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The Organization Of Dual Teaching Within The System

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Abstract

The aim of research is to reveal the features of contemporary higher pedagogical education within the context of the studied theme via the analysis of philosophical, psychological, pedagogical, sociological, normative documents connected with the research problem. As a result, pedagogical conditions of the organization of dual teaching in the course of professional training of future primary school teachers are developed and implemented. In conclusion, the organization of dual teaching in the system of professional education will be productive if pedagogical conditions of dual teaching of future primary school teachers are theoretically proved, developed and realized.

Keywords: future teachers, dual teaching, pedagogical.

La organización de la enseñanza dual dentro del Sistema

Resumen

El objetivo de la investigación es revelar las características de la educación pedagógica superior contemporánea en el contexto del tema estudiado mediante el análisis de documentos filosóficos, psicológicos, pedagógicos, sociológicos y normativos relacionados con el problema de la investigación. Como resultado, se desarrollan e implementan las condiciones pedagógicas de la organización de la enseñanza dual en el curso de la capacitación profesional de los futuros maestros de escuela primaria. En conclusión, la organización de la enseñanza dual en el sistema de educación profesional será productiva si las condiciones pedagógicas de la enseñanza dual de los futuros maestros de escuela primaria se prueben, desarrollen y realicen teóricamente.

Palabras clave: futuros docentes, docencia dual, pedagógica.

1. INTRODUCTION

The analysis, which was performed at the theoretical level, showed that the programs of contemporary higher educational institutions did not have a practice-professional orientation, they did not take into account the demands of employers to form appropriate professional competencies in future alumni. New times need a new organization of educational activity in a higher school for the elimination of a system gap between labor and education market by means of integration of educational process and pedagogical practice. The analysis of the theoretical material and teaching process in the system of the higher educational institution, the identification of new

ways of training of future primary school teachers gave a chance to offer a productive scientific idea. It is possible to optimize the development of students' professional competences in a most effective way by means of dual teaching, representing a specially organized pedagogical process, which activates and integrates the pedagogical practice in a higher educational institution at workplaces for ensuring the effectiveness of students' involvement into professional activity.

Dual teaching is an innovative form of the organization of higher education in the professional sphere with integrative grounds, which reflect a commonality of aims, values, content and activities realized in the conditions of the dual system of professional education. The acquisition of the main educational programs within the frame of dual teaching provides the gradual process of students' professional adaptation and engagement into the working schedule without emotional and psychological discomfort. During the internship at workplaces, there is an interaction with the collective within the frame of professional space where the social competence and responsibility for the results are formed. The aim of dual teaching: is a complex acquisition by students of all types of professional activities, general and professional competences, necessary skills and experience according to the requirement of State Standards, coordination and adaptation of training-industrial activity of higher educational institution to conditions of the organization (school).

2. METHODOLOGY

2.1. Research methods

The analysis of philosophical, psychological, pedagogical, sociological, normative documents connected with the research problem and the synthesis of pedagogical experience and activities of graduates have been used. Such empirical and diagnostic methods as questioning, oral poll, observation, expert comparisons, analysis of student's activities, pedagogical experiment, data processing and analysis of the implemented pedagogical conditions into educational process of a higher educational institution have been applied (Kanthik & Khiewngamdee, 2019).

2.2. Experimental base of research

Abai Kazakh National Pedagogical University, International Kazakh-Turkish University named after Yasavi, Syrdariya University.

2.3. Investigation phases

The research of a problem demanded three phases. The first phase provided the theoretical analysis of the existing methodological approaches in the philosophical, psychological and pedagogical scientific literature, dissertations connected with the research problem, theory and techniques of pedagogical investigations. The problem, aim and methods of research have been identified; the plan of experimental work has been developed. The second phase worked out the methodology of the organization of dual teaching within the system of professional education and carried out the experimental work. The third phase completed the experimental work, specified theoretical and

practical conclusions, generalized and systematized the results of the investigation.

