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Methods of Organizing the Continuous Education System Based on Corporate Education

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Abstract: This article serves to improve the quality of education by creating new opportunities in the implementation of innovative forms of organizing education based on a corporate approach to the education system of higher educational institutions.

Keywords: Corporate education, professionalism, multifunctionality, mobility and professional potential, professional experience, individual education, level of adaptation, level of competence, creative center, scientific resources.

Introduction: Today, the corporate education system plays an important role in the economy and production, as well as in the system of continuous education. The corporate education system includes the following important functions:

- engagement in self-education;

- reaching the essence of education with life experience and professionalism;

- bringing the content of education to order and discipline;

- understanding of education based on the professional needs of production and taking into account the interests of specialists, i.e., taking into account their professional functions, including service status (all rights and obligations) and personal qualities.

Corporate education is a part of the education system, which reflects multifunctionality, mobility, and professional potential in relation to the education system.

It should also be noted that corporate education is often focused on the final result, solving many professional problems; flexibility in this regard is a tool that contributes to solving the problems of the Code of Administrative Responsibility and the further development of specialists in carrying out many calculations and collection.

Today, one of the main goals is the harmonious combination of the development of science, information technologies, economics, and production with the corporate education system. At the same time, the application of corporate educational methods in higher educational institutions contributes to the training of specialists with strong professional experience among students, which indicates the readiness of experienced specialists in production and in changing socio-economic situations.

On this issue, many scholars try to avoid answering and approach didactics superficially. This, in turn, is reflected in scientific and methodological manuals as a non-separation of the concepts of educational activity and educational method, that is, as a synonym. But in science, they differ from each other. "Method" and "organizational form" are often interconnected, but in the process of their comparison, their differences are noticeable.

According to educators, education:

The organization of education refers to the level of organization of education.

Outwardly, lessons should be meaningful in terms of content, based on their purpose. As can be seen, lessons can be similar in appearance, but the method of their organization and structure can also differ from each other.

Now lessons can be conducted not only in the classroom, but also in the form of excursions, and, of

course, the purpose of the excursion lesson is the location of the excursion. Of course, regardless of how these lessons are conducted, they should be conducted logically and understandably.

For example, the first excursion lesson, on the one hand, is aimed at mastering new material, and the second can be considered as a method of applying the assimilated material in practice.

As can be seen, the first and second excursion lessons clearly differ from each other and can be organized in different ways.

1. Pre-employment training - the employee is provided with all information before arrival at the workplace;

2. Educational preparation - the worker studies the company's trends.

3. Adaptation period - the period of daily formation of the work process;

4. Period of increasing the professional and competency level (continuous education).

All the above-mentioned stages have their own specific form of education. For example, before starting work, the manager must convey instructions to the new employee, and to increase the level of professionalism and competence, the employee must undergo serious preparation. For this reason, in most 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 several hours to several months.

Seminar - this is a form of education in which a number of theoretical knowledge and related issues are given. This format facilitates the exchange of practical and technical knowledge between participants.

Materials on a narrow topic will be presented at the seminar, and their unclear aspects will be considered;

- Professional level is implemented in a systematic form of knowledge, based on a competent and correct approach to the issue;

- Small group workers can also improve their knowledge in this way;

- Knowledge exchange occurs with colleagues from other companies;

Depending on the module topic (taking into account the structure and thematic topic), several seminars can be conducted.

The task of the training is to analyze the behavior of participants and improve their skills in accordance with the educational goals. Targeted skills are implemented here through personal experience, various exercises, games, and assignments. The amount and range of theoretical material taught in the training is relatively small, but during the lesson, the students must fully master the given experience. Therefore, all participants in the training are expected to actively participate in the learning process. Usually, the training focuses on each participant and their problems and solutions are implemented only in small groups: usually the number of participants is 10-15 people.

Master class

Master class is derived from English, where master means the best in a field, class means lesson). The master class belongs to the seminar format, in which participants implement their practical skills through various methods or technologies. A master class differs from a seminar in that the specialist conducting the master class explains what methods and technologies should be applied in practice.

