

IMPLEMENTATION AND DEVELOPMENT OF MODERN METHODS OF PRACTICE-ORIENTED TRAINING (DUAL TRAINING)

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Аннотация: в статье раскрываются некоторые проблемы системы высшего профессионального образования Республики Узбекистан в контексте повышения качества подготовки специалистов. Акцент сделан на профессиональном становлении студента – будущего педагога и предполагает овладение им опытом профессиональной деятельности в рамках определенной направленности (профиля). Методологической основой решения проблемы профессионального становления студентов – будущих педагогов является обращение к практико-ориентированному подходу в процессе их подготовки. Пути реализации данного подхода могут представлять внедрение практико-ориентированных технологий обучения и внедрения дуальной системы образования.

Ключевые слова: практико-ориентированный подход в образовании, практико-ориентированные технологии обучения, дуальная система образования.

Abstract: The article reveals some problems of the higher professional education system of the Republic of Uzbekistan in the context of improving the quality of training specialists. The emphasis is placed on the professional development of a student – a future teacher and involves mastering the experience of professional activity within a certain orientation (profile). The methodological basis for solving the problem of the professional development of students - future teachers is an appeal to the practice-oriented approach in the process of their preparation. The implementation of this approach can represent the introduction of practice-oriented learning technologies and the introduction of the dual educational system.

Key words: practice-oriented approach in education, practice-oriented learning technologies, dual education system

Annotatsiya: Maqolada mutaxassislar tayyorlash sifatini oshirish sharoitida O'zbekiston Respublikasi oliy kasb-hunar ta'limi tizimining ayrim muammolari ochib berilgan. Asosiy e'tibor talaba - bo'lajak o'qituvchining kasbiy rivojlanishiga qaratiladi va ma'lum bir yo'nalish (profil) doirasida kasbiy faoliyat tajribasini o'zlashtirishni o'z ichiga oladi. Talabalar - bo'lajak o'qituvchilarning kasbiy rivojlanishi muammosini hal qilishning uslubiy asosi ularni tayyorlash jarayonida amaliyotga yo'naltirilgan yondashuvga murojaat qilishdir. Ushbu yondashuvni amalga oshirish amaliyotga yo'naltirilgan ta'lim texnologiyalarini joriy etish va dual ta'lim tizimini joriy etishni ifodalashi mumkin.

Kalit so'zlar: ta'limda amaliyotga yo'naltirilgan yondashuv, amaliyotga yo'naltirilgan ta'lim texnologiyalari, dual ta'lim tizimi

Introduction.

One of the trends in modern education in Uzbekistan is the gradual spread of the dual education model. This model is closely linked to a practice-oriented approach to education. Dual vocational education in Uzbekistan has been implemented since 2021 in accordance with the "Regulation on the Organization of Dual Education in the Vocational Education System."

The regulation describes dual vocational education as vocational education that is aimed at students acquiring the necessary knowledge, skills and abilities, some of which are carried out at an educational organization, and the other part at the student's workplace at an enterprise [5].

The goal of implementing this system is to train qualified mid-level personnel with modern professional skills across all sectors of the economy and to create broad opportunities to support young people's interest in pursuing professions and specialties. In the higher education system, dual-learning training is currently offered only at the Tashkent Institute of Textile and Light Industry (for third- and fourth-year students). Beginning in the 2023-2024 academic year, it is planned to gradually introduce dual-learning training at other universities [6]. Practical training plays the most important role here: it is conducted

at a specific enterprise, and each student applies the acquired knowledge, skills, and abilities in the workplace. Naturally, this pedagogical model has become the most relevant for higher professional education. It also actively implements a competency-based approach. In the early years of its implementation, dual education was primarily introduced for students in technical specialties. Today, it is also being extended to humanities and sociocultural fields of study [2, pp. 140-143]. The possibility of using dual education to develop students' professional competencies is becoming a pressing issue.

The main part.

The education of the younger generation is constantly changing social demands. The primary task of educators is to teach students how to learn: with such a rapid flow of innovative information, people are forced to learn throughout their lives. Educators must be flexible and find new creative approaches to solving constantly emerging practical problems.

