

## FORMS OF ORGANIZATION OF CORPORATE EDUCATION IN HIGHER EDUCATIONAL INSTITUTIONS

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### ABSTRACT

This article aims to improve the quality of education by creating new opportunities for higher education institutions to support innovative forms of education based on a corporate approach to education.

### KEYWORDS

Corporate education, professionalism, multifunctionality, mobility and professional potential, professional experience, individual education, adaptation period, level of competence, creative environment, scientific resources.

### INTRODUCTION

The system of corporate education today plays an important role in the economy and industry, as well as in the system of continuing education. The corporate education system includes the following important functions:

- The closeness of education to independent learning;
- To achieve the essence of education with life experience and professionalism;
- To bring the essence of education to order;



- To bring the essence of education to the essence of production based on the needs of professionalism and taking into account the interests of specialists, ie, taking into account their professional functions, including service status (all rights and responsibilities) and personal qualities.

### THE MAIN RESULTS AND FINDINGS

Corporate education is a part of the education system, which reflects the versatility, mobility and professional potential of the education system.

It should also be noted that corporate education is in many cases focused on the end result while solving many professional problems; and flexibility is a tool in the implementation of many calculations in this area and in the solution of needs problems in production and further development of specialists.

Professionals with basic professional skills and professional experience can also participate in corporate education, which is one of the most important methods of corporate education today.

Today, one of the main goals is the harmonization of the development of science, information technology, economics, production, corporate education with the higher education system. At the same time, the application of corporate education methods in higher education helps students to develop professionals with strong professional experience, which indicates the readiness of experienced professionals in production and changes in socio-economic conditions.

For the education system to function well, the educator must be aware of the modernizations and innovations in the education system and must continue to improve them. However, today's didactics does not have a clear answer to the question of how to conduct the education system in terms of the pedagogical category and what it consists of.

On this issue, many scholars try to avoid and not respond, and take a simple look at didactics. This, in turn, is reflected in scientific methodological manuals as a synonym for the concepts of educational work and teaching methods. But in science they are different. "Style" and "form of organization" are in many cases related to each other, but when comparing them, there is a difference.

According to educators, the method of teaching refers to the organization of the lesson and the level of knowledge of students in the solution of didactic problems or the application of this knowledge in practice and the assessment of their knowledge, as well as the testing of their knowledge. Different methods can be used to solve these problems.

Methodology is often understood as a basic and internal practice part of the education system.

The organization of education means the level of organization of education.

The word form in Latin means appearance. Therefore, the didactic category represents the appearance of the education system and includes the number of students.

As an example, the ability of a teacher to teach not only with a group of students, but also with a single student is taken into account (i.e., this means individual study). However, the time criterion is also taken into account in this system. Sometimes classes lasted from morning to noon and there was no break between classes.

Now the lessons can be done not only in the classroom but also in the excursion mode, of course, in the excursion lesson the excursion place becomes the purpose of the lesson. Of course, no matter what form these lessons take, they must be conducted in a logical and understandable way.



In appearance, lessons should be meaningful in terms of their content, depending on their purpose. It is obvious that the lessons may be similar in appearance, but the method and structure of its organization may also differ from each other.

For example, if the first excursion lesson is aimed at mastering new material on the one hand, the second can be seen as a method of applying the mastered materials in practice.

It is obvious that the first and second excursion lessons are clearly different from each other and can be organized in different ways in their organization. It is obvious that without a deep understanding of teaching methods, it is impossible to fully introduce quality forms of didactic and lesson organization in higher education.

1. Typically, the training of existing staff is carried out in the following stages:
2. Pre-employment training (education) - the worker is provided with all the information before coming to work;
3. Training - the worker learns aspects of the company.
4. Adaptation period - a period of acquisition of skills for the working process;
5. Period of professional development and competence (continuing education).

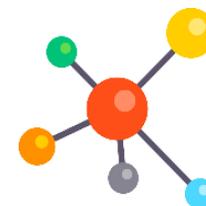
All of the above steps have their own form of education. For example, before starting work, the manager must instruct the new employee, and the employee must be seriously prepared to increase the level of professionalism and competence. For this reason, in many cases, the worker is sent to various lectures, seminars, trainings, master classes, courses and other types of scientific events. The training period can last from a few hours to several months.

Seminar – this form of education provides a number of theoretical knowledge and related issues. In this form, practical and technical knowledge exchange takes place between the participants. Unlike a workshop report, participants are active, so this form is effective in most cases. Participants can discuss their knowledge, ideas and impressions as part of the workshop topic.

