



THE DEVELOPMENT OF DUAL EDUCATION IN THE SYSTEM OF VOCATIONAL (VOCATIONAL-TECHNICAL) EDUCATION IN UKRAINE

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Abstract

The relevance of the article is determined by the necessity of finding optimal forms of professional education acquisition in times of war and socio-economic instability, and improving approaches to organizing professional training for future specialists, considering the tasks of Ukraine's economic recovery.

Aim: To summarize the experience of implementing elements of dual education in the educational process of Ukrainian vocational (vocational-technical) education institutions, and to determine the stages and prospects for the development of full-fledged dual education in Ukraine.

Methods: Study of legislative and regulatory documents, scientific and journalistic sources - for systematizing the experience of dual education functioning in Ukraine; theoretical analysis and synthesis, generalization of scientific views on the investigated problem - for determining the conditions necessary for the development of full-fledged dual education in Ukraine.

Results: The experience of implementing elements of dual education in vocational (vocational-technical) education institutions has been identified, analyzed, and systematized (pilot projects; all-Ukrainian and regional experiments; developments of the Institute of Vocational Education of the National Academy of Educational Sciences of Ukraine, activities of the Directorate of Vocational Education of the Ministry of Education and Science of Ukraine, etc.); a theoretical analysis of the legislative, regulatory, and scientific-methodological support for dual education in vocational (vocational-technical) education institutions has been carried out; conditions necessary for the implementation of full-fledged dual education in Ukraine have been determined.

Conclusions: Three main vectors for the development of dual education in the system of vocational (vocational-technical) education in Ukraine have been identified (formation, generalization, and dissemination of practical experience; formation of a regulatory framework for coordinating cooperation between educational and industrial institutions; provision of scientific and methodological support); the main stages of its development have been singled out (theoretical-informational, normative-legal/experimental, practical, generalizing-prognostic); features of implementing elements of dual education in vocational (vocational-technical) education institutions have been identified (regional, sectoral); the educational and methodological base facilitating the implementation of dual education has been characterized (monographs, textbooks, teaching and methodological manuals, methodological recommendations, electronic resources, etc.); forms of popularizing the experience of implementing dual vocational education in Ukraine have been highlighted (conducting mass events, publication activity, mass media, social networks, etc.); the conditions necessary for the development of full-fledged dual education in Ukraine have been outlined (improvement of the legislative framework; development of public-private partnership; intensification of innovative educational activities at various levels; strengthening cooperation between educational institutions and scientific institutions; creation of open information and educational environments for organizing distance learning; development and implementation of a multi-level system of incentive measures to support dual education in the context of enterprise relocation and educational institution displacement).

Keywords: *vocational education, vocational (vocational-technical) education institutions, dual education, dual education system, dual training, public-private partnership.*

Introduction. The implementation of dual education in Ukraine's vocational education system has a specific history and experience, which has demonstrated significant advantages over traditional training of future specialists in vocational (vocational-technical) education institutions (hereinafter: VET institutions). Studying this experience will help clarify the threats, opportunities, and prospects for training future specialists for career building in wartime conditions and during Ukraine's recovery. Despite the successful experience of dual education in EU countries and its achievements in domestic VET institutions, only elements of this form of training are currently used in Ukraine. In view of this, the introduction of full-fledged dual education remains a promising direction for reforming the Ukrainian VET system.

The aim is to generalize the experience of implementing elements of dual education in the educational process of domestic vocational (vocational-technical) education institutions, and to define the stages and prospects for the development of full-fledged dual education in Ukraine.

Methods: Study of legislative and regulatory documents, scientific and journalistic sources – for systematizing the experience of dual education functioning in Ukraine; theoretical analysis and synthesis, generalization of scientific views on the investigated problem – for determining the conditions necessary for the development of full-fledged dual education in Ukraine.

