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INTEGRATION OF THEORY AND PRACTICE IN DUAL EDUCATION

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Abstract: The article discusses the essence of the dual education system, its role and importance in increasing the efficiency of the educational process through the integration of theory and practice. It also analyzes the specific aspects of the mechanisms of cooperation between industrial enterprises and educational institutions, and the issues of forming professional competencies in students in this process.

Keywords: dual education, theory, practice, integration, professional training, cooperation, educational process, innovative education.

Introduction. In the conditions of the modern labor market, the education system is required to train qualified specialists with not only theoretical knowledge, but also practical skills and competencies. From this point of view, the dual education system is recognized as an effective model that seamlessly connects theoretical education and practical work in production. This system has been successfully implemented in countries such as Germany, Switzerland, and South Korea, and has been actively implemented in the education system of Uzbekistan in recent years.

Dual education is a system that provides for direct participation of students in the production process in their specialty during their studies. It ensures that the training process is carried out in two environments - an educational institution (theoretical training) and a production enterprise (practical training).

The main goal of this system is to combine the educational process with a real work environment, creating conditions for students to acquire professional skills during their studies. At the same time, it reduces the gap between theory and practice.

The need for integration of theory and practice in dual education. In the traditional education system, the learning process is often limited to theoretical knowledge, as a result of which graduates cannot fully meet the requirements of production. The dual system combines education and practice as a whole to solve this problem.

The integration of theory and practice in dual education is manifested in the following areas: adaptation of curricula to production requirements, creation of a real production environment for training practices at enterprises, cooperation of theoretical teachers with practicing specialists, and participation of students in real projects in their specialty.

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As a result, the student not only gains knowledge, but also learns to apply this knowledge in real-world situations.

The advantages of the dual education system include: Formation of professional competencies: The student acquires the necessary skills and qualifications in his specialty. Adaptability to the labor market: A student involved in the production process quickly learns market requirements and new technologies. Convenience for employers: Enterprises are directly involved in training specialists who meet their needs. High employment rate: A large proportion of dual education graduates are provided with permanent jobs at the enterprises where they have completed their internship.

Experience in introducing dual education The dual education system in the Republic of Uzbekistan has been implemented as a pilot project in a number of vocational schools, colleges, and higher education institutions since 2018. For example, in cooperation with the joint-stock companies "Uzbekistan Railways", "Uzavtosanoat", and "Regional Electric Networks", the educational process of students has been combined with production practice.

As a result of such experiments, the educational process has become more practically oriented, and the employment rate of graduates has increased significantly.

The following mechanisms are important for ensuring integration in the dual system.

- ✓ Coordination of curricula and production programs;
- ✓ Joint teaching of lessons by teachers and production masters;
- ✓ Use of project-based learning, problem-based learning and competency-based approaches in the educational process;
- ✓ Introduction of modern technologies in production into the educational process.

There are some problems in the full implementation of the dual system. These include the incomplete legal regulation of cooperation between educational institutions and enterprises, the distance of teachers from the production process, and the sometimes insufficient provision of working conditions for students in production.

The following proposals were made for the implementation of the dual system: improving the regulatory framework for the dual system, involving teachers in production practice, modernizing educational and production bases, and developing a dual model suitable for the conditions of Uzbekistan.

Conclusion. The dual education system is an innovative educational model that seamlessly connects theory and practice, which plays an important role in forming professional competencies in students, training specialists in line with production needs, and improving the quality of education. As a result of the integration of theory and practice, the educational process is closely connected with life, which directly contributes to the economic development of the country.

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