

**THEORETICAL AND METHODOLOGICAL ASPECTS AND MODERN
PROBLEMS OF DUAL TEACHING**

Turamuratov Ulug'bek Uroqovich

Philosophy of Pedagogical Sciences Doctor (PhD), Associate Professor v/b.

Head of the Pedagogical Department of TerDPI

turamuratovu@gmail.com

+99897 477-06-60

Mamatkobilova Shodiya Azamat qizi

Teacher of the Pedagogical Department of TerDPI

shodiya@terdupi.uz

+99891 578-09-96

Abstract:

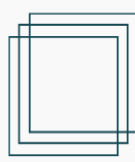
The theoretical aspects and modern problems of dual education, introduction of dual education into the world education system, and deep thoughts about requirements are presented. The promising results of dual education in personnel training are methodologically highlighted, and possible problems are thoroughly analyzed.

Keywords. Dual education, industrialization, post-industrialization education, type of dual education, technological approach, personnel problem, project, development. Today, the future is coming faster than in the past, and it is actively manifested in the economic, political, social and spiritual spheres of human life, it is more and more embedded in various spheres of life, from production and consumption to culture, science and education.

In today's modern life of a person, there are always unexpected problems, the origin of which a person does not understand and cannot explain to others, so he experiences discomfort. The reason for such a phenomenon is considered to be a completely new, rapid transition of humanity to the post-industrial era in its development.

This was helped by previous eras: pre-industrial era - agrarian society (duration of about 10,000 years - until mankind moved from gathering food by hunting, fishing, etc. to farming and animal husbandry) and industrialized society - duration of about 300 years - From the 17th century to the second half of the 20th century, they contributed to the emergence of a new post-industrial society that emerged in the second half of the 20th century[15].

At the end of the 60s of the last century, Professor Daniel Bell of Harvard University was the first to introduce the concept of "post-industrial society", today it is used in the sense of a society in which the industrial sector has lost its leading role [31].



Called the information society or the knowledge society, taking into account the tasks it solves in the sphere of knowledge and information, and it is also called the service society, because a large part of the population working in this new society works in the sphere of services.

Nevertheless, today the concepts of "information" and "knowledge", which are the basis of human activity, are coming to the fore. Both of them are directly related to education, because they envisage the emergence of a new educational system after industrialization, in which dual education is considered a component[14].

"education after industrialization" was introduced by the Russian scientist and pedagogue Alexander Mikhailovich Novikov. He is the author of more than 350 scientific works on pedagogic methodology and theory, theory and methodology of labor education and professional education, labor psychology and physiology, honored scientist of Russia, doctor of pedagogic sciences, professor, academician of the Russian Academy of Education[16].

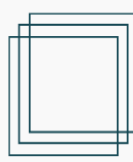
In the annotation of his treatise (monography) A.M. Novikov writes: "Humanity has suddenly entered a completely new period in its development - post-industrialization. It has called and is calling for fundamental changes in politics, economy, culture, labor, and the personal life of each person. In this regard, before the world education system, including the Russian education system, the problem of radical reconstruction of the goals, content, forms, methods, means and organization of education in accordance with the requirements of the new era is a horizontal problem".

To meet the future, it will be necessary to prepare for it, of course. First of all, it will be necessary to prepare the system of general education and the system of professional education. Higher and secondary schools as social institutions reflect the main processes of the whole society.

The industrialized type of schools suited the industrialized society. The post-industrial type of schools should be adapted to the post-industrial society. However, we return to the industrialized type of schools, which in the 17th century Ya.A. Created by Comenius[17].

Mass Soviet education was a wonderful mechanism built by industrialization to create the type of people it needed. The idea of gathering students in schools to influence them was a great idea. The industrialized society has developed its own type of industrialized education, specific educational facilities of its time (school, vocational bioim country, higher educational institution, etc.).

The fact that the Soviet educational system combined with the gymnasium traditions of pre-revolutionary Russia (noble education) aimed at the formation of a harmoniously developed personality (the goal of Greek education) differed from its industrialized analogues in the West in its useful aspects. The Soviet industrialized school was rightfully considered one of the best schools in the world. This foundation of education can be useful in forming the type of dual education today [30].



The practice of the European education system shows that dual training is the product of the mutual efforts of the educational organization and employers on the successful professional and social training of the future specialist. The student is involved in the production process as an employee of the enterprise at the early stages of the educational process. In his famous work, Adam Smith emphasized the need to consider the mentor-apprentice system in dual training as a traditional method of professional training in the workplace, because young workers learned the secrets of the trade by working side by side with the master [29].

Dual education for production, in particular for a general education school, is an opportunity to train specific "tailor-made" personnel, to ensure their maximum compliance with all its requirements, to save costs for the search and selection of employees, their training and adaptation. In addition, there is an opportunity to select the best graduates, because during practical training, L.V. According to Sidakova, their strengths and weaknesses are clearly visible[13].

