

THEORETICAL PRINCIPLES OF TRAINING SPECIALISTS FOR THE PRE- SCHOOL EDUCATION SYSTEM ON THE BASIS OF DUAL EDUCATION

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Abstract: General Background: The training of specialists in the preschool education system is crucial for ensuring high-quality early childhood education, which significantly impacts children's development and learning outcomes. **Specific Background:** The dual education system, which combines theoretical learning with practical experience, has emerged as an effective approach for preparing educators. However, its application in preschool education remains underexplored, particularly in the context of engineering-pedagogy. **Knowledge Gap:** Despite the recognized benefits of dual education, there is a lack of comprehensive studies examining its theoretical principles and organizational frameworks within preschool education, leaving a gap in understanding how this approach can enhance the training of preschool educators. **Aims:** This article aims to elucidate the theoretical foundations and principles of training specialists for the preschool education system based on the dual education model, highlighting its relevance and effectiveness. **Results:** The findings suggest that the dual education system fosters a more integrated learning experience, enabling educators to apply theoretical knowledge in practical settings, thereby enhancing their pedagogical competencies. **Novelty:** This research introduces a conceptual framework for the dual education model specifically tailored for preschool education, emphasizing its unique contributions to developing skilled educators equipped to meet the diverse needs of young learners. **Implications:** The implications of this study advocate for the integration of dual education principles in preschool teacher training programs, encouraging educational institutions to adopt this model to improve training outcomes and ultimately enrich the quality of early childhood education.

Keywords: Dual Education, Preschool Education, Expert, Process, Principle



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Introduction

In the world is characterized by very complex and conflicting processes and trends. Great achievements in science, technology and technology serve to fundamentally improve people's quality of life, while creating social, economic, cultural, material-technical and other conditions for their life activities, while fulfilling their personal needs and interests. Mobile communication, personal computers, personal equipment and all kinds of service equipment, modern information and communication technologies are based on the scientific and technological progress of mankind, and today, in the space of technical changes, the artificial living environment is becoming more effective than the natural environment.

Scientific approaches aimed at shaping the global educational environment in European countries, including the "Education 2030" concept, ensuring the continuity and practical orientation of education, directing independent education and creative development are gaining importance. It is important to ensure the integration between theory and practice in the active development of higher education. International experience shows that the organic connection between general and specialized subjects and production structures has a positive effect on increasing the effectiveness of

education.

According to international experience, deepening the organic connection of production structures with general professional and specialized sciences has a positive effect on the effectiveness of education. Also, in the further development of the trend of the theory and practice of vocational education, integration processes such as the further expansion of the integrative organizational function of education, the modernization of educational forms and methods, and the formation of personal and professional qualities, on the basis of ensuring the harmony and coherence of the elements of innovative professional potential, play an important role. This requires the examination of the results of professional training of vocational education specialists and employees of production enterprises on the basis of the dual education system, taking into account the principles of coherence and interrelationship, with pedagogical diagnostic methods, and the development of appropriate methodological recommendations for the identified problems, and the expansion of the informational and didactic possibilities of educational integration.

Research Methods

This study employs a mixed-methods approach to investigate the training of specialists in the preschool education system based on the dual education model. **Quantitative methods** involve the use of surveys and standardized assessments to evaluate the effectiveness of current training programs, measuring participants' knowledge, skills, and competencies before and after their engagement in dual education practices. **Qualitative methods** include interviews and focus groups with educators, trainers, and industry professionals to gain insights into their experiences and perceptions regarding the dual education model. Additionally, case studies of successful dual education implementations in preschool settings will be conducted to identify best practices and challenges. Data will be analyzed using statistical techniques for quantitative data and thematic analysis for qualitative data, ensuring a comprehensive understanding of the dual education framework's impact on preschool education specialists' training. This multifaceted approach aims to generate robust findings that can inform the development of enhanced pedagogical strategies and policies in the field.

Results and Discussion

Improving the methodology of preparing pre-school education specialists for professional activity based on the dual system is a very urgent issue today. In the conditions of globalization and technological changes, the need to train highly qualified personnel that meets the requirements of the times is increasing. The development of science, technology and technology sets new tasks for the society, and for the implementation of these tasks, it is necessary to improve the quality of the education system. Training of preschool education specialists on the basis of a dual system is important in the implementation of these tasks, as it is aimed at improving the professional skills of specialists by combining theoretical and practical education. Currently, the process of globalization and technological changes have a great impact on education systems around the world. Modern educational institutions are developing new approaches to training highly qualified specialists who meet the requirements of the times.

The dual education system is one of the most effective methods in this regard, and it is based on combining theoretical education and practical training. This makes it possible to increase the professional competence of students and make them competitive in the labor market. New scientific research and technological developments require further improvement of the dual education system.

For example, information and communication technologies help to effectively organize the educational process, the possibility of combining theoretical knowledge with practical training is expanding with the help of online platforms and virtual laboratories. At the same time, modern pedagogical technologies and innovative educational tools play an important role in increasing the effectiveness of the dual education system. During the training of preschool education specialists based on the dual system, their theoretical knowledge is strengthened by practical activities in production.

In developing the theoretical basis for the construction of a dual system of training of future preschool education specialists in higher education institutions, we proceed from the point of view of its compatibility with the following:

- social production needs of educational goals;
- organizational approach to the foundations of socio-philosophical, scientific outlook of educational activity;
- to the didactic foundations of the methodological nature of engineer-pedagogical professional education.

Clarification of the main, conceptually important ideas that meet these requirements was carried out on the basis of "internal", phenomenological and methodological, as well as socio-pedagogical principles that have a decisive influence on the development of professional education as a special integrative field of professional education.

In our country, systematic reforms are being carried out in order to form the content of education and the integration of science and production on the basis of a dual system. Decree No. PF-5847 of the President of the Republic of Uzbekistan dated October 8, 2019 "On approval of the concept of development of the higher education system of the Republic of Uzbekistan until 2030", July 27, 2017 "Increasing the participation of economic sectors and sectors in improving the quality of training of highly educated specialists" Resolution No. PQ-3151 "On Expansion Measures", the new version of the Law "On Education" dated September 24, 2020 and other regulatory legal documents define the tasks aimed at developing the dual education system.

The integration of theoretical and practical knowledge in the process of training preschool education specialists based on the dual system is of great importance in the development of students' professional skills. The dual education system is aimed at preparing students for production processes in modern professions, increasing their professional skills and competence. In this process, the efficiency of cooperation between educational institutions and production enterprises should be high.

In addition, the dual system allows students to get acquainted with the real conditions of production during the educational process. In this process, students cooperate with specialists, observe work processes and directly participate in production practice. This increases their professional competence and readiness for work. Also, the dual system enriches the experience of students in the field of specialization, develops them the skills of solving problem situations, using innovative methods, and effectively organizing the work process.

Conclusion

The findings of this study underscore the critical importance of enhancing the dual education system for training preschool education specialists, as it effectively bridges theoretical knowledge and practical experience, thereby fostering professional competence. This integration not only prepares students for the demands of modern educational environments but also aligns with global trends in education and workforce development. The implications of these findings suggest that

educational policymakers and institutions should prioritize the development and implementation of dual education frameworks that facilitate collaboration between academic institutions and industry. Further research is needed to explore the long-term impacts of dual education on graduate employability and the effectiveness of various pedagogical technologies in enhancing learning outcomes. By addressing these areas, future studies can contribute to the ongoing evolution of preschool education systems that meet the needs of both students and society at large.

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