

DUAL EDUCATIONAL TECHNOLOGIES OF TRAINING PSYCHOLOGISTS FOR THE EDUCATION SYSTEM

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Annotation

This article analyzes dual educational technologies, dual educational technologies of training psychologists for the education system, its peculiarities, directions of organization and similar aspects.

Keywords: Dual technology, psychologist, system, mechanism, model, method.

Introduction

Under the dual system of specialist training, we mean a special innovative model of organizing higher education, which includes a well-coordinated interaction between the university and the educational organization, aimed at developing in graduates a specific profile of the professional competencies required by the employer. The main principle underlying this model is the competency-based approach to the implementation of the goals of higher education.

Let us emphasize the specifics of dual training in teacher education, noted in a number of studies, and distinguishing it from other forms of education:

- The purpose of dual training is the request of the regional education system in the pedagogical staff of the demanded profile and skill level that meets the requirements of the professional standard;
- Mechanisms of social partnership provide for the involvement of educational organizations, representatives of the teaching community - direct customers of teaching staff, in the practice-oriented process of higher education;
- Enrichment and dominance in the educational process of practical forms of training aimed at the formation of specific labor functions - standardized labor actions, necessary skills and knowledge;
- Dominance in the educational process of technological forms, methods, methods and teaching aids.

The dual model of education implies the involvement of employer organizations in the system of vocational education as providers of educational services. In modern teacher education, this model of dual education is used fragmentarily.





There are "narrow" and "broad" meanings of the concept of "dual learning". In a narrow sense, dual training is seen as a new form of training that provides for theoretical training in an educational organization, and practical training in an employer's organization. In fact, this is a special form of work practice within the framework of an educational program in the field of training, carried out at the workplace.

In a broad sense, dual education involves a special model of the regional education system, in which:

- The need for teaching staff is predicted;
- Monitoring and evaluation of their professional qualifications;
- Conditions are created for professional self-determination and professional education;
- Flexible models of training and advanced training of teaching staff are being implemented;
- A collegial management system for personnel training is implemented.

Today, dual education is the most promising direction in the training of teachers focused on professional standards. The dual model of education becomes attractive due to the following factors:

1 - Curricula are drawn up taking into account the proposals of employers, who, based on their needs for specialists, form a specific order for educational organizations. Employers act as interested participants in the educational process, including both in the selection of the content of vocational education and in determining the specifics of its organization.

2 - Students get the opportunity to undergo industrial practice at the workplace and master labor functions as part of their future professional activities, reflected in the professional standard.

3 - Professional competencies that ensure readiness to perform labor functions are mastered by students at the workplace based on effective technologies, the use of which is difficult at a university.

4 - The student's involvement in the real pedagogical process at the workplace contributes not only to the mastery of labor activities, the necessary skills and knowledge, but also motivates, develops personally, and ensures the formation of a corporate culture.

5 - Long-term work of student interns in an educational organization makes it possible to identify their strengths and weaknesses, to find the form and type of professional activity in which the graduate will be most successful.

Considering dual training as a form of training of pedagogical personnel, we see a special role in the selection of organizational forms, a system of methods, techniques and educational technologies that ensure the completeness of the development by students of both a system of theoretical knowledge and specific professional skills, skills, experience of professional activity based on the interaction of educational institutions and educational organizations.

The basis of the professional activity of the future specialist is formed competencies. An obligatory sign of professional competence, formed in the conditions of dual training, is the ability to correlate existing knowledge with the goals, conditions and methods of practical activity, to apply various mastered methods and technologies in one's practical activity.

The developed technology of dual training is based on the following positions:

- Conducting classes in the disciplines of the basic and professional cycle - lectures, seminars, practical classes in classrooms will provide an opportunity for university students to acquire a theoretical basis for the upcoming practical activities;
- The theoretical study of disciplines is supplemented by workshops, industrial practices in educational organizations.

Thus, in the conditions of dual training, theoretical training, implemented in the form of lectures, seminars and laboratory-practical works, is concretized and acquires a practical orientation in the process of educational activities of the basic organizations participating in network interaction.

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In modern conditions of development of education, contradictions arise between:

- Changing requirements for a defectologist teacher and preparing him for traditional activities without taking into account the social order of society;
- An objective need for a teacher-defectologist and the lack of development of a practice-oriented model of his training;
- The level of knowledge achieved in science about the teacher as the subject of one's professional path and the problem of implementing this knowledge in the preparation of a teacher-defectologist;
- The need to form the professional and personal readiness of a teacher-defectologist and the lack of technologies for its formation.

Today, we widely use elements of duality, solving the problems of training a teacher-defectologist and a teacher-psychologist in accordance with the requirements of modernizing and reforming the entire system of special education.

The dual model of education includes the following forms of interaction with basic educational organizations:

- Examination of the content and structure of the main professional educational programs, programs of additional professional education;
- Formation of a list of requirements for the results of mastering higher education programs in the context of dual education;
- Working out the conditions and technology for organizing the educational process in the implementation of educational programs, the interaction of educational institutions and employers;
- Creation of conditions for continuous monitoring of the implementation of educational programs;
- Development of recommendations for finalizing the model of dual training of teaching staff in undergraduate programs in the areas of training "Special (defectological) education".

In the first days of their stay in an educational institution, student interns get an idea about the structure and specifics of work in a kindergarten or school; learn to establish positive relationships with the teaching staff of the educational organization; get acquainted with pupils of preschool educational institutions, students; participate in joint educational activities. Under the guidance of supervisors, students analyze psychological, pedagogical and regulatory documentation, get involved in diverse correctional and pedagogical work, during which they master a number of labor skills and abilities:



- Conducting a comprehensive diagnosis, compiling a psychological and pedagogical description and a long-term work plan;
- Planning and conducting individual correctional and developmental classes;
- Planning and conducting educational work;
- Work with parents;
- Emotional interaction with pupils and teaching staff of the educational organization.

All these types of work are accompanied by the execution of relevant reporting documentation.

During work, students conduct an examination of children, together with the supervisor analyze the structure of the defect, learn to establish the causes and mechanisms of educational difficulties of pupils. Industrial practice of students allows to generalize the received theoretical knowledge and practical skills. In the process of direct professional activity in the course of practice, students showed not only the formation of a sufficiently high level of readiness for professional activity (desire, inspiration, concentration, satisfaction), but also the development of pedagogical ideals, views, beliefs, tolerance and a humanistic attitude towards a child with problems in development and his family.

Supervisors (teachers-defectologists, special psychologists) assisting students noted the high level of theoretical and practical training, conscientious, responsible attitude of students to work.

Educational organizations included in the dual education model met the following requirements:

Organizations have extensive experience in experimental, innovative activities in the field of special education.

Organizations have a modern methodological base, subject-spatial environment, there is access to specialized information resources; created a barrier-free environment.

Educational organizations are staffed with highly professional teaching staff, including defectologist teachers, speech therapists, special psychologists who act as supervisors.

The competence of supervisors is confirmed by the readiness for continuous professional development, including the readiness to master new educational technologies in collaboration with students.



Teachers who implement the dual learning model are actively involved in teaching the disciplines of the curriculum, including on the basis of educational organizations.

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