Publisher: Master Journals

Research Article

THEORETICAL AND METHODOLOGICAL BASIS OF ORGANIZING QUALIFIED PEDAGOGICAL PRACTICE

Urazimbetova Barno Khaitbaevna

Tashkent State Pedagogical University named after Educational methodical department methodist, Uzbekistan

ABSTRACT

The current methodological issues of the organization of qualified pedagogical practice of students of higher educational institutions and the importance of the theory and practice of the organization of qualified pedagogical practice of students today are highlighted. In addition, qualified pedagogical practice allows students to apply theoretical knowledge in practice, and the application of acquired theoretical knowledge in their pedagogical activity, for those who have just started work, the practice acts as a connecting link between theoretical knowledge and practical activity, and recommendations are given for finding solutions to existing problems.

KEYWORDS

Innovation, conceptual, undergraduate, pedagogue, skill, qualification, educational material, boarding school, methodist, technology, subject, psychologist, module, competent, correction , modernization.

INTRODUCTION

Pedagogical practice is the main and important part of the professional training system of the future specialist. Pedagogical practice is a process that connects the student's theoretical education and future teachers' independent activity and ensures the formation of professional skills and qualifications, and is considered a preliminary school of experience.
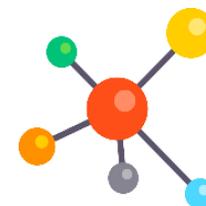
Pedagogical practice is the main part of the pedagogical process in the training of future teachers. Pedagogical practice is carried out in accordance with the model and working curriculum. The content of pedagogical practice depends on the type of practice and corresponds to the program developed in the department. Pedagogical practice is organized separately from training sessions.

The purpose of pedagogical practice is to prepare future teachers for professional activity, to test their acquired knowledge in practice, to feel the responsibility of pedagogical activity and to form the ability to work on themselves, as well as to study the work of experienced teachers. Tasks of pedagogical practice:

- Nurturing students' interest in the teaching profession;
- Formation of a whole understanding of pedagogical activity;
- Pedagogical skills and qualifications formation;

- Pedagogical activity according to the experience create[1]

In our republic, the issue of training pedagogues and raising the process of pedagogical education to a qualitatively new level has been identified as one of the priority directions of modernization and further development of society. In particular, great attention is being paid to equipping the pedagogues trained in higher educational institutions with high professional knowledge, skills and qualifications, and increasing their modern informational and technological competence. A successful solution to this problem requires a combination of theory and practice, turning the acquired theoretical knowledge into practical skills and competencies. That is why it is very important to organize and conduct pedagogical practice at a high level in all respects in pedagogical higher education institutions.

Pedagogical practice, which is an important part of the training of pedagogic specialists on bachelor's courses, successfully applies modern pedagogical and information technologies to the educational process, has sufficient work experience in this regard, and the educational and material support of the continuous education system meets the requirements of today's preschool, general secondary, high school. held in special boarding schools and vocational training institutions.

The analysis of the qualified pedagogical practice organized in higher educational institutions of pedagogy, the existing informational and methodological support for the organization of qualified pedagogical practice showed that there are the following serious problems that should be solved in this direction:

1) the absence of a conceptual model for the organization of qualified pedagogical practice that can meet modern requirements. Not being able to clearly define the conceptual foundations of the organization of pedagogical practice, a superficial approach to its implementation, creates a mood of not paying full attention to the organizational and technological aspects of this issue;

2) education and training when great importance is attached to the technologicalization of the educational process, the technology of organizing and conducting qualified pedagogical practice, which is one of the important forms of organizing

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[1]   И.Т.АЛИЕВ. ПЕДАГОГИК АМАЛИЁТЛАРНИ ТАШКИЛ ЭТИШ.   ©   «Fan   va   texnologiya»   нашриёти,   2014.

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pedagogical education, has not been developed. This problem is being solved by creating a methodological manual and guidelines for the organization of pedagogical practice. Technological aspects are not fully reflected in any of these methodological guidelines and manuals for the organization of qualified pedagogical practice;

3) since qualified pedagogical practice is carried out separately from the educational process, it is appropriate to organize it on the basis of modular education. Because the organization of the eleven-week qualified pedagogical practice on the basis of block-module education successfully solves the problem of methodically providing methodical teachers and students;

4) conducting pedagogical practice in different educational institutions requires their remote management. Because the lack of constant control of pedagogical practice, the lack of timely implementation of supporting measures to solve existing problems, creates some negative situations. The development of a mechanism for remote control of pedagogical practice based on modular education technology serves to successfully solve this problem.