The master class often includes the following topics:

- Review of production technologies and current problems;

- Application of production technologies in practice and consideration of various areas;

- The application of author's production technologies and methods in practice, and similar pressing issues are considered.

Master class tasks:

1) conveying their knowledge to the audience in various ways through the practical participation or direct description of the master specialist;

2) solving problems posed in the master class program using various methods;

3) development of a master class reflex in cooperation with the students of the master class program;

4) Assistance to other master class students in developing their own program and in the direction of independent learning.

1. Awarding a specialist their professional class is carried out in the following cases:

- Brief description of the main ideas of the technologies;

- The achievements of the work are highlighted;

- The effectiveness of the workers is proven and the effectiveness of the technology is shown;

- The problems and relevance of the master class work are identified.

2. Introduction of a system of training sessions:

The lesson system is presented within the framework of presentation technologies;

- The main work of a specialist, that is, he carries out his

work in the form of a presentation to the audience.

3. Organization of simulation games:

- A specialist shares their basic knowledge by demonstrating it to their listeners;

- Listeners simultaneously portray two roles: listeners and experts in an open lesson.

4. Modeling:

- Students carry out independent work using specialist technology (method);

- The specialist acts as a consultant and manages the independent work of the students;

- The specialist discusses the results of independent work with the students.

Reflection:

- The results of the conducted training sessions will be discussed with the specialist and students.

Probability model for organizing a master class.

Steps in master class work

1. Organization.

Formulating goals and objectives.

2. Main section.

Content of the master class and its main part: development of an action plan in the sequence of topics and their implementation.

3. Implementation of the completed work.

Concluding word.

Analysis of the situation by criteria:

- Mastering general types of activities;

- Development of reflexive abilities;

- Development of a culture of communication.

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

Conditions for effective work of master class participants:

- Encourage conscious activity of all participants participating in the master class;

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

- Development of training based on the scientific activity of students and specialists;

- Reflection of the process of reflection by the students and the specialist during the practice.

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

1. Provides motivation and the emergence of a need for a certain activity.

2. By forming a passion for knowledge and planning, the student also develops skills in the field of self-control.

3. In the master class, each student takes an individual approach, and each student monitors the positive results of their educational activities.

Scientific and pedagogical control is ensured on the basis of compliance with the following basic requirements:

- Observation is carried out according to a pre-planned plan in accordance with a clearly defined goal;

- In the process of analyzing the results of planned observations, answers to certain necessary questions are found;

- The number of characteristics is minimal and must be clearly indicated in the plan;

If the observer noticed errors during observation, they must correct them. The control process must be carried out carefully.

Such events are pedagogically effective, allowing university students and production specialists to familiarize themselves with innovative technologies. The main goal of the innovative type of education is to train university students as ready specialists as possible.

In pedagogical literature, the concept of "being progressive" is covered differently. Such innovative activities can be effective for students and specialists in pedagogy. The main goal of the innovative form of education is to further improve the level of professionalism of students and specialists at the corporate level.

Advancement competence is implemented in three aspects:

- advanced training of specialists in modern production conditions;

- training of specialists in new advanced professions;

- formation of independent learning of the individual, in which the specialist not only acquires new knowledge, skills, and information, but also helps to apply this knowledge in the future work process and master new technologies or communicate with other manufacturers.

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

Firstly, the implementation of textbooks on modern technologies in higher educational institutions, their selection, analysis, and editing, as well as their

publication, requires some time (and in some cases, a lot of time).

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

Thirdly, due to financial constraints in higher education institutions, production journals are often in shortage in libraries.

Fourthly, finding information about new production in open sources on the Internet is a complex issue, since the latest technical and know-how innovations are often not widely available due to fierce competition among manufacturers. Licensed developments are also often inaccessible to university students due to financial constraints.

It is known that production materials, equipment, and innovations in the field of production are often presented at exhibitions, conferences, congresses, and forums.

Therefore, we can consider innovative educational technologies as a new educational direction.

CONCLUSION

In conclusion, if the educational process in higher educational institutions is organized on the basis of a corporate approach, then it is advisable for specialists to further expand the possibilities of providing quality education based on their experience.

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