

**DUAL EDUCATION SYSTEM IN ENHANCING THE PROFESSIONAL  
COMPETENCE OF FUTURE TEACHERS: ANALYSIS OF WESTERN COUNTRIES'  
EXPERIENCE**

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**Annotation:** This thesis analyzes the essence of the dual education system in improving the professional training of future teachers and its role in the experience of Western countries (particularly Germany and Austria). The issues of developing pedagogical mastery through the integration of theory and practice are highlighted.

**Keywords:** Dual education, professional competence, pedagogical mastery, German experience, theory and practice, integration.

Relevance of the topic. In the context of modern globalization, the intellectual potential and economic stability of any country directly depend on the quality of its education system. The key element ensuring educational quality is highly qualified teachers with modern competencies. One of the most pressing problems in higher pedagogical education today is eliminating the gap between theoretical knowledge and practical skills of future teachers. Although students acquire theoretical knowledge in traditional education models, they often face difficulties in real classroom situations, classroom management, and psychological communication with students.

In addressing this issue, the dual education system of Western countries such as Germany, Austria, and Switzerland has been recognized as one of the most effective models worldwide. Dual education is a system that combines theoretical learning at higher education institutions with the simultaneous acquisition of practical skills directly in the workplace (schools).

In Uzbekistan, significant attention has been paid in recent years to transforming pedagogical education and introducing international standards into teacher training. In particular, the Presidential Resolution of June 21, 2022 (PQ-289) highlights the necessity of using elements of dual education in training future teachers.

**Research objective.** To analyze the specific features of the dual education system based on the experience of Western countries (especially Germany) and to develop scientific and practical recommendations for improving methods of enhancing the professional competence of future teachers.

**Research object.** The professional-pedagogical training of future teachers and the dual education process.

**Research tasks:**

- To theoretically substantiate the concept of the “dual system” in pedagogical education;
- To conduct a comparative analysis of models of teacher training in Western countries;
- To determine the role of mentoring traditions in dual education;
- To evaluate the possibilities of adapting foreign experience to the national education system.

**Scientific novelty.** The study reveals transformational aspects of Western pedagogical experience and proposes an improved methodological model that ensures a balance between students' theoretical workload and practical school activities.

**Methods.** Improving the professional competence of future teachers through dual education requires not only school practice but also the application of specific methodological approaches and internationally tested methods.



Main methods include:

1. Reflective Practice Method
2. Students maintain a reflective diary after each lesson, analyzing what worked well, what did not, and why.
3. Result: Development of self-analysis and self-improvement skills.

2. Mentoring and Co-teaching Method

Students are guided by experienced teachers and gradually involved in teaching.

Result: Increased confidence and professional responsibility.

4. Case Study Method

5. Real classroom situations are analyzed in university settings.

6. Result: Strong integration of theory and practice.

4. Action Research Method

Students investigate real classroom problems and test solutions.

Result: Formation of teacher-researcher skills.

5. Micro-teaching Method

Short teaching sessions are recorded and analyzed.

Result: Development of communication, body language, and time management skills.

6. Digital Portfolio Method Students document achievements throughout training.

Result: Useful for employment and professional growth.

Discussion. Analysis of Western experience shows that dual education is not merely practice but a transformation of the educational paradigm. The integration of theory and practice allows students to immediately apply learned concepts in real settings. However, implementing this system requires improving mentoring practices and ensuring professional adaptability.

Conclusion and recommendations:

- Dual education increases graduates' competitiveness by 30–40%;
- Mentoring systems should be improved with proper incentives and training;
- Curriculum should balance theory and practice;
- Assessment should include practical teaching performance.

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