3. RESULTS

The research conducted at the theoretical level showed that the realization of the following pedagogical conditions is necessary for the introduction of dual education at higher school:

1. The development of the normative base.
2. The identification of the market demand to obtain by graduate students an additional set of labor functions – professional competences within the frame of direction and profile of training.
3. Enrichment of teaching programs of a pedagogical higher educational institution with additional material for the development of the labor functions demanded by employers – professional competences. Therefore, it is necessary to work the educational program out, the content and structure of which will meet the requirements of the organizations or employers; it is necessary to define the intrinsic characteristics of educational activities to form those professional competences, which are marked out by employers as labor functions.
4. New approaches to the practice focused education in the system of dual teaching include the creation of a system of cross-disciplinary integrative projecting for mastering professional competences by students taking into account the inquiries of employers with use of contemporary educational technologies; the introduction of mentoring to support students' internship.

In order to identify the important prerequisites of dual education in the system of higher education on the example of students' training at the Abai Kazakh National Pedagogical University and Syrdariya University, and to organize their internship at the primary school, we collected and processed the experimental material in the form of oral poll and questionnaires for employers – administration of schools. The oral poll was conducted to identify their awareness about the content and forms of dual education and readiness to participate in the realization of dual teaching within the frame of the experiment. The poll showed that most of the heads of schools know nothing about dual education and its features. For the representatives of the educational organizations, who are interested in the realization of dual teaching, the working meeting was organized in order to acquaint them with intrinsic characteristics of this system. In pursuance of the first condition Development of the normative base, the analysis of scientific literature was carried out and little, but already available experience of dual teaching in the country was analyzed, which showed that the normative base for its implementation had to be presented in the following obligatory specification:

1. The provision of the organization of dual teaching defines the concept of a dual system of staff training, the tasks of the educational program, the participants of the educational process and the role of each of them.

2. The contract of the organization of dual teaching fixes the obligations of the parties with the collateral organization and implementation of dual teaching, their responsibilities for non-performance or inadequate fulfillment of the obligations.

3. The standard schedule of the interaction of the participants of dual teaching establishes a detailed order of cooperation between parties.

4. The standard provision of mentoring sets the status of the mentor, his function, the procedure of selection of candidates, requirements for professional competences, the algorithm of mentoring development, the assessment system of professional activity of mentors.

In order to satisfy the second pedagogical condition: The identification of the market demand to obtain by graduate students an additional set of labor functions – professional competences within the frame of direction and profile of training, we developed the questionnaire, which had a list of the qualifying requirements of the employer for the future primary school teachers to perform successfully their labor functions. Further, it seemed to be important to evaluate the judgments of the employer based on a criteria scale of assessment sheet (Table 1).

Table 1 – Assessment of qualifying requirements of employer for future primary school teachers to perform successfully their labor functions

	Qualifying requirements of the employer	Significance	Comments of the employer
	2	3	4
	Participation in development of the general academic program of the educational organization in accordance with State Educational Standards of Primary School	low	

	Participation in formation of safe and psychologically comfortable academic environment through security of children's life, and maintaining child's emotional well-being in educational organization	high	
	Planning and realization of educational work at primary school in accordance with State Educational Standards	high	
	Development of the conditions for transition from frontal classes of a big group to the format of activities: individual work or work in a small group.	average	
	Creating subject-developmental environment in accordance with requirements of State Standards	high	
	Conducting additional classes for 1 or 2 children	low	Decorative and applied technologies
	Creating positive psychological climate in a class, friendly relations between children belonging to different national-cultural and religious society or clusters and supporting children with different state of health (including children with special needs)	high	Technologies of theatrical performance

	<p>Organization of different types of activities at primary school:</p> <ul style="list-style-type: none"> • subject activities • cognitive-research • productive • designing 	<p>high</p>	<p>- Contemporary technologies of upbringing.</p> <p>- - Project technologies.</p> <p>- -TRIZ (theory of solving inventive problems) and CID (creative imagination development) technologies.</p> <p>- Technologies of developing games.</p> <p>- - Game like technologies.</p> <p>-Modeling and designing at school</p>
	<p>Creating a wide range of opportunities for development of free game of children</p>	<p>high</p>	
	<p>Organization and conducting pedagogical monitoring of how children acquire the educational program and analysis of educational work in class</p>	<p>high</p>	<p>Use of monitoring data for designing individual educational trajectory</p>
<p>0</p>	<p>Participation in planning and correcting of educational tasks (together with psychologist and other specialists) according to results of monitoring taking into account the individual</p>	<p>high</p>	

	development of a child.		
1	Using psychological-pedagogical technologies (also inclusive ones) necessary for categorical work with different contingent of children:		
	Gifted children	low	
	Children in difficult life conditions	average	
	Children-migrants	low	
	Children-orphans	average	
	Children with specific educational needs (autist, children with Attention Deficit Hyperactivity Disorder)	high	
	Children with limited health abilities (children with speech disorders)	maximal (specificity)	General theory, methodology, legal reasoning of work within the frame of inclusive education
2	Organization of educational process on the basement of direct communication with each child taking into account his special educational needs	high	Personally-centered /correcting-developing technologies

