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## **THEORETICAL AND METHODOLOGICAL REGULATORS OF THE PROBLEM OF DUAL EDUCATION FACILITATION IN THE SYSTEM OF HIGHER PROFESSIONAL EDUCATION**

**Abstract.** The article is devoted to the study of the possibilities of using facilitation technology to improve the quality of dual education, the implementation of which in the system of higher professional education is experiencing serious difficulties. On the basis of the research it is concluded that the organisation and implementation of dual education requires strategies that help to meet the interests and needs of all subjects of the educational process. At the same time, the potential of facilitation technology in improving the quality of dual education in pedagogical science is not disclosed. In this regard, the aim of the study is: to determine the theoretical and methodological regulators of the problem of dual education facilitation in the system of higher professional education. To achieve this goal, the methods of theoretical analysis of scientific literature on the problem of dual education and expert assessment of international practical experience of using facilitation technology in the educational segment were used. As a result, the concept of "dual education facilitation" is clarified, theoretical and methodological approaches to dual education facilitation are defined, the main stages and methods of dual education facilitation are identified. The scientific significance of the research is related to the expediency of revising the existing approaches to the implementation of dual education in universities and filling it with new content on the basis of facilitation technology, taking into account the new requirements of the labour market. Determination of theoretical and methodological regulators of the problem of dual education facilitation in the system of higher professional education will allow avoiding errors in the organisation and practical implementation of this process.

**Key words:** dual education, facilitation technology, higher professional education system, theoretical and methodological regulators, dual education facilitation.

### *Introduction.*

Digitalization and labor market instability necessitate the modernization of interactions between consumers of educational services and educational institutions. In this context, dual education emerges as the most optimal solution to address issues related to aligning educational programs with

contemporary labor market requirements, bridging the gap between theoretical preparation and practical training, and enhancing motivation for future professional activities [1].

The international experience indicates that the implementation of dual education intensifies the need for extensive, highly responsible collaboration, involving educational institutions, employers, and students. Nevertheless, numerous research findings [2, 3] and general observations have revealed a low level of interest from enterprises in taking on students for training, primarily due to insufficient positions within organizations for practical training. Additionally, non-targeted utilization of students in organizations, unrelated to their professional specialization, is noted. Employers highlight the lack of specific knowledge among students, hindering their full integration into the production process, along with students' lack of awareness, low motivation for career growth, and more.

A significant inhibiting factor in the practical implementation of the dual education model, in our view, is the issue of didactic understanding and awareness of changes occurring in the labor market, driven by the challenges of a new era. Supporting this claim is the fact that since the launch of this teaching format in Kazakhstan, there has been no substantial qualitative progress in its implementation.

In this context, it becomes evident that merely implementing the existing dual education system into the educational process is insufficient to address the listed problems. These circumstances have prompted the search for fundamentally new technologies to enhance the quality of implementing this form of education, taking into account the interests and needs of all participants in the educational process.

The use of facilitation methods is associated with providing a flexible, inclusive learning environment for all, through the facilitation phenomenon, optimizing and increasing the productivity of educational process participants [4]. In our view, this will enable a fundamental shift in the mindset of educational process participants, overcoming the traditional attachment to their executive role, where innovations trickle down from the top, and transitioning from a mode of functioning to a mode of development and self-improvement.

In this regard, the scientific significance of the study is linked to the need to reconsider existing approaches to implementing dual education in universities and filling it with new content based on facilitation technology, taking into account the new requirements of the labor market. The analysis of the chosen problem in the field of higher professional education has set our primary **purpose**: to define the theoretical and methodological regulators of the facilitation problem in dual education within the system of higher professional education.

Based on the foregoing, we have identified the following **objectives**:

1. Clarify the concept of "facilitation of dual education"
2. Define theoretical and methodological approaches to the facilitation of dual education.
3. Elaborate on the main stages and methods of facilitating dual education.

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*Research Methods and Procedure:*

To achieve the stated goal and implement the research tasks, theoretical analysis methods of scientific literature on the issue of dual education and expert evaluation of international practical experience in using facilitation technology in the educational process were employed. Studying and summarizing advanced pedagogical experience in defining the theoretical and methodological regulations of the facilitation problem in dual education in higher professional education will help rectify shortcomings in the practical implementation of this process.

