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THE ROLE OF FOREIGN EXPERIENCE IN THE DUAL EDUCATION SYSTEM AND THE SPECIFIC REQUIREMENTS

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Abstract. This article describes the system of dual education, its essence, the experience of foreign countries in this regard, their role and importance, the use of best practices in the development of dual education in our country.

Keywords: dual education system, foreign experience, vocational training program, manufacturing enterprises, theoretical training, internship in a manufacturing enterprise, cooperation.

The experience of foreign countries gives an idea of the effectiveness of dual education. First of all, we are talking about Germany, where the idea of such an education system emerged. Secondary education is believed to have been a common education model in medieval Germany. Then the artisans were trained in special craft workshops. In the nineteenth century, children were educated in production and at the same time in Sunday school [1].

Today, more than 50% of educational institutions and centers in Germany operate under a dual education system. Training in such programs is conducted in 340 specialties and profiles. Every year, more than 54% of professionals working in German enterprises are graduates of such colleges.

What is the peculiarity of this form of study in Germany [2]:

1. Colleges train professionals through communication with production. Curricula are designed so that the student takes theoretical classes 1-2 days a week, and 3-4 days work in the company.

2. The student receives salary and social benefits from the firm or factory.

3. Upon completion of the training, the graduate will take one type of state exam.

Entrepreneurs participating in such a program benefit greatly from it, despite the fact that they spend a large amount of money. The money spent on training a specialist will be repaid a hundred times in 9 months, the maximum - in 2-3 years. Today, there is a growing need for skilled workers in Germany, so a dual education program for immigrants is relevant. Works on the principle of 3 + 2. An immigrant who is a student gets the right to study in the country for 3 years and then stay legally for the next 2 years, earning money from the money spent on studying in the company. The student program also operates in the United States. It covers young people under 18 years of age. Training is mainly in technical areas. In the UK, nearly one million people go to dual education every year [3].

States are trying to encourage employers to participate in the dual education system. For example, there are tax breaks in Canada, and in France, entrepreneurs-investors are compensated.Dual education is a promising training program for professionals. College graduates who take such a program will have a career that is not difficult for them to find a job. Such workers are the driving force of the country’s economy [4]. They acquire knowledge that meets modern requirements, form skills and competencies. Therefore, they easily cope with production tasks.

In a broad sense, dual education is an infrastructural regional model that ensures the interaction of systems: forecasting staffing needs, professional self-determination, vocational education, assessment of professional qualifications, training and retraining of teaching staff, including production teachers. The relations of the parties are regulated by a flexible consensus, a system of collegial management. Each system affects the development of the other, and one cannot exist without the other [5].

It is the integrity and distribution of participants ’functions that ensures the effectiveness of the dual education (training) model.

The development (updating) of the basic vocational education program should be carried out in conjunction with representatives of employers' organizations and

vocational education institutions. Development or renewal requires the creation of separate working groups that are closely interrelated [6].

It is very important to follow the sequence of algorithm steps: from determining the results of mastering the curriculum to the assessment process and assessment tools, and only then to shaping the actual content and structure of the program. Understanding the goals (results) and how to test them will allow you to create the program in the most optimal way [7]. However, the structure of the program (professional modules, the structure of academic disciplines) and the formation of its content is carried out according to the principle of "opposite side": first the types of work (practices) included in the modules are determined, then the CIS on modules composition and composition, then the composition and composition are determined. the content of the sciences [8]. The content of the professional module should provide the principle of synchronization of theory and practice, and the content of academic disciplines should be "supported", the modules should be prepared for development. In the process of shaping the content of professional modules and science programs, there is a redistribution of teaching materials: the modules include all the special, professionally important things, general professional issues are included in the structure of sciences. The whole content of the program should be aimed at achieving educational goals - the acquisition of professional and general competencies that determine the qualifications of graduates [9].

Adherence to the algorithm allows the joint working group to discuss the conditions of program implementation in the development of the curriculum, the division of responsibilities for the implementation of individual elements of the program, which leads to the appropriate structure of the curriculum and training schedule [10] .

Achieving the skills required of the employer by the graduates is a priority in building a basic vocational education program using elements of secondary education [11].

The purpose of the sectoral cooperation of the parties is to provide pedagogical staff (including employees of the enterprise), equipment for practical training, what should be the infrastructure, the training schedule, taking into account the specifics of production, determines what the curriculum and the content of its constituent sciences and professional modules should be.

Theoretical and practical tasks for attestation in the professional module, assessment of learning outcomes are developed by a working group consisting of experts from the professional education organization and the organization of employers.

The practical part of the exam can be conducted as part of the industrial practice. At the same time, the expert must assess the student's performance of a particular task by drawing up an appropriate protocol to be included in the student's portfolio. The examination commission consists of representatives of the vocational education organization (responsible for conducting the certification) and representatives of the employers' organization. It is advisable to present the “independence effect” - the commission should include masters of industrial education of the college and teachers in the workplace who did not teach these students.

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