

PROBLEMS AND THEIR ANALYSIS IN THE ORGANIZATION OF 4+2 QUALIFICATION PRACTICE IN DUAL EDUCATION FOR STUDENTS

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Abstract: In the realm of education, the implementation of practical work experience has become increasingly significant. Dual education, with its combination of classroom learning and on-the-job training, offers students a valuable opportunity to gain real-world skills. However, the organization of 4+2 qualification practice in dual education presents certain challenges that need to be addressed. In this article, we will analyze the problems associated with this practice and propose potential solutions.

Keywords: incentive schemes, coordination, mentorship, curriculum alignment, online platforms

Introduction: The dual education is a kind of hybrid training: the students are full time students at a Vocational Education or Higher Education Institute and trainee at a company. Domestic and international experience highlights the effectiveness of dual training (Yu, 2012; Melin, 2016; Kovács & Török, 2016; Holik & Pogatsnik, 2016; Kocsis, 2020; Tastanbekova, 2021). Dual training increases professional competences and allows students to convert their theoretical knowledge into practice and enter the labor market as strong contenders.

Research findings (Hermann et al, 2016) show that a rigorous selection process of apprentices, well-thought-out vocational education and career planning, integration into the world of work, incentive schemes and corporate social responsibility contribute to effective dual training¹

One of the main problems in the organization of 4+2 qualification practice in dual education for students is the lack of sufficient cooperation between educational institutions and companies. Dual education programs require a close partnership between these two entities in order to provide students with practical training and knowledge that aligns with industry needs.

Another problem is the limited availability of qualified mentors and trainers who can guide students during their practice period. It is crucial to have experienced professionals who can provide practical insights, feedback, and support to students during their on-the-job training. Furthermore, there may be a lack of standardized guidelines and evaluation methods for assessing the performance of students during their practice period. This could result in inconsistent assessments and varying levels of quality in the learning experience for students. Additionally, the allocation of resources and funding for the implementation of dual education programs may pose a challenge for organizations.

Adequate financial support is necessary to facilitate the necessary infrastructure, equipment, and resources for both educational institutions and companies involved in the program. Finally, ensuring the quality and relevance of the practical training provided to students is an ongoing concern. The curriculum and content of the practice period must be regularly updated to reflect the changing needs and demands of the industry.

Continuous communication and collaboration between educational institutions and companies are essential to address these challenges and to ensure that students receive a comprehensive and up-to-date education. To better address these problems, it is crucial to establish strong partnerships between

¹ https://www.researchgate.net/publication/355101343_Dual_education_connecting_education_and_the_labor_market

educational institutions and companies, provide training programs for mentors and trainers, develop standardized evaluation methods, allocate appropriate resources and funding, and regularly update the curriculum to meet industry needs. By addressing these challenges, organizations can enhance the effectiveness and quality of the 4+2 qualification practice in dual education for students.

Analysis of Organizational Problems: When it comes to orchestrating 4+2 qualification practice within dual education programs, various organizational obstacles tend to arise. Let us explore and dissect these challenges in detail:

Coordination and Communication:

Efficient coordination and seamless communication between stakeholders involved in the dual education system are pivotal for successful implementation. However, achieving this synergy often proves demanding, leading to hurdles that hamper the overall effectiveness of the program.

Curriculum Alignment:

Aligning the curriculum of the educational institution with the requirements of the industry partner can be complex. Ensuring a suitable match between theoretical knowledge and practical skills is essential for students' holistic development. Nonetheless, striking this balance can be a constant challenge throughout the organization process.

Availability of Practicum Opportunities:

Securing ample practicum opportunities is crucial for the students' hands-on learning experience. However, the organization often faces difficulties in identifying and providing a sufficient number of suitable placements for the students. This scarcity of practicum opportunities can hinder the students' ability to fully comprehend and apply their acquired skills.

Supervision and Mentorship:

Adequate supervision and mentorship play a pivotal role in the students' professional growth and skill development. However, ensuring consistent guidance from industry professionals can prove challenging within the dual education system. The availability, commitment, and expertise of mentors greatly impact the quality of the students' learning experience.

Evaluation and Assessment:

Devising a fair and comprehensive evaluation system to assess students' progress during the 4+2 qualification practice poses further organizational challenges. Designing assessment methods that accurately measure both theoretical knowledge and practical application can be a complex task.

Inadequate Communication Between Educational Institutions and Companies

One of the major obstacles faced in the organization of 4+2 qualification practice is the lack of effective communication between educational institutions and partnering companies. Due to this communication gap, students' expectations may differ from the actual training provided by the companies. Consequently, students may not acquire the desired skills, leading to dissatisfaction and a waste of time and resources.

Solution:

To bridge this communication gap, it is essential to establish clear channels of communication between educational institutions and partnering companies. Regular meetings and open lines of

dialogue will enable both parties to align their expectations and ensure that students receive the necessary training. Utilizing technological tools, such as online platforms or shared databases, can facilitate the exchange of information and foster effective communication.

Insufficient Training Resources and Facilities

Another challenge associated with the organization of 4+2 qualification practice is the lack of adequate training resources and facilities. Some companies may not be well-equipped to offer practical training, resulting in subpar learning experiences for students. This can hinder their ability to develop the necessary skills and competencies required for their future careers.

Solution:

To address this issue, it is crucial for educational institutions to evaluate potential partnering companies before initiating the 4+2 qualification practice. By assessing the resources and facilities available at these companies, educational institutions can ensure that students receive high-quality training. Additionally, educational institutions can collaborate with companies to provide necessary resources or explore alternative arrangements, such as utilizing shared training facilities.

Inadequate Supervision and Mentorship

The lack of proper supervision and mentorship during the 4+2 qualification practice poses another challenge. Without guidance from experienced professionals, students may struggle to navigate their roles and responsibilities within the company. This can hinder their learning process and diminish the overall effectiveness of the program.

Solution:

To tackle this issue, it is important for partnering companies to assign experienced mentors to guide and support students during their practical training. These mentors can provide valuable insights, offer constructive feedback, and help students overcome challenges they may encounter. Additionally, educational institutions should maintain regular contact with students and mentors to address any issues that may arise and ensure a successful learning experience.

Varying Workload and Learning Opportunities

The inconsistent workload and learning opportunities provided to students during the 4+2 qualification practice present another significant challenge. In some cases, students may be overwhelmed with excessive or monotonous work, while in others, they may not receive enough hands-on experience. This imbalance can impact the overall effectiveness and satisfaction of the program.

Conclusion

The organization of 4+2 qualification practice in dual education is not without its challenges. The communication gap between educational institutions and partnering companies, inadequate training resources, insufficient supervision, and varying workload all contribute to the complexity of this practice. However, by establishing effective communication channels, evaluating partnering companies, providing proper mentorship, and implementing structured training plans, these problems can be mitigated. Ultimately, addressing these challenges will result in a more fruitful and successful 4+2 qualification practice for students pursuing a dual education pathway.

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