From the analysis of the above series of problems, it is known that the research of the organizational and technological aspects of the organization of qualified pedagogical practice based on modular educational technology in modern conditions reflects an important research problem.

Organizing and conducting pedagogical practice within the framework of research served to perform the following important functions:

first, qualified pedagogical practice allowed students to apply theoretical knowledge in practice. Applying the acquired theoretical knowledge in his pedagogical activity creates difficulties for the educator who has just started work. Therefore, practice served as a connecting link between theoretical knowledge and practical activity;

secondly, the qualified pedagogical practice served to facilitate the educational environment in which the future teacher's knowledge of various descriptions and types is integrated. It should be noted that the initial stages of professional training are carried out step by step, and pedagogical practice has a description of a holistic, integral component. Similar to the production process, specially learned pedagogical-psychological knowledge in the process of pedagogical practice is made into a unified structure and serves to prepare for professional activity. Knowledge learned step by step and separately should have a holistic construction in pedagogical activity;

thirdly, students are new in the process of professional pedagogical practice the formation of his position was achieved: the subject of independent pedagogical activity, the subject of relations with new children and the community for him . Therefore, professors and teachers should support student-practitioners and help them to accept and occupy new positions;

fourthly, qualified pedagogical practice allowed students to try themselves in the role of educators and get as close to the real situation as possible. The organization of the practice created the necessary conditions for the future teachers to realize themselves, to demonstrate their personal abilities and capabilities, to acquire images related to the professional "real and ideal work". Therefore, the effective organization of practice creates favorable
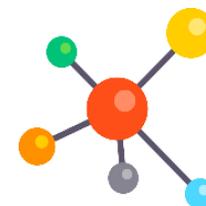
conditions for the development of the professional position of the future teacher;

fifth, qualified pedagogical practice allowed the student to self-diagnose and correct. In the process of qualified pedagogical practice, students filled the gaps in their theoretical knowledge, were able to fully test practical skills and make corrections;

sixth, a student on the result of qualified pedagogical practice, recommendations for pedagogues and higher education institutions were developed. This is not only for pedagogues to increase the effectiveness of organizing practice in the future, but also for future educators to improve their independent skills in the future[2].

In this section, we present the basic methodical minimum competencies that a future teacher should have after graduating from the university and after completing pedagogical practice for practicing students, university methodologists, pedagogical practice leaders, and subject teachers (basic methodological requirements for all types of modern teaching). We hope that these methodological instructions will be useful in the process of pedagogical practice and will help students to master and improve the basic professional competencies of a teacher. In the end, of all the acquired knowledge in our memory, only what we put into practice remains. I.Eckerman "Educational methods" - there are different approaches in different literature to clarify this concept:

1) This is a way/method of cross-activity between the teacher and the student(s);

2) Set of work methods;
3) The teacher leads students from ignorance to knowledge road;
4) System of actions of the teacher and students, and so on.

The educational process is closely related to the educational opportunities of the students (audiences) during the training. Therefore, I.Y. Lerner defines the teaching method as follows: the teaching method is a way to achieve the educational goal, it shows the consistent and organized activities of the teacher, their system, in which the pedagogue forms the social experience of students with the help of certain tools. Y.K.Babansky notes that most didactics consider methods as orderly, interconnected methods of activity between the teacher and students aimed at solving a number of tasks in the educational process. The difference between this definition is that, if in the first definition the method is related to the achievement of the educational/learning goal, in the second one, the goals of using the method are understood as a wider range of tasks in the educational process. Also, this includes not only teaching, but also its deepening, and at the same time, the implementation of education, motivation, organization and control tasks[3].

Qualified practice is a consistent continuation of the educational process of undergraduate students at a higher educational institution, and provides an opportunity to strengthen the theoretical knowledge acquired in the bachelor's degree and apply this knowledge, skills, and qualifications directly to the educational process. Qualified practice in organizations, educational institutions (extra-curricular institutions, neighborhood, special schools,

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[3] Қаршиева, Д. Э. (2020). УЗЛУКСИЗ МАЛАКАВИЙ АМАЛИЁТНИ ТАШКИЛ ЭТИШ УЧУН МЕТОДИК ТАВСИЯЛАР. Academic research in educational sciences, (4), 526-536

orphanages, camps) is not only the formation of professional and pedagogical skills of future specialists, such as organizational, constructive, planning, communicative research, but also based on their professional characteristics and the demands placed on the professional personality. aimed at embodying individual and human qualities. The main goal of the qualification practice is professional pedagogical and psychological training, creative thinking, professional skills and abilities development of future specialists for educational and educational work in organizations, extracurricular educational institutions, camps. If students learn to apply their knowledge in practice, apply it to life, and come to theoretical conclusions in this process, their acquired knowledge becomes a firm belief. In the process of practice, the formation of professional and pedagogical qualities of the future teacher will be helped by the strengthening of self-education. On the first day of the qualification practice, students are required to fulfill the main social task, that is, to form an all-rounded mature person, to prepare the young generation for life and active work. That's it to emphasize must be qualified practice during of students work creative to the character to be it is necessary Students own professional obligations creative if he fulfills the pedagogical task solution to do fruit form and methods if he searches, he himself chose to the profession relationship , pedagogic to the activity interest professional skill increased goes From this point of view take than qualified practice advanced work experiences. learning place skill school is considered[4]