In turn, such an approach encourages students not to study "just for the sake of it." Young professionals can immediately start working with all their energy and productivity, because they know the life of the enterprise well and feel like a "man of this place". All of these ultimately contribute to staff consolidation and reduced turnover[28].

For students, dual education is a great opportunity to become independent and adapt to adult life without pain.

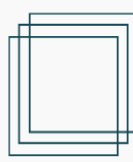
The traditional form of classroom-lesson education based on the principle of "teaching all to all", created by John Amos Comenius more than 350 years ago, has entered its crisis period in the last century. Education has not been able to "keep up" with the ever-increasing flow of information, it has lost its basis in the form of a universal philosophy that allows for the harmonization of specialized disciplines. Traditional imparting of ready-made knowledge did not make it possible to prepare a person for situations not shown in the textbook, and in practice such situations were increasing more and more[18].

Today, it is necessary to think about what is included in the concept of "educated person", as well as clarify the content of the new type of education.

For now, we can only sketch the contours of the post-industrial school, of which dual education is considered a part [27].

First of all, 1) the existence of many complex systems, even at the level of everyday life, requires special training for development.

Tomorrow's technological systems - fast, mobile and intelligent machines - will work with the flow of physical materials, and people - with the flow of information. Machines perform laborious tasks, people perform intellectual and creative tasks. Instead of being concentrated in huge factories and cities, machines and people will be scattered around the world, connected by instant communication.



People's activities are moved from factories, factories and offices to public and domestic settings[12].

The technologies of the future require not people with millions of superficial knowledge, who want to work in endless monotonous jobs, not people who perform work mechanically, but people who can make the necessary decisions, find their way in a new environment, and quickly establish new relationships in the conditions of a rapidly changing reality[19].

Also, a sign of the formation of a post-industrial school is the ability to effectively absorb large amounts of information and to work successfully in various economic, social, technological, etc. situations.

The communicative revolution that took place at the end of the 20th century greatly increased the speed of information exchange, as well as the time and speed of decision-making, the dynamics of economic, cultural and political events. In these new conditions, it is reflected in the fact that changing professions happens several times in a person's life, because everything becomes obsolete very quickly.

Man always has to make new choices and make new decisions. he is always looking for new things, the usual everyday life bores him[20].

2) Independence, freedom in one's own hands and determination become the necessary qualities of a man of the new era.

The need to quickly target, quickly make decisions and organize their implementation in the ever-accelerating flow of information - all this leads to the emergence of new social orders in education[5].

A constantly changing society and education must be equally dynamic. This feature is represented by the concept of continuous education. If during the industrialization period a person studied for 10-15 years in order to work for a lifetime in a chosen profession or in a designated place, today the acquired knowledge becomes obsolete so quickly that a person is constantly forced to re-learn[11].

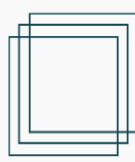
Today, the current education system is not ready to fulfill such a demand, of course.

3) Continuity of education is one of the distinctive features of the new formation, which is characteristic of the emerging post-industrial era.

The school of tomorrow should provide not only information and knowledge, but also ability to work with them. Students will have to learn to study, improve their skills and re-study for another profession[21].

A new education should teach a person to separate and reinterpret information, to evaluate it, to change conditions and categories, taking into account the movement from existence to abstraction and from abstraction to existence, if necessary, to look at the problem from a new position[6].

4) Tomorrow, not a person who does not know how to read, but "a person who has not learned to read" will become an illiterate person. The man of tomorrow will deal with even greater changes than the man of today[10].



The task of education is to improve the individual's ability to adapt quickly to real changes. And the greater the speed of change, the more attention should be paid to understanding the symbols of future events.

5) The new era requires broad views, integration of sciences, a complete understanding of any problem, regardless of what aspects it includes - biological or material, energetic or medical, etc[22].

The specificity of modern technologies is that neither theory nor profession can cover the entire production cycle. The complex organization of high technologies leads to the fact that previous professions cover only one or two large stages of work cycles, and for a person to be able to work and grow successfully, he is not only a professional, it is important that he can enter these cycles actively and appropriately. Today, it is required not only to be a "subject" specialist of a narrow profile, for example, not only to be a turbine engineer, car driver or computer engineer. The main problem of today is the "personnel problem"[23].

We are facing an unprecedentedly complex period from both an organizational and a psychological standpoint. A creative turn awaits us.

The technological approach requires each participant of the labor process to understand and take into account the influence of various factors that were previously "foreign" to him. The person must be ready to work in the conditions of high dynamics of the labor market. For this to happen, we need to be able to work with the flow of information, to be able to analyze the realities happening around us, to be dynamic, to be able to communicate[9].