The methodological basis for solving this problem in the educational process is the professional development of students—future teachers—which is impossible without a practice-oriented approach in their training.

The state standard of higher education of the Republic of Uzbekistan stipulates the need to strengthen the practical focus of education and bring it closer to addressing contemporary issues in society, economics, and science. However, despite the necessity and obvious importance of practice-oriented education, difficulties arise in its methodological and methodological support. Let us examine the analysis and essential characteristics of the professional development of students as future teachers and the paths to achieving it.

The professional development of student teachers requires mastering general cultural, general professional, and professional competencies—that is, gaining professional experience that prepares them for the educational process within their chosen specialty.

Contemporary educators view a practice-oriented approach to teaching from various perspectives. E. Yuzlikaeva and M. Urazova attribute this to students' immersion in the

work of an educational organization through various types of internships, where they gain professional experience [4, 84 p.].

Aldzhanova G.A., in her activity-competency paradigm, proposes developing students' professional experience in addition to knowledge, skills, and abilities [1, p. 21]. This is very close to the concept of dual education, which directly involves students in performing professional work duties alongside regular academic studies. Immersed in a real work environment, students are more actively involved in solving various professional problems and thereby gain practical experience.

Several approaches can be identified in organizing practice-oriented learning:

- Strengthen the practical training program (increase the amount of class time allocated to various types of practical training, including academic, industrial, research, and pre-graduation training);
- Engage leading professionals in the educational process at the university: mentor teachers, innovative teachers in relevant subject areas;
- Develop and implement a dual education system (based on targeted student enrollment and the interest of educational institutions);
- Apply innovative teaching technologies that enable students to integrate professional problem-solving into their theoretical training, enhance their awareness and importance of their chosen profession, and their readiness for teaching.
- engage students in innovative ways of working to solve scientific and practical problems within student scientific societies, business incubators, research and production associations, etc. [7, p. 383].

The dual education system implies a close connection between student education and their professional development in industry. Society's socioeconomic demand for the required number of specialists is mitigated, and the quantitative and qualitative indicators of their training become more clearly defined.

The teaching profession is attracting increasing attention and prestige, which serves to motivate students to engage in cognitive activity, demonstrate independence, and demonstrate responsibility.

The main objectives of the dual education system are:

- developing a methodological framework and creating models for the financial participation of organizations and enterprises in training the personnel they need;
- creating models for networking between employers and educational institutions;
- developing dual education methodology and testing it on pilot projects [3, p. 1].

The dual education system is quite well-suited for training at secondary vocational schools, where students are immersed in the industrial sector during their studies at organizations involved in the specialist training process. This experience can be adopted in university student training, and systematic collaboration between specialized organizations and universities can be established. Furthermore, the amount of time allocated for internships conducted during the summer and vacation periods at secondary general education institutions should be increased.

Particular attention should be paid to the organization of internships. Ideally, they should be continuous, meaning that students can attend educational institutions (schools and gymnasiums) during specific designated hours throughout the academic year. Furthermore, a single educational institution (internship site) should be used for a specific period. During their internship, students can undertake increasingly complex tasks at various types and stages of internship.

To ensure practice-oriented learning in the preparation of students – future teachers – certain features have been introduced in the conduct of internships.

For example, the organization of students' educational, pedagogical, and pre-graduation internships includes network interactions between the school and the university (students work at summer sites, at the faculty's facilities as part of the "Intellectual Summer" and "Smart Holidays" projects, and work on individual and group projects with high school students in grades 8-11): - "Creative Workshops," "Summer in the Aral Sea Region," "Theater," and "Space"; - work at summer camp as counselors and educators; - development of teaching materials and conducting lessons and extracurricular activities with schoolchildren during teaching internships; - conducting pedagogical experiments at

schools and vocational schools of secondary vocational education during research work and pre-graduation internships.

Conclusion.

The result should be a productive and creative chain for solving a specific problem: Teacher → professional → student performer → specific result. Creating a practice-oriented educational environment at an educational institution will facilitate the professional development of university graduates as future teachers. Thus, dual education significantly strengthens the practical component of the educational process while maintaining the level of theoretical training. It also helps students gain additional qualifications and practice their theoretical skills.

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