#### **Advantages of the seminar form:**

- The seminar will provide materials on a narrow topic and consider their incomprehensible moments;
- The professional level is realized in a systematic way of knowledge, on the basis of competence and the right approach to a question;
- Small group workers can also increase their knowledge in this way;
- There is an exchange of knowledge with colleagues in another company;
- Depending on the theme of the module (taking into account the structure and thematic theme) it is possible to conduct several seminars.

The task of the training is to analyze the behaviors of the participants and to improve their skills in accordance with the learning objectives. Targeted skills are where personal experience is realized through a variety of exercises, games, and assignments. The amount and range of theoretical materials taught in the training is relatively small, but during the lesson the trainees should fully master the given experience. For this reason, the training involves the active participation of all participants in the educational process. Usually in the training to focus on each participant and their problems and their solutions are carried out only in small groups: as a rule, the number of participants is 10-15 people.



### **The principle of cooperation.**

The principle of cooperation takes into account the interests of the participants, as well as their feelings and experiences and personal characteristics of other participants. This principle creates an atmosphere of security, trust and transparency in the participating group, where each participant has the opportunity to hesitate and test their actions.

### **Roundtable (group discussion)**

In a roundtable or group discussion, all participants discuss current issues. In a roundtable discussion, all participants will have approximately equal knowledge and experience, and during the interview they will have equal status and rights. In a roundtable discussion, the moderator is the moderator of the discussion and he or she leads the discussion. During the roundtable discussion, each participant expresses his or her point of view, and then the participants' vague or controversial opinions are discussed. The roundtable can be considered conditionally as a form of education, because during the roundtable participants not only gain new knowledge, but also find solutions to various problems together. Once the roundtable discussion materials have been combined, these materials are considered as an assessment of the effectiveness of the training and are the final stage of the training. Roundtable participants should not exceed 10 people.

## **II. MASTER CLASS**

The master class is derived from English, in which case the master is the best in any field, which means class-lesson). A master class is a type of training seminar in

## **I. BASIC PRINCIPLES OF TRAINING.**

### **Principle of operation**

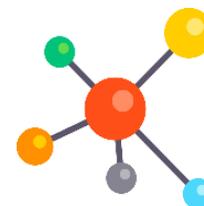
The activities of the training participants are different from those listening to the lecture or reading the book and in many cases have their own character. In the training, participants are involved in specially designed activities. It involves carrying out a situation in the form of a game, performing various exercises, or performing and observing the behaviors of the participants according to a special scheme.

### **The principle of research.**

In this principle, the equation will focus on understanding the ideas of the group participants, discovering new ideas, and further enriching their scientific resources, abilities, and scientific characteristics during the training. In this principle, the coach is to invent new situations, create those situations, and organize opportunities to test them. Creative environment is created in the study group, which provides problems, uncertainties, problem solutions and security measures.

### **The principle of feedback.**

Objectification is a universal method of reasoning. Creating the conditions for effective communication in the group is an important task of the coach. Additional tools in shaping the abilities, skills, attitudes, and behaviors of the participants can be activated in this type of training. One of them is to videotape a group of listeners in one way or another and discuss the situation.



which participants apply their practical skills through a variety of methods or technologies to help them improve their professional skills and expand their knowledge.

Unlike a master class seminar, in which a master class facilitator talks about what methods and technologies should be used in practice.

The master class often covers the following topics:

- Review of production technologies and current issues;
- Application of production technologies in practice and look in different directions;
- The practical application of the author's technologies and methods of production and similar topical issues will be considered.

#### Tasks of the master class:

- 1) Communicate their knowledge to the audience in a variety of ways through a master specialist's experiential approach or direct description;
- 2) Solve problems in the master class program using different methods;
- 3) Develop a master class reflex with the students in the master class program;
- 4) To help other master class listeners to develop their own program and independent learning direction.

During the master class, students should master the following skills:

- Study master class lesson designs;
- Discussion of the results;
- Questions are asked, consultations are received;

- Invited to solve their problems, ie through questions and developments; Everyone can express their opinion on this or that problem.

#### Algorithm of master class technology

1. Specialist to present his professional level:

- The main ideas of the technology are briefly described;
- The achievements of the work are covered;
- The efficiency of the workers is proved and the efficiency of the technology is demonstrated;
- Problems and relevance of the master class will be identified.

2. Introduction of a system of lessons:

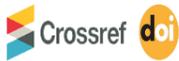
- The course system is presented in the framework of presentation technologies;
- The main work of the specialist, that is, he introduces his work to the audience as a presentation.

