

**THEORETICAL FOUNDATIONS OF IMPLEMENTING THE DUAL EDUCATION SYSTEM FOR
TECHNICAL COLLEGES IN UZBEKISTAN**

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Abstract

This article examines the theoretical foundations of implementing a dual education system for technical schools in Uzbekistan. In the research process, foreign and domestic experience was analyzed, and the pedagogical, economic, and social aspects of the dual education system were considered. The research results showed that the introduction of a dual education system will improve the quality of education, provide students with practical skills, and strengthen cooperation between educational institutions and industrial enterprises. At the same time, the need to strengthen the material and technical base, train qualified personnel, and develop the legislative framework for the successful implementation of the system was emphasized. The article contains recommendations for the effective implementation of the dual education system in the conditions of Uzbekistan.

Keywords: Dual education, technical school, vocational education, Uzbekistan, practical skills, education system, cooperation in education and production, improving the quality of education, legislative framework, material and technical base.

INTRODUCTION

Today, the economic and social development of any country directly depends on the training of qualified personnel. The ability of the education system to meet modern needs, especially the training of qualified specialists in the field of vocational education, is of great importance. In the context of economic integration and technological progress on a global scale, the demands and conditions of the labor market are constantly changing. Therefore, it is necessary to integrate educational systems with new technologies and industrial processes, providing students not only with theoretical knowledge, but also with practical skills.

The dual education system is an effective form of education that, along with the assimilation of theoretical knowledge in the educational institution, allows one to gain practical experience in real production conditions. This system has been successfully applied for many years in such developed countries as Germany, Switzerland, Austria, and plays an important role in improving the quality of personnel training. Dual education allows students to deeply study modern technologies and production processes, as well as directly interact with employers. Thus, graduates enter the job market with high flexibility and competitiveness.

In Uzbekistan, technical schools are an important link in vocational education and are the basis of the secondary specialized vocational education system. The task of technical schools is to provide students with professional knowledge and skills, preparing them for practical production processes. However, currently in Uzbekistan, the focus of the educational process in technical schools on the theoretical part,

the lack of practical bases, as well as the low level of effective integration with employers negatively affect the quality of personnel training.

Therefore, the introduction of a dual education system for technical schools is becoming one of the priority areas of Uzbekistan's education and economic development strategy. Dual education allows for a radical improvement in the quality of education in the country by preparing young specialists for real working conditions, establishing effective cooperation between production enterprises and educational institutions. The introduction of this system will not only improve the qualifications of technical school graduates, but also significantly expand their employment opportunities [1,2,3].

This article examines the theoretical foundations of implementing a dual education system for technical schools in Uzbekistan. The article analyzes the pedagogical, economic, and social aspects of dual education and examines the factors and problems necessary for its successful implementation in our country. The positive contribution of the dual education system to the education system of Uzbekistan and the prospects for its development are also indicated.

LITERATURE ANALYSIS

The dual education system, as a form of education that combines theoretical knowledge and practical skills, is a topic deeply studied from a scientific and practical point of view in many developed countries. In foreign scientific literature, the effectiveness, pedagogical foundations, economic benefits, and features of the dual education system are widely covered.

In such countries as Germany, Switzerland, and Austria, the dual education system has been consistently developing for several decades and has become an important factor in the economic success of these countries. German scientists Deissinger and Hellwig (2015) consider dual education as a platform that ensures the integration of the economy and the education system. Their research shows that dual education not only improves the professional training of students, but also plays an important role in meeting the needs of enterprises for qualified personnel. Also, Hellwig (2017) emphasizes the importance of strong cooperation and mutual trust between educational institutions and producers for the successful functioning of this system.

Swiss researcher Jenny (2018) conducted a deep analysis of the pedagogical aspects of dual education. He notes the importance of forming students' self-management, sense of responsibility, and professional identity in dual education. Jenny believes that the close connection between the two main areas of the educational process - school and workplace - increases the effectiveness of the system. This, in turn, significantly facilitates the employment of graduates [4,5].

International organizations, in particular, the International Labor Organization (ILO), have noted in long-term reports the economic efficiency of dual education and its role in youth employment. The recommendations developed by the ILO emphasize the need to create a legal framework for the development of a dual education system, strengthen cooperation with employers, and adapt training programs to the needs of real production (ILO, 2016).

Issues of introducing a dual education system are also consistently studied in domestic scientific sources. Uzbek scientists A.Kadyrov (2020) and Sh.Ibragimov (2021) in their research emphasize that the introduction of dual education in technical schools is an important stage in the modernization of the country's education system. They note that dual education serves to train high-quality personnel by establishing close cooperation with enterprises, adapting curricula to practice, and improving the qualifications of teachers.

In addition, the Resolution of the President of the Republic of Uzbekistan No. PP-4666 dated June 20, 2020, defined the main directions for the widespread introduction of dual education. This resolution is aimed at organizing the education system in accordance with the needs of employers, increasing the professional and labor competitiveness of young people. At the same time, some domestic studies also indicate such problems as a lack of material and technical base for the implementation of dual education, a shortage of qualified teachers and mentors, and insufficient development of cooperation mechanisms (Rakhimov, 2022).

