

METHODOLOGY FOR DEVELOPING GRADUATES' EMPLOYMENT COMPETENCIES BASED ON DUAL EDUCATION PROGRAMS

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Annotation: In the context of a modernizing labor market characterized by high competition and rapidly changing employer requirements, the development of graduates' employment competencies has become one of the key objectives of the education system. Dual education programs, which combine theoretical training in educational institutions with practical activities in real workplaces, serve as an effective tool for the formation of both professional and soft skills essential for successful employment. This article explores the development of a methodology for enhancing graduates' employment competencies based on dual education, analyzes its key components, and assesses its effectiveness.

Keywords: dual education, employability competencies, professional skills, soft skills, career skills, labor market, practical training, educational programs, employer collaboration, mentoring.

In order to improve the quality of training qualified personnel, as well as to ensure close connections between educational institutions and production organizations, on March 29, 2021, the Cabinet of Ministers of the Republic of Uzbekistan adopted Resolution No. 163 "On measures to organize dual education in the vocational education system." This normative document became an important stage in the process of reforming the national vocational training system and creating an effective model for integrating theoretical training and industrial practice.

The Resolution defines dual education as a form of organizing training in which theoretical training in a vocational educational institution is harmoniously combined with practical activities in enterprises, organizations, and other production structures. One of the key requirements of the resolution is to ensure that at least 40% of the total training time is allocated for practical training directly in real production conditions.

The document establishes specific mechanisms for interaction between educational institutions and employers. In particular, it provides for the joint development of curricula and programs, taking into account the requirements of the labor market, the introduction of a mentoring system, and the organization of industrial practice based on tripartite agreements concluded between the educational institution, the enterprise, and the student.

According to the decree, employers are obliged to provide students with appropriate jobs, ensure access to modern technologies and equipment, and appoint qualified mentors to support the professional development of future specialists. In turn, educational institutions are responsible for the quality of theoretical training, coordination of training and practice schedules, and maintaining records of student performance and attendance. [1].

The concept of a dual system for training specialists represents "a certain innovative trajectory for organizing vocational education, which combines a clearly integrated interaction of the educational institution and production enterprises (organizations) that directs the training of specialists of this profile with the required qualification level for the employer". [2].

D.A. Rastegaeva argues that the importance of dual education in the process of vocational training of students is determined by the high degree of interest of enterprises, as future employers, in the content of students' education, its quality, and not only in the presence of a document as a result of training.

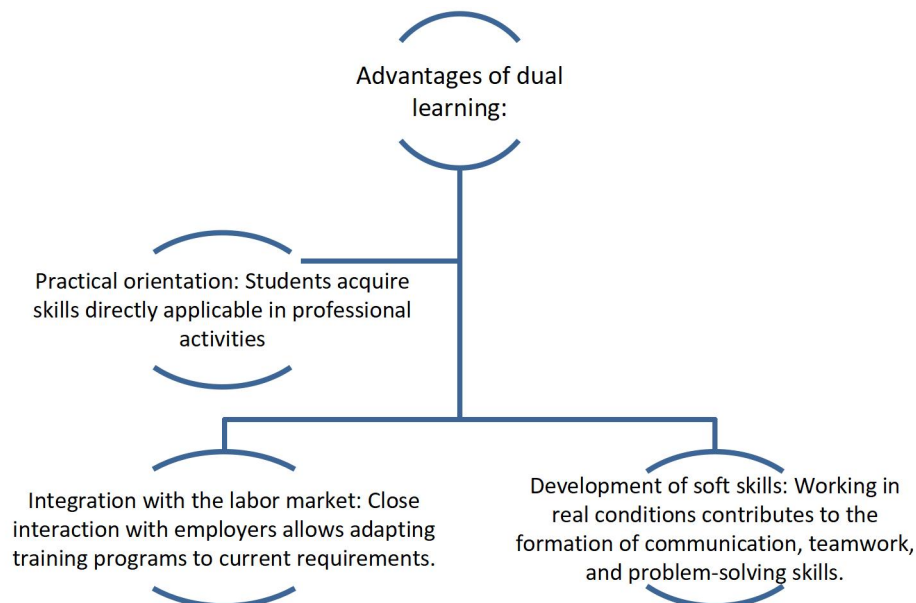


Diagram -1. Dual learning benefits

The result of such a system of training specialists is possible under the condition of planned work in this direction by government bodies, employers, the education system as a whole, and a separate educational institution in particular. It should be noted that for enterprises - practice bases, dual training involves the involvement of personnel and associated significant expenses. Nevertheless, all incurred expenses are a guaranteed contribution of capital to future specialists. All this allows us to regulate the problem of training professional personnel, to take into account their interests in both the production and educational spheres. [3].

