

LEARNING OBJECTIVES OF DUAL HIGHER EDUCATION STUDY

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Abstract

In this article, an attempt is made to shed light on the introduction of dual education, which is newly introduced into the higher education system of Uzbekistan, on the example of German experiences. Due to the fact that activities at the bachelor's and master's levels in the higher education system are inextricably linked with dual education, due to the integration of acquired knowledge, comments are made about the stages of science development.

Keywords: dual education, integration, higher education, theoretical and practical knowledge.

In a first step, we aim to present the learning objectives for the dual higher education study integrating an apprenticeship and the course of study with extended practical component. The objectives for the students' academic qualification in the dual course of study are fully equivalent to the objectives of a non-dual course of study. Consequently, the learning objectives of the dual study courses are identical with those of classical Bachelor and Master courses.

The dual form of study is essentially characterized by an increased practical orientation. Through the various activities within the enterprise, the students learn how to practically apply their theoretical knowledge and extend it. At the same time, their involvement in company processes enables them to become acquainted with their area of activity under real conditions.

Students are introduced to their future activity and learn how to apply the theoretical knowledge, abilities and skills they have been taught during their studies within their professional work. Concepts, procedures and theories that they have learnt are tried out in specific practical situations and techniques and methods can be implemented in practical applications. At the same time, the students develop a professional identity by becoming familiar with their future career situation, the key working operations within their specialist field and the various aspects of in-company communication and decision-making processes. This also includes insight into technical, organizational, economic and social interrelations of the enterprise's operations. During the practice phases, the students are integrated into the working processes of the enterprise to an increasing extent and acquire competencies within the areas of activity of their future occupation. By practically applying their theoretical knowledge, students learn how to assume responsibility for complex specialist activities as well as their abilities and skills. The aim of the dual system of study is for students to become actively involved in the decision-making processes within the enterprise as their practical experience grows. It is also the aim for them to be placed in a position from which they are able to develop and try out their own ways of solving problems during the course of the practical phases. In this way, they learn to scrutinize and extend their theoretical and practical knowledge. During the practical phases, students within the dual system are intended to assume responsibility as their competency increases within the areas of their future field of activity. A prerequisite for this is the presence within the enterprise of pedagogically trained personnel who are proficient within their special subject and who can provide continuous instruction and supervision.

"Dual higher education study" aims to combine a course of higher education with business practice (including a recognized apprenticeship if necessary). The core of dual higher education study is based on two learning venues: higher education institution and enterprise (in the case of a simultaneous apprenticeship, there is also the learning venue of vocational school). The higher education institutions

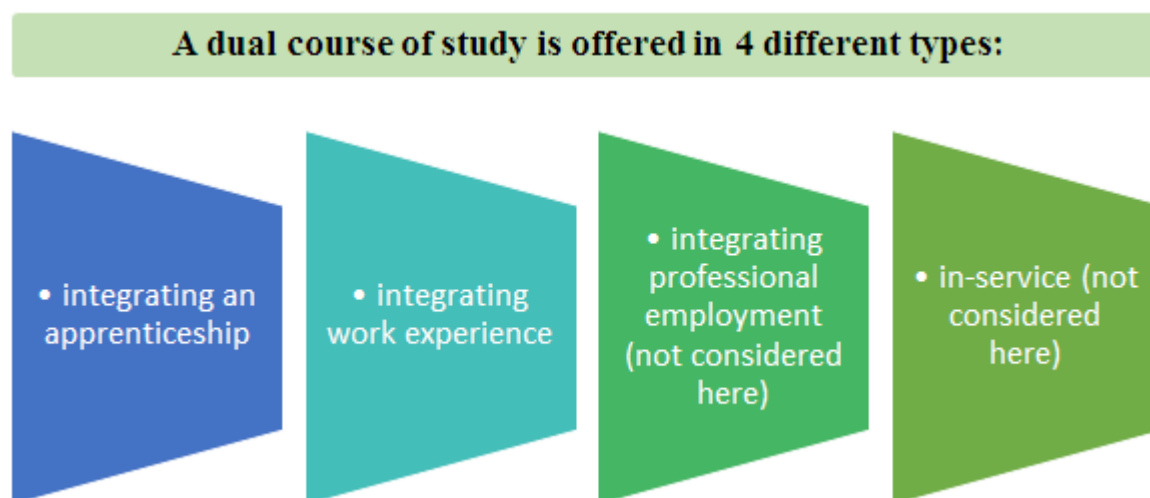
largely conclude cooperation agreements with the enterprises. In addition, the enterprises conclude training and learning agreements for the duration of the course of study with the students within the dual system.

Dual courses of study are primarily available in technical and commercial fields as well as, to an increasing extent nowadays, in the media and social spheres.

The qualifications may be:

- ✓ Bachelor of Arts (B.A.) • Bachelor of Engineering (B. Eng.)
- ✓ Bachelor of Science (B. Sc.) • Bachelor of Laws (LL.B.)
- ✓ Master of Arts (M.A.) • Master of Engineering (M. Eng.)
- ✓ Master of Science (M. Sc.) • Master of Laws (LL.M.)

Figure 1. The individual study models.