*Main Body.*

The question of the facilitation of dual education necessitates an in-depth study and understanding of the substantive content of such definitions as "dual education" and "facilitation." Overall, the analysis of scientific research and advanced pedagogical experience indicates that dual education is a process of professional training based on the consolidation of an educational institution and a production facility, where theoretical education harmoniously integrates with real practical training directly in the workplace. A broader understanding of the concept of "dual education" is presented by B.S. Ashyralieva, who portrays this educational format as a cluster that encompasses elements such as labor market monitoring, career guidance, practice-oriented professional training, high qualifications of both the teaching staff in educational institutions and mentors in organizations. It is noted that for the qualitative implementation of dual education, it is necessary to adhere to the new paradigm of this format of professional education and its new principles for organizing the production-educational environment [5].

Based on the study of international experience in implementing dual education, A.A. Smanova, E.A. Ajtenova, A.S. Kosshygulova identified two fundamental concepts of dual education theory: social communication and andragogical approach [6]."

N.B. Zhiyenbaeva, U.M. Abdigapbarova, A.B. Mahambetova define dual education as a system aimed at enhancing the practical training of future specialists through the integration of academic courses and on-the-job professional training. This enables learners to attain a high level of qualification and secure employment upon completing their education. The authors argue that, to develop professional essential qualities in students during dual education, it is crucial to elevate their overall level of culture and personal interest. To achieve this, emphasis is recommended on effective methods and techniques of self-education [7].

In general, Kazakhstani scholars and practitioners view dual education as an innovative format for organizing professional training, ensuring the

synthesis of traditional academic preparation within educational institutions and practical professional training in the workplace. It is emphasized that without effective mental participation from the consumer of educational services, represented by employers, enterprises, students, and educational institutions, this process loses its meaning.

Analyzing the scientific works of scholars from near and distant abroad, it is noteworthy that in CIS countries, dual education is studied from the perspective of social partnership. According to D.A. Rastegaeva and L.A. Filimonyuk, the system-forming factor of dual education is the institute of social partnership with a clear delineation of responsibilities for each partner, with the employer playing a leading role. Social partnership is considered a unique form of interaction between educational organizations and all labor market stakeholders, primarily focused on collaboration and meeting the labor market's requirements [8].

N.V. Matveev believes that for effective interaction within social partnership, one should adhere to the principle: 'employers indicate what to teach, and professional educational institutions specify how to teach' [9, p. 49].

V.A. Burlyayeva, I.V. Burkina, and others have developed regional and local models for implementing dual education. These models involve the collaboration of regional executive authorities, business communities, potential employers, and proactive citizens in popularizing dual education and educational institutions. The goal is to jointly design dual education programs, conduct labor market monitoring, strengthen the material and technical base of dual education, develop scientific and methodological support for dual education, and more [10].

In these works, the problem of the lack of an evaluation framework for the implementation of dual education is raised, particularly concerning educational institutions. There is a lack of labor market monitoring in many regions to study the demand for specialists and their training in educational institutions [11]. Special attention is given to issues related to the legal regulation of dual education. It is noted that existing rules mainly regulate the activities of educational institutions rather than economic entities. In contrast, in foreign countries, the entire process of interaction and implementation of dual education is clearly regulated by legislation [12].

Furthermore, researchers point out the low interest of enterprises in dual education. The problem lies not only in insufficient investments but also in the social immaturity of the main consumers of educational services, the employers. This is manifested in their unwillingness to collaborate with educational institutions and their reluctance to express a social demand for workforce training. There is a particular emphasis on the understanding that, to comprehend existing problems and find subsequent solutions, it is essential to explore various effective ways of interaction between businesses, enterprises, and educational institutions. To achieve this, targeted awareness campaigns with employers, especially with large businesses, are recommended. It involves explaining the significance of dual education for the country's economic growth, highlighting its real benefits, and promoting mutually beneficial collaboration with educational institutions. Creating a positive impression, utilizing expert

opinions in assessing this education format, and advertising dual education are suggested measures [13].