Work release of practice main from issues one, of the practitioner practical professional activities

management system optimization and professional readiness organizational structure within independence and creative abilities from development consists of This issues solution in reaching of the student education of activity subject as independent , knowledge planned mastery and self in development big opportunities which creates , his to know opportunities to manifest and creative abilities to develop which directs modular education of technologies importance big Modular education technology professional of education the following modern issues each bilaterally solve opportunities creates   :

- Teaching individualization;
- Education recipients theoretical of knowledge to practice effective, active teaching to use;
- Practical to the activity to teach and observable actions evaluation level teaching efficiency control to do
- Training based on professional motivation process activation, independence and teaching opportunities full to unique release and so on.

Modular of education important aspects of it students the module independent learning and own knowledge themselves control to get and disadvantages short in term determinations and mistakes again learn and overcome reach if possible manifestation will be Knowledge, skill and qualifications strengthening and improvement right to the road putting, self evaluation possibilities - in students work culture, practice responsible relationship content finds, thinking, problems independent solve abilities develops. Usually, practice the first on the day each one to the

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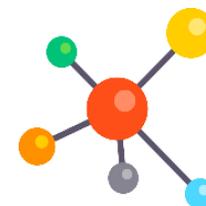
student practice for necessary documents: practice plan, diary notebook, single in order assignment paper distributed. Daily practice to the plan basically students divided into groups, defined sex or departments activities they learn Practice leaders students group for 1-2 hours during daily defined in the facility executable affairs content, equipment and problems with common introduce. The rest at the time students planned processes independent studies, technological process, equipment types, their work activities observations and done daily things diary to the notebook writing to go demand will be done. This is it stage of the practitioner independent activities organize in reaching each for one module practice leader by in advance structured module program good effect gives Module program each for one module separately formed and studied activity elements, small modules and each one study of the element purpose and practitioner mastery must study that was to the material about assignments and them perform according to instructions, har one study in the element the assignment perform for defined price includes. This in case each one module program to the practitioner distributed,

practitioner himself for defined in the facility practice of the leader common from the introduction then, module program and assignments perform according to to the instructions basically defined assignments independent and some complicated, problematic situations practice leaders and in the enterprise leader from experts learned without performs[5].

Future pedagogical practice of teachers period of their activities indicators are the following: productivity, satisfaction , personality don't worry development, work honest in relation to be, social activity is valuable

direction and others This on the future of the teacher own activity performing works and himself and herself done increase conditions emotional evaluation relationship

satisfaction harvest to do very important. From pedagogical work satisfaction in forming socio-psychological of the environment goodness and pedagogical activity efficiency important is an indicator. Socialization is a profession according to colleagues with relations, communication and in joint pedagogical activities done social - pedagogical experience to be increased mastery, active again work output process and his is the result. So so, future of the teacher socialization, that is, in pedagogical conditions work to issue adaptation - social-psychological of the environment creator, communication, behavioral pedagogical practice leader control under to the goal according to managed will go Future pedagogical practice of teachers period of their activities indicators are the following: productivity, satisfaction, personality each bilaterally development, work honest in relation to be, social activity, valuable direction and others This on the ground future of the teacher own activity, and so on. performing works and him done increase conditions emotional evaluation from relationships satisfaction harvest to do very important. From pedagogical work satisfaction harvest in doing socio-psychological of the environment goodness and pedagogical activity efficiency important is an indicator. Socialization is a profession according to colleagues with relations, communication and in joint pedagogical activity done to be increased socio - pedagogical experience mastery, active again work exit process and his is the result. So so, future of the teacher socialization, that is, in pedagogical conditions work to issue adaptation - social-psychological of the

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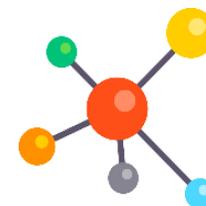
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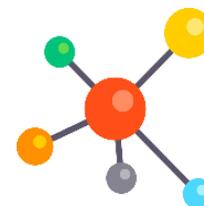
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