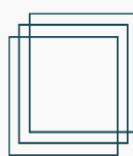
led to the so-called project activity form of organizing the production process .

Employees come together to implement a specific project, after its completion, the team ceases its activity, and some members of the team participate in other projects. This type of work organization requires the ability to work in a team (often in a team of different origins), communication skills, tolerance, and the ability to set goals and achieve them[24].

In addition, decision-making centers should be close to the market and production teams, participate in the organization of production management systems. Therefore, there is an emphasis on sharing authority with subordinates and relying on the self-organization of employees and teams, which requires professionals to make independent decisions and to be able to take responsibility for these decisions[7].

All of the above are qualities of a creator (creator) of public life, not a performer. In addition, the development of communications in the post-industrial era also imposes necessary requirements on the education system, including dual education, teaching in different languages, computer literacy and text literacy [26].

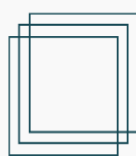
The requirements listed above are general requirements, which are the requirements that the post-industrial society places on education[8].



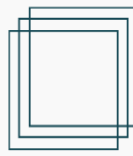
So, to sum up what education is in a post-industrial society, it is to be able to communicate, to learn, to analyze, to design, to choose and to create. The new era of education in the country should be radically different. However, even at the modern stage, it does not always meet the specified requirements. It's no secret that many companies complain about the lack of qualified and highly paid employees, and labor markets are overflowing with personnel, many of whom cannot find their place. A new man is required today, but he is not there yet, he is scarce. Our contemporaries do not want to live in the old way, but they do not know how to live in a new way. It is the task of the education system to guide him to live in a new way[25].

References

1. Рогов Е.И. Настольная книга практического психолога и образование. Учеб. пособие. – М.: ВЛАДОС, 1995. – 529 с.
2. Рогов Е.И. Настольная книга практического психолога: Учеб. Пособие, В 2кн – М.: Гуманитар. Изд. Центр ВЛАДОС, 2000. – 486 с.
3. Алексей Кобилев. Дуал таълимгаўтишмасаллари. М.: - 2012.01.04
4. Азизхўжаева Н.Н. Ўқитувчи тайёрлашнинг педагогик технологияси. –Т.: Низомий номли ТДПУ, 2000. – 52 б.
5. Azamat, M. S., & Rajabali, P. S. International Evaluation Programs. International Journal of Innovations in Engineering Research and Technology, 1-5.
6. Turamuratov, U. (2022). Modern technologies in the activity of a teacher-psychologist. ACADEMICIA: An International Multidisciplinary Research Journal, 12(2), 375-379.
7. Турамуратов, У. (2022, April). ДУАЛЬНЫЕ ОБРАЗОВАТЕЛЬНЫЕ ТЕХНОЛОГИИ ПОДГОТОВКИ ПСИХОЛОГОВ ДЛЯ СИСТЕМЫ ОБРАЗОВАНИЯ. In International Conference on Research Identity, Value and Ethics (pp. 63-66).
8. ТУРАМУРАТОВ, У. (2018). ДЕЯТЕЛЬНОСТЬ ТРЕНЕРА, КАК ФАКТОР, ВЛИЯЮЩИЙ НА УСПЕШНОСТЬ СПОРТИВНОЙ ДЕЯТЕЛЬНОСТИ. Scienceweb academic papers collection.
9. Турамуратов, У. У. (2023). ДУАЛ ТАЪЛИМ ТИЗИМИДА КАДРЛАР ТАЙЁРЛАШНИНГ ЖАҲОН МАМЛАКАТЛАРИ ТАЖРИБАСИ. IJODKOR O'QITUVCHSI, 3(30), 19-26.
10. Kh. Khudaykulov, & U. Turamuratov (2023). MARKET PRINCIPLES OF PARTNERSHIP IN IMPLEMENTING THE DUAL MODEL IN PROFESSIONAL EDUCATION. Science and innovation, 2 (B9), 359-364. doi: 10.5281/zenodo.8395182
11. Saydulloyevich, O. Y. (2023). SAMPLES OF THE WISDOM OF IMAM ABU HAMID GHAZALI QUOTED IN THE GREAT WORKS. World Bulletin of Social Sciences, 25, 18-21.



