator of interest shows that social partnership is much more important than the

benefit for the educational institution. 59.02% of teachers and engineers-teachers noted that social cooperation is beneficial for educational institutions, 31.92% for development and 9.08% for both parties.

The employees of the educational institution themselves are predicting that the educational institution will be more interested in it [3]. Based on these assumptions, if we ask some assumptions in advance, we can say that the benefits of social partnership for the educational institution will grow in terms of a number of indicators:

- the content of education changes leading to the harmonization of the training of qualified specialists with the development process;
- provision of qualified specialists with jobs in the educational institution;
- technical higher education institutions start to have funds due to the training of qualified specialists in manufacturing enterprises;
- the role of technical higher education institutions in society is growing; the quality of training of qualified specialists and the personal responsibility of teachers and pedagogical engineers, etc [5].

Results. The comments of educators and pedagogical engineers on the “Impact of social partnership on the educational process” challenged the higher scores. All of them noted that social cooperation has 100% positive impact on the educational process. Of course, such an indicator shows that the establishment of a link between education and the development of teachers and engineers-educators in educational institutions is the most appropriate way to date.

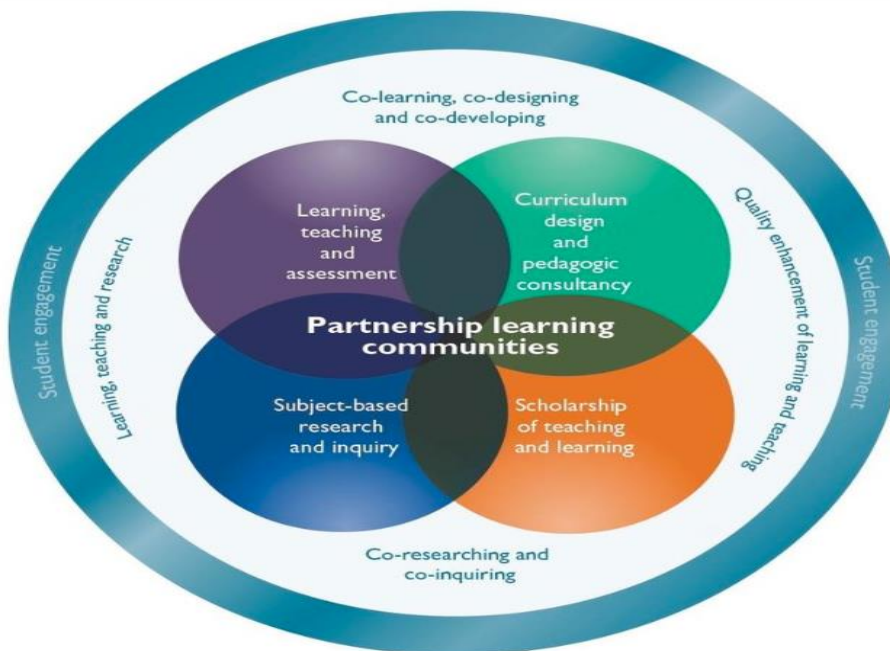
The responses to the situation with local experiences of social cooperation are quite surprising. This is because most teachers and pedagogical engineers have acknowledged that there is enough experience in this area in our country (77.18%) the deficit was that they were unaware of such experiences (22.82%). The results show that the system of technical higher education in the country has the potential to establish social cooperation between educational institutions and enterprises in two ways: firstly to rely on local experience and secondly, to gain experience in foreign experience. This leads to the idea that there is a basis for the implementation of social cooperation and it is only necessary to direct it in the right direction [4].

In response to the question «Amendments to curricula and programs in the context of social partnership», teachers and engineering teachers stated that 94.71% of teachers needed changes, and 5.29% said that they were not necessary [Table 2]. In fact, it is natural to make changes in the educational process, taking into account the circumstances..

2- table

I	Making changes to curricula and programs in the context of social partnership	Condition	Not necessarily
		94,71	5,29
II	Involvement of employers in the development and improvement of qualification requirements, curricula and programs	100	-

On the contrary, it is clear that incompatibility with the environment, incompatibility of the content of education based on its requirements do not give positive results. For this reason, a large number of participants are able to give a fair opinion.



Discussion. This is even confirmed by their views on the proportion of hours devoted to theoretical and practical training. However, according to these indicators, there are several options for teachers and pedagogical engineers. A number of educators have suggested that the ratio of theoretical and practical training should be 50-50%, some 60-40%, and some 70-30% [Table 3]. It is good to have such differences of opinion, but it is more important that the practical exercises are more than the theoretical ones and they are coordinated.

To solve this problem, it is necessary to form a completely new system of relations - social partnership. Such relationships are established between educational institutions and enterprises, employers and trade unions, labor authorities (i.e. with all consumers of the products of educational institutions) [5].

The new system of relations will allow educational institutions to fully take into account the needs of employers, quickly adapt to changes in supply and demand in the labor market and, ultimately, to provide quality vocational training in specialties required by the labor market [7].

- establishing and strengthening ties with enterprises, labor bodies, local executive authorities provides educational institutions with the following opportunities:
 - information about the labor market (what professions are needed in the labor market and in what quantities);
 - taking into account the requirements of employers on the content of training (profession, qualifications);
 - development of new curricula and programs to ensure the training of specialists who meet the requirements of employers, and changes to the old ones;
 - have a wide range of opportunities to organize student internships;
 - organization of short-term in-service training of teachers at production enterprises in order to acquaint students with the latest equipment, types of equipment and

technological processes;

- expanding employment opportunities for graduates;
- initiate new joint commercial projects to replenish extra-budgetary funds of educational institutions (open short courses to improve the skills of employees of enterprises, construction of joint workshops, shops, customer service centers, etc.).

Conclusion. However, the fact that all participants in the system of social partnership are interested in its decision does not mean that the process will be smooth and without problems. There are many objective and subjective reasons that hinder this process [8]. These include not only in production, but also in the fact that educational institutions are not organized with employers, the relationship between education management and labor authorities is not at the required level, and so on.

At a time when market relations are decisive, the professional education of a citizen is the most important social protection for him. This requires the effective functioning of educational institutions. Only a system of educational institutions aimed at meeting the needs of the labor market, the specific needs of employers can function effectively. In other words, educational institutions are becoming a means of solving economic problems, ensuring the balance of supply and demand for qualified professionals who meet the needs of employers in the professions and have the necessary knowledge, skills and abilities.

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