In this context, foreign researchers pay particular attention to the application of strategies in risk prevention and the determination of further prospects in the development of vocational education [14,15,16]. In scientific literature, social and pedagogical facilitation are distinguished. Social facilitation is interpreted as the activation effect of an individual's activity while being observed by a group of people [17]. Scholars such as G. Yuan, A.Lihong, Y. Lei, and others have established that social facilitation is particularly evident in making moral decisions on issues of social justice, often through assessing social and reputational risks. Norms of social justice exist in all social classes and cultures, but adherence to them is not a natural state for individual subjects. In this regard, the group environment is a vital mechanism for maintaining social justice and social regulation [18].

Pedagogical facilitation is understood as the facilitation and enhancement of the productivity of educational activities through an empathetic communication style, sincerity, and understanding between the subjects of the educational process [19]. International research experience shows that the application of facilitation technology in the educational segment contributes to student involvement in organizing the educational process. It increases both attendance and reduces the stressful context of the pandemic [20, 21]. Facilitation technology has also proven its effectiveness in improving the efficiency of students' and master's students' academic activities. It is noted that facilitation technology promotes the interaction of all subjects of the educational process (students, teachers, administration, and potential employers), facilitates the perception of the learning process, and increases the engagement and interest not only of students but also of the teachers themselves [22].

Thus, based on the analysis of the definitions of 'dual education' and 'facilitation,' we interpret the facilitation process of dual education as an innovative communicative format of social partnership. It contributes to the creation of a flexible, inclusive environment for dual education for all, through active empathetic listening and understanding of the requirements and proposals of all subjects in the educational process. As the facilitation technology in dual education is considered an innovative communicative tool of social partnership, contributing to the employment growth of future professionals and, consequently, the well-being of citizens, its scientific justification is defined as multidimensional, transdisciplinary, and project-based.

The application of a multidimensional approach (Morgun V.F., Yalalov F.G., Andreev V.I.) is associated with its capability to consider various perspectives and examine phenomena from all possible angles. Therefore, from the standpoint of a multidimensional approach, the facilitation process of dual education is seen as an active dynamic interrelation of value orientations, need-will experiences, substantive directions, and levels of mastering professional expertise. This facilitates the inclusion of opinions, desires, and proposals from all subjects in the educational process.

The choice of a transdisciplinary approach (L.P. Kiyashchenko, V.I. Moiseev, E. Dzhadzh, and others) is motivated by its ability to unite events and processes in education and society into a single problem field, enriching the spectrum of scientific knowledge by synthesizing them into a holistic worldview. From the perspective of a transdisciplinary approach, the facilitation process of dual education implies a transformation of views on dual education from a closed perspective to its systemic development.

The sense-making element in the research is the project-based approach (I.I. Mazur, V.D. Shapiro, Yu.I. Popov), which is oriented towards innovation in education. In this context, the facilitation process of dual education aims to eliminate difficulties in implementing dual education, contribute to gaining new knowledge, and develop the abilities of future professionals for self-actualization and self-improvement, thereby fulfilling the proactive mission of developing the higher professional education system.

Theoretical and methodological approaches form the basis for organizing the stages of facilitation sessions and selecting facilitation methods.

Stages of facilitating dual education:

- The first stage involves group centering, aiming to create an optimal atmosphere for establishing a warm connection, articulating rules and procedures, and assigning roles to facilitate the process (who takes notes, who keeps track of time, etc.).

- The second stage is idea generation, allowing for a free and open discussion where various opinions are collected without evaluation, forming a list of ideas.

- The third stage is accumulation, a natural consequence of diverse opinions. Techniques will be applied during this stage to integrate opinions and develop a solution.

- The fourth stage is illumination, involving the processing of the gathered information. At this stage, ideas are sorted into categories, and key conclusions are formed.

- The fifth stage is adaptation, including the verification of the solution, discussion of the initial formulation, refinement, finding a sufficiently good solution, and addressing objections, doubts, and disagreements.