3. Organization of simulation games:

- The expert shares his basic knowledge with his audience by demonstrating;
- The audience describes two roles at once: the audience and the experts in the open lesson.

4. Modeling:

- Students perform independent work using the technology (method) of the specialist;
- The specialist acts as a consultant and directs the independent work of the audience;
- The expert discusses the results of independent work with the audience.



### 5. Reflection:

The results of the lessons will be discussed with the expert and the audience.

## III. POSSIBLE MODEL IN ORGANIZING A MASTER CLASS

### Stages in master class work

#### 1. Organization.

Creating goals and objectives.

#### 2. The main part

The content of the master class and its main part: the development of a sequence of topics and the implementation of them.

#### 3. Implementation of the work done.

## CONCLUSION

Analysis of the situation by criteria:

- Development of general activities;
- Development of reflection skills;
- Development of communication culture.

A master class is one of the most effective forms of active professional education.

Conditions of effective work of master class listeners:

Encouragement of conscious activity of all participants of the master class;

- Improving the level of theoretical and methodological training of participants;

- Development of training of students and specialists on the basis of scientific activity;
- Reflection of the reflection process of the listener and the specialist during the practice.

In order to increase the cognitive activity of all participants in the activities of the master class, three conditions are created in this form of education.

1. Provides motivation and the formation of the need for a particular activity.
2. Forming a thirst for knowledge and planning, in which the listener also develops skills in the field of self-control.
3. In the master class, each listener takes an individual approach, and each listener observes the positive results of their educational and cognitive activities.

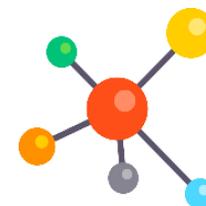
If the specified conditions are met correctly, then the activation of the cognitive activity of the listeners is achieved.

During the master class, in the process of understanding knowledge, it is assumed that the research tasks will be performed effectively, and that appropriate teaching methods can be used.

Empirical research methods can also be used in the master class in the organization of active independent work of students: that is, they include observation, study of documents and results of activities of specialists and students.

Observation is of particular importance in master class activities and is considered to be the most informative method.

Scientific and pedagogical supervision is provided on the basis of compliance with the following basic requirements:



- Monitoring is carried out in accordance with a pre-planned plan in accordance with a clearly defined purpose;
- In the process of analyzing the results of the planned monitoring, answers to certain necessary questions will be found;
- The number of features should be minimal and clearly indicated in the plan;
- If the observer noticed errors during the observation, he should correct them. The monitoring process should be done carefully.

Such events are pedagogically effective, in which university students and production professionals have the opportunity to get acquainted with innovative technologies. The main goal of the innovative form of education is to train university students as trained as possible. In the pedagogical literature, the concept of "progress" is described in different ways. Such innovative activities can be effective for students and professionals in the field of pedagogy. The main goal of the innovative form of education is to further increase the level of professionalism (advancement) of students and professionals in a corporate way. The concept of progress is mainly related to the level of competence (suitability) of students and professionals.

Today's professionals should be formed not only with innovations in production, but also with the ability to prepare for the improvement of this production. At the same time, professionals need to improve their professional skills.

Advanced competence is realized in three aspects:

- Improving the skills of specialists in today's production conditions;

- Training of specialists for new advanced professions;
- Formation of an individual's independent education, in which the specialist not only acquires new knowledge, skills and information, but also helps to use this knowledge in future work processes and master new technologies or in conversations with other manufacturers.

However, today there are a number of obstacles to the full formation of innovative education for students in higher education.

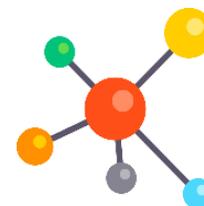
First, the application of modern technology textbooks in higher education takes some time to select, analyze and compile, as well as publish them (and in some cases can take a long time).

Second, due to the lack of experience of university teachers in production, service and other organizations, in many cases, university students are not taught satisfactorily about current production technologies, and therefore this knowledge is not fully covered in textbooks.

Third, production journals are often in short supply in libraries due to financial constraints in higher education.

Fourth, it is difficult to find information about new production in the open source on the Internet, because the latest technical and know-how innovations are often not applied to the public due to strong competition between manufacturers. Licensed developments are also often not available to university students due to financial constraints.

It is known that innovations in manufacturing materials, equipment and manufacturing are often presented at exhibitions, conferences, congresses and forums. Therefore, we can consider innovative



educational technologies as a new direction of education.

In conclusion, if the educational process in higher education is organized on the basis of a corporate approach, it is expedient to further expand the opportunities for quality education based on the experience of specialists:

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