3	<p>Organization of constructive cooperation of children in different types of activities, creating conditions for children to choose freely the type of activities: participants of mutual activity and materials</p>	high	<p>Contemporary methods of active involvement of children into process of solving conflicts and other problems (to help to formulate the problem and ways to solve them, to develop a sensitive attitude to the feeling of others). Using methods of discipline maintaining without punishment</p>
4	<p>Active use of non-directive help and supporting of child's initiative and independence in different types of activities</p>	high	
5	<p>Development of cognitive activity</p>	high	
6	<p>Development of creative abilities</p>	high	<p>Methodology of artistic development of children</p>
	<p>Formation of culture of healthy and</p>	high	<p>Health-saving</p>

7	safe style of life		technologies (rhythmoplasty, dynamic games)
8	Formation of tolerance and specific skills of behavior in changing political environment	average	
9	Formation of psychological readiness for school format of education	high	
10	Providing help for the family in solving issues concerning child upbringing	high	Technologies of partner relations with the family
11	Analysis of the efficiency of educational classes	average	
12	Using of informational-communicative technologies in educational process	high	
13	Developing the methodological material for exemplary students taking into account the peculiarities of age, group and other students	high	
14	Participation in research and project-based activities at primary school	maximal (specificity)	
15	Taking responsibility for the quality of educational process	maximal	

		(specifi city)	
6	Fulfilment of professional activity in terms of new aims, content and technologies	maxim al (specifi city)	
7	Development of child in a format of cultural practice (it was added by expert)	maxim al (specifi city)	

The conducted analysis at the level of the ascertaining experiment showed that the dual form of education for graduates training by request of employers was considered topical and preferable. In order to realize the pedagogical conditions of the organization of a system of dual teaching, we made changes and additions while using the program in the format of dual teaching (Table 2).

Table 2 – Changes and additions for the realization of program in a format of dual teaching

Content	Changes and additions for the realization of program in a format of dual teaching
Reasons for the development of working program in a format of dual teaching	Specification of qualifying requirements of employer for the position of successful fulfillment of the labor functions in a company/organization (reporting the

	results of expert assessment)
1. Passport of the program of the professional module (PM)	
1.1. Sphere of application of the working program	Program is realized in a format of dual teaching with school
1.2. Aims and tasks of the module – requirements for the results of module acquisition	Additional educational results in accordance with qualifying requirements of employer: to have practical experience, to have skills and knowledge
1.3. Number of hours for the program of professional module acquisition (PM)	Distribution of hours is obligatory including variant part
2. Results of PM acquisition	Additional educational results professional competencies, general competencies in accordance with qualifying requirements of employer
3. Structure and content of PM	
3.1. Thematic plan of the professional module	
3.2. Content of teaching according to professional module	Additional didactic units and content of teaching material in accordance with qualifying requirements of employer

4. Conditions of PM realization	
4.1. Requirements for material-technical provision	Additional demands in accordance with qualifying requirements of employer – the facilities of professional educational company or organization
4.2. Informational facilities of teaching process	
4.3. General requirements for the organization of educational process	Organization of the fulfilment of dual teaching
4.4. Staff selection for educational process	Requirements for mentor from the part of school
5. Control and assessment of the results of PM acquisition	Additional educational results professional competencies, general competencies, notions and criteria of their assessment. Participation of school in the process of assessment of the quality of students’ professional training

The experimental phase included the development of requirements for the results of program acquisition (Table 3).