- The sixth stage is consolidation, ensuring that every participant agrees that it is a good enough solution. The solution is solidified in a document.

As the primary facilitation methods aligned with the research goals and objectives, the tools of World Cafe and Future Search have been chosen. The selection of these methods is justified by their ability to collect information, analyze problems, generate ideas, develop and evaluate solution options, and achieve consensus among a relatively large group of people within a relatively short period without significant resource expenditure. Additionally, according to K. Löhr, M. Weinhardt, S. Sieber, the widely used World Cafe tool as a participatory method for involving citizens in organizational change processes can significantly enrich the toolkit of qualitative researchers. Developed with the goal of maximum inclusivity, World Cafe fosters open yet intimate discussions, providing access to the opinions and knowledge present in a large

group of people. In this regard, World Cafe is well-suited for complementing other research methods, either to help explore the research topic or validate findings. As a method based on collective action, one of its strengths is creating an opportunity for a diverse group of participants to share their reflections on lived experiences related to any issue and use these reflections to engage in deeper dialogue [23]. However, a critical observation about the World Cafe method is that it may tend to focus discussions on the positive. Therefore, World Cafe is recommended as a research method for information gathering [24]. For the analysis of proposed strategies, formulation, and identification of common grounds for the presented ideas and suggestions, finding common positions, the Future Search method is most suitable. International practical experience shows that this method is particularly effective in ambiguous, rapidly changing conditions when reaching a shared decision is necessary for responsible action [25].

### *Conclusion.*

The theoretical analysis of the scientific literature on the facilitation of dual education in higher professional education indicates that dual education is aimed at enhancing the practical professional training of future specialists by synthesizing the educational and production components of the educational process. This format of professional training allows for a harmonious combination of academic coursework and practical training for future specialists directly in the workplace, contributing to the diversification of professional skills and increased competitiveness in the job market. Overall, in the academic community, dual education is studied from the perspective of social partnership, with employers playing a predominant role. However, the results of numerous studies have revealed serious challenges in implementing dual education in higher professional education. These challenges include the low level of social maturity among employers as consumers of future specialists, lack of awareness among students, and didactic issues in the production environment.

The examination of international experience has shown that the use of facilitation technology in the educational segment contributes to increased personal engagement of all educational process participants through congruent self-expression in communication and sincerity. It has been established that facilitation technology serves as an important mechanism for maintaining social justice and social regulation. Meanwhile, the potential of facilitation technology in improving the quality of dual education remains underexplored in higher professional education.

Considering the facilitation of dual education as a new format of social partnership that fosters the creation of a flexible, inclusive environment for dual education for everyone through active empathetic listening and understanding of the requirements and proposals of all educational process participants, theoretical and methodological approaches to this process have been identified: multidimensional, transdisciplinary, and project-based. Based on the principles and provisions of these approaches, six stages of conducting facilitation sessions (group centering, idea generation, accumulation, enlightenment, adaptation, consolidation) have been defined, and facilitation methods (World Cafe, Future

Search) have been chosen for information gathering and the discovery of common grounds for the presented ideas and suggestions.

Thus, based on the conducted research, it can be concluded that strategies promoting the satisfaction of interests and needs of all educational process participants are necessary for the organization and implementation of dual education. In this regard, the application of facilitation technology to enhance the quality of dual education in higher professional education should be considered one of the most promising areas in the methodology of professional education.

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## **ЖОҒАРЫ КӘСІПТІК БІЛІМ БЕРУ ЖҮЙЕСІНДЕГІ ҚОС БІЛІМ БЕРУДІ ДАМУ ТУРАЛЫ МӘСЕЛЕЛЕРІНІҢ ТЕОРИЯЛЫҚ- ӘДІСТЕМЕЛІК РЕТТЕУЛЕРІ.**

