

INTERNATIONAL EXPERIENCE IN IMPLEMENTATION OF DUAL EDUCATION

Kucher Oleg, PhD student, Oleksandr Dovzhenko Hlukhiv National Pedagogical University, Hlukhiv.

E-mail: Oleg.-k@ukr.net

ORCID: 0009-0003-0740-8463

DOI: 10.32342/2522-4115-2023-2-26-8

Keywords: *dual education, international experience of dual education, dual education model, bachelors in construction and welding, labour market, employers.*

The article explores the relevance of implementing international experience in dual education into the practice of domestic higher education institutions. The study is focused on the importance of training future bachelors in the field of construction and welding within the dual form of education.

The purpose of the article is to consider models of dual education in European countries and opportunities for their implementation into the Ukrainian higher education system.

The research operates comparative and retrospective analysis, methods of analogy, systematization and conceptualization of best practices in the introduction of dual education.

The analysis of the international experience in the functioning of dual education models made it possible to identify the most promising directions of integration of the domestic education system, the labour market and production into the European educational system. It has been established that the implementation of a dual form of higher education contributes to adaptation to international standards and the exchange of advanced methods in the training of qualified personnel, which contributes to the improvement of pedagogical practices.

The analysis of the research allowed us to recognize the essential features of the dual education system, which includes simultaneous education in an educational institution and practical experience at work. This is the interaction of theory with practice making it possible for students to acquire not only theoretical knowledge but also practical skills. It has been found out that in the European educational space, various terms are used to denote the concept of dual education, such as "alternation training", "work-based learning", "work-integrated learning" and others. All of them indicate a combination of theoretical knowledge and practical skills. Dual learning is defined by the European Center for the Development of Vocational Education as a process of acquiring knowledge and skills through practical tasks and reflection. The European Commission distinguishes three models of dual learning such as apprenticeship, periodic training in the company and integrated training. The UNESCO International Standard Qualification describes the dual system as an organized learning process combining part-time work in production with studies in traditional vocational schools and universities.

A conducted comparative analysis of different dual systems in European countries (Austria, Germany, France, Switzerland, and Romania) indicated a variety of configurations covering such substantive aspects as legislation, management, competent authorities, employer representatives, subsidies, intermediate organizations, vocational and higher education, and education costs. Depending on the country, the dual system may have integrated or separate legislation, unified or separate administration, state or economic competent authorities, different share of social partners or professional associations, etc. Different approaches to the financing of the dual system and the presence or absence of intermediate organizations facilitating the interaction between the state and the economy have been revealed. The factors of economic benefit or loss for companies participating in the dual system, which affects gross costs and profitability of companies, have been highlighted. Two leading types of dual systems have been identified. The first one is the system which is united with state participation and coordinated, and the second one is separated, where regulation is mainly carried out by economic representatives. Based on the results of the comparative analysis, the diversity of approaches has been singled out and the factors influencing the success of dual systems in different contexts have been identified.

There have been made conclusions regarding the advantages of the dual system of education and the features of the implementation of international experience into the professional education system of Ukraine.

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Одержано 29.07.2023.