According to A.Yu.Pleshakov, the necessary conditions for implementing a dual vocational training system are:

- availability of basic enterprises;
- development of a program for interaction between the educational institution and the enterprise;
- creation or allocation of student places, training grounds at the enterprise;
- Introduction of internships for teachers of special disciplines at the enterprise [4].

For successful employment, graduates must possess the following competencies:

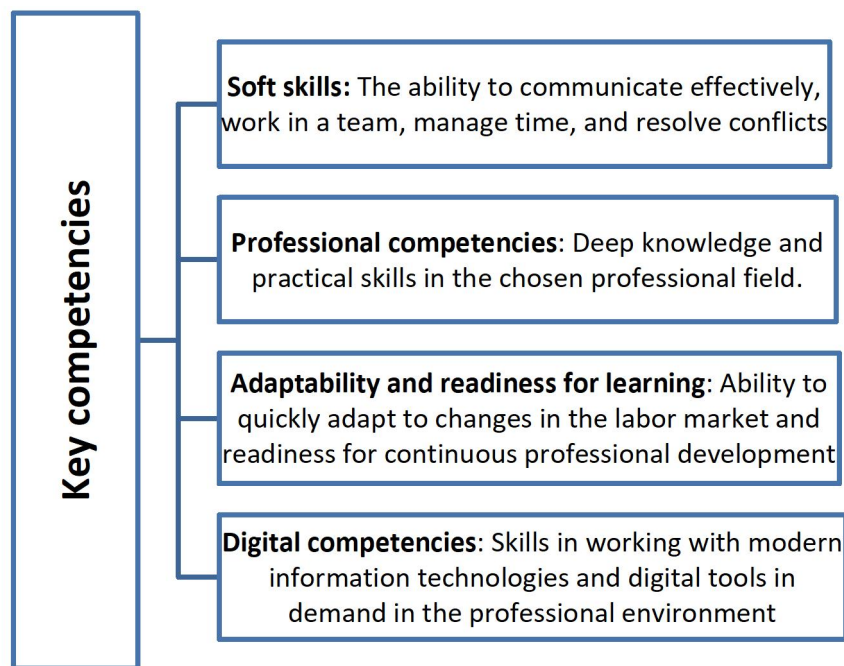


Diagram-2. Key competencies for effective employment

The methodology for developing competencies consists of the following stages of implementing dual learning programs:

