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**IMPROVING THE PROFESSIONAL COMPETENCE OF FUTURE TEACHERS
THROUGH THE “DUAL EDUCATION” SYSTEM: ANALYSIS OF THE
EXPERIENCE OF WESTERN COUNTRIES**

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Abstract: This thesis analyzes the essence of the dual education system and its role in improving the professional training of future teachers, based on the experience of Western countries (in particular, Germany and Austria). Issues of developing pedagogical competence through the integration of theory and practice are highlighted.

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

RELEVANCE OF THE TOPIC. In the context of modern globalization, the intellectual potential and economic stability of each country directly depend on the quality of its education system. The main component ensuring the quality of education is highly qualified pedagogical personnel with modern competencies. Today, one of the most pressing problems facing the higher pedagogical education system is eliminating the gap between future teachers' theoretical knowledge and practical skills. In the traditional education model, students possess theoretical knowledge, but face difficulties in real school environments when teaching lessons, managing classrooms, and establishing psychological communication with students.

In solving this problem, the “Dual Education” system of Western countries such as Germany, Austria, and Switzerland has been internationally recognized as one of the most effective models. Dual education is a two-track system aimed at acquiring theoretical knowledge at higher education institutions while simultaneously developing practical skills directly at the workplace (school).

In recent years, special attention has also been paid in the Republic of Uzbekistan to transforming pedagogical education and introducing international standards into teacher training processes. In particular, the Resolution of the President of the Republic of Uzbekistan dated June 21, 2022, No. PQ-289 “On measures to improve the quality of pedagogical education and further develop the activities of higher education institutions training pedagogical personnel” highlights the necessity of using elements of dual education in teacher preparation.

PURPOSE OF THE STUDY. The purpose of the study is 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.

OBJECT OF THE STUDY. The object of the study is the professional-pedagogical training of future teachers and the dual education process.

TASKS OF THE STUDY:



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- To theoretically substantiate the essence of the concept of the “dual system” in pedagogical education;
- To conduct a comparative analysis of specific models of training future teachers in Western countries;
- To determine the role of mentoring (“mentor–trainee”) traditions in the dual education system;
- To assess the possibilities of adapting foreign experience to the national education system.

SCIENTIFIC NOVELTY OF THE STUDY. The transformational aspects of Western pedagogical experience are revealed, and an improved methodological model is proposed that ensures a balance between students’ theoretical academic workload and their practical activities in schools.

METHODS. Improving the professional competence of future teachers based on dual education requires more than simply attending schools. Special methodological approaches and internationally tested methods are applied.

The main methods for effective implementation of this system include:

1. **Reflective Practice Method** This method is widely used in Western pedagogy, especially in the United Kingdom and Germany. After each lesson conducted at school, students maintain a special reflective journal.

Content: Students ask themselves questions such as: “What went well today?”, “Which method did not interest students?”, “Why was classroom discipline disrupted?”

Result: Students learn to independently analyze their mistakes and engage in self-improvement.

2. **Mentoring and Co-teaching Method** In the dual system, students are not left alone in the classroom.

Types of co-teaching:

- **Observer:** The experienced teacher conducts the lesson, and the student records teaching methods.

- **Assistant:** The teacher conducts the lesson, while the student assists learners in group work.

- **Parallel teaching:** The class is divided into two groups, one taught by the teacher and the other by the student.

Result: Fear of teaching is eliminated, and professional responsibility is developed.

3. **Case Study and Situational Analysis**

4. **University theoretical classes** are based on real cases brought from schools.

Content: Students present problematic situations encountered during school practice (e.g., disruptive students or groups struggling to understand material), and solutions are discussed collectively.

Result: The integration of theory and practice is ensured.

4. **Action Research Method** This method shapes students as teacher-researchers.



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Content: Students identify a problem in the class where they practice (e.g., “Why do students struggle to speak English?”), apply a new method, evaluate results, and draw conclusions.

Result: Teachers become analytical professionals, not just instructors.

5. Micro-teaching Method

6. This method is often applied at the initial stage of dual education.

Content: Students teach a single lesson element (e.g., explanation or Q&A) for 5–10 minutes. The process is recorded and analyzed with a mentor.

Result: Speech culture, body language, and time management skills are developed.

6. Digital Portfolio Development

During dual education, students upload all achievements (lesson plans, student assessments, lesson videos, mentor recommendations) to a digital platform.

Result: The portfolio serves as a professional “business card” for employment.

DISCUSSION Analysis of the experience of Western countries, particularly Germany and Austria, shows that the dual education system is not merely about placing students in workplaces but represents a fundamental transformation of the educational paradigm. The core issue is the integration of theory and practice. In Western models, students can immediately apply didactic principles learned at university in school settings within the same week, helping them understand the practical relevance of their studies.

However, several considerations must be addressed when implementing this system nationally. First is mentoring. Observations show that in current practice, school teachers often act as supervisors rather than mentors. In Western countries, mentoring is recognized as a distinct professional competence, indicating the need for special mentor training.

Second is professional adaptability. Graduates trained through dual education experience minimal “professional shock.” If future teachers spend at least two days per week in schools throughout four years of study, they master not only teaching but also documentation, parent communication, and classroom psychology. This effectively bridges the gap between higher education and school systems.

CONCLUSIONS AND RECOMMENDATIONS

Based on the analysis of research results and foreign experience, the following conclusions can be drawn:

- Dual education is the foundation of modern teacher training, increasing graduates’ competitiveness by 30–40%.
- Mentoring systems should be transformed through voluntary participation and financial incentives, supported by short-term mentor training courses.
- Credit-module systems should be adapted by organizing theoretical and practical learning in block formats (e.g., 3 days theory, 3 days practice).
- Professional competence assessment should consider real teaching performance, lesson plans, and student outcomes.

In conclusion, adapting the dual education model of Western countries to national values and educational conditions is the most effective strategy for preparing highly competent teachers.



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