Sources: The research was based on the analysis of: Laws of Ukraine ("On Education" (2017), "On Vocational (Vocational-Technical) Education" (1998)); regulatory legal documents ensuring the development of dual education in Ukraine (Orders of the Ministry of Education and Science of Ukraine "On the Introduction of Elements of Dual System Training in the Professional Training of Skilled Workers" (2015), "On the Introduction of Elements of Dual Form Training in the Professional Training of Skilled Workers" (2017), "On Expanding the List of Vocational (Vocational-Technical) Education Institutions for the Introduction of Elements of Dual Form Training" (2018), "On Approval of the Regulation on the Dual Form of Obtaining Vocational (Vocational-Technical) Education" (2019)); Resolution of the Cabinet of Ministers of Ukraine "On Approval of the Concept of Training Specialists in the Dual Form of Education" (2018),

Medium-Term Plan of Priority Actions of the Government for 2017–2020, Action Plan for the Implementation of the Concept of Training Specialists in the Dual Form of Education (2019), etc.; scientific and industrial-practical publications for the vocational education system (Kulalaieva et al., 2019; Kulalaieva, ed., 2023; Haiduk et al., 2020; Haiduk et al., 2021; Homeniuk et al., 2021); websites of institutions, organizations, educational institutions (Ministry of Education and Science of Ukraine, official portal of the Verkhovna Rada, USAID "Economic Support to Ukraine" Project, Ukrainian Center for Dual Education, etc.).

Results and Discussion: The development of dual education in Ukrainian VET institutions proceeded along three main vectors: establishment, generalization, and dissemination of practical experience; formation of a regulatory framework for coordinating cooperation between educational and industrial institutions; and provision of scientific and methodological support. The introduction of elements of dual education in VET institutions was preceded by a study of foreign experience in dual education, particularly in Germany, which allowed for characterizing the main advantages of this form of professional education (improving the quality of personnel training; increasing employers' responsibility for the quality of skilled worker training; overcoming the gap between theory and practice, education and production; accounting for employers' requirements regarding the content and quality of vocational education; increasing graduates' employment rates; training vocational education seekers in the process of work activity; involving qualified personnel from production in pedagogical activities as instructors and teachers; strengthening cooperation between the public and private sectors of the economy; developing social partnership; increasing additional financial inflows to the budgets of vocational (vocational-technical) education institutions) (Miroshnychenko, n.d., p. 4). It is known that in Germany, Austria, and Switzerland, where the dual system of vocational training is applied, on average approximately 40-50% of young people of the same age cohort study under the dual system. As of 2015, German enterprises concluded about half a million agreements on vocational education and invested over 30 billion euros in the educational sphere

(Savchenko, 2015, p. 4). Characteristics of dual education in EU countries include: concluding tripartite agreements (student, enterprise, educational institution); a significant amount of time (70-80%) allocated to on-the-job training, averaging 3-4 days a week; payment to vocational education seekers of remuneration amounting to 80% of a skilled worker's salary; organization of final knowledge control by independent commissions of chambers of commerce and industry (Savchenko, 2015, p. 5).

The fundamental document that initiated the advancement of dual education in Ukraine was the Law of Ukraine "On Education" (2017), which legally recognized the possibility of implementing this form of training (Section 1, Article 9; Section VII, Article 59). The main regulatory framework for the implementation of the dual form in Ukraine is fixed by Resolution of the Cabinet of Ministers of Ukraine No. 275-r of April 3, 2017, which approved two important documents: the Government's Priority Action Plan for 2017 (step 63 "Implementation of public-private partnership in education") and the Medium-Term Plan of Priority Actions of the Government until 2020 (Section III "Human Capital Development", subsection 8: "Modernization of vocational and technical education"), which provided for dual education in 30 VET institutions.

Of significant importance for the development of dual vocational education was also a series of orders from the Ministry of Education and Science of Ukraine regarding the conduct of all-Ukrainian experiments, which initiated the acquisition of the first practical experience in implementing elements of dual education in the professional training of skilled workers.

Specifically, in 2015, pilot and experimental work at the all-Ukrainian level began on the topic "Professional training of skilled workers using elements of a dual training system" (Order of the Ministry of Education and Science of Ukraine, 2015). The experiment was conducted at: the Educational and Methodological Office of Vocational and Technical Education in Kyiv, the Educational and Methodological Center of Vocational and Technical Education in Lviv Oblast, the Scientific and Methodological Center of Vocational and Technical Education in Zaporizhzhia Oblast, Higher Vocational School No.