Table 3 – Requirements for the results of program acquisition

Code	Teacher of primary school must have general competencies including abilities
EC 1.	To understand the significance and social importance of his future profession, to show stable interest to it

EC 2.	To organize personal activity, to identify the methods of solving of professional issues, to assess their efficiency and quality
EC 3.	To assess the risks and make a decision in non-standard situation
EC 4.	To research, analyze and assess information, necessary for the formulation, solving professional tasks and for the professional and personal development
EC 5.	To use information-communicative technologies for the improvement of the professional activity
EC 6.	To work in a team, collective, to cooperate with co-workers, administration and social partners
EC 7.	To set aims, to motivate the activity of the students, to organize and control their work taking responsibilities for the quality of educational process
EC 8.	To identify independently the objectives of professional and personal development, to self-educate, to plan consciously the improvement of qualification
EC 9.	To fulfil the professional activity in terms of new aims, content and technologies
EC 10	To control the injury rate, providing security of life and health of children
EC 11	To construct the professional activity with observation of legal norms

We provide the specification of the professional competences with appropriate types of activity, compiled during the experiment according to inquiries of employers (Table 4).

Table 4 – Specification of professional competencies with appropriate

types of activity

Code	Teacher of primary school must have professional competencies with appropriate types of activity
BD 1.	To organize events to improve the health of the child, his physical development
PC 1.1	To plan events to improve the health of the child, his physical development
PC 1.2	To ensure the regime taking into account the age of the child
PC 1.3	To conduct the events connected with physical education making movable exercises
PC 1.4	To fulfil the pedagogical observation of the state of each child, to inform immediately the medical worker about the changes in child's health
BD 2.	To organize different types of activities and communication of children
PC 2.1	To plan different types of activity and communication of children during the day
PC 2.2	To organize different games with children
PC 2.3	To organize feasible work and self-service
PC 2.4	To organize communication of children
PC 2.5	To realize the productive activity of the school children (drawing, modelling, application, designing)
PC 2.6	To organize and conduct the special occasions and entertainments for children
PC 2.7	To analyze the process and the results of different types of activity and communication of children
BD 3.	To organize classes in accordance with general programs of primary education

PC 3.1	To identify aims and tasks, to plan lessons for children
PC 3.2	To conduct lessons for children
PC 3.3	To provide pedagogical control, to assess the process and result of teaching of school children
PC 3.4	To analyze lessons
PC 3.5	To compile documents, providing the organization of lessons
BD 4.	To cooperate with parents and workers of educational organization
PC 4.1	To identify aims, tasks and plan the work with the parents
PC 4.2	To offer the individual consultations about issues of family upbringing, social, psychological and physical development of the child
PC 4.3	To organize parents' meeting, to invite parents (or other people, who replace them) to conduct the events in a group and educational organization)
PC 4.4	To assess and analyze the results of work with parents, to correct the process of cooperation with them
PC 4.5	To coordinate the activity of the workers of educational organization working with a group
BD 5.	To offer the methodological provision of educational process
PC 5.1	To develop the methodological material for exemplary students taking into account the peculiarities of age, group and other children
PC 5.2	To create the subject-developing atmosphere in a group
PC 5.3	To systematize and assess the pedagogical experience and educational technologies in the sphere of primary school on the basement of analysis of special literature, self-analysis, and analysis of other teachers
PC 5.4	To formulate the pedagogical documents in the format of reports,

	abstracts and presentations
PC 5.5	To participate in research and project activities in the sphere of primary school
BD 6	Basics of professional activity in the system of polyculture and inclusive education
PC 6.1	To organize and conduct of events activating polyculture education of children
PC 6.2	To analyze the organization and conducting of events activating the polyculture education of children
PC 6.3	To plan the events activating the polyculture education of children
PC 6.4	To identify aims and tasks, to plan lessons for children with limited health abilities
PC 6.5	To conduct and analyze the lessons for children with limited health abilities
PC 6.6	To provide the pedagogical control, to assess the process and results of teaching children with limited health abilities
PC 6.7	To formulate the documents, providing pedagogical process
BD 7	Professional activity for the realization of directions of school work
PC 7.7.1	To identify aims, tasks, to plan the work how to use technologies of saving health of children
PC 7.7.2	To analyze the organization and conducting of children activity using health-saving technologies

According to the fourth pedagogical condition: New approaches to the practically-focused education in the system of dual teaching the following must be taken into consideration: creation of a system of cross-disciplinary integrative projecting for acquiring professional competences by students according to inquiries of employers with the

use of modern educational technologies; introduction of mentoring to the organization of students' teaching. It is known that projects are carried out individually or in pairs, or groups, being subdivided into research, creative and information projects. Research projects have a scientific character with the determination of relevance, level of problem study, the existence of an object, subject, research objectives, hypothesis, tasks, methodologies and techniques of problem development, the analysis of information, experiment and formulation of practical recommendations. These projects can be used for course or diploma papers.