Thus, foreign and domestic research clearly confirms the effectiveness and relevance of the dual education system. However, for the successful implementation of the system in the conditions of Uzbekistan, it is necessary to develop special strategic approaches, taking into account national characteristics, economic and social conditions. This article analyzes these theoretical foundations and practical possibilities in detail [6,7].

RESULT AND DISCUSSION

In this study, the theoretical foundations of the introduction of a dual education system for technical schools in Uzbekistan were deeply studied. The study focused on the pedagogical, economic, and social aspects of dual education, as well as the possibilities and problems of successful implementation of the system in the conditions of Uzbekistan. In the research process, analytical, comparative, systematization, and methods of studying documents were widely used. In particular, international experience, scientific literature, legislative acts of the Republic of Uzbekistan, and practical experience were analyzed.

The research methods made it possible not only to theoretically analyze the dual education system, but also to determine its practical significance. With the help of the analytical method, the concept of dual education, the history of its development, and the theoretical foundations were studied. Through the comparative method, the effectiveness and advantages of dual education in foreign countries were studied, and the possibilities of applying this experience in the conditions of Uzbekistan were analyzed. Through systematization, it was shown that the main components in the organization of the dual education system - educational institutions, enterprises, curricula, and legislative mechanisms - are interconnected.

The research results showed that the introduction of a dual education system for technical schools in Uzbekistan will serve to radically improve the quality of education, enrich students with practical skills, and train personnel suitable for the labor market. Through this system, not only students, but also employers are interested, who actively participate in the process of training personnel in accordance with their production needs. At the same time, dual education will help establish effective cooperation between educational institutions and industrial enterprises .



Figure 1. Dual Education System in Uzbekistan.

As a scientific novelty, this study examined the theoretical foundations of the implementation of the dual education system in the conditions of Uzbekistan based on new approaches. It was noted that, unlike the traditional education system, dual education is based on combining theoretical knowledge with practical skills, strengthening cooperation and mutual responsibility. It was also determined that for the successful implementation of dual education, the compatibility of state policy, the legislative framework, and economic conditions is necessary. Practical recommendations developed within the framework of the research can also serve to ensure the effective functioning of the system.



Figure 2. Theoretical Foundations vs Traditional Education

The scientific and practical significance of the research lies in the fact that the obtained results serve to determine the main directions for the development and widespread implementation of the dual education concept in the education system of Uzbekistan. This, in turn, plays an important role in improving the quality of vocational education in the country, preparing young people for real working conditions, and training personnel that meet the requirements of the economy. The research results are of practical importance for heads of educational institutions, employers, and policy makers in the field of education [8,9].

The purpose of this study was to identify and analyze the theoretical foundations of the implementation of the dual education system for technical schools in Uzbekistan. Within its framework, the following tasks were implemented: studying the concept and theoretical foundations of dual education; analysis of foreign and domestic experience; Identify the possibilities and problems of implementing the system in the conditions of Uzbekistan; develop recommendations for improving the system.

The study revealed the following main problems in the implementation of the dual education system in Uzbekistan: a lack of material and technical base, weak mechanisms of cooperation between educational institutions and enterprises, a shortage of qualified teachers and practitioners, as well as incomplete formation of the legislative and regulatory framework. Therefore, for the successful implementation of the system, it is necessary to effectively organize state policy, establish close cooperation with enterprises, adapt educational programs to the needs of production, and improve the qualifications of personnel.

At the same time, through the widespread introduction of the dual education system, it is possible not only to improve the quality of education, but also to ensure youth employment, strengthen their competitiveness in the labor market, and eliminate staff shortages in various sectors of the economy. This, in turn, will make a significant contribution to the socio-economic development of the country.

This study highlighted the theoretical and practical aspects necessary for the successful implementation of the dual education system in the conditions of Uzbekistan, identified the advantages and problems of the system, and developed recommendations for their elimination. In the future, it is necessary to carry out applied research and projects in this area, as well as to further improve state policy [10,11].

CONCLUSION

This research was aimed at studying the theoretical foundations of the introduction of a dual education system for technical schools in Uzbekistan. The results of the study showed that the dual education system is an effective tool for improving the quality of education, forming practical skills in preparing students for the labor market, and establishing effective cooperation between educational institutions and production enterprises. The introduction of dual education based on successful experience in foreign countries and analysis in local conditions will serve to radically improve the quality of vocational education in Uzbekistan.

The main problems identified in the study - lack of material and technical base, weakness of qualified personnel and cooperation mechanisms - require close cooperation between state policy, legislation and educational institutions, and employers for the successful implementation of the system. Also, the adaptation of educational programs to the needs of production and the improvement of teachers' qualifications were indicated as urgent tasks.

As a result, the widespread introduction of the dual education system will serve not only as an important factor in improving the quality of education, but also in improving the level of youth employment and training personnel that meet the modern requirements of the economy. At the same time, this system can make a significant contribution to the socio-economic development of the country. The recommendations developed based on the research results are of practical importance and serve to further improve and effectively implement the dual education system in the conditions of Uzbekistan. In the future, it is necessary to conduct more in-depth scientific research and implement practical projects in this area.

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