

The issue of scientific and methodological support of students during the period of continuous educational practice

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Annotation. The article is devoted to the scientific and methodological support of students of "Primary Education" in the organization and conduct of internships. Its relevance is that when a future teacher becomes acquainted with the first pedagogical activity, he feels the need for the necessary scientific and methodological resources. Most students do not have a degree in pedagogical colleges and do not have pedagogical knowledge, and the need for scientific and methodological support during the internship due to the fact that the main specialties are taught in 2-3 courses.

Keywords: pedagogical education, pedagogical practice, teaching practice, pedagogical activity, teacher-student, preparation for professional-pedagogical activity, scientific-methodical support.

Qualitatively strengthening and improving the material and technical base of higher educational institutions, providing them with modern educational and scientific-laboratory equipment, equating educational standards to the level of requirements of developed countries, ensuring the continuity of practice with theory increases competitiveness in the training of pedagogical personnel. At the same time, pedagogical (qualification) practice in pedagogical higher educational institutions is a means of ensuring the continuity of theory and practice. In the educational plan of the CPSU, a form of continuous continuing education, which is clearly defined and obliged to be carried out in the areas of education, is inextricably linked with professional activity. To what extent it will be organized will serve as the basis for the student to overcome obstacles associated with professional activity in the future, increasing his faith in his profession.

Pedagogical (qualification) practice is carried out in pedagogical higher educational institutions in accordance with the curriculum for 2020 in continuous 1.2.3.4 courses. During the internship, the student gets acquainted with the pedagogical skills of the initial profession, the activities of an educational institution, pedagogical activities, pedagogical experiments and acquires pedagogical knowledge, skills and abilities.

Although pedagogical practice of pedagogical educational institutions is generally called qualification practice, it is divided into types according to the content and task of organization by courses. In the pedagogical literature, the following types of pedagogical (qualification) practice can be found: educational (educational-dating), psychological practice 1 Course 2 Semester, Educational (on the acquisition of professional skills and abilities) practice 2nd Year 4 Semester, production, research practice 3rd year 6th semester and pedagogical (received diplomas) practice, which is held in the 8th semester of the 4th.

The scientific and methodological support of practice is of importance as a continuous and consistently organized educational process.

One of the main tasks and areas of activity of the departments that train and graduate pedagogical specialists is the scientific and methodological support and support of the pedagogical practice of students. The content and purpose of this activity is to create such educational and methodological, instructive materials that meet the requirements of the time and ensure the creation of a pedagogical information environment that stimulates the functioning of practice as a form of Organization of education through their content. These educational and methodological materials should simultaneously meet the needs of a separate student and groups of students participating in a particular practice, that is, be individual-personal and public at the same time.

The analysis of scientific and methodological literature, the generalization of the experience of organizing pedagogical practice, the classification of the task of scientific and methodological materials created for practitioners indicate that the term "supply" has long been used. Provision is the basis for the achievement of students by providing them with scientific and methodological guidance during the period of practice; provision is actions and activities aimed at creating favorable conditions, guaranteeing success. As a result of the development of pedagogical science and practice, the concept of "supply" has deepened and expanded at the expense of the introduction of a new concept – the term support. Scientific and methodological support retains elements of understanding and technology as an employee; "scientific and methodological support of practice" is understood as the creation of consistent, scientific and methodological conditions for the purpose of all stages of practical preparation for increasing the effectiveness of the educational process. Relevant scientific and methodological (participants in the scientific and methodological literature v.b. "supply") the creation of conditions is carried out not through the supply system, but through the joint activities of the subjects. The term "scientific and methodological support" implies a focus on the long duration, consistency, continuity of the process. Thus, supply is a concept that requires more precision, is measured and evaluated. Support-is characterized not only by the dynamism, variability and availability of measurement of scientific and methodological materials, but also by the greater application and exactingness of their feature by students.

In our opinion, the process of organizing and conducting educational practice of future primary school teachers can be scientifically and methodically divided into three main areas: supply, support, cooperation. In the interpretation under consideration, scientific and methodological assistance involves the creation of materials prescribed for practitioners-students, necessary for regulatory issues, problems and actions. As a full consumer of scientific and methodological products, it is possible to present only what is initially accepted, institutionalized and, as a rule, necessary for all students.

Such forms of provision mainly include instructional materials with an organizational and managerial classification, as well as all special pre-internship student training: expanding and deepening knowledge on the problems of relevance of knowledge on the age characteristics of children, diagnostic methods that students may encounter. Usually, these forms are very clearly developed and are carried out in the form of conferences, lectures, seminars, consultations on the educational process of universities before entering practice. Before the start of pedagogical practice, students receive scientific and methodological instructions and materials (oral or written).

Scientific and methodological materials created by the ITU methodologists will be designed to support students, as well as to solve problems that they may encounter during practice. Such materials can be divided into a problematic classification, designed by practitioners to expand and enrich knowledge, identify it, use it directly in a particular situation, explain situations, find solutions. The main forms of scientific and methodological support are in a dialogue and personality-oriented form, and scientific and methodological assistance is carried out in a personal dialogue between an OTM teacher, specialists of an institution working as an internship base, and a student. The basis of such assistance to the student is individual and group consultations; practitioners observe classes, spiritual and educational activities and analyze them; answer problematic questions of practitioners throughout the practice; participation of the head of practice in solving problems; recommended literature.