33 in Kyiv (profession "cook"), Lviv Higher Vocational Art School (profession "painter"), and State Educational Institution "Zaporizhzhia Machine-Building Higher Vocational School" (profession "lathe operator") (Ministry of Education and Science of Ukraine, Dual Education). The participants in the experiment were granted the status of experimental institutions at the all-Ukrainian level, and basic enterprises for the experiment were identified (TOV BK "Dobrobud", PP "Architectural Workshop "Renaissance", KP "CenterKompleks", PJSC "Lviv-Restoration", PJSC "Firm "Naftogazbud", PJSC "Lviv-Restoration"). Foreign partners were also involved in the project (Eberhard Schöck Foundation, Germany; H. Rogush Foundation, Germany; GmbH "German Society for International Cooperation (GIZ)) (Professional Training of Skilled Workers Using Elements of Dual Education, n.d., p. 5).

Within the framework of the experiment, a SWOT analysis was conducted, which allowed to identify: strengths of dual education implementation (higher quality staffing of the educational process, alignment of curricula with production needs, increased participation of employers in organizing professional training of specialists), weaknesses (insufficient funding for updating the material and technical base, undeveloped system of effective stimulation of participants in innovative educational activities), opportunities (increased interest in using modern production technologies, creation of conditions for internships for pedagogical staff at innovative enterprises, reduced time for graduates' adaptation to production conditions), and threats (lack of funds for long-term monitoring of the domestic labor market; cessation of operations of enterprises participating in the experiment due to military actions and creeping occupation of territories; intensification of migration processes negatively affecting the analysis of graduate employment at enterprises providing professional and practical training) (Professional Training of Skilled Workers Using Elements of Dual Education, n.d., p. 7).

In 2017–2020, the list of VET institutions for implementing elements of dual education was expanded to 260, where training was conducted in over 100 professions (Order of the Ministry of Education and Science of Ukraine, 2017; Order of

the Ministry of Education and Science of Ukraine, 2018). The 2017 Order of the Ministry of Education and Science of Ukraine aimed to enhance the quality of training competitive skilled workers, meet the demands of national and regional labor markets, ensure flexibility and mobility of the educational and production process, and update the content of vocational education by introducing elements of dual education. It also approved the Action Plan (road map) for implementing elements of dual education in the professional training of skilled workers in VET institutions in Ukraine. The 2018 Order of the Ministry of Education and Science of Ukraine further expanded the list of VET institutions.

During 2017-2018, thanks to these experiments, 61 educational standards were developed and approved, contributing to the implementation of dual education elements in VET institutions in 25 regions of Ukraine (Miroshnychenko, n.d., p. 11).

In 2018, the "Concept of Training Specialists in the Dual Form of Education" was approved (Resolution of the Cabinet of Ministers of Ukraine, 2018), which is based on the German experience of dual education. The concept outlined a number of problems and tasks whose resolution is expected to overcome negative trends that have arisen in the field of professional training of future specialists, including the devaluation of practical training traditions for students and the refusal of organizations to work with students due to "commercial secrecy" or "difficult competitive circumstances." The main problem requiring resolution was recognized as the insufficient readiness of graduates for independent professional activity in their first jobs in their specialty. The Concept also defined the main manifestations of this problem, including: graduates' unpreparedness to work in their acquired specialty; employers' dissatisfaction with the quality of graduates' education; low level of funding and material and technical support for many educational institutions; isolation of most state-funded educational institutions from modern market relations, undeveloped mechanisms of public-private partnership; ineffective use of budget funds for training specialists who do not want or cannot work in their specialty. The Concept predicted the solution

of all these problems in three stages: Stage I (2018–2019) – development of a regulatory framework for the introduction of a full-fledged dual form of education; Stage II (2019–2020) – development of typical models of dual education, implementation of pilot projects, evaluation of their effectiveness; Stage III (2020–2023) – creation of dual education clusters based on competitive educational institutions with the participation of motivated employers.