Creative projects develop new original ideas represented in a creative format (creative report, design, video, computer program). At the same time, the leading methods of work are - brainstorming and method of a creative group. Information projects stipulate the collecting information, necessary for this or that type of educational activities, using various sources. A booklet, a college, a publication, a page of the Internet can become a form of implementation of such project. According to an application area of the projects, they can be cross-disciplinary, productive and social or combined, theoretical or practically-focused, by request of employers or teacher's task. An example of such project can be demonstrated during experimental work according to the subject's Professional activity and personal development of the teacher and Modern pedagogical technologies in the professional and pedagogical activity of the teacher. Thus, an important role in the realization of the projected pedagogical conditions belongs to modern educational practically focused technologies with elements of dual teaching providing the formation of professional competences of future primary school teachers. In order

to identify the satisfaction of students with participation in the realization of dual teaching, the questioning of students was carried out. We interviewed 25 students of specialty 5B010200 – Pedagogy and methodology of primary education. In the course of questioning, the students had to show their attitude to participation in dual teaching, by answering the questions of the questionnaire. Information about a degree of satisfaction with dual teaching is in table 5.

Table 5 – A degree of satisfaction with dual teaching

Assessing aspects	Primary education					
	Fully satisfied		Partly satisfied		Not satisfied	
	Quantity	%	Quantity	%	Quantity	%
Organization and conditions of teaching in a company or (organization)						
Schedule of practical teaching	15	60%	9	36%	1	4%
Safety of labor conditions	21	84%	3	12%	1	4%
Allocated working place	21	84%	3	12%	1	4%
Content of work	13	52%	12	48%	0	0%
Volume of work	12	48%	9	36%	4	16%
Cooperation with mentor						
Cooperation with mentor	24	96%	1	4%	0	0%
Efficiency of knowledge, skills and habits provided by mentor	19	76%	5	20%	1	4%
Objectivity of assessment of my work from the part of mentor	21	84%	4	16%	0	0%
Possibility to demonstrate skills in a process of fulfilment of mentor’s tasks	22	88%	2	8%	1	4%

The assessment of quality of dual teaching in comparison with traditional forms of education was the interest of authors in the context of this research (Figure 1).

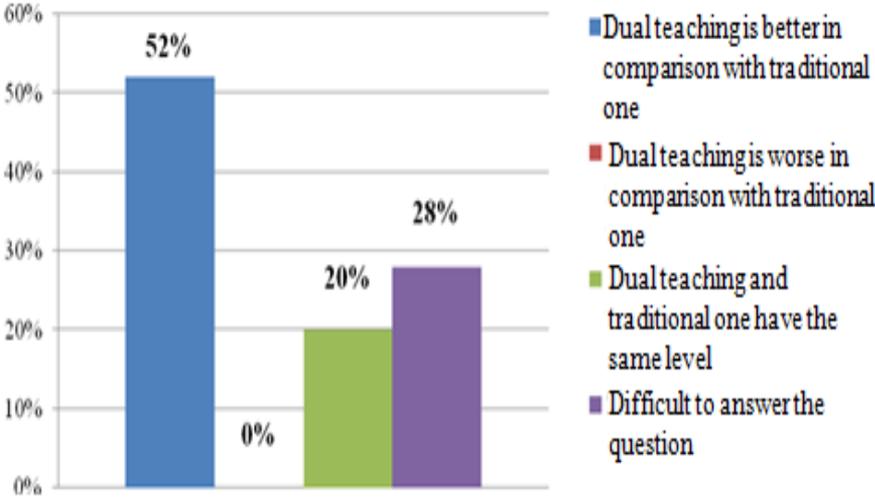


Figure 1 – Assessment of quality of dual teaching in comparison with traditional form of education

These charts show that 52% of students think that dual teaching is better, 20% of students pointed out that traditional and dual forms of education had the same level, 28% of students found it difficult to answer the question about the quality of dual teaching. Among the respondents, there were no students, who thought that traditional forms of education are more qualitative than dual ones. In the questionnaire, the students, who chose the options Dual teaching is better in comparison with traditional one, Dual teaching is worse in comparison with traditional one had to explain their position. The students, who

chose Dual teaching is better in comparison with traditional one option (13 students) provided the following comments:

1) An opportunity to get practical experience of work (8 students – 61.5%);

2) An opportunity to try on the teacher's role, to realize the features of the profession in real working situations (3 students – 23.1%);

3) An opportunity to apply theoretical knowledge acquired in a higher educational institution (1 student – 7.7%);

4) We get practical experience of interaction with children (1 student – 7.7%).