Courses integrating an apprenticeship (sometimes also known as collaborative courses of studies) have an integral apprenticeship, i.e. in addition to the academic qualification, e.g. Bachelor of Arts, a professional qualification specializing in finance is also obtained, e.g. as a bank officer. This demands a work experience/learning agreement or training agreement with the enterprise. In order to commence a course of study integrating professional training or work experience, candidates must demonstrate that they have either Abitur ('A' level equivalent

– i.e. standard university entrance requirements) subject-specific university entrance level or university of applied sciences entrance level, according to the specific higher education institution.

Dual courses of study integrating employment and/or in-service dual courses of study are courses for continuing vocational education. Studies are combined with a full-time professional occupation. These models also aim at a reciprocal relationship between the contents of the professional occupation and the course of study, but this is not obligatory. Duration of a dual course of study: Dual higher education courses of study generally end with a Bachelor qualification and take 3 to 5 years depending on the course, learning venue and type of course. Among these, the course of study integrating work experience is shorter because it does not include a vocational training qualification).

Rotation between practical training and studies: according to a study by Hesser and Langfeldt6 approximately 50% of the students within the dual system in Germany study continuously during the semester and only work within the enterprises during the period between semesters, when no lectures are scheduled.

The fundamental variations in rotation between “other time models” are as follows:

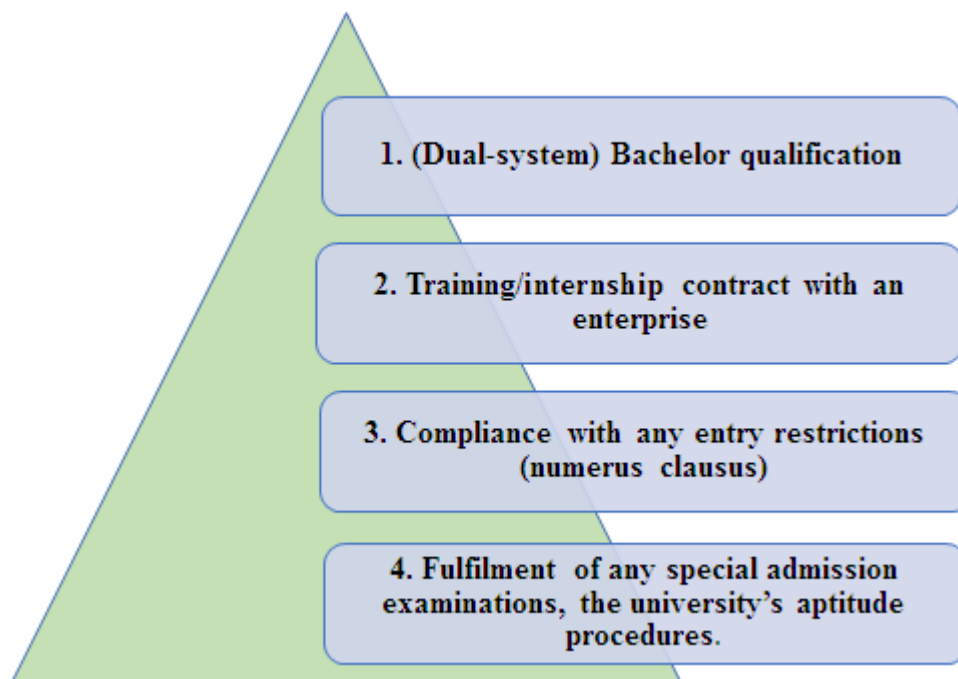
- Rotation between in-company training or qualification measures and studies on a block basis, e.g. rotating on a 2-month to 3-month basis, approx. 55.8%.
- Rotation between in-company training or qualification measures and studies on a block basis, e.g. rotating the studies on a weekly basis between theory at the university and work experience within the enterprise, approx. 12.7%. Every other week, i.e. half of the course duration, is spent working within the enterprise responsible for the work experience.
- Rotation between in-company training or qualification measures and studies on a block basis, e.g. rotating the studies on a weekly basis between 3 days of theory at the university and 3 days of work experience within the enterprise, approx. 10.5%.
- In addition to the in-company training or qualification measures, studies take place outside of the working hours, e.g. several times a week in the evenings plus (in some cases) on Saturdays, at a rate of approx. 21%. Prerequisites for the applicants and the enterprises

The formal prerequisites for applicants are based on the university’s regular access and admission requirements. These are essentially as follows:

1. Abitur (‘A’ level equivalent) / university of applied sciences entrance level/ master craftsman’s certificate,
2. Training/internship agreement with an enterprise,
3. Compliance with any entry restrictions,
4. Fulfilment of any special admission examinations, aptitude procedures.

Prerequisites for applicants for a Master course within the dual system

Applicants must meet the regular qualification criteria and admission requirements of the university:



However, we feel it is important to point out that the applicants are largely selected by the enterprises (human resources department). They often have to undergo an assessment procedure or interview, depending on the enterprise. In a further step, the selected applicants have to apply for a place of study at the university through the regular procedure. A training or learning agreement with the enterprise has to be submitted for application to a university. It is necessary to observe the qualification criteria and

admission requirements of the university in this respect. The general application documents for the university have to be attached to the training or learning agreement with the enterprise

In conclusion, we wish to make it clear that enterprises which feel themselves committed to quality standards should submit a training concept in writing for each practical phase in accordance with the students' progress through the course of study, which they coordinate with the university.

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