**Андатпа.** Мақала дуальді оқыту сапасын арттыруда фасилитация

технологиясын пайдалану мүмкіндіктерін зерделеуге, жоғары кәсіптік білім беру жүйесінде елеулі қиындықтар көріп отырған іске асыруға арналған. Жүргізілген зерттеу негізінде дуальді оқытуды ұйымдастыру және іске асыру мәселелерінде білім беру процесінің барлық субъектілерінің мүдделерін, қажеттіліктерін қанағаттандыруға ықпал ететін стратегиялар қажет деген қорытынды жасалған. Бұл ретте педагогика ғылымында дуальды оқыту сапасын арттырудағы фасилитация технологиясының әлеуеті ашылмаған. Осыған байланысты, зерттеудің мақсаты жоғары кәсіптік білім беру жүйесінде дуальды оқытуды фасилитациялау проблемасының теориялық-әдіснамалық реттеулерін анықтау болып табылады. Қойылған мақсатқа қол жеткізу үшін дуальді оқыту проблемасы бойынша ғылыми әдебиетті теориялық талдау және білім беру сегментінде фасилитация технологиясын пайдаланудың халықаралық практикалық тәжірибесін сараптамалық бағалау әдістері қолданылды. Нәтижесінде «дуальды оқытуды фасилитациялау» ұғымы нақтыланды, дуальды оқытуды фасилитациялаудың теориялық-әдіснамалық тәсілдері анықталды, дуальды оқытуды фасилитациялауды жүргізудің негізгі кезеңдері мен әдістері анықталды. Зерттеудің ғылыми маңыздылығы университеттерде дуальді оқытуды іске асырудың қолда бар тәсілдерін қайта қараудың орындылығына және еңбек нарығының жаңа талаптарын ескере отырып, фасилитация технологиясы негізінде оны жаңа мазмұнмен толықтыруға байланысты. Жоғары кәсіптік білім беру жүйесінде дуальді оқытуды фасилитациялау проблемасының теориялық-әдіснамалық реттеулерін анықтау осы процесті ұйымдастыруда және практикалық іске асыруда қателіктерді болдырмауға мүмкіндік береді.

**Түйінді сөздер:** дуальды оқыту, фасилитация технологиясы, жоғары кәсіптік білім беру жүйесі, теориялық-әдіснамалық реттеу, дуальді оқытуды фасилитациялау.

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## **ТЕОРЕТИЧЕСКИЕ И МЕТОДОЛОГИЧЕСКИЕ РЕГУЛЯТОРЫ ПРОБЛЕМЫ СОДЕЙСТВИЯ ДВОЙНОМУ ОБРАЗОВАНИЮ В СИСТЕМЕ ВЫСШЕГО ПРОФЕССИОНАЛЬНОГО ОБРАЗОВАНИЯ.**

**Аннотация.** Статья посвящена изучению возможностей использования технологии фасилитации в повышении качества дуального обучения, реализация, которой в системе высшего профессионального образования испытывает серьезные затруднения. На основании проведенного исследования сделан вывод, что в вопросах организации и

реализации дуального обучения необходимы стратегии, способствующие удовлетворению интересов, потребностей всех субъектов образовательного процесса. При этом потенциал технологии фасилитации в повышении качества дуального обучения в педагогической науке не раскрыт. В этой связи, целью исследования является: определение теоретико-методологических регулятивов проблемы фасилитации дуального обучения в системе высшего профессионального образования. Для достижения поставленной цели, применялись методы теоретического анализа научной литературы по проблеме дуального обучения и экспертной оценки международного практического опыта использования технологии фасилитации в образовательном сегменте. В результате уточнено понятие «фасилитация дуального обучения», определены теоретико-методологические подходы к фасилитации дуального обучения, выявлены основные этапы и методы проведения фасилитации дуального обучения. Научная значимость исследования связана с целесообразностью пересмотра имеющихся подходов к реализации дуального обучения в университетах и наполнением его новым содержанием на основе технологии фасилитации, с учетом новых требований рынка труда. Определение теоретико-методологических регулятивов проблемы фасилитации дуального обучения в системе высшего профессионального образования позволит избежать ошибок в организации и практической реализации данного процесса.

**Ключевые слова:** дуальное обучение, технология фасилитация, система высшего профессионального образования, теоретико-методологические регулятивы, фасилитация дуального обучения.

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