4. DISCUSSION

Estimating a degree of the development of the topical theme, we will note that the ways of improvement of professional readiness of future teachers in a higher education institution are analyzed in scientific works of Menlibekova (2005), Kargin (2000), Ospanova (2006), Musabekova (2013) and others. Recognizing the indisputable value of the conducted researches, it should be noted that in the presented variety of works the system of professional training for school educational institutions on the basis of dual teaching was not considered. Therefore, dual teaching is becoming a subject of consideration of scientists, teachers and experts-practitioners. In recent publications, the dual teaching is defined as an educational phenomenon, which is successfully adapted to conditions of market economy.

The works devoted to theoretical, scientific and practical developments in the analysis of creation and organization dual system of teaching for future teachers are realized in some countries of Western Europe - Germany, Austria, the Netherlands, Great Britain Shtratman (1995) and Rakhkochkine (2012) In Russia, the dual education is in a process of development due to the ideas of the social partnership organized on the basis of the system of the principles of the education organization offered by Polyanin (2010), Ignatova & Pokrovskaya (2016), Romanov (2007), Kornev (2014), Teshev (2014) and others. This problem touches the Kazakhstani scientists (Baltash & Zholdasbekova, 2015; Buzaubakova et al., 2015; Abdigapbarova, 2018), who consider a dual form of education as an alternative of professional training of the teacher.

We emphasize that interest for this innovative educational system – dual teaching is caused by a number of its advantages, which are connected with the fact that during its realization there is a satisfaction of students and employers' interests. During the lessons in the conditions of educational activity, the high motivation in knowledge acquisition is formed, familiarizing with the professional community and corporate culture is carried out. Considering school educational institution as a potential base for future professional activity, students have the more responsible, conscious and interested attitude to theoretical training. The position of the passive consumer of educational information is replaced by the initial position of the expert in the conditions of work, who should make decisions and bear responsibility for them. The employers, in turn, have an opportunity to estimate the level of students' training in a solution of productive and creative tasks, which helps to prepare staff for themselves (Prao,

2018).

5. CONCLUSIONS

It is clear that the organization of dual teaching in the system of professional education will be productive if pedagogical conditions of dual teaching of future primary school teachers are theoretically proved, developed and realized.

1. Dual teaching is based on the interrelation of science, education and production, in our case – primary educational institution, and is directed to activate the motivation of future expert to conduct applied scientific research and practical use of innovations in an educational system and future professional work.

2. Professional competences of future primary school teachers represent the results of professional education in dual teaching that is reached through the integration of knowledge, abilities, skills and personal opportunities, proceeding from requirements for contemporary schools and requests of employers for training. Taking it into consideration, the content of professional competences is based on State Standards, the additions to which are defined by requirements of employers and revealed in fast adaptation to labor places and in possession of contemporary technologies.

3. Enrichment of content of disciplines of a pedagogical cycle in the course of the solution of professional tasks not only updates the theoretical knowledge of students but also imitates the logic of decisions, which is realized by practice.

4. Level of students' professional competences is defined by the

result of professional education in dual teaching, which is achieved by means of integration of knowledge, abilities, skills and personal potential.

5. Formation of students' professional competencies in higher educational institution appears to be a purposeful organized educational activity realized in the dual teaching, which is based on the increase in efficiency of educational practice and ensuring the effectiveness of students' inclusion into professional activity at workplaces.

6. Results of experimental work allowed to receive the confirmation of the hypothesis of the efficiency of theoretically reasonable pedagogical conditions directed to the formation of professional competences of future primary school teachers of dual teaching. Therefore, the hypothesis can be considered to be proved.

The conclusions received in research cannot be considered as exhaustive in the solution of the considered problem. The prospects of further development of dual training can be represented in research of the full-scale model of professional competences of future experts of the higher education system and estimation of their formation.

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