

IMPROVING THE PRACTICAL COMPENSATION OF FUTURE TEACHERS ON THE BASIS OF DUAL EDUCATION

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Annotation: In the decree of the president of the Republic of Uzbekistan dated 08.10.2019 № PF-5847 on approval of the concept of development of the higher education system of the Republic of Uzbekistan up to 2030: "determination of the priority directions of systematic reform of higher education in the Republic of Uzbekistan, raising the process of training of highly qualified personnel, priority tasks of" development of social sphere and economic sectors based on advanced educational technologies" are defined. In this article, on the basis of dual education, opinions and comments are made about the improvement of practical compensation of future teachers.

Keywords: Dual education, improvement, teacher, competence, modernization, Foundation.

Introduction. As the main condition for the implementation of these tasks, the transformation of science into the main driver of the economy and the training of competitive specialists on the basis of market requirements are considered one of the actual tasks of this day. This is the goal of the head of our country's idea of developing the education system on the basis of a public private partnership. The principle of cooperation in education was one of the first in the higher education system of our country and was applied to practice by The Tashkent Institute of textile and light industry. As a close partner in this regard, agreements on "targeted training of specialists, mutual cooperation in the field of Educational-Scientific and marketing" are formed, on the basis of which knowledge gained in theory serves in practice. In this way, a solid foundation will be laid for the partnership-based cooperation of the parties.

Literature analysis. If we talk about Dualism, then dualism (lot. dualis) is a doctrine that promotes the side existence of circumstances, principles, way of thinking, worldview, aspiration and gnoseological principles that cannot be combined with each other. Dualism is one of the manifestations of pluralism. The term dualism is a German philosopher X. Wolf (1679— 1754) entered. Dualism represents the following pairs of concepts: the world of ideas and the world of reality. Dualism can be manifested in Philosophical, Religious, anthropological, ethical forms. In ancient times, religious-ethical dualism was in Avesta. Dualism seems to know that in philosophy there are two independent things — the soul and the matter. This is especially R.Dekart and it stands out in the eyes of the canteen.

In accordance with the law of the Republic of Uzbekistan "on education", dual education is organized in the system of professional education from the 2021/2022 academic year in order to create wide opportunities to support young people's interest in professions and specialties. Article 17 of the law on education states that "Dual education is aimed at obtaining the necessary knowledge, qualifications and skills by the education recipients, the theoretical part of which is on the basis of the educational organization, and the practical part is carried out at the place of work of the educational recipient. The procedure for the organization of Dual education is determined by the Cabinet of Ministers of the Republic of Uzbekistan". The adoption of resolution № 163 of the Cabinet of Ministers of the Republic of Uzbekistan "on measures for the organization of dual education in the Professional education system" dated March 29, 2021 indicates the beginning of practical work on the organization of dual education in the Republic.

Dual education is the basis for training specialists within the framework of mutual education, involving the educational infrastructure of students and the employer in the educational process. As an experience of professional relations, it is considered to be inextricably linked with the understanding of bilateral education, the transfer of production skills in terms of performance, the general principles of interaction on the subject. In the process of Dual education, the student simultaneously supports his theoretical knowledge gained in practice in the enterprise or organization, strengthens his skills and skills in the specialty. It develops the ability to disseminate theoretical knowledge and concepts aimed at understanding a real, specific production

process in students. The principle of determining practical activity in the process of science is based on the main goal of knowledge. Dual learning process is a means of verification of reality, which justifies the objectivity of knowledge with practical activity, which is the power to acquire knowledge. This is reflected in the dialectical relationship between theory and practice.

With this cooperation of the educational institution and the enterprise, a social order is established for a high-quality and quantitative higher education system. According to scientists who studied the system of vocational education on the basis of the methodological principle of opportunity, the main forms of bilateral education are the Institute of social partnership. It is assigned to the employer with a clear differentiation of the interests and obligations of each partner. Two-way training ensures that certain enterprises that are interested not only in the results of training specialists, but also in the educational process and the content of its organization are involved in the educational process. This is determined by the importance of dual education, which makes it possible to fill the gap in the training of a specialist and the spheres of Education. Taking into account the theoretical and methodological, psychological and philosophical foundation, professional training of specialists in the conditions of bilateral training is considered. In it is desirable to pay attention to the four main components:

1. Motivational (achievement of success; motivation of learning to read; level of professional satisfaction, interest in scientific activity through rationalization suggestions).
2. Organizational and management component (manifestation of leadership potential; communicative qualities; organizational characteristics).
3. Cognitive (assimilation of knowledge in professional activities; giving independence in acquiring knowledge).
4. Scientific component (degree of participation in scientific purposes; direction of practical innovative projects on solution of problems of the enterprise).

In conclusion, dual education is understood as an innovative form of vocational training organization, which includes the agreed interaction of the educational and production spheres in the training of specialists of a certain level in accordance with the needs of a particular enterprise. The general nature of the objectives of the educational institution and production enterprises is the integration of the process of training competent specialists of certain qualifications with social structural characteristics. The basis of this integration reflects the objectives, the content of values, the community of events implemented in the conditions of bilateral preparation.

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