Scientific and methodological support is also supply and assistance in emergency situations that arise during practice, especially in conflict situations. Unfortunately, in many cases, practitioners-students cannot independently get out of such situations due to a lack of professional skills and lack of pedagogical experience in situations that arise unexpectedly (for example: in the process of

communicating with children and their parents). When similar unusual situations arise, it is necessary to have scientific and methodological support that will help to find a solution to the problem and encourage the student. When such situations arise, the teacher himself shows an exit from the situation as a personal example. Scientific and methodological support can be psychological trainings, assistance provided by the teacher to the problem solution of the pedagogy, and persuading students to achievements and raising their mood. The characteristic features of the scientific and methodological support of students during the internship period are the attachment of experienced methodologists to various problem situations, as well as the joint solution with practitioners.

Such an approach to scientific and methodological work turns it into a continuous and consistently organized educational process, which means that the scientific and methodological activity of the teacher not only consists in the creation of guiding guidelines, guidelines for all types of work of practitioners, but also becomes an external factor in the organization of Student Labor. The application and implementation of such a new approach during the practice sets additional tasks (in a broad sense) for the scientific and methodological support: the management of students' knowledge and mastery of its stages before the start of practice; diagnosis of the system of development of knowledge, skills and abilities that are formed in each student, taking into account the individual

As noted above, the revision and systematization of educational and methodological materials on practice is also required, the main tasks of which are as follows: creating the basis of preliminary data for the entire system of practice; managing the course of practice, ensuring its correction and control of errors; creating samples of project documentation; providing students with the necessary information; stimulating the independence.

All the totality of scientific and methodological resources developed for pedagogical practices can be divided into several groups. The first group includes regulatory legal acts, the implementation of which is strictly mandatory. These documents clearly define the purpose, function, main content, form and expiration date of the practice, the rights of practitioners and methodologists leading the practice. They have a general classification, and variativization and differentiation are not allowed. Based on the experience of organizing and conducting pedagogical practice in the Kokand DPI, the following can be attributed to this group: regulatory documents governing the organization of the practice of students of the CPSU (regulations, guidelines, instructions from laws and decisions); materials of instructions that determine the procedure for conducting an internship for students of exactly the same educational institution, faculty, specialty (; scientific and methodological guidance on practice regulatory and providing organizational materials (plans for colloquiums and seminars, a schedule of consultations, held by departments for practitioners).

The second group includes informative theoretical materials, the content of which can be used when conducting classes and other activities. Such information can include the theoretical part of the disciplines of the specialty necessary for practice. As a rule, they are concentrated in educational and methodological manuals for the practice of students, texts and assignments for their independent work, in the list of recommended literature, audio and video recordings, electronic resources, etc.

The third group combines educational and methodological materials that provide preparation and conduct of practice, various educational and educational activities, as well as observations and analysis of the material obtained. These include methodological recommendations for planning activities (notes on the preparation of an individual work plan, principles for drawing up an educational activity plan, an example of approximate planning of independent work of students during the period of practice, algorithms for thematic planning of individual activities, etc.); guidelines for maintaining practice documentation (practice diary, planning forms, instructions for preparing reports); educational and methodological developments on the implementation of the main

types of professional activities (programs, methods, observation, analysis schedule, instruction for describing various objects of knowledge, activities, behavior and relationships of educators and educators); samples of project work and reporting documents (event scenarios, developments; development of Interview plans, individual and group; dastkri of socio-pedagogical work with children and their parents; an example of a report written by students at the end of practice v.b.); materials on the forms of diagnosis and self-assessment of professionally important qualities and skills (self-assessment, questionnaire, methods for assessing professional readiness for various types of socio-pedagogical activities, sequence of professional self-education and Development v.b.)

The scientific and methodological materials under consideration are created to monitor the educational process in practice, and are designed to form skills that are leaders in the future professional activities of students, to provide conditions in accordance with the tasks of practice. However, the analysis of such a group of scientific and methodological resources used in the educational process of pedagogical universities shows that most of them do not allow students to develop activity, creative thinking of educators, even if they are aimed at reproductive activity, at performing types of exemplary activities. The continuation of the work activity of the practitioner in such a rhythm can be tied to the materials of the practitioner's instruction, leading to a decrease in his independent creative activity and the fading of his research skills. Moreover, although these recommendations are general for all students and are intended for the types of practices of higher educational institutions and areas of expertise, the specifics of the students of the educational institution were not taken into account.

In conclusion, the scientific and methodological materials being created, on the one hand, when presenting such materials, should be carried out in a differentiated manner, taking into account the study of the individual needs of students, the specifics of the profession, the level of training of the student and their experience mastered in professional activity. On the other hand, the system of scientific and methodological materials requires monitoring the quality of preparation at all stages of student practice, as well as the introduction of methods of diagnosis and self-diagnosis in this process. The main requirements of such an approach to the scientific and methodological design of qualification practice, in our opinion, contribute to the management of the process of formation of professional pedagogical experience of students and act as a link between theoretical knowledge and practical skills of students.

The external structure of the Constitution describes its relationship with other sources of law, the totality of relations, its place and role in the legal system and its significance in the system of social and normative regulation in society.

The article presents the role of family, forming system of upbringing, traditional-educational system and traditions in Uzbekistan.

In an article consistently revealing the principles of the Bologna process for measuring the quality of education, the dynamics of internationalization and the logic of integration in European higher education and in Eurasia.

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