12. Saydulloyevich, O. Y. (2022). The educational and moral significance of the spiritual heritage of Imam ghazali.
13. Saydulloyevich, O. Y., & Shavkatovna, X. M. (2022). Scientific activity and spiritual heritage of Imam ghazali.
14. Saidulloyevich, Y. O. (2022). COMMENTS AND EXPLANATIONS ON THE WORKS OF THE GREAT MUTAFFAKKIR IMAM GHAZALI. Emergent: Journal of Educational Discoveries and Lifelong Learning (EJEDL), 3(12), 241-244.
15. Saydulloyevich, O. Y., & Raxmonovich, I. R. Factors Of Orientation Of Students To The Teaching Profession. JournalNX, 317-319.
16. Якубова, У. Ш. (2021). СОЦИАЛЬНО-ПЕДАГОГИЧЕСКАЯ СЛУЖБА ДЛЯ СТУДЕНТОВ С ОГРАНИЧЕННЫМИ ВОЗМОЖНОСТЯМИ. Наука и образование сегодня, (10 (69)), 113-116.
17. Sharifovna, Y. U. (2022). Professional Qualities of a Social Educator. Vital Annex: International Journal of Novel Research in Advanced Sciences, 1(5), 171-175.
18. Sharifovna, Y. U. (2023). SOCIAL PEDAGOGY-AS THE MAIN BASIS FOR THE DEVELOPMENT OF SOCIO-PEDAGOGICAL COMPETENCE OF STUDENTS. CURRENT RESEARCH JOURNAL OF PEDAGOGICS, 4(09), 46-49.
19. Kamoldjonovna, A. K., & Pirimkulovna, P. G. (2022). Professional dedication and professional competence as a subject of study of psychology.
20. Артиқова, К. К., & Артиқова, М. К. (2023). КАСБИЙ КОМПЕТЕНТЛИҚДА КРЕАТИВ СИФАТЛАРНИ ШАКЛЛАНТИРИШ. Interpretation and researches, 2(1).
21. Артиқова, К. К. (2023). КРЕАТИВ ЁНДАШУВ АСОСИДА ОЛИЙ ТАЪЛИМ ТИЗИМИДА ЎҚИТИШНИНГ ДИДАКТИК ТАЪМИНОТИНИ ЯРАТИШ. IJODKOR O'QITUVCHI, 3(30), 35-41.
22. Jovliyevna, A. D., & Kamoldjonovna, A. K. (2021). IMPROVING THE MANAGEMENT MECHANISMS OF THE EDUCATIONAL PROCESS IN THE SYSTEM OF HIGHER EDUCATION ON THE BASIS OF A CREATIVE APPROACH. Galaxy International Interdisciplinary Research Journal, 9(12), 382-385.
23. Артикова, К. К. (2016). ОСОБЕННОСТИ ПРОФЕССИОНАЛЬНОГО САМООПРЕДЕЛЕНИЯ В КЛАССАХ С ПРОФИЛЬНЫМ ОБУЧЕНИЕМ. Вестник современной науки, (2-2), 67-70.
24. Ачиллов, Н. А., & Джураев, Ф. Р. (2022). РОЛЬ И ЗНАЧЕНИЕ ПРЕДМЕТА "ВОСПИТАНИЕ" В ОБРАЗОВАТЕЛЬНЫХ УЧРЕЖДЕНИЯХ. Бюллетень науки и практики, 8(5), 697-699.
25. FOLKLORE, T. U. ФОРМИРОВАНИЕ У ПОДРОСТКОВ ЧУВСТВА ВОСТОЧНЫХ ОТНОШЕНИЙ ПОСРЕДСТВОМ УЗБЕКСКОГО ФОЛЬКЛОРА.
26. Allaberdievna, N. Z. (2023). О 'QITUVCHILARDA KREATIV SIFATLARNI RIVOJLANTIRISHNING INTEGRATSION YONDASHUVI. IJODKOR O'QITUVCHI, 3(30), 31-34.



27. Allaberdiyevna, N. Z. (2021). TECHNOLOGY for Improving the Innovative Mechanisms of Formation of A Creative Teacher. European Scholar Journal, 2(4), 194-195.
28. Назарова, З. А. (2019). МОТИВАЦИЯ ОДИН ИЗ ФАКТОРОВ УСПЕШНОГО ОБУЧЕНИЯ. Мировая наука, (5 (26)), 511-514.
29. Mamatkobilova, S., & Julayeva, M. (2020). FACTORS AFFECTING FAMILY STRENGTH AND WAYS TO ELIMINATE THEM. Студенческий вестник, (19-12), 44-46.
30. Ашурова, Ш. (2023). Оилада эр-хотин муносабатларини мувофиқлаштиришнинг ўзбек психологлари томонидан таҳлил қилиниши. Современные тенденции психологической службы в системе образования: теория и практика, 1(1), 67-71.
31. Ashurova. Sh. F. (2022) BOLALARDA SOGLOM TURMUSH TARZINI SHAKLLANTIRISHDA OILAVIY MUNOSABATLARNING ORNi “Mirzo Ulugbek nomidagi Ozbekiston Milliy universiteti ilmiy jurnali” 1(6),71-73-b.