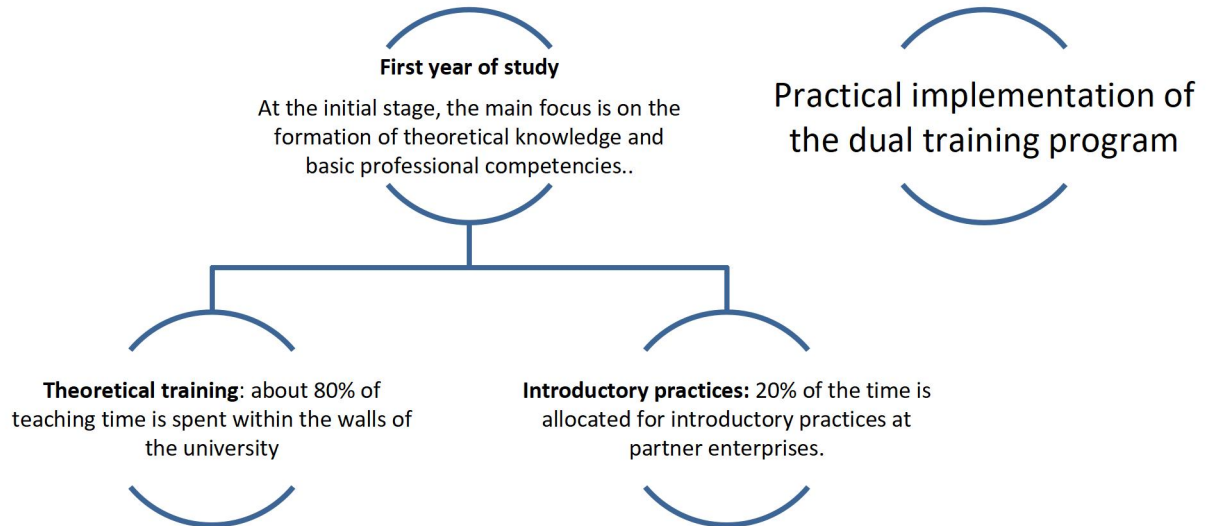


Diagram-3. First year of practical implementation of the dual education program

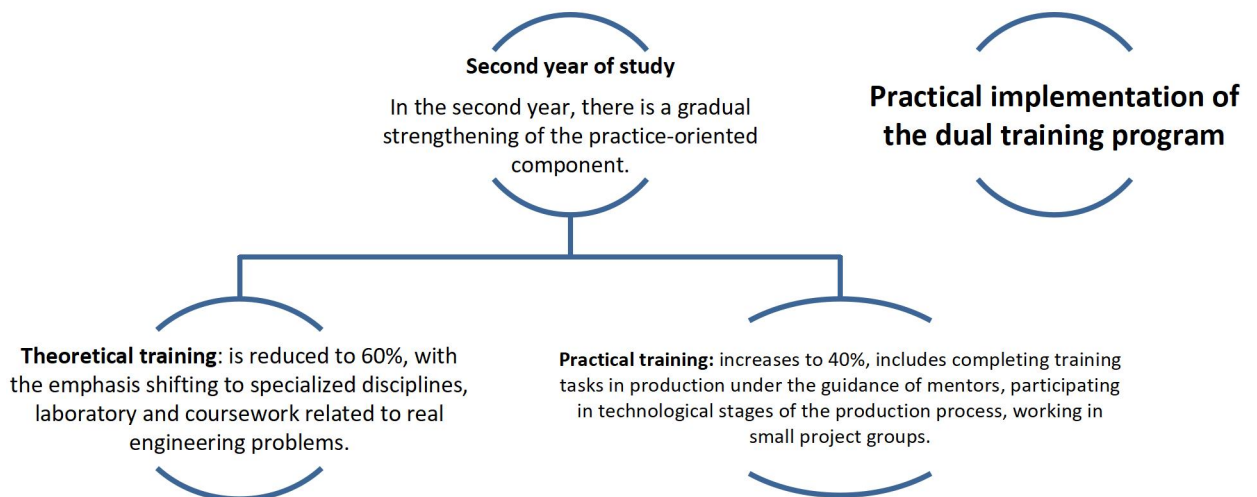


Diagram-4. Second year of practical implementation of the dual education program

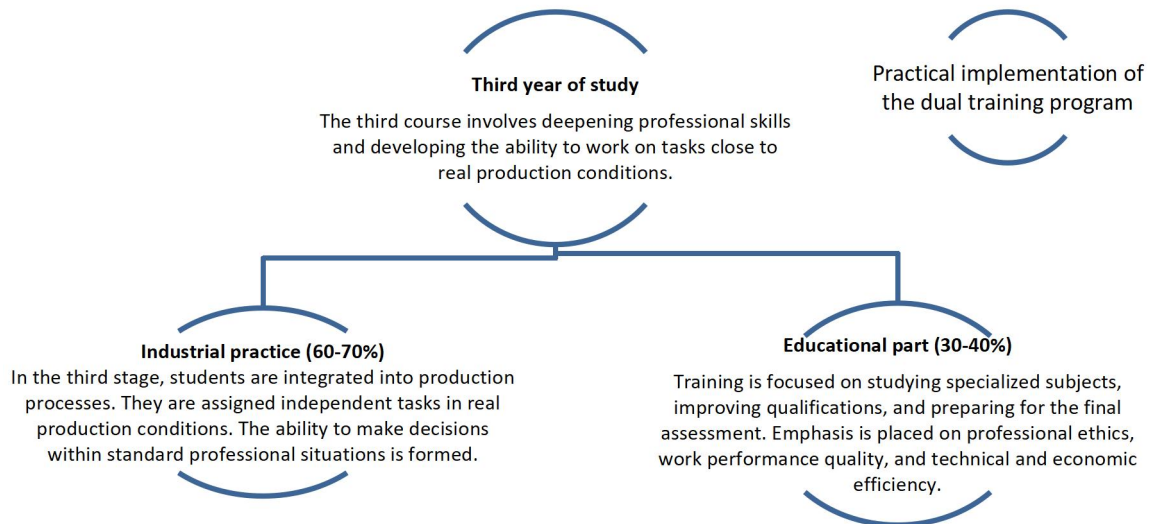


Схема-5. Третий год обучения практической реализации программы дуального обучения

Graduation Stage: Integration into Work and Qualification Assessment: Final Practice and Pre-Diploma Support (80-90%):

Students temporarily work as full-time employees, participating in the production process alongside existing specialists. Graduation qualification work: Developed based on real production tasks. The works may include elements of rationalization proposals, analysis of technological processes, and proposals for improving labor efficiency. The VCR assessment is carried out by a commission with the participation of representatives of the employer.

The methodology for developing graduate employment competencies based on dual education represents a productive approach that combines the efforts of educational institutions and employers. It allows not only to improve the quality of student training but also to ensure their successful integration into the professional environment. The subsequent development of the methodology requires the expansion of successful practices, the attraction of new partners, and the introduction of modern educational technologies.

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