

**UDC 377.35****DUAL EDUCATION IN HUNGARY***Nagy Sabolch, Doctor of Economic Sciences, Professor,  
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Primary education is now recognized as the leading one in European vocational education systems. The purpose of dual training is to carry out the educational process directly at the workplace, ensuring the interaction between education, the economy and business. Such training meets the requirements of the labor market, prevents the growth of unemployment among young people, contributes to the career growth of young qualified labor resources. Dual education is a specific form of education in higher education. It includes training that is carried out throughout the entire period of training in a system with specific provisions on teaching methods and assessment of the knowledge gained. Dual learning is a very close form of cooperation, in which all participants - partners, institutions, students - have obligations and additional responsibilities, although at the same time it provides undeniable advantages.

In our opinion, the training system is an excellent option for the student and for the enterprise, but at the same time it imposes more responsibilities, although it provides undeniable advantages [1-19]. For example, in addition to completing a certain part of full-time education, participants in the dual education program also undergo a regular internship at a target (specialized) enterprise. as a fairly simple "student-employee" formula. As a result, by the end of the course of study, they have gained significant work experience [1-2]. Participation in dual training gives partner companies the opportunity to hire student employees for the period of training, who are well aware of this enterprise and its production processes, as well as learn about domestic and international professional news directly through close partnership with the university [3-9].

The project, which lays the foundation for the accreditation and development of dual education curricula, was launched at the University of Miskolc in 2013. As a result, it was possible to start training in only 9 undergraduate courses at three faculties. In September 2015, 50 first-year students began training under such a program after successfully passing the admission procedure. In the project, our consortium partner was the Borsod-Abaúj-Zemplén County Regional Development Agency, a non-

profit organization Of Public Benefit Ltd.

The educational objectives for the development of dual education at Miskolc University can be expressed by the following slogans of the target purpose: "Practice is the best teacher" and "The best adviser is the best adviser". These two sentences express the essence and basic aspects of dual learning programs. As part of these programs, students spend an average of 26 weeks a year at the university, acquiring a theoretical and methodological basis in their respective fields. The practical training phase of programs conducted with companies lasts an average of 22 weeks. At this stage, students acquire additional professional knowledge based on experience, and also have the opportunity to acquire competencies specific to the company or profession. These two aspects of dual education programs provide a combination of sophisticated, competitive knowledge and skills.

In dual training programs, students conclude a contract for training with the University, and also have a contractual relationship with the organization conducting the practice. Students earn income throughout the program, which can cover a portion of their tuition costs. This does not imply any prior commitment to selecting students' future jobs, but in an effort to retain the best students, the companies involved can offer graduate jobs to graduate students [10-14, 18]. Applying for dual training begins with the selection of the partner organization from the list of dual study places. If you are a successful student, the partner company concludes an appropriate contract with the student and the university. Agreement between the dual partner, the university and the student are a prerequisite for entry into the university system of dual education.

At the end of each semester, you need to prepare to submit project work, which will be evaluated by a corporate mentor and a professional coordinator of the university. The student can also evaluate the partner enterprise to help further develop the dual education system at the university.

Upon completion of dual training, the university issues a certificate of the project tasks you have completed. As a rule, this certificate includes project and educational tasks that the student performed, as well as assessments of the partner enterprise and the university for each of them.

Hungary recognizes the significant role of training contracts in providing high-quality vocational education. The labor market can be satisfied by specialists when creating conditions for educational activities and the availability of educational standards. In this regard, dual training in

vocational education involves the division of the costs of training a specialist between the state and enterprises (business, economics) on the terms of equity participation in financing. In the country, the introduction of dual training is carried out at the level of school, vocational education institution and enterprise. Schools and companies (including health care institutions, foundations, associations, individual entrepreneurs) jointly contribute to the professional training of students.

The study of the use of active teaching methods in teaching economic disciplines allows us to conclude that more than half of the teachers surveyed use active teaching methods during classes, among which the leading positions are occupied by: thematic discussions, Olympiads, presentations, business games, situational methods and group trainings.

All without exception, the existing methods of teaching:

- aimed at improving communicative competence, adapting students to the assimilation of new knowledge, as well as considering and disclosing more complex problems of assimilation of new information;

- teachers call thematic discussions, presentations and participation in scientific conferences the most successful in the use of active learning technologies, since they are aimed at developing students' skills to explore and carry out managerial activities, and also make the teaching process more productive and exciting;

- from among the reference and information technologies of teaching, the portfolio method, training methods, as well as distance learning should be singled out.

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