

DUAL EDUCATION IN THE INTEGRATIVE MACROENVIRONMENT OF PROFESSIONAL EDUCATION

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Abstract:

Dual education of professional education integrative macro environment theoretical aspect based on The importance of resources in dual education is emphasized. The integrative macroenvironment of professional education is characterized by the features of integrativeness, discreteness, genealogy, integrity, variability, intensity.

Keywords: dual education, professional education, interactive, structural-functional, resource, intensity, technical resources, information-educational resources, scientific-methodological resources.

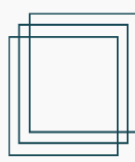
The processes of dualization of education are carried out in modern educational environments, which are characterized by the tendency to merge under the influence of information and globalization, which conditions the introduction of the concept of "integrative macroenvironment of professional education". It is an environment organized as a combination of variable professional development resources of educational environments with different levels of organization and functional affiliation. Many such environments form a single open system [5].

The conceptual model of the integrative macroenvironment of the educational system includes levels of integration, components and characteristics of the environment, its functions in the self-development of the pedagogue, as well as various professional development resources[20].

A distinctive feature of the considered conceptual model is its idea of level integration at the methodological, structural-functional and content levels [6].

The basis of the methodological level of the macroenvironment of professional education is the synthesis of systematic, synergistic, environmental, person-activity, ecological-psychological, and competence approaches. Synthesizing means summarizing the principles of the indicated methodological approaches and bringing them into unity[19].

The integrative macroenvironment of professional education is represented by the following subsystems at the structural-functional level :



- the microenvironment of separate educational organizations and their structural divisions ;
- general, professional and additional educational environment;
- the macroenvironment as an open global system, its sub-systems interact with each other through the exchange of information and resources, and are transformed under the influence of integration processes [7].

Modern macro environment integrates educational resources of general, professional and additional education. Separated subsystems operate within the scope of their functional purpose. Existing internal connections integrate the systems and resources of an integrative learning environment into a whole[18].

The substantive level of integration is organized as a combination of various professional development resources, and the connections and relations between them are of a cooperative nature. These resources allow you to get the desired dual education with the help of successive reformulations[8]. The classification of variable professional development resources of the integrative macroenvironment of professional education includes software-technical, information-educational, social-communicative and scientific-methodological resources. The basis of the proposed classification is a functional symptom, which determines the importance and place of resources in dual education[9].

The software and technical resources of the integrative macroenvironment of professional education is a set of compatible technical and software tools that support the educational process and its automation, as well as the continuous development of the information and technical infrastructure of the environment[17].

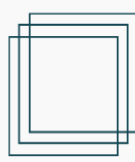
2. Information-educational resources include resources of a unified educational environment - search and reference systems, educational portals, electronic libraries, trainers, training programs, multimedia tools and other electronic resources[21].

3. Social-communicative resources create an educational network, unite telecommunication resources and network communities, these resources are directed to mutual actions between the participants of the educational process.

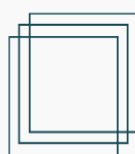
4. Scientific-methodical resources provide the opportunity to participate in scientific-practical conferences, symposia, seminars, as well as to improve skills remotely[16].

In the integrative macroenvironment of professional education, material-technical, content-methodical and social-communicative components are distinguished. The material and technical component is a set of objects and material conditions of the environment[22]. The content-methodical component includes technological mechanisms that create conditions for dualization of education. The socio-communicative component determines the interaction of subjects of the educational process and management aspects of the organization of dual education [10].

The integrative macroenvironment of professional education is characterized by the features of integrativeness, discreteness, genealogy, integrity, variability, intensity.

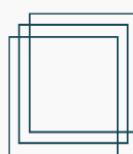


1. Integrativeness, as the most important characteristic of the environment, determines its complementary multidimensionality and integrity[23]. The characteristics of the integrative macroenvironment are not determined by the characteristics of the individual components that make it up. In a given situation, the macroenvironment is characterized by an emergent feature or a system effect, in which features that are not characteristic of its individual elements appear in the system[15].
 2. Discreteness - the macroenvironment is represented by different educational microenvironments (individual pedagogues, classrooms, educational institutions, etc.), in this sense, the integrative macroenvironment consisting of individual parts is discrete[24].
 3. Genealogy is manifested in the levels of subordinated interactions of microenvironments, mesoenvironments, and macroenvironments in the global representation as a bottom-up construction of elements[14].
 4. Integrity - the integrative macroenvironment is not considered a mere sum of its separate parts (microenvironments), it is considered as a system whose integrity is determined by the internal connections between the constituent elements.
 5. Variability - an integrative macro-environment provides students with a set of alternative professional development opportunities for building individual development trajectories in order to achieve a high level of professionalism, self-realization and public recognition[25].
 6. Intensity is the saturation of the environment with professional development resources, the concentration of the manifestation of the conditions, effects and opportunities of the integrative macroenvironment of professional education[13].
- The integrative macroenvironment of professional education emerges as a multi-dimensional and regulated breadth and a new level of freedom, which allows to significantly increase the quality of dual education[11].
- In the conditions of the integrative macroenvironment of professional education, dual education is based on the implementation of the principles of continuity, integrity, systematicity, variability, resource provision of the environment[27]. In this case, the system-forming principle is the principle of continuity, which allows considering the development of a person throughout his life[26].
- Thus, the conducted research allows us to conclude that the integrative macroenvironment of professional education has a determining effect on the process of dualization of education. Prospects for future research are related to the generalization of the obtained theoretical and empirical results, their implementation in the practice of educational organizations[12].



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