



THEORETICAL BASIS AND PRACTICAL DIRECTIONS OF IMPLEMENTING DUAL EDUCATION IN PEDAGOGICAL HIGHER EDUCATION INSTITUTIONS BASED ON INTERNATIONAL EDUCATIONAL PROGRAMS

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Abstract

This article analyzes the theoretical foundations and practical directions of implementing dual education in pedagogical higher education institutions based on international educational programs. The dual education model ensures a balanced integration of theoretical knowledge and practical skills, playing a key role in the development of professional competencies of future teachers. The article also discusses the advantages of dual education derived from international experience, the existing challenges in its implementation, and possible solutions. The wide application of this model in the higher education system contributes to increasing the efficiency of the pedagogical process, preparing competitive specialists for the labor market, and expanding innovative approaches to teaching and upbringing.

Keywords: dual education, international educational programs, pedagogical higher education, professional competence, innovative learning, quality of education, theory-practice integration.

Introduction

In today's globalization process, one of the most important tasks facing the education system is the effective integration of international experience into the national education system. In particular, the introduction of the dual education



model in higher pedagogical educational institutions allows for the in-depth acquisition of not only theoretical knowledge, but also practical skills. Dual education is an innovative approach that combines the educational process of a student with practice in production, school and other educational institutions, and is an effective means of training competitive specialists in the labor market.

This model is widely used in international educational programs, and high efficiency has been achieved, especially in countries such as Germany, Austria, and Switzerland. Therefore, the theoretical foundations, practical mechanisms, and adaptation to national conditions of the introduction of dual education in higher pedagogical educational institutions are considered an urgent scientific and practical task.

Dual education is an innovative educational model based on the combination of theory and practice in the learning process, in which students simultaneously master theoretical knowledge in a higher educational institution and acquire practical skills in production, school or other educational institutions. The theoretical foundations of this model go back to the theories of experiential learning, activity-based learning and social learning of scientists such as J. Dewey, D. Kolb, A. Bandura[1].

The main idea of dual education is that the student learns theoretical knowledge more deeply by reinforcing it with practice, which develops his professional competencies and ensures faster adaptation to the labor market. That is why dual education is widely used in the international education system due to its effectiveness.

The study used a comparative method and compared the practice of organizing dual education in countries such as Germany, Austria, and Switzerland with the conditions of Uzbekistan.

German experience: Germany is one of the leading countries in the dual education system. Students spend more than half of their time on internships in production. Employers are actively involved in the educational process, creating jobs, scholarships and financial incentives for students. As a result, graduates can fully adapt to the production process immediately after receiving a diploma.

Austrian experience: in this country, dual education is supported at the state policy level. Curriculums are adapted to the requirements of production, and



students develop not only professional, but also communicative, managerial and entrepreneurial skills during internships.

Swiss experience: dual education here is organized on the basis of a person-centered approach. Students undergo professional orientation and psychological preparation before going on internships. Cooperation between employers and educational institutions is established at a high level.

Uzbekistan's situation: Dual education is a relatively new direction in our country. Currently, some higher education institutions are implementing it as an experiment in cooperation with enterprises. However:

- the participation of employers in the educational process is insufficient,
- financial and organizational mechanisms are not fully formed,
- the system for assessing and monitoring student practice is not yet perfect[2]

However, international experience shows that if the main principles of dual education — active involvement of employers, strengthening public-private cooperation, and adapting curricula to the requirements of the labor market — are consistently implemented in Uzbekistan, this educational model will create great opportunities for increasing the efficiency of pedagogical higher education.

When considering the issue of introducing dual education in pedagogical higher education institutions based on an analysis of international experience, a number of positive opportunities and existing problems are identified.

Firstly, dual education ensures the adaptability of graduates to the labor market. For example, in Germany, a student studying in the pedagogical field devotes 3 days a week to internships at the university and the remaining 2–3 days to school or kindergarten. In this process, the student not only receives theoretical knowledge, but also acquires the skills of working with a class team, communicating with parents, and solving problems that arise during the lesson.

Secondly, dual education helps develop professional competence. In Switzerland, young teachers entering the educational process undergo special psychological training before internships. This process teaches them to take into account the individual characteristics of children and to withstand stressful situations during the lesson.

Third, the dual system strengthens cooperation between the state, educational institutions and employers. For example, in Austria, pedagogical universities



develop curricula based on cooperation agreements with schools, and schools express their needs.[3] As a result, students have a clear direction in implementing curricula.

In Uzbekistan, this model is not yet fully formed. For example, in some pedagogical universities, students conduct internships in schools, but since this process is not systematically monitored, there are no clear statistics or evaluation systems on what results students achieve during their internships.

In addition, in international practice, employers provide financial incentives to students. In Germany, an intern receives an average monthly stipend of 800–1,000 euros[4]. In Uzbekistan, students often do their internships without any financial support. This can reduce their motivation. Also, the material and technical base of enterprises and schools does not always meet the requirements of dual education. For example, if a school in a region does not have the necessary technical equipment, laboratory equipment, or classroom conditions for interns, it becomes difficult to implement dual education in a high-quality manner.

In this regard, it is important to implement the following, based on international experience, to develop dual education in Uzbekistan:

- More actively involve employers in the educational process. For example, schools can introduce the position of teaching assistant for students in practice.
- Provide financial incentives to students. For example, allocate a certain amount of scholarship or transportation compensation to the student, similar to the Swiss experience.
- Adapt curricula to international standards. For example, in Austria, IT-pedagogy and innovative methods are included in the pedagogical education program as mandatory subjects. Similar areas can be widely introduced in Uzbekistan.

The above theoretical foundations, comparative analysis and observations based on international experience show that dual education is an effective model for training future specialists in pedagogical higher educational institutions. This system:

1. Combines theory and practice, brings students closer to the real pedagogical process.
2. Develops professional competencies, including the formation of communicative, organizational and innovative skills.



3. Strengthens cooperation between employers and educational institutions, improves the quality of teacher training through tripartite cooperation.
4. Enriches the national education system based on international experience, ensures the competitiveness of the education system of Uzbekistan in the global arena.

At the same time, there are a number of problems in the widespread implementation of dual education in Uzbekistan - insufficient regulatory framework, weak financial support mechanisms, and incomplete monitoring system. To eliminate them, it is necessary to:

develop public-private cooperation,

materially stimulate students' labor activity,

create curricula adapted to international standards,

widely introduce innovative technologies into the educational process.

By effectively implementing dual education, pedagogical higher education institutions will be able to train qualified personnel who not only have theoretical knowledge, but also meet the modern requirements of the competitive labor market.

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