The Concept of Training Specialists in the Dual Form of Education (approved by Resolution of the Cabinet of Ministers of Ukraine of April 3, 2019 No. 214-r) developed an exemplary agreement on dual training (letter of the Ministry of Education and Science No. 1/11-9361 of September 3, 2018), but it does not reflect all aspects of the Concept of Training Specialists in the Dual Form of Education and changes in the requirements and interests of educational institutions, enterprises, institutions, and organizations, as well as students of vocational (vocational-technical) education.

The Regulatory Impact Analysis of the draft order of the Ministry of Education and Science of Ukraine "On approval of the Regulation on the dual form of obtaining vocational (vocational-technical) education" (2019) noted that there is a problem that cannot be resolved within the framework of existing regulatory acts. This problem lies in the weak coordination and lack of unification of approaches among employers, educational institutions, and students regarding the procedure for obtaining VET in the dual form. To eliminate this problem, the most effective way was deemed to be the adoption of a special regulation that would harmonize the interests of all parties. In view of this, in 2019, the Regulation on the dual form of obtaining vocational (vocational-technical) education was approved, which defined the grounds, conditions, and procedure for obtaining VET in the dual form (Order of the Ministry of Education and Science of Ukraine, 2019, December 12).

Experimental projects and the widespread dissemination of their results within the VET system have made it possible to identify the needs of educational institutions for appropriate scientific and methodological support. It is worth noting the scientific achievements of the Institute of Vocational Education of the National Academy of Educational

Sciences of Ukraine in developing pedagogical innovations for organizing the educational process in VET institutions using elements of dual education. Scientists at the institute conducted a scientific study "Methodological principles of introducing elements of dual education into the professional training of future skilled workers in the construction, machine-building, service, and catering industries" (2019-2021), and supervised an all-Ukrainian experiment "Organization of professional training of future skilled workers through dual education" (2019-2022) and two regional ones: "Development of teaching aids for professional training of skilled workers in the professions of 'General Machinist', 'Cook', 'Confectioner' in the context of dual education" (2020-2022) and "Designing the educational and production environment of a vocational (vocational-technical) education institution in the context of dual education" (2019-2021) (Haiduk, Herliand, Homeniuk, Kulalaieva, Piatnychuk, & Shymanovskyi, 2021, pp. 63-74). In the course of these experiments, the methodological foundations for implementing elements of dual education in the professional training of future skilled workers in the construction, machine-building, service, and catering industries were substantiated, as well as the methodological basis for professional training of future skilled workers with elements of dual education. The specific features of the dual education system in Ukraine for different specialties were determined: construction (establishing cooperation with contractors; challenging working conditions for construction workers), machine-building (necessity of creating training centers on the premises of partner enterprises); service and catering (dependence of catering enterprises' operations on satisfying consumer needs; mandatory adherence to sanitary and hygienic conditions). To improve the educational process carried out under the dual education system, a number of innovations have been developed, including: a methodical system for professional training of future skilled workers with elements of dual education; a methodology for organizing dual education for professional training of future skilled workers; development of social partnership in VET institutions in the context of dual education; a roadmap for employers on implementing dual

education; an algorithm for designing the educational and production environment of a VET institution in the context of dual education (Haiduk, Herliand, Homeniuk, Kulalaieva, Piatnychuk, & Shymanovskyi, 2021, pp. 9-35).

It is worth noting that scientists from the Institute of Vocational Education of the National Academy of Educational Sciences of Ukraine have also developed a roadmap for employers on the implementation of dual education (Kulalaieva, 2020), which contains the main measures and procedures that should be carried out at each of its four implementation stages (planning, execution, control, adjustment), as well as their possible executors. This roadmap presents an algorithm of actions for representatives of economic entities involved in the practical training of future skilled workers directly at enterprise workplaces. This roadmap provides employers with tools for quality management of the professional training process for future specialists (Kulalaieva, 2020, p. 8).

