



THE IMPACT OF THE INTRODUCTION OF THE DUAL EDUCATION SYSTEM IN PEDAGOGICAL HIGHER EDUCATIONAL ORGANIZATIONS ON THE FORMATION OF PROFESSIONAL COMPETENCES

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Abstract. This article analyzes the role and possibilities of introducing a dual education system in pedagogical higher education institutions in the formation of professional competencies of future teachers from a scientific and pedagogical perspective. Dual education is aimed at combining theoretical knowledge in an educational institution and practical training in the environment of real educational activities, that is, in general secondary educational institutions, preschool educational institutions and other educational institutions, and serves the development of the student's professional knowledge, skills, qualifications, reflective thinking and professional and spiritual values.

Keywords: dual education, pedagogical higher education, professional competence, future teacher, practical training, pedagogical activity, cooperation between education and employers, professional qualifications, reflection, quality of education.

As a result of the increasing demands placed on education in modern society, the need to train specialists in the higher education system who are not only equipped with deep theoretical knowledge, but also ready for real professional activity, who can think independently, and who have an innovative approach is increasing. In particular, the professional competencies of future teachers studying in pedagogical higher education institutions determine their future teaching effectiveness, their ability to communicate with students, and their ability to organize the teaching process based on modern methods. Therefore, the dual education system is noteworthy as an important means of reducing the gap between theory and practice in pedagogical education.

Dual education is a form of education in which the theoretical training of a student is carried out in an educational organization, and practical activity is carried out at an employer or educational institution, and is aimed at forming the necessary knowledge, skills and qualifications in the student. In Uzbekistan, normative documents have been adopted on the organization of dual education in the higher education system, in which students receive theoretical education at a higher educational institution for at least two days a week, and on the remaining days they are engaged in practical activities related to their specialty. This approach allows the student to apply their knowledge in real situations, gain professional experience, and adapt to the requirements of the labor market.

The essence of dual education in pedagogical higher education institutions is not only to deepen the student's theoretical knowledge in subjects, but also to develop skills such as lesson analysis, planning, individual work with students, managing the educational process, using modern digital tools, and solving pedagogical problems. In the context of dual education, the student encounters real pedagogical situations at school or another educational institution, collaborates with experienced teachers, analyzes his or her activities, and forms the reflexive skills necessary for professional growth.[6]

Professional competence is a holistic set of knowledge, skills, competencies, abilities, values, and personal qualities that a specialist needs to work effectively in his professional activity.

Professional competence in pedagogical activity includes subject knowledge, didactic skills, communicative skills, psychological literacy, innovative approach, digital competence, teamwork, and adherence to professional ethical standards. Dual education serves to develop these components through real pedagogical activity, since the student immediately tests the theoretical knowledge gained in practice and analyzes the results.

The advantages of dual education in the formation of professional competencies are as follows: the student studies the age and psychological characteristics of students in a real classroom environment; gains experience in planning and organizing the teaching process; learns to adapt theoretical knowledge to practical situations; develops the ability to analyze and self-assess his/her own activities; acquires the skills to use modern educational technologies and digital tools; forms a culture of professional communication and teamwork. At the same time, dual education increases the student's professional motivation, as he/she clearly feels the content and social significance of his/her profession through practical activities.

For the effective implementation of dual education in pedagogical higher education, clear obligations should be established on the basis of a tripartite agreement between the higher educational institution, the student and the practice base. In this process, the higher educational institution ensures the quality of theoretical training, and the practice base guides the student's professional activities with the help of experienced mentors-teachers. The student, in turn, regularly reflects on the results of his activities, keeps a pedagogical diary, prepares lesson analyses and evaluates his professional growth. Such a system ensures that the student develops not only as an observer, but also as an active participant.

The introduction of dual education in pedagogical higher education institutions can lead to a number of positive results, but this process also faces some problems. First, the quality of the practice base may vary: some schools may not provide sufficient mentoring support to the student or may assign him only auxiliary tasks. This situation negatively affects the main goal of dual education - the formation of professional competencies. Therefore, when choosing practice bases, their pedagogical potential, the experience of mentors and the level of support provided to the student should be considered as criteria.

Secondly, if the content of theoretical education and practical activities is not ensured, the student may have difficulty applying the acquired knowledge in practice. The effectiveness of dual education depends on the interrelation of curricula, modules and internship programs. To this end, higher education institutions, together with teachers, internship mentors and representatives of employers, should develop competency-based curricula. The process of transition to competency-based educational programs in accordance with the National Qualifications Framework has already begun, which creates favorable conditions for the development of dual education.

Thirdly, dual education can put an additional burden on the student's time and energy. If the balance between theoretical subjects, practice and independent work is disturbed, a decrease in the student's academic performance or fatigue may be observed. Therefore, when drawing up a dual education program, the student's weekly workload, duration of practice and

assessment criteria should be clearly defined. International experience emphasizes that dual education is aimed at developing professional competencies through a balanced combination of theoretical and practical training of the student.

Fourthly, for dual education to be effective, the specific training of teachers is also important. Theoretical subject teachers should know the modern requirements in practice, and mentor teachers should have the ability to provide scientific and methodological assistance to the student.

To this end, it is advisable to establish a system of continuous professional development, methodological seminars and exchange of experience between higher education institutions and practice bases. In dual education, improving the skills of teachers, adapting curricula to the requirements of the labor market, and establishing effective cooperation between educational institutions and employers are noted as important factors.

Fifth, it is necessary to improve the system for assessing the results of dual education. Traditional exams often measure a student's theoretical knowledge, but do not fully reflect professional competencies. Therefore, it is advisable to introduce a comprehensive assessment system that includes the results of a portfolio, pedagogical diary, lesson analysis, mentor assessment, self-assessment, and practical tasks. Such an approach allows for dynamic monitoring of a student's professional growth and helps to identify his weaknesses in a timely manner.

The introduction of a dual education system in pedagogical higher education institutions is an effective means of forming the professional competencies of future teachers. This system combines theoretical knowledge and practical experience, increasing the student's readiness for pedagogical activity, independent thinking, reflexive abilities and professional motivation. Through dual education, the student tests his professional knowledge in a real educational environment, collaborates with experienced specialists and acquires skills to adapt to the modern educational process.

To ensure the effectiveness of dual education, it is necessary to create clear mechanisms of cooperation between the higher education institution, the student and the practice base, develop competency-based curricula, strengthen the mentoring system, balance the student's workload and introduce a comprehensive assessment system. In this context, dual education becomes an important factor in training high-quality, practice-oriented and labor market-relevant specialists in pedagogical higher education.

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