Particular attention of scientists was paid to the problems of mentorship in the dual training system. Thus, in 2023, at the initiative of the Federation of Employers' Organizations of Dnipropetrovsk region, the Institute of Vocational Education of the National Academy of Educational Sciences of Ukraine held a special round table with employers. The purpose of the event was to discuss Germany's experience with dual education, gained during the implementation of Ukrainian-German projects "EXAM - Dnipro" and "SEKWA," which were carried out at enterprises and VET institutions in Dnipropetrovsk, Zaporizhzhia, and Lviv regions. Special emphasis was also placed on analyzing the results of distance learning for organizers and mentors in production (Mentorship in the dual training system: round table with employers, 2023).

Of particular importance for the further development of dual education in the domestic VET system is the SWOT analysis conducted by scientists on the implementation of its elements in the professional training of future skilled workers (Kulalaieva, 2018; Haiduk, Herliand, Homeniuk, Kulalaieva, Piatnychuk, & Shymanovskyi, 2021, pp. 11-12). The conducted SWOT analysis allowed to identify: strengths of dual education (regulation of vocational training by market economy principles; increasing labor market demand for graduates

trained in the dual form; closer alignment of the quality of graduates' professional training with employer requirements; strengthening cooperation between government, education, and business; increasing students' motivation to learn; enhancing the prestige of vocational education), weaknesses (imperfect regulatory support for dual education; outdated material and technical base of VET institutions; insufficient readiness of pedagogical staff; low motivation of employers and their reluctance to conclude agreements with first-year students; significant costs for updating the technological park of VET institutions, etc.). At the same time, certain opportunities revealed by the application of dual education elements were identified (overcoming the qualification gap; improving the material and technical base of educational institutions; increasing school students' awareness of career choice; reducing youth unemployment; increasing the competitiveness of VET institutions; using distance vocational training in theoretical preparation; using innovative educational technologies, methods, and techniques). Of paramount importance for the development of dual education are also the formulated threats (reduction in the number of students in VET institutions; disappearance of training in certain professions that are leaving the labor market; reluctance of enterprises to pay for the professional training of skilled workers; reduction of state funding for the Ukrainian VET system; gradual reduction of time for general education, etc.). Most of these threats remain relevant today. In addition, others have emerged, related to the prolonged war and the need to relocate enterprises to other, safer regions of Ukraine, which has destroyed many partnership teams involved in dual system training and negatively affected the statistics of VET institutions that train specialists using elements of dual education.

The work carried out by the Institute of Vocational Education of the National Academy of Educational Sciences of Ukraine has enabled the preparation of a number of educational and practical publications for organizing the educational process in a dual form, which are of significant interest in the VET system. These include: textbooks with the approval of the Ministry of Education and Science of Ukraine ("Modern Technologies of

Confectionery Production" (Haiduk, Herliand, Drozich, Kulalaieva, & Romanova, 2020), "Technologies for Insulating Building Facades" (Haiduk, Herliand, Kulalaieva, Pivtoratska, & Piatnychuk, 2021), "Technologies of Machine Tool Operations" (Homeniuk, Romanov, & Shymanovskyi, 2021), a practical guide "Organization of Dual Training in Vocational (Vocational-Technical) Education Institutions" (Herliand, Kulalaieva, Romanova, Shymanovskyi, & Drozich, 2019); a training course for pedagogical staff "Organization of Professional Training of Future Skilled Workers through Dual Education" (Haiduk, Herliand, Homeniuk, Kulalaieva, Piatnychuk, & Shymanovskyi, pp. 59, 67).

Since 2019, the Ukrainian Center for Dual Education (2024) has been working to generalize the experience of dual education in Ukraine: web pages "Regulatory Framework" and "Experience of Dual Education Implementation" have been developed, a group of consultants on dual education development has been created to assist in updating the content of educational programs for training educators to organize the educational process using dual education.

A significant role in the development of dual education in VET institutions is played by the Directorate of Vocational Education of the Ministry of Education and Science of Ukraine, which actively works on improving the regulatory support for dual education. This includes, in particular, the preparation of the draft Law of Ukraine "On Vocational Education," which takes into account the most important tasks regarding the development of dual education. The Directorate promotes cooperation between educational institutions and employers. The official portal of the Ministry of Education and Science of Ukraine provides information on the mechanisms for implementing dual education, including contract *заключення*, organization of the educational process, and the role of mentors. The Directorate participates in international projects and conferences aimed at exchanging experience and implementing European standards of dual education in Ukraine. Specifically, in cooperation with the European Training Foundation (ETF), a study on the implementation of dual education in Ukraine was conducted. According to the Directorate's conclusions, for

example, in 2020, elements of dual education were already implemented by 327 educational institutions for 393 professions and with the participation of 837 enterprises. The war changed the pace of development of dual vocational education. According to the Institute of Educational Analytics, in 2022, 240 VET institutions used elements of dual training, and according to the "Report on the Results of Monitoring the VET System within the Turin Process in Ukraine" (2023, p. 32) – only 210 for 316 professions. At the same time, the number of enterprises involved in training specialists in the dual form of education increased to 1371. In the same academic year, 12,030 students benefited from this form, and 5930 of them were able to complete their studies. Their employment rate was 70% (Report on the Results of Monitoring the VET System..., 2023, p. 36).

The intensified cooperation between businesses and educational institutions that use elements of dual education is due to several reasons, including: a shortage of personnel in all regional labor markets caused by the forced emigration of Ukrainian citizens; an increasing trend of "aging personnel" at manufacturing enterprises and a depleted personnel reserve due to war and mobilization; improved mechanisms for ensuring a real impact of entrepreneurs on the content of specialists' professional training; and the business's awareness of the importance of providing future specialists with high-quality theoretical fundamental knowledge (Savchuk, 2024, p. 86). To evaluate and recognize learning outcomes in Ukraine, qualification centers have been established, and certain steps have been taken to harmonize the national qualifications system with international standards (Report on the Results of Monitoring the VET System within the Turin Process in Ukraine, 2023, p. 5).

The reform of the VET system in Ukraine involves its "reboot" to address the country's urgent needs and the tasks of its future reconstruction. This reform is based on the Conceptual Principles for the Development of Human Capital in Vocational Education and Training, approved by the Collegium of the Ministry of Education and Science of Ukraine on December 19, 2022. This document is aimed at implementing Ukraine's Recovery Plan, approved by the Government of Ukraine and presented at the

International Conference on Ukraine's Recovery (Lugano, Switzerland, July 4–5, 2022). The document extends the validity of the Concept for the Implementation of State Policy in the Field of Vocational (Vocational-Technical) Education "Modern Vocational (Vocational-Technical) Education" until 2027 and, among the tasks for ensuring the compliance of the content and quality of vocational education with the needs of regional labor markets, includes the requirement to involve businesses in the process of training specialists in VET institutions through dual education (Report on the Results of Monitoring the VET System..., 2023, p. 42).

Generalization of the experience of implementing elements of dual education in VET institutions provides grounds to identify several stages of its development in Ukraine, namely: 2012–2014 (theoretical-informational) – studying foreign experience and conducting an information campaign to popularize dual education in Ukraine; 2015–2019 (normative-legal/experimental) – adoption of the first normative-legal documents that initiated the implementation of dual education elements in Ukraine; implementation of pilot projects for the introduction of dual vocational education; 2020–2023 (practical) – dissemination of domestic experience in training specialists using dual education in VET institutions across all regions of Ukraine; 2023–present (generalizing-prognostic) – analysis of domestic experience in training specialists using elements of dual education, identification of its functioning features in wartime conditions, and determination of prospects for further development.

Conclusions: Three main vectors for the development of dual education in the VET system of Ukraine have been identified: establishment, generalization, and dissemination of practical experience; formation of a regulatory framework for coordinating cooperation between educational and industrial institutions; and provision of scientific and methodological support. The main stages of its development have been determined: theoretical-informational, normative-legal/experimental, practical, and generalizing-prognostic. Regional and sectoral peculiarities of implementing dual education elements in VET institutions have been identified. It has been found that the experience of

implementing elements of dual vocational education in Ukraine has enabled the formation of a sufficient educational and methodological base (monographs, textbooks, teaching and methodological manuals, methodological recommendations, electronic resources, etc.). Forms of popularizing the experience of dual vocational education development in Ukraine have been highlighted (conducting mass events, publication activity, mass media, social networks, etc.). The conditions necessary for the development of full-fledged dual education in Ukraine have been outlined: adoption of the Law of Ukraine "On Dual Education";

legislative support for the development of public-private partnership; increased motivation of educational process participants to engage in innovative educational activities at various levels; strengthened cooperation between educational institutions and scientific institutions; creation of open information and educational environments for organizing distance learning; creation of a multi-level system of incentive measures to support dual education in the context of enterprise relocation and war-induced displacement of VET institutions.

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РОЗВИТОК ДУАЛЬНОЇ ФОРМИ НАВЧАННЯ В СИСТЕМІ ПРОФЕСІЙНОЇ (ПРОФЕСІЙНО-ТЕХНІЧНОЇ) ОСВІТИ УКРАЇНИ

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Реферат:

Актуальність статті визначається необхідністю пошуку оптимальних форм здобуття професійної освіти в умовах війни й соціально-економічної нестабільності та вдосконалення підходів до організації професійної підготовки майбутніх фахівців з урахуванням завдань відновлення економіки України.

Мета: узагальнити досвід упровадження в освітній процес вітчизняних закладів професійної (професійно-технічної) освіти елементів дуальної форми здобуття освіти, визначити етапи і перспективи розвитку в Україні повноцінної дуальної освіти.

Методи: вивчення законодавчих і нормативно-правових документів, наукових і публіцистичних джерел – для систематизації досвіду функціонування в Україні дуальної форми здобуття освіти; теоретичний аналіз і

синтез, узагальнення наукових поглядів на досліджувану проблему – для визначення умов, необхідних для розвитку в Україні повноцінної дуальної освіти.

Результати: виявлено, проаналізовано й систематизовано досвід запровадження елементів дуальної форми навчання в закладах професійної (професійно-технічної) освіти (пілотні проєкти; експерименти всеукраїнського та регіонального рівнів; напрацювання Інституту професійної освіти НАПН України, діяльність Директорату професійної освіти МОН України тощо); здійснено теоретичний аналіз законодавчого, нормативно-правового і науково-методичного забезпечення дуальної форми навчання у закладах професійної (професійно-технічної) освіти; визначено умови, необхідні для впровадження в Україні повноцінної дуальної освіти.

Висновки: визначено три основні вектори розвитку дуальної форми навчання в системі професійної (професійно-технічної) освіти України (становлення, узагальнення та поширення практичного досвіду; формування нормативно-правової бази щодо узгодження співпраці між освітніми та виробничими інституціями; забезпечення науково-методичного супроводу); виокремлено основні етапи її розвитку (теоретико-інформаційний, нормативно-правовий/експериментальний, практичний, узагальнювально-прогностичний); виявлено особливості впровадження елементів дуальної освіти у закладах професійної (професійно-технічної) освіти (регіональні, галузеві); охарактеризовано навчально-методичну базу, що сприяє реалізації дуальної освіти (монографії, підручники, навчальні й методичні посібники, методичні рекомендації, електронні ресурси тощо); висвітлено форми популяризації досвіду запровадження в Україні дуальної форми здобуття професійної освіти (проведення масових заходів, публікаційна активність, мас-медіа, соціальні мережі, тощо); окреслено умови, необхідні для розвитку в Україні повноцінної дуальної освіти (удосконалення законодавчої бази; розвиток державно-приватного партнерства; активізація інноваційної освітньої діяльності різних рівнів; посилення співпраці закладів освіти з науковими установами; створення відкритих інформаційно-освітніх середовищ для організації навчання в дистанційному режимі; розроблення й упровадження різнорівневої системи заохочувальних заходів з підтримки дуальної форми здобуття освіти в умовах релокації підприємств та переміщення закладів освіти).

Ключові слова: *професійна освіта, заклади професійної (професійно-технічної) освіти, дуальна форма здобуття освіти, дуальна освіта, дуальне навчання